Program Design Procedure

Version	Approved by	Approval date	Effective date	Next full review
2.0	Deputy Vice-Chancellor Academic & Student Life	3 October 2021	1 January 2022	January 2025

Procedure Statement

Purpose	This Procedure specifies the requirements for the design and structure of coursework programs. It aims to ensure that the design and structure of programs provide students with a coherent education experience which supports their achievement of the program learning outcomes and graduate capabilities.	
Scope	The Procedure applies to: • Coursework programs, including Sub-Bachelor, Bachelor Pass, Bachelor Honours, Graduate Certificate, Graduate Diploma, Masters (Coursework) and Masters (Extended); • Specialisations and courses within these programs; and • Coursework elements of higher degree research programs.	
Are Local Documents on this subject permitted?	☒ Yes, however Local Documents must be consistent with this Procedure.	☐ No

Procedure Processes and Actions

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1. Program and course design

1.1. Overarching design considerations

All programs will:

- Have a structure, design, learning outcomes and duration (expressed in units of credit) that are consistent with the AQF qualification specification for the program and that are appropriate for the student cohort;
- Specify the program entry requirements in accordance with the *Admissions Policy* and *Admission to Coursework Programs Procedure*, the pathways for students into and between qualifications, and the arrangements for recognising prior learning for admission or credit/exemptions in accordance with the *Recognition of Prior Learning (Coursework Programs) Procedure*;
- Include the design elements specified in standard 3.1.1 of the Tertiary Education Quality Standards Agency (TEQSA) *Higher Education Standards Framework (Threshold Standards)* and any relevant professional accreditation and/or inherent requirements, and be approved and reviewed in accordance with the UNSW program approval process; and
- Include authentic experiences that prepare students for work, research and further learning.

1.2. The Integrated Curriculum Framework and curriculum mapping

The elements of the *Integrated Curriculum Framework (ICF)* will be incorporated into the design of programs and courses to ensure that there is coherence between the curriculum elements, they are appropriate, and the program learning outcomes and graduate capabilities are supported.

The key elements of the ICF are:

1. A clear rationale and purpose for the program.
2. A set of learning outcomes (program, specialisation, where relevant, and course) that align with the university's strategic intent, as expressed in the UNSW 2025 Strategy, and desired graduate capabilities, the program purpose and the relevant AQF qualification specification.
3. Program components (specialisations and courses), course components and assessments, and evidence of alignment between all components.
4. A composition and sequence of courses which supports student progression from foundational to more advanced disciplinary knowledge and skills.
5. An evaluation process that provides data on the extent to which students have achieved the learning outcomes, which is used to evaluate and enhance the quality of the program and course.

All programs will maintain a map, which demonstrates alignment between the ICF elements above.

Responsibility for ensuring that programs, specialisations and courses are designed in accordance with the principles of the ICF rests with the Program Authority. This will also be considered when the program is approved or reviewed in accordance with the UNSW program approval process.

Advice and support on the ICF and curriculum mapping is available from the Office of the Pro Vice-Chancellor (Education & Student Experience) and the Teaching Gateway.

1.3. Units of credit and workload expectations

Program structure is based on units of credit (UOC). Courses are assigned a unit of credit (UOC) value which indicates the course size, workload and contribution to meeting the requirements of a program. Typically, courses comprise 6 UOC.

Normal workload expectations for each UOC are approximately 25 hours per term or semester, including class contact hours, online and other learning activities, preparation and time spent on all assessable work.

UOC are used in the calculation of student contribution charges and fees.

Full-time enrolment for one year is defined as 48 UOC which equates to 1.0 EFTSL.

1.4. Work and research integrated learning

All Bachelor (Pass and Embedded Honours), Masters (Coursework) and Masters (Extended) programs will provide opportunities for students to undertake work integrated learning (WIL). Double degrees will

provide an opportunity for students to undertake WIL in at least one of the constituent programs. For further information on the design, delivery and quality assurance of WIL refer to the *Work Integrated Learning Procedure*.

Where a research integrated learning activity is included in a program or course, the curriculum will be designed to prepare students for the activity. Where the activity involves research it must comply with the *Research Code of Conduct*, *Human Research Ethics Procedure* and/or *Animal Research Ethics Procedure.*

1.5. Comparability of experience and learning outcomes

Where the program or course will be offered across different locations, modes of delivery, times or terms, the program, courses and activities will be designed to ensure that students have comparable experiences and learning outcomes, except where additional requirements are imposed as part of accreditation or contractual requirements.

1.6. Partners or third-party providers

Where programs are designed in collaboration with another party or designed to be delivered by a third party, they must comply with UNSW policies.

2. Single degree coursework programs

2.1. Sub-Bachelor programs

An Undergraduate Certificate* will be 24 units of credit. Unlike other AQF qualifications, the Undergraduate Certificate (UC) is not located at a single qualification level. It must be made up of courses that belong to an existing program at AQF Level 5, 6, or 7.

Undergraduate certificates will be designed to qualify students with knowledge and skills for further study, professional up-skilling, employment, and participation in lifelong learning. Depending on their purpose, individual programs may have learning outcomes with more emphasis on some of these aspects than others. Undergraduate Certificates will be designed so that upon completion they equip students with foundational skills sufficient to articulate into a program at AQF Level 5, 6, or 7. Upon successful completion, students must be provided with an option to articulate into a higher-level program (subject to meeting entry or articulation requirements) or to graduate with a standalone award.

Diploma programs will be a minimum of 48 units of credit (UOC). Advanced Diploma and Associate Degree programs will be a minimum of 96 UOC.

All sub-bachelor programs must align to the specifications for skills, knowledge, and application of skills and knowledge for the relevant qualification type in the AQF. Where they are designed to articulate to a higher-level program (a requirement for undergraduate certificates), learning outcomes must be aligned with the learning outcomes for the target program but must also be coherent as a standalone qualification.

Students may apply to be awarded a sub-bachelor award upon early exit from a higher-level undergraduate program, where they do not continue with the higher-level program. In these circumstances they must satisfy all the academic requirements of the relevant sub-bachelor program. Program Authorities may wish to specify academic requirements that, while still achieving the program learning outcomes, are more flexible as an exit arrangement (to facilitate exit under a range of circumstances) than as an entry pathway (where a more structured program of study may be deemed as most suitable for the cohort of students entering the program aligned to the program's purpose).

*The Undergraduate Certificate (UC) is currently approved for a limited time and thus it is important to confirm government advice prior to progressing a new offering.

2.2. Bachelor Pass programs

A Bachelor Pass degree program will be a minimum of 144 UOC and will contain a disciplinary core, general education courses and other courses (electives).

The disciplinary core are the courses in a specialised area of study that must be satisfactorily completed to meet the requirements of the program. The disciplinary core must be a minimum of 96 UOC and be the same, regardless of whether it is taken in a single or double degree program.

The disciplinary core can include a major (or majors) and a minor (or minors). Where included, a major will be a minimum of 48 UOC and a minor will be a minimum of 24 UOC and will include all discipline requirements.

Where a major or minor has the same name, it will have an identical structure, irrespective of the program and Faculty in which it is offered.

Course sharing is permitted.

Programs will include a General Education (GE) component of 12 UOC. GE complements the specialised learning undertaken in a student's chosen field of study and is intended to broaden their knowledge and skills. Courses undertaken to meet the GE requirement can be selected from any Field of Education Codes except those specifically excluded from the program in which the student is enrolled. Field of Education codes that are excluded from programs will be assigned at the Faculty-level and approved by the Academic Board.

Program rules must not require the completion of specific courses outside those required by the disciplinary core and GE requirement, unless there are specific accreditation or contractual requirements. Students must choose courses (electives) additional to the disciplinary core and GE requirement to complete the minimum UOC required for the degree.

Refer also to **Section 3.2** for requirements for double degree programs.

The award of Pass with Distinction provides formal recognition on the testamur and academic transcript of excellence in overall academic performance in a Bachelor Pass degree program where an award with Honours is not available. Refer to the *Assessment Implementation Procedure* for the requirements for the award of Pass with Distinction.

2.3. Bachelor Honours programs

An Honours program can be offered as an Embedded Honours or a Separate Year Honours program.

Honours (Embedded) programs incorporate the Honours components (research and higher-level learning) as an integral part of an overall undergraduate program that spans AQF levels 7 and 8.

Honours (Separate Year) programs follow the completion of an undergraduate degree in a cognate discipline and are AQF level 8.

For Honours classifications refer to the *Assessment Implementation Procedure.*

2.4. Bachelor Honours (Embedded) programs

Bachelor Honours (Embedded) programs will be a minimum of 192 UOC (when undertaken as a single degree) and will comprise:

- Bachelor Pass degree components specified in **section 2.2**;
- Honours-level knowledge that is developed progressively throughout the program; and
- A mandatory research requirement.

(Refer to **section 3.2** for the minimum UOC requirement of Embedded Honours programs untaken as part of a double degree.)

The research requirement will:

- Involve the planning and executing of a piece of research or a professional project undertaken with some independence; and
- Include training in research methodologies, research ethics, and academic writing skills relevant to the discipline. This training may be embedded in the program in dedicated courses designed for this purpose or may be included within learning activities across the program.

Students may be required to:

- Take higher level courses relative to Pass-level students, where different levels are available; and/or
- Meet progression requirements to enrol in or remain enrolled in the Honours program.

Typically, students are admitted directly into an Embedded Honours program upon initial admission.

To remain in the program, students will be required to maintain an appropriate level of academic achievement by meeting the progression requirements specified in the approved program rules.

Progression requirements may include the requirement to maintain a specified stage or overall Weighted Average Mark (WAM) and successful completion of courses and learning activities that specifically map to Honours-level program learning outcomes (AQF level 8).

Where there are progression requirements, a student who does not meet these requirements will be required to transfer to an appropriate Pass-level program.

Some programs may admit students to a Pass-level program and then permit qualified students to transfer with credit to an Honours-level program at an appropriate point throughout their study. In some circumstances, where successful progress towards Honours-level learning outcomes (AQF level 8) cannot be validated earlier, this may be at the point of completion of all program requirements.

2.5. Bachelor Honours (Separate Year) programs

Bachelor Honours (Separate Year) programs will be 48 UOC and will comprise a research requirement of at least 18 UOC.

The research requirement will:

- Involve the planning and executing of a piece of research and scholarship and/or project work with some independence, under the supervision of a duly appointed supervisor; and
- Include training in research methodologies, research ethics, and academic writing skills relevant to the discipline.

Coursework that comprises the remainder of the program must lead to the attainment of AQF-level 8 learning outcomes.

Only courses (including the research requirement) taken while enrolled in the Honours program, and specified in the program rules, may count towards program requirements, including the calculation of the class of award. (For Honours classifications refer to the *Assessment Implementation Procedure.*)

2.6. Graduate Certificate and Graduate Diploma programs

Graduate Certificates and Graduate Diplomas may be a stand-alone (non-articulated) program, an exit only program, or part of an articulated suite of programs, as specified in **section 2.5.3**.

Graduate Certificate programs will be 24 UOC and Graduate Diploma programs will be 36 to 48 UOC. Programs of longer duration are permitted.

2.7. Masters (Coursework) programs

Masters (Coursework) programs will be between 48 and 96 UOC, depending on the program purpose and the student cohort. Programs of longer duration are permitted.

All Masters coursework programs, regardless of their purpose or duration, must contain 48 UOC of courses approved for level 9 AQF qualifications.

Masters programs that are longer than 48 UOC will be permitted to use courses approved for lower AQF level programs.

Specialisations, where included, must be a minimum of 24 UOC. Specialisations are not mandatory.

Where a program is designed to provide a pathway to doctoral study (AQF level 10), the program learning outcomes will align with the admission requirements for doctoral study at UNSW (see *Admission to Higher Degree Research Programs Procedure*).

The award of 'with Excellence' provides formal recognition on the testamur and academic transcript of outstanding performance in coursework masters programs. Refer to the *Assessment Implementation Procedure* for the requirements for the award with Excellence.

2.8. Considerations related to program purpose

Masters coursework programs can be for broadening and/or deepening purposes.

Broadening Masters programs develop students' knowledge in a new area, or multidisciplinary area building on earlier learning, for employment or as a pathway for further learning. Broadening Masters programs may contain courses from lower AQF level programs.

Deepening Masters programs develop a student's knowledge in an existing area to a deeper level for specialised employment or as pathway for further learning.

Masters programs that develop students' knowledge in areas that meet professional accreditation requirements for entry to, or continuation in, a profession can be for either broadening and/or deepening purposes. The structure and disciplinary content of these programs will be informed by professional accreditation requirements.

2.8.1. Considerations related to the student cohort

Programs that are of a longer duration will comprise a curriculum that is intended for students with no prior qualifications or relevant experience (as they will require additional time to attain the disciplinary knowledge required to meet the program-level learning outcomes) or for students who wish to attain more disciplinary breadth or depth.

Programs of 96 UOC duration are typically for students entering with an AQF level 7 qualification in a non-cognate discipline (or equivalent qualifications and/or professional experience). When offered to students holding an AQF level 7 qualification in a cognate discipline, this would allow students to attain more disciplinary breadth, explore a discipline in more depth or meet professional accreditation requirements.

Programs of 72 UOC duration are for typically students entering with an AQF level 7 qualification in a cognate discipline, an AQF level 8 qualification in a non-cognate discipline at honours level, or a graduate diploma in a non-cognate discipline (and/or equivalent qualifications and/or professional experience).

Programs of 48 UOC duration are typically for students entering with an AQF level 8 qualification in a cognate discipline at honours level or graduate diploma in a cognate discipline (and/or equivalent qualifications and/or professional experience).

2.9. Articulated postgraduate coursework programs

Articulated postgraduate coursework programs are a defined sequence of programs that provide a pathway to Masters level qualifications for students who are not eligible for direct entry to these programs or who may wish to take a staged approach to completing a Masters (coursework) program.

In articulated programs:

- The learning outcomes for all programs in the sequence must align with and form constituent parts of the learning outcomes of subsequent programs in the sequence;
- The courses and requirements for completion of earlier programs in the sequence must be a subset of subsequent programs in the sequence; and
- Full credit is granted for courses completed in earlier programs in the sequence in accordance with the *Recognition of Prior Learning (Coursework Programs) Procedure.*

The articulation pathways for Masters are:

- 24 UOC Graduate Certificate ➔ 48 UOC Graduate Diploma ➔ 96 or 72 UOC Masters
- 48 UOC Graduate Diploma ➔ 96 or 72 UOC Masters; and
- 24 UOC Graduate Certificate ➔ 96 or 72 UOC Masters.

Typically, there are no articulation pathways for a 48 UOC Masters. With approval from the Academic Board, articulation to a 48 UOC Masters may be permitted if it can be demonstrated that the entry requirements for the Graduate Certificate and/or Graduate Diploma are the same as the Masters program.

2.10. Masters (Extended) programs

Masters (Extended) programs will be a minimum of 144 UOC. Where a Masters (Extended) program is designed for students entering with an AQF level 8 qualification in a cognate discipline, they will be a minimum of 96 UoC.

(Note that Masters (Extended) Programs are not the same as the UNSW Masters (Extension) programs. The term Masters (Extension) has been used at UNSW to describe Masters (coursework) programs of a longer duration that allow students to attain more disciplinary breadth, explore a discipline in more depth or meet professional accreditation requirements.)

3. Double degree coursework programs

Single undergraduate and postgraduate programs can be combined to form a double degree. A double degree is the concurrent or sequential study of two award programs as one integrated and coherent program leading to two awards and two testamurs (one for each program).

Faculties may specify that the single program may only be undertaken concurrently with another program as a double degree (examples include the Bachelor of Laws and Bachelor of Education programs which are not available as single standalone degrees).

The contributing Faculties will nominate the Program Authority who will be responsible for students enrolled in the double degree. The Program Authority for each single degree program will remain separately responsible for certifying that students have satisfied requirements for their particular degree.

Students must achieve the same learning outcomes as the two single award programs.

Course sharing between the qualifications that comprise a double degree program is allowed, subject to the limits below.

Double degree programs are approved following the same process as single award programs.

3.1. Sub-Bachelor programs

Where an undergraduate Diploma (Diplomas and Advanced Diplomas) is combined with another single or double degree undergraduate program, a maximum of 12 UOC can be double counted toward the Undergraduate Diploma from the full undergraduate program.

3.2. Double degree Bachelor (Pass and Honours) programs

Where two Bachelor (Pass or Embedded Honours) programs are combined the disciplinary core of each single degree must still be met. The General Education requirements for individual degrees are met by doing the double degree.

Where an Embedded Honours program is undertaken in double degree mode, students must complete a minimum of 144 UOC of the Embedded Honours program components.

Up to defined limits, shared courses count towards the UOC requirement for both programs (*double counting)* subject to an absolute maximum of 24 UOC, provided the sum of the disciplinary core of the two programs is at least 240 UOC. Once the double-counting limit is reached, courses may still be shared but the course UOC is usually counted towards the award component with the larger UOC still to be completed. Additional electives will need to be completed to meet the minimum UOC requirement for the other award. Program rules must not require the completion of specific courses outside those required by the disciplinary core and GE requirement.

Where a student is enrolled in a double degree (Pass or Embedded Honours) program, they do not have to complete all program requirements of the double degree before undertaking Separate Year Honours related to a Pass program provided they meet the entry requirements to that program.

In principle, a student enrolled in a Separate Year Honours program will not be enrolled in another program at the same time. A student enrolled in a double degree program would normally be suspended in that program if they interrupt their study to undertake the Separate Year Honours program. In exceptional cases, and subject to the agreement of both Program Authorities, a student may be permitted to enrol simultaneously in both the Separate Year Honours program and another program.

3.3. Double degree Masters programs

Individual courses may be shared and double counted, therefore meeting the requirements of both programs, up to a maximum of 25% of the required UOC of any single program. For example, if two 48 UOC programs are combined the minimum duration of the double degree program is 72 UOC.

3.4. Graduation and testamurs

Students who satisfactorily complete a double degree will receive two testamurs. Students may graduate in one of the component degree programs of a double degree award program after the requirements of the component degree have been met or jointly after completion of both component programs.

Students may not graduate with an undergraduate diploma or any postgraduate award component of a double degree program prior to completing the undergraduate degree.

4. Quality assurance and enhancement of program design

Faculties will ensure that processes are in place to assure and enhance the quality of the design of programs and courses, in accordance with the *Education Quality Policy* and *Education Quality Procedure.*

5. Roles and responsibilities of Program and Course Authorities

The Program Authority is the position with overall responsibility for all aspects of a program. Responsibilities related to program design include:

- Ensuring programs are designed in accordance with this Procedure and the principles of the ICF;
- Specifying program rules and designating courses that meet GE requirements; and

- Verify continuing compliance with the standards in the Higher Education Standards Framework, including programs designed in collaboration with another party or designed to be delivered by an approved UNSW Third Party Providers.

  The Course Authority is the position with overall responsibility for all aspects of a course. Responsibilities related to course design include ensuring courses are designed in accordance with this Procedure and the principles of the ICF.

  Program and Course Authorities may delegate responsibilities to nominated staff or administrative units.

  The contact details of Program and Course Authorities, and other nominated staff, will be recorded and made available to students and UNSW staff.

Accountabilities	
Responsible Officer	Deputy Vice-Chancellor Academic & Student Life
Contact Officer	Pro Vice-Chancellor (Education & Student Experience)
Supporting Information	
Legislative Compliance	This Procedure supports the University's compliance with the following legislation: *Australian Qualifications Framework 2013* *Disability Standards for Education 2005* (Cth) *Education Services for Overseas Students Act 2000* (Cth) *(ESOS Act)* (Cth) *Higher Education Standards Framework (Threshold Standards) 2015* (Cth) *Tertiary Education Quality and Standards Agency Act 2011* (Cth)
Parent Document (Policy)	Program Design and Delivery Policy
Supporting Documents	Nil
Related Documents	Academic Progression and Enrolment Policy Academic Progression Procedure Admission to Coursework Programs Procedure Admissions Policy Animal Research Ethics Procedure Assessment Design Procedure Assessment Implementation Procedure Assessment Policy Education Quality Policy Education Quality Procedure Equity, Diversity and Inclusion Policy Human Research Ethics Procedure Integrated Curriculum Framework myExperience Survey Procedure Program Delivery Procedure Recognition of Prior Learning (Coursework Programs) Procedure Research Code of Conduct Student Code of Conduct University Medal Policy University Medal Procedure Work Integrated Learning Procedure
Superseded Documents	Program Design Procedure, v1.1
File Number	2018/28574
Definitions and Acronyms	
AQF	Australian Qualifications Framework.

Articulated programs	A defined sequence of programs in which the courses and requirements for completion of earlier programs in the sequence are a subset of subsequent programs in the sequence, and full credit is granted for courses completed in earlier programs in the sequence.
Articulation arrangement	An approved agreement or structure that enables students to progress in a defined pathway from one qualification to another with credit. An articulation arrangement can be internal, through an articulated sequence of programs, or external.
ASCED	The *Australian Standard Classification of Education (ASCED)* is a statistical classification for use in the collection and analysis of data on educational activity and attainment. ASCED has been developed as part of a national framework for the storage, exchange and dissemination of statistical and administrative data on educational activity in Australia.
Cognate discipline	A cognate discipline is a closely allied or related discipline, or defined branch of study or learning. The disciplines, branches of study or learning that are considered 'cognate' are commonly defined at the program level for the purposes of assessing applicants for entry or for recognition of prior learning.
Course Authority	Position with overarching responsibility for all aspects of a course. The Course Authority may delegate responsibilities to nominated staff or administrative units within a School or Faculty.
Course components	A combination of aligned resources, activities, support, assessment, feedback and evaluation required for the full achievement of course, specialisation and program learning outcomes, and graduate capabilities.
Course learning outcomes (CLOs)	The knowledge, skills and their applications, behaviours and practices that students need to demonstrate to complete a course within a program. CLOs articulate with PLOs and SLOs (where relevant).
Course rule	Courses that are equivalent for the purposes of determining whether a student has satisfied a particular academic requirement of the program. For example, a student may be required to select either Mathematics 1A or Higher Mathematics 1A, and either course will count towards the same rule within the program requirements.
Course sharing	A course that satisfies more than one academic rule in a program (e.g. a course that meets the rules of two majors, or a major and a minor, or for different awards within a double degree program). A shared course can be counted only once towards unit of credit requirements, except where double counting is permitted. *See definition and specified limits for double counting.*
Coursework	A mode of study, which is largely, or wholly, constituted of courses involving directed learning, including face-to-face class instruction, online learning, distance learning, or combinations of these.
Disciplinary core	Specified courses, or clusters of courses, in a specialised area of study that must be satisfactorily completed to meet the requirements of the program.
Double counting	A course that forms part of the disciplinary core requirements for two separate programs and can be counted towards both sets of rules and contribute fully to the overall UOC requirements of both programs. *See also course sharing.*
Double degree	The concurrent or sequential study of two award programs as one integrated and coherent program leading to two awards and two testamurs (one for each program). Double degree programs can be within a career (e.g. double degree masters programs) or cross-career (e.g. combined bachelors and masters programs).
Elective	A course that is not part of the core of a program, but which may be undertaken and credited towards the program.
Embedded Honours program	A program where the Honours components are studied as part of an integrated program along with the Pass degree requirements.
Field of Education	Field of Education (FoE) is an *ASCED classification*. ASCED defines the FoE as the subject matter of an educational activity. Fields of education are related to each other through the similarity of subject matter, through the broad purpose for which the

	education is undertaken, and through the theoretical content which underpins the subject matter.
Graduate capabilities	The generic knowledge, skills and their applications, behaviours and practices that students are required to evidence during and on completion of their studies. They are common for all programs and are mapped to program learning outcomes.
Honours	The highest level of learning in an undergraduate program. It typically includes a research component. Honours is available in two modes: Separate Year Honours; and Embedded Honours.
Inherent requirements	The essential elements of a program or course that all students must meet for admission, progression and successful completion of a program. They are used as a reference point for students to identify their ability to successfully undertake the course of study and for identifying potential educational adjustments for students. Inherent requirements must be reasonable and clearly related to the course of study.
Major	A specified sequence of study in a discipline or sub-discipline area within a program. Majors require students to take an approved set of courses at different levels and units of credit. The term is generally synonymous with 'specialisation'. More than one major may be completed in a program.
Minor	A specified sequence of study within a discipline or sub-discipline, smaller in size and scope than a major.
Postgraduate program	A program of study that leads to the award of a Graduate Certificate, Graduate Diploma, Masters degree or doctorate.
Program Authority	Position with overarching responsibility for all aspects of a program. The Program Authority may delegate responsibilities to nominated staff or administrative units within a School or Faculty.
Program learning outcomes (PLOs)	The specific knowledge, skills and their applications, behaviours and practices, including graduate capabilities, that students need to demonstrate in completing a program.
Program rules	The academic requirements a student must satisfy to be awarded the qualification. Program rules include: core, electives, and general education course rules; unit of credit requirements; specialisation requirements; and limit rules.
Research integrated learning	An educational activity that integrates theoretical learning with its application in a research context aimed at developing skills in research or research methodologies and techniques. It may involve activities such as theses or projects, student administered surveys and other forms of student-led data collection, or participation in research.
Rules	See Program Rules and Course Rule.
Separate Year Honours program	An additional, distinct year of study that follows the completion of an undergraduate degree in a cognate discipline, whether at UNSW or elsewhere. All components of the Honours program contribute to the Honours level qualification. Separate Year Honours programs require completion of 48 UOC of study typically undertaken over one calendar year (or part-time equivalent).
Specialisation	The umbrella term for the defined area of disciplinary study. In undergraduate programs, they are referred to as majors and minors. In postgraduate coursework program they are referred to as specialisations. *See Major and Minor.*
Specialisation learning outcomes (SLO)	The knowledge, skills and their applications, behaviours and practices that students need to demonstrate to complete a specialisation within a program. SLOs articulate with PLOs.
Third party provider	Third party in the context of design and delivery of courses refers to an individual who is not an employee of UNSW, or a separate entity, which provides services to or on behalf of UNSW. For example, a sessional academic engaged as an independent contractor (using an ABN) or another university providing tuition under an agreement with UNSW.

Undergraduate program	A program of study that leads to the award of a Diploma, advanced Diploma, associate degree or a Bachelor degree (Pass or Honours).
Unit of credit (UOC)	The value assigned to programs and courses indicating duration and workload. For a course, UOC indicates the student workload expectations and the contribution of the course to meeting program requirements.
Work integrated learning (WIL)	At UNSW, work integrated learning is: • Embedded in a course and has an assigned unit of credit value; and/or • A program requirement for those professions that require a minimum level of work experience to receive accreditation.

Revision History

Version	Approved by	Approval date	Effective date	Sections modified
The Program Design Procedure, v1.0, superseded: General Education Requirements in Concurrent Degree Programs (AB11/69) Honours at UNSW Discussion Paper (AB12/58) Program Level Learning Outcomes for Honours and Postgraduate Coursework Programs – Guideline, v1.1 Simplification of the UNSW Undergraduate Model Discussion Paper (AB10/109) Simplification of UNSW Undergraduate Model – Additional Guidelines (AB11/19) Structure of Honours Programs Policy, v1.1 Structure of Honours Programs Procedure, v1.1 Structure of Postgraduate Coursework Programs Policy, v2.1 Structure of Postgraduate Coursework Programs Procedure, v2.3 Structure of Undergraduate Programs Policy, v1.1 Structure of Undergraduate Programs Procedure, v1.2				
1.0	Deputy Vice-Chancellor Academic	24 October 2018	1 January 2019	New procedure
1.1	Director of Governance	23 September 2019	23 September 2019	Administrative update - hyperlinks to Work Integrated Learning Procedure inserted in Section 1.4 and Related Documents
2.0	Deputy Vice-Chancellor, Academic & Student Life	3 October 2021	1 January 2022	Section 2.1 revised to include the AQF Specification for the Undergraduate Certificate qualification