Program Delivery Procedure

Purpose

This procedure sets out requirements related to the delivery of coursework programs. It aims to support the provision of learning, teaching and educational environments that will inspire and support student 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;
- Coursework elements of higher degree research programs.

Principles and objectives

1. Student experience, engagement and outcomes

1.1.   Scientia Education Experience

Student engagement with their learning will be supported through an alignment of program and course delivery with the four dimensions of the Scientia Education Experience.

The Program Authority will ensure that the delivery of programs and courses consider these dimensions.

- *Communities*:
  Provide opportunities for students to belong to, and contribute to, communities that may consist of any combination of scholars, learners, global connections, industry and alumni.

- *Feedback and dialogue*:
  Provide opportunities for students to engage in scholarly dialogue, give feedback on their experiences and for staff to receive feedback on their teaching.

- *Inspired learning through inspiring teaching*:
  Inspire students in their learning through thoughtful design of programs and courses aligned to learning outcomes and graduate capabilities, and teaching that integrates the affordances of new physical and digital spaces and current research.

- *Being digital*:
  Use digital technologies appropriately to improve the flexibility, efficiency and effectiveness of communication, administration and facilitation of relevant learning tasks. Traditional learning methods will be supported, supplemented or replaced by the most effective digital resources, content and tools and new opportunities for engaging students with the global community (also see **section 4** and the *Guidelines for Design and Delivery of blended online courses*).

Advice and support on the Scientia Education Experience is available from the Office of the Pro-Vice-Chancellor (Education) and the Teaching Gateway.

1.2. Learning outcomes

As specified in the Program Design Procedure, programs and courses will be designed to ensure that the delivery of teaching and learning activities foster progressive and coherent achievement of expected learning outcomes and graduate capabilities.

Staff with responsibility for teaching will:

- Align the delivery of learning activities to the learning outcomes and/or graduate capabilities; and
- Engage in dialogue with students about the alignment of learning outcomes with learning and teaching activities, and with assessment tasks.

1.3. Comparability of experience and learning outcomes

The Program Authority will ensure that programs and courses delivered across different places of study, modes of delivery or terms result in comparable experience and learning outcomes for students. See also the *Guidelines for Design and Delivery of blended online courses*.

1.4. Delivery by partners or third-party providers

When a program or any parts of a program are delivered through arrangements with another party, whether in Australia or overseas, UNSW will remain accountable for the program. The Program Authority will verify continuing compliance of the program with the standards in the Higher Education Standards Framework that relate to the specific arrangement.

These arrangements will be delivered in accordance with the UNSW Risk Management Framework for Third Party Arrangements (for further information on the framework contact UNSW Risk Management).

2. Teaching staff

Programs and courses will be overseen and taught by staff who have the appropriate level of knowledge, skills and experience for their role.

2.1. Knowledge, skills and experience of teaching staff

Staff with academic oversight of coursework programs and those with teaching and supervisory roles in programs or courses will have the necessary disciplinary knowledge, teaching skills and Australian Qualifications Framework (AQF) level qualifications to equip them for their role, consistent with the Tertiary Education Qualifications Standards Agency (TEQSA) Higher Education Threshold Standard 3: Teaching.

Teaching staff will provide evidence of their disciplinary knowledge and teaching skills as part of the recruitment or academic promotion process.

Staff who teach specialised components of a program or course who may not fully meet the standard for knowledge, skills and qualification or experience required for teaching or supervision will have their teaching guided and overseen by staff who meet the standard.

All new teaching staff, with the exception of sessional staff, must have successfully completed the Foundations of University Learning and Teaching Program (FULT) or provide evidence to meet the requirements of an approved exemption category, preferably within 12 months of taking on a teaching role. Completion of the FULT program will be recorded in myUNSW.

The AQF-level qualifications or equivalent professional experience of teaching staff will be recorded centrally.

2.2. Profile of teaching staff

Staff with academic oversight responsibilities and those with teaching and supervisory roles in courses or units of study must be equipped for their roles.

The Program Authority must be able to document that:

- The staffing complement for the program or course is sufficient to meet the educational, academic support and administrative needs of student cohorts undertaking the program or course; and
- The staffing profile provides the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.

2.3.   The Course Authority must be able to document that:

Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort;

Sessional staff will have access to:

- Support to develop teaching knowledge and skills;
- A staff member who can provide pedagogical and administrative advice and guidance; and
- Appropriate resources and space to fulfil their role, including space for consultations with students if required.

Where sessional staff have delegated responsibilities for course delivery, assessment or administration, they will receive clear guidance on expectations of the role.

Contact details of Program and Course Authorities and key teaching staff will be made available to students and UNSW staff.

Refer to section 7 for teaching-related roles and responsibilities.

3. Managing coursework activities

3.1.   Student attendance and active participation

Learning activities must be delivered to facilitate 'active participation' by the student, whether face-to-face or online. Active participation by students increases their chances of success in their studies.

Unless specified in the Course Outline as a requirement, face-to-face attendance is not mandatory.

Face-to-face attendance may be mandatory when the activity is:

- Required to achieve specific program or course learning outcomes as stated in the Course Outline;
- An inherent requirement of the program or course as stated in the Course Outline;
- A Health & Safety, statutory or professional accreditation requirement; and/or
- A work integrated learning activity or course.

If face-to-face attendance is mandatory, students who record non-attendance can receive a fail for the assessment task or course.

Specific attendance and participation requirements must meet one or more of the criteria above and will require approval in accordance with the UNSW course approval process. Specific attendance and participation requirements and the repercussions for non-attendance or participation by students will be published in the Course Outline.

Where attendance or participation is specified as a mandatory requirement, the requirement must:

- Align with the course learning outcomes;
- Result in a recorded artefact (an artefact for participation may include a post, or response, to an online discussion forum, poll or quiz, while an artefact for mandatory attendance may include a record of attendance) and have processes in place for recording the student artefact;
- Where relevant, include evidence that the attendance or participation is required to meet a statutory or professional body requirement; and
- Be comparable where the activity is delivered in different modes.

Where a student is unable to attend required activities, they need to inform their Course Authority. The Course Authority may approve the non-attendance and must document the outcome. If the absence is for medical reasons the student will be required to present a medical certificate. If examinations or other forms of assessment have been missed, the student can apply for Special Consideration in accordance with the Assessment Implementation Procedure.

Alternative arrangements will be provided for students who are:

- Covered by specific UNSW contractual requirements; or
- Members of the Australian Defence Force Reserve Service; or
- Enrolled in the UNSW Elite Athletes, Performers and Leaders Support Program; or
- Registered with Disability Services and require educational adjustments;

and:

- Unable to meet the attendance or participation requirements due to conflicts with these commitments or education adjustments.

Alternative arrangements must allow students to meet the stated learning outcomes for the activity.

Students who fail to meet attendance or participation requirements, and who do not have approval of their Course Authority, may receive a failure or reduced marks for the course.

3.2. Work integrated learning and research integrated learning

Programs will include authentic experiences that prepare students for work, research and further learning.

Work integrated learning (WIL) and research integrated learning are educational activities that integrate theoretical learning with its application in a workplace, profession or future employment or research career.

The delivery of work integrated learning as a course or as part of a program requirement must comply with the Work Integrated Learning Procedure.

The delivery of a research integrated learning activity as part of a course or program must comply with the Code of Conduct and Values, the Australian Code for the Responsible Conduct of Research, Human Research Ethics Procedure and Animal Research Ethics Procedure. Research integrated learning activities include, but are not limited to:

- Theses or projects;
- Student administered surveys and other forms of student-led data collection; and
- Student participation in the conduct of research activities and projects.

The Program Authority must be able to document that supervisors of Honours students undertaking a thesis or research project are appropriately qualified, as specified in section 2.1.

3.3. Recording of teaching activities

UNSW supports the digital recording of teaching, when appropriate. Where academically and technologically feasible, formally timetabled lectures in recording-enabled teaching spaces will be recorded and made available to students through official UNSW systems.

Academic staff retain the ability to opt-out of lecture recording as desired, either by self-managing their course timetable via myUNSW, or by contacting the relevant staff in their school who can do this on their behalf. For additional details refer to https://teaching.unsw.edu.au/recordings.

3.4. Combined teaching

Undergraduate pass, honours and postgraduate coursework students enrolled in separate courses may be taught together in the same class where the Deputy Dean (Education) or Associate Dean (Education) has endorsed it for pedagogical and viability reasons.

For combined teaching arrangements:

- The learning outcomes, content, learning activities and assessment must be at the appropriate AQF-level of the program the student is enrolled in, in accordance with the Program Design Procedure;

- Courses with combined teaching arrangements in place will be identified in the UNSW Handbook to ensure that students are informed prior to enrolling in the course.

4. Learning resources, support and environments

Students will have timely access to learning resources, activities and support appropriate to their needs. Choices made in the mode of delivery, technology and learning spaces will enhance student learning.

4.1.   Educational resources

All relevant education resources relating to the delivery of a course will be made available to the relevant teaching and support staff, students enrolled in the course, or other individuals to whom the Course Authority gives access.

UNSW programs will be designed and delivered on the assumption that students have personally-owned digital devices which meet the recommended minimum capabilities (hardware and software).

4.2.   Learning support

The Course Authority will ensure that each course clearly identifies the student support services that are available either from the faculty and/or centrally.

Information on student support services provided centrally will be published on the [Current Students website](#).

4.3.   UNSW Learning environments

UNSW learning environments, whether physical, virtual or blended, and associated learning activities will support academic interactions among students outside of formal teaching.

UNSW learning environments must comply with the *[UNSW Design Principles for Learning Environments.](#)*

Physical and online teaching spaces and student-led spaces will be managed to ensure that:

- There is seamless integration of the physical and digital campuses to support student engagement with the learning process and experiences that are active and collaborative;
- Learning spaces are easily accessible and appropriate to the needs of users; and
- Support services are fully integrated from a user's viewpoint.

Courses can be delivered face-to-face, online, or a combination of both. Delivery modes will be specified and approved in accordance with the UNSW course approval process. Information relating to blended online courses can be found in the *[Guidelines for Design and Delivery of blended online courses](#)*.

4.4.   Learning management system and related technologies

UNSW's centrally-supported learning management system allows staff to create online and blended learning and teaching environments for course delivery. Students will have timely access to the system and training will be available in the use of the system.

All courses will have a landing page on the centrally supported learning management system. Faculties can also have locally-supported learning management systems, provided they meet the minimum accessibility standards set by UNSW IT.

The design of content and activities for delivery through digital technologies will comply with the W3C *[Web Content Accessibility Guidelines](#)* to level A for accessibility (as outlined in the *[UNSW websites Accessibility Guidelines](#)*) and the UNSW brand requirements set out in the *[Branded Media Policy.](#)*

5. Scheduling of classes and allocation of teaching spaces

The timetable will be optimised to enable student progression, enhance student choice and prioritise the student experience. The timetable will be equitable and complete, taking into account the needs of students and staff, maximising the efficient use of physical spaces and resources and minimising changes after publication.

The timetable will be scheduled centrally based on Term Planning requirements provided by Program and Course Authorities and will be flexible enough to support best practice teaching delivery wherever possible.

The timetable will accurately reflect all scheduled teaching activities whether face-to-face or online.

Changes to the timetable after publication will require justification from the School making the request and will be evaluated by the central Scheduling team. When evaluating requests for changes, the needs of the students will be given the highest priority.

Daytime classes will normally be scheduled between 8.00 am and 6.00 pm, and evening classes between 6.00 and 9.00 pm, Monday to Friday. Classes may be scheduled outside of these days/hours with the approval of the relevant Head of School. Such arrangements must be in accordance with the *UNSW (Academic Staff) Enterprise Agreement* and the *UNSW (Professional Staff) Enterprise Agreement*.

All teaching spaces, including specialist teaching spaces, will be incorporated into the timetabling system and centrally allocated. Specialist teaching spaces will be scheduled in consultation with the Schools who manage the space.

6. Quality assurance and enhancement of program delivery

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

The Office of the Pro-Vice-Chancellor (Education) will undertake:

- Analysis and reporting of outcomes of student experience survey data on teaching quality, learner engagement and learning resources, and data on good teaching;
- Regular evaluation of learning spaces and reporting on outcomes.

7. Roles and responsibilities

The generic duties and responsibilities of academic staff are set out in the *UNSW Enterprise Agreement for Academic Staff*. Also refer to the teacher responsibilities in its *Academic Expectations Framework.*

Additional information on roles and responsibilities related to delivery are outlined below.

7.1.   Program and Course Authorities

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

- Ensuring programs are designed in accordance with this procedure;
- Ensuring administrative arrangements (such as publication of program information, and approval of marketing materials and recruitment strategies) are in place;
- Verifying continuing compliance with the standards in the *Higher Education Standards Framework*, including programs delivered by an approved UNSW Third Party Provider; and
- Oversight of all matters that affect students in a program (such as admission, enrolment, progression, and graduation).
- The Course Authority is the position with overall responsibility for all aspects of a course. Responsibilities related to course delivery include:
  - Ensuring courses are delivered in accordance with this procedure and that course learning activities align with the course learning outcomes;
  - Ensuring courses have the appropriate course materials and support, and that administrative arrangements (such as publication of course information and scheduled classes) are in place;

- Oversight of all matters that affect students in a course (such as assessment and student attendance and participation requirements, where relevant).
- 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.

7.2. Teaching staff

The expectations of teaching staff are outlined in the *Academic Expectations Framework.* Responsibilities for individual staff are set out in their employment contact.

As a minimum, all teaching staff will be expected to meet the following expectations:

- Be available to teach within the designated teaching hours for the course;
- Provide assessment and feedback that foster student engagement and independent learning;
- Respond in a timely and professional manner to individual student learning needs;
- Comply with relevant institutional policies and standards set by professional bodies;
- Use learning technologies appropriately;
- Demonstrate expertise and knowledge in a discipline or subject; and
- Seek and use student and peer feedback to enhance the quality of courses.

Appendix

Legislative compliance

This procedure supports the University's compliance with the following legislation:
1. Defence Reserve Service (Protection) Act 2001 (Cth)
2. Disability Standards for Education 2005 (Cth)
3. Education Services for Overseas Students Act 2000 (Cth)
4. Higher Education Standards Framework (Threshold Standards) 2021 (Cth)
5. Higher Education Support Act 2003 (Cth)
6. Tertiary Education Quality and Standards Agency Act 2011 (Cth)

Supporting documents

- Program Design and Delivery Policy
- Academic Expectations Framework
- Academic Progression and Enrolment Policy
- Academic Progression Procedure
- Admissions Policy
- Admission to Coursework Programs Procedure
- Animal Research Ethics Procedure
- Assessment Design Procedure
- Assessment Implementation Procedure
- Assessment Policy
- Australian Code for the Responsible Conduct of Research
- Design principles for learning environments
- Digital Media Policy
- Education Quality Policy
- Education Quality Procedure
- Equity, Diversity and Inclusion Policy
- Guidelines for Design and Delivery of blended online courses
- Human Research Ethics Procedure
- Integrated Curriculum Framework
- IT Requirements for UNSW Students Policy
- Minimum recommended IT specificiations for UNSW srudents (2008) Guideline
- myExperience Survey Procedure
- Program Design Procedure
- Recognition of Prior Learning (Coursework Programs) Procedure
- Scientia Education Experience
- Code of Conduct and Values
- University Medal Policy
- University Medal Procedure
- UNSW (Academic Staff) Enterprise Agreement
- UNSW (Professional Staff) Enterprise Agreement
- Web Content Accessibility Guidelines
- Work Integrated Learning Procedure

Definitions and acronyms

Active participation	Active student participation in a learning activity that results in an artefact that is observable, measurable and aligned with learning outcomes.
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.
Educational adjustments	The measures or actions taken to assist a student with a disability to participate in education and training on the same basis as other students. Adjustments may be made in relation to teaching, learning and assessment that assist a student to access course content and assessments.
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.
Program Authority	Position with overarching responsibility for all aspects of a program. The Program Authority may communicate responsibilities to nominated staff or administrative units within a School or Faculty.
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.
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.
Student-led space	A space for student-led learning activities that are not scheduled.
Term planning	The application and business process through which offerings, activity structures and scheduling requirements are defined for each course in a given term.
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.
Work integrated learning (WIL)	At UNSW, work integrated learning is categorised as such when WIL arrangements are: • 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.

Version history

- **Version 1.0** approved by Deputy Vice-Chancellor Academic on 24 October 2018 effective 1 January 2019. New procedure.

- **Version 1.1** approved by Director of Governance on 5 April 2019 effective 5 April 2019. Section 4.2, updated link; Section 6, updated title.

- **Version 1.2** approved by Director of Governance on 23 September 2019 effective 23 September 2019.

- **Version 1.3** approved by Director of Governance on 7 July 2020 effective 7 July 2020. Administrative updates to titles section 1.1 and 6; updated links in s3.4; 4.3; 7 and 7.2.

- **Version 1.4** approved by Director of Governance on 1 August 2024 effective 6 August 2024. Administrative updates to outdated titles, links and policy references.