Coursework Curriculum Design and Structure Procedure

1 Purpose

To describe the design of the University's Coursework curriculum and its structural requirements.

2 Scope

This Procedure applies to all Sub-Bachelor, bachelor, honours, Sub-Master and master level Coursework Programs offered by the University, excluding enabling and other non-Australian Qualifications Framework (AQF) qualifications and Higher Degree by Research (HDR) programs.

Programs that were professionally accredited and approved by the University prior to Semester 2, 2021 are exempt from compliance with these procedures.

Programs accredited prior to the effective date of this procedure are exempt from compliance with this procedure.

Programs accredited and approved by the University prior to the implementation date of this procedure will not be required to comply retrospectively with this procedure. Their structure will be reviewed for compliance as part of the cycle of annual program review and during the development of proposals and submissions for the comprehensive reaccreditation and re-approval.

3 Procedure Overview

This Procedure outlines the design of the University's Coursework curriculum and structure. Documentation and endorsement/approval processes for new and revised Coursework Programs are found in the Program Accreditation Procedure and the Program Change, Suspension and Discontinuation Procedure.

This Procedure aligns with the:

- *Higher Education Standards Framework (Threshold Standards) 2021:* Standard 3.1 Program (Course) Design

4 Procedures

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4.1 Required design elements

Curriculum is designed so that learning activities and assessment tasks align directly with Learning Outcomes set at Course, Study Component and program levels, leading to Students achieving the University's Graduate Attributes at the conclusion of a program of study.

The educational approach for the Program will be evidence-based, conceptually sound, and described in detail within the University's curriculum management system, in accordance with the requirements of the Program Accreditation Procedure.

The program design process will include benchmarking of the aim, structure, Learning Outcomes and Assessment against relevant similar Program offered by other higher education providers in Australia and overseas.

4.1.1 Program Learning Outcomes

The program structure, including the Courses and Study Components that make up the Program, will be designed to ensure that all Students can progressively achieve the Program Learning Outcomes, regardless of the point of entry into and pathway through the Program.

Program Learning Outcomes, as demonstrated by detailed mapping, will:

1. address all of the Graduate Attributes as specified in the Graduate Attributes Policy;
2. address discipline-specific requirements and expectations, such as the appropriate disciplinary Threshold Learning Outcomes;
3. meet requirements for accreditation by a professional body;
4. be measurable, realistic and achievable within the qualification type, level and the volume of learning as identified in the AQF; and
5. use language that is comprehensible to Students and prospective Students.

Normally, a program has between six (6) and ten (10) Program Learning Outcomes.

4.1.2 First year experience and Transitional skills

The first year curriculum of all undergraduate programs (Sub-Bachelor and Bachelor) must be designed to be learning centred, support Student Transition to University, provide a foundation on which further learning must be built and be focussed on developing each learner's capabilities to succeed at University. At Sub-Masters level, Courses will be designed so that Students can Transition effectively into postgraduate studies which will provide the foundation for postgraduate success.

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4.1.3 Employability Skills

All programs must include one or more employability/work integrated learning (WIL) experience courses. The required Course must be either a placement, industry-based project, simulated work integrated learning project or another type of Course specifically designed to assist Students to increase their employability skills and therefore their opportunities for employment.

4.2 Program structures

4.2.1 Unit value of Coursework Programs

A Coursework Program is composed of Courses, each of which is assigned a Unit value, the majority of Courses have a Unit value of one. All Coursework Programs require a specified total of Units to be successfully completed to qualify for the conferral of the relevant Award.

Table 1: Total Units required for completion of a Qualification Type

Qualification Type	AQF Level	Total Units required for completion of the qualification
Undergraduate Certificate	5-7	4 Units
Undergraduate Diploma	5	8 Units
Associate Degree	6	16 Units
Bachelor Degree (3 years)	7	24 Units
Bachelor Degree (4 years)	7	32 Units
Bachelor Honours degree Embedded (four years)	8	32 Units
Bachelor Honours degree - End-on	8	8 Units
Bachelor Honours degree - Embedded (pathway)	8	32 Units
Graduate Certificate	8	4 Units
Graduate Diploma	8	8 Units
Master degree (Coursework) in a non-cognate discipline with a Bachelor degree (Level 7)	9	16 Units
Master degree (Coursework) in a non-cognate discipline with a Bachelor Honours degree (Level 8)	9	12 - 16 Units*
Master degree (Coursework) in a cognate discipline with a Bachelor degree (Level 7)	9	12 - 16 Units*
Master degree (Coursework) in a cognate discipline with a Bachelor Honours degree (Level 8)	9	8 Units*

Master degree (Extended)	9	24 - 32 Units

* Master degrees can be lengthened to 16 Units to meet Student learning requirements or regulatory demands.

4.2.2 Structural elements of Coursework Programs

Courses in a program are allocated to the following structural elements:

1. Core Discipline Course Units;
2. Discipline Study Units (can include Study Components);
3. Student Selection Units (can include Study Components, such as primary and secondary Majors, Minors, Approved Courses, Electives and Specialisations); and
4. Thesis or Research Project Units.

Core Discipline Course Units are Courses that are required to be undertaken by all Students in a program. They combine core discipline knowledge with providing a foundation for Student learning and career and employability learning development in first year (or early in the program for threshold concepts, skills and knowledge), assisting the Transition into the program, and any required learning in later years including Work Integrated Learning (WIL) Courses.

Discipline Study Units are Courses that provide the discipline knowledge relevant to the program. Discipline Study Units contains Course at all three levels: Introductory, Intermediate and Advanced.

Student Selection Units provide Students with some choice outside the discipline knowledge in their program, with the nature and the amount of choice dependent on the type of program, for example:

Table 2: Student Selection Course Units

Program Type	**Number of Course Units that Students can normally select**
Associate Degree	Students can select 4 Course Units
Bachelor Degree (excluding graduate entry)	Students can select 8 Course Units
Graduate Certificate	Students can select up to 1 Course Unit
Graduate Diploma	Students can select up to 2 Course Units
Master Degree (8 and 12 Course Units)	Students can select 2 Course Units

Master Degree (16 Course Units)	Students can select 4 Course Units

In three and four-year Bachelor Degrees, students are limited to taking a maximum of 50% of their Student Selection Course Units at Introductory Level.

4.2.3 Structure of other types of programs

4.2.3.1 Bachelor degree (graduate entry)

The bachelor degree (graduate entry) is specifically designed on the assumption that admission is on the basis of a previously completed bachelor degree, sometimes in a specified discipline. It is often a shorter alternative to the full standard bachelor degree for initial professional preparation in the particular discipline.

Students completing the graduate entry program must have achieved the same Learning Outcomes as Students undertaking the standard program. Courses or a block of Courses that are being exempt on the basis of the entry requirement (the previously completed degree) must be identified as part of the program proposal.

4.2.3.2 Double Degree programs

Double Degree programs are available at both the undergraduate and postgraduate levels (for example at the postgraduate level, this could be a double masters). The two Awards are undertaken concurrently, with the Student normally graduating from both programs at the same time.

The entry requirements for a concurrent Double Degree program must encompass the requirements for both component Awards.

A Double Degree program must ensure that the Learning Outcomes for each of the component Awards are met.

Where Courses are required in both component Awards, these Courses are used to satisfy the requirements of both programs and must be identified as part of the accreditation documentation.

4.2.3.3 Entry and exit programs nested in bachelor and master degrees

Nested Qualifications in bachelor and master degrees are designed with specific Credit Transfer pathways that allow the Student to easily move between programs at different AQF levels and potentially be awarded the qualifications for each of the Nested Qualifications.

In an undergraduate degree, the following qualifications can be nested:

1. undergraduate certificate;

2. diploma;

3. associate degree; and

4. three-year degree into a four-year degree.

In a master degree the following qualifications can be nested:

1. graduate certificate; and

2. graduate diploma.

In developing Nested Qualifications, the design must ensure that the AQF requirements for each of the program levels are met, particularly the highest level. For example, a master degree with a nested graduate certificate and graduate diploma would have to include sufficient Courses to meet the outcomes for an AQF level 9 master degree.

Arrangements for nested suites of programs are approved at the time of accreditation and are subject to the following requirements:

1. each of the component programs in a Nested Qualification suite is identified as either an entry and exit qualification, or an exit only qualification;

2. all required Courses in a lower level program are included in all higher level programs;

3. Students are eligible for full Credit when transferring between programs in a Nested Qualification suite; and

4. Students are eligible on completion of each Nested Qualification to graduate with that Award before continuing to a higher level program.

Entry to the higher level program may specify a minimum level of performance or require additional entry requirements which will be specified at the time the program is accredited.

4.2.3.4 Generic exit qualifications

The University has a suite of generic exit qualifications for Students enrolled in bachelor degrees who leave their studies after successful completion of four Units (undergraduate certificate) and eight Units (diploma). As they are exit only points from degree programs, these qualifications are not required to meet the structural models for the program level, as identified below, but must meet the AQF requirements for the qualification level. More detail information on the generic exit qualifications is contained in the Coursework Programs Teach-out and Transfer Requirements and Exit Qualifications Procedures.

4.3 Variation from program structural requirements

A request for a variation from any element of the program structural requirements as set out in the procedure or schedule can be made on the following grounds:

1. the basis of pedagogically sound arguments consistent with the Curriculum Design principles; or

2. specific requirements of a professionally accrediting body when these requirements are identified in writing by the body concerned.

Where there are grounds to anticipate a variation may be required, a request for endorsement to proceed is made in accordance with the Program Accreditation Procedure prior to new program development, or the Program Change, Suspension and Discontinuation Procedure prior to making changes to existing programs, and is approved at the time the program is approved or accredited.

4.4 Study Components

The titles and composition of Study Components should reflect a disciplinary or sub-disciplinary study focus and have titles that ensure clear differentiation from other Study Components.

No Study Component shares more than 50% of its Units with other Study Components.

Study Components will be tied to a program using one of the following criteria:

1. the program for which the Study Component was specifically designed to support or extend that program's Learning Outcomes; or

2. the program that has the most direct discipline relationship.

Each Study Component should be designed to add depth or breadth to the discipline studies and build on the required studies. Therefore, a Study Component identified as part of a program should not normally contain Courses that are also listed as being required discipline studies in that program.

4.4.1 Recording of Study Components

In undergraduate programs that have a structural requirement to complete a Major, only a Student's nominated primary Major will appear on their Testamur. Similarly, in postgraduate programs that require a Specialisation to be completed, only Student's nominated primary

Specialisation will appear on their Testamur. Secondary Majors and Specialisations will not appear on the Testamur. An exception are programs completed in pre-service education, both at the undergraduate and postgraduate level, where the teaching areas completed will not be included on the Testamur but only on the Academic Transcript.

Study Components that are currently accredited as a requirement for a program will be recorded on a Student's official Academic Transcript. Study Components undertaken by a Student at another institution, completed either by cross-institutional studies or recognised for Credit at the University, will not be recorded on a Student's official Academic Transcript unless the studies are relevant to a required Study Component approved for that program. Study Components completed as part of “Electives” in a program structure are not recorded on a Student's official Academic Transcript.

A Student is only eligible for recognition of their completed Study Components on their Academic Transcript if nominated as part of the Enrolment process in advance of their eligibility to graduate.

4.4.2 Major

A Major must be designed to be included in an identified program or programs and must have clearly stated Learning Outcomes that are aligned with the Program Learning Outcomes.

A Major is eight Course Units consisting of Introductory, Intermediate and Advanced level courses.

A Major must not include more than 50% of studies contained in other Majors.

A Major may be offered as a primary major in a maximum of two Programs.

4.4.3 Extended Major

An Extended Major must be designed to be included in an identified program and has clearly stated learning outcomes which align with the Program Learning Outcomes.

An Extended Major consists of 12 Units of required Courses and may be used to satisfy external accreditation requirements. The Extended Major must be designed to either add further depth to a Major (the 12 Units of the Extended Major must include the eight Units required to be completed for the Major), plus four Units of specified additional Courses; or be a stand-alone 12 Unit component that has no direct relationship to a Major or Minor. In the case of the first structure, the 50% of overlap between Study Components is ignored.

An Extended Major is 12 Course Units consisting of Introductory, Intermediate and Advanced level courses.

An Extended Major should include an Advanced Level Cornerstone course (see 4.5.3).

4.4.4 Minor

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A Minor consists of four Units of specified Courses and do not contain Elective choice.

A Minor must not include more than 50% of studies contained in other Minors.

There are two structures for Minors: general and advanced.

A general Minor must be free standing and must not include Courses that require Pre-requisites outside those included in the Minor.

A general Minor must not include more than two Units of introductory level Courses.

An advanced Minor is specifically designed for a program or group of programs and can include Courses that require Pre-requisites outside those included in the Minor.

An advanced Minor cannot include any introductory level Courses.

4.4.5 Specialisation

A Specialisation can consist of four Units and may be included in a Graduate Certificate, Graduate Diploma or master degree.

An Advanced Specialisation consists of eight Course Units and may be included in a 12 or 16 Course Unit master degree.

4.4.6 Student Selection Units

Where a Program structure includes eight Units of Student Selection Units, guidance to Students on recommended complementary studies may be identified in the Handbook.

4.5 Courses (includes micro-courses and mini-courses)

4.5.1 Course Unit values

The University currently offers Courses with the following Unit values: 0.25, 0.5, one, two, three and four.

4.5.2 Micro-courses and mini-courses

Micro-courses and mini-courses refer to the modularisation of Courses into smaller components. These can be developed as standalone micro/mini-courses or from the splitting of existing Courses into stackable modules.

4.5.3 Structural Courses

The University supports two forms of structural courses: Capstone and Cornerstone courses. Depending on the structure of the program, normally, both types should be identified in the

program's requirements.

A Capstone Course (program level) Unit is an advanced level Core Course Unit that is designed in a way that allows the Student to demonstrate they have mastery of the discipline of their program and the Course reflects the majority of the program's Learning Outcomes. Examples of Capstone Courses include a final placements, industry-based projects, research-based projects or industry internships.

A Cornerstone Course (Study Component level) is an advanced level Disciplinary Study Course Unit in a Major or Extended Major that is designed in a way that allows the student to demonstrate their mastery of the area of study and the course reflects the majority of the Major or Extended Major Learning Outcomes.

4.5.4 Course level codes

Courses are allocated a code which identifies the discipline area, level and individual numeric. Courses are sequenced to foster progressive and coherent achievement of expected Learning Outcomes. In order to indicate the level of knowledge and skill and the application of knowledge and skill, and whether the Course is offered in an undergraduate or postgraduate program, Courses are normally identified at one of the levels detailed in Table 3 below.

Table 3: Course levels and coding

Program Level	Course and Assessment Level	Description	Course Code Level
Enabling/Non-AQF	Preparatory		0000 Level
Bachelor Degree	Introductory	• Engaging with discipline knowledge and skills at foundational level • Broad application of knowledge and skills in familiar contexts and with support • Limited or no Pre-requisites. • Normally associated with the first full-time study year of an undergraduate program	1000 Level
Bachelor Degree	Intermediate	• Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context • May require Pre-requisites where	2000 Level

		discipline specific introductory knowledge or skills is necessary • Normally, undertaken in the second or third full-time year of an undergraduate programs	
Bachelor Degree	Advanced	• Demonstrating coherence and breadth or depth of knowledge and skills • Independent application of knowledge and skills in unfamiliar contexts • Meeting professional requirements and AQF descriptors for the degree • May require Pre-requisites where discipline specific introductory or developing knowledge or skills is necessary • Normally undertaken in the third or fourth full-time study year of an undergraduate program	3000 Level
Bachelor Degree	Honours	• Demonstrating coherence and breadth or depth of knowledge and skills • Independent application of knowledge and skills in unfamiliar contexts • Meeting professional requirements and AQF descriptors for the degree • May require Pre-requisites where discipline specific introductory or developing knowledge or skills is necessary • Normally undertaken in the fourth full-time study year of an Honours program at AQF Level 8.	4000 level
Postgraduate	Foundational	• Apply specialised knowledge, skills,	5000

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		judgement and independence as part of managing a range of functions in specialised contexts • Normally undertaken as part of graduate certificate and graduate diploma degrees at AQF Level 8 or introductory level in Master by Coursework degrees at AQF Level 9.	levels
Postgraduate	Advanced	• Apply advanced knowledge, skills and well-developed judgement as part of becoming an autonomous, adaptable and responsible practitioner • Normally undertaken as part of graduate certificate and graduate diploma degrees at AQF Level 8 and a master by Coursework degrees at AQF Level 9.	6000 level

4.5.5 Course to program relationship

Normally, Courses will belong to a primary program. The Learning Outcomes for each required Course are aligned to the Program Learning Outcomes for the program.

4.5.6 Course Student workload

The learning hours assigned to a Course reflects the time spent on structured learning activities for the Course, the number of hours apportioned to self-directed learning and the completion of assessable tasks.

4.5.7 Parallel teaching - Undergraduate Courses in postgraduate programs

Parallel teaching can occur when a postgraduate Course shares a significant amount of content, resources or learning situations with a similar undergraduate Course.

Undergraduate courses as offered in undergraduate programs, with the exception of courses coded at the Honours level, cannot be included in the structures of postgraduate programs without meeting parallel teaching requirements. Courses coded at the Honours level (4000 Level) can be included in Graduate Certificate and Graduate Diploma programs.

Graduate certificate, graduate diploma and master programs may include Courses based on intermediate and advanced level undergraduate Courses taught in parallel, provided that the

corresponding graduate certificate, graduate diploma and master Course:

1. is identified as a separate Course (different Course code and Course outline);
2. is offered with additional or separate delivery, tutorials and discussions; and
3. includes additional or separate Assessment tasks with appropriate criteria that acknowledge the different expectations, Learning Outcomes, prior knowledge and life experiences of a Student undertaking an AQF Level 8 or 9 program.

50% of the total Course Units for a postgraduate program can be taught in parallel with undergraduate Courses. A case can be made for the 50% limit to be exceeded where the postgraduate program is providing “entry to the profession”.

In the case of nested postgraduate programs, the 50% limit applies to the complete nested package, not to each of the individual programs.

In cases where a Course is taught in parallel with an undergraduate Course, this arrangement must be clearly identified in the postgraduate version of the Course Specifications.

4.5.8 Restrictions on the identification of Pre-requisite Courses

The number of listed Pre-requisites is restricted as follows:

1. Introductory Courses - no Pre-requisite Courses unless the two introductory Courses are directly related, for example, Mathematics A and B; or there is a professional accreditation requirement, for example, certain Course completed before undertaking a first placement.
2. All other Courses - limited to two Pre-requisites per program and the number of Courses identified for each Pre-requisite is two. Pre-requisites should be avoided unless there is a clear pedagogical justification for having a Pre-requisite.

4.5.9 Anti-requisite condition

An Anti-requisite condition may be applied where a Course has changed its code but the content remains essentially equivalent to that contained within the original Course.

5 References

Nil.

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6 Schedules

This procedure must be read in conjunction with its subordinate schedules as provided in the table below.

7 Procedure Information

Accountable Officer	Deputy Vice-Chancellor (Students and Education)
Responsible Officer	Dean (Curriculum and Quality)
Policy Type	University Procedure
Policy Suite	Coursework Curriculum Design Policy
Subordinate Schedules	Coursework Curriculum Design and Structure Schedule
Approved Date	2/1/2026
Effective Date	2/1/2026
Review Date	18/8/2026
Relevant Legislation	Australian Qualifications Framework Higher Education Standards Framework (Threshold Standards) 2021
Policy Exceptions	Policy Exceptions Register
Related Policies	Academic Programs and Courses Quality Policy
Related Procedures	Credit and Recognition of Prior Learning Procedure Enrolment Procedure Higher Degree by Research Student Admissions and Enrolments Procedure Program Accreditation Procedure Work Integrated Learning Activities Procedure
Related forms, publications and websites	
Definitions	**Terms defined in the Definitions Dictionary**
	Academic Transcript

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The document that provides an accurate statement of the information about the Student's academic and academic related activities at the University. This document satisfies the University's responsibilities to the Student and other third parties (including other universities) for adequate and appropriate representation of relevant information about the student's academic and academic related activities.

Anti-requisite

An Anti-requisite Course contains substantially equivalent content and Learning Outcomes to the Course for which it is nominated as an Anti-requisite such that it is not in the Student's best interest to complete both Courses.

Approved Course

A Course chosen by Students from a designated list associated with a specific program which adds value to their degree.

Award

The qualification conferred upon a Student following the successful completion of an Academic Program. The categories of Award are listed in the Program Nomenclature Schedule .

Capstone Unit

A final year Course, or Courses, in an undergraduate degree program which require Students to integrate and apply what they have learned from across their entire Major or program of study.

Core Course

A Course that combines introductory discipline knowledge with enabling students to gain skills and knowledge for successful tertiary study and lifelong learning, and provides a foundation for the Graduate Attributes. A Core Course must be passed to fulfil the requirements of the program.

Co-requisite

A Co-requisite Course encompasses specific knowledge and skills that complements the knowledge gained in a nominated Co-requisite course. As such, it must be successfully completed prior to, or studied concurrently with, the nominated Co-requisite Course. Co-requisites are restricted to Courses only in professionally accredited programs.

Cornerstone Unit

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Is an advanced Course, in an undergraduate degree program which require Students to integrate and apply what they have learned from across their Major or Extended Major.

Course

A discrete element of a program, normally undertaken over a single Study Period, in which the Student enrols, and on completion of which the Student is awarded a grade.

Course Learning Outcomes

Course Learning Outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of completing a Course.

Coursework Curriculum Model

A set of broad curricular and structural rules prescribed by the University for sub-bachelor, bachelor, honours, sub-master and master level Coursework Programs to simplify and enhance the Student learning journey.

Coursework Program

A sequence of study consisting predominantly of Coursework.

Credit Point

The term used prior to 2002 to describe a Unit.

Credit Transfer

A process that provides Students with agreed and consistent Credit outcomes for components of a qualification based on identified equivalence in content and Learning Outcomes between matched qualifications.

Cross-Credited Elective

A component of a Double Degree: an elective that is relevant for and counts as Credit towards each of the degrees within the qualification.

Curriculum Design

The process of intentionally crafting the architecture of the entire suite of learning activities and experiences that a student will undertake in

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order to successfully complete a program, courses or study component to achieve the stated learning outcomes.

Discipline Study Unit

A coherent, developmental section of an academic program, which has a specific discipline focus.

Double Degree

Two individually approved programs undertaken concurrently. The requirements for each program and Major or Specialisation must be completed but by cross recognition of Courses and content between the two programs the two degrees can be completed more quickly if the necessary program structure is determined from the outset. Students receive two degrees and two Testamurs.

Elective

A Course chosen by Students to add value to their degree, either from a list of recommended Courses, or from a range of Courses offered from programs across the university.

Extended Major

An Extended Major is a coherent, developmental section of an academic program, comprised of 12 units of study, which provides a specific disciplinary focus.

Grade Point Average (GPA)

A GPA is the sum, for all relevant Courses, of the Unit value for each Course, multiplied by the numerical value of the Grades achieved in those Courses, divided by the sum of the Unit values for all the relevant Courses.

Higher Degree by Research (HDR)

A Research Doctorate or Research Masters program for which at least two-thirds of the Student load for the program is required as research work.

Learning Outcomes

The expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

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Major

A coherent set of at least eight (8) Units which provides depth of study within a specific subject area or discipline.

Minor

A coherent set of at least four (4) Units which provides a sub-disciplinary focus and allows a Student to extend or complement their Major or Discipline Study Courses.

Nested Qualifications

A set of programs of study that are offered sequentially and which allows a Student to progress from a lower level qualification into a higher level qualification to enable multiple entry and exit points. Programs at the lower qualification levels are described as 'nested' within the programs leading to qualifications at the higher levels.

Pre-requisite

A Pre-requisite Course encompasses specific knowledge and skills the Student needs to possess in order to progress to a subsequent nominated Course. As such, it must be completed prior to undertaking the subsequent Course.

Program Learning Outcomes

Program Learning Outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of completing a Program.

Research Project Unit

Units that form part of an academic Coursework Program and which enable enrolled Students to undertake supervised, disciplinary or applied professional research on a topic, chosen in consultation with their supervisor or Course Coordinator.

Specialisation

A coherent set of at least four (4) Units in a postgraduate program which provides a disciplinary focus for Student study.

Student

A person who is enrolled in a UniSQ Upskill Course or who is

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admitted to an Award Program or Non-Award Program offered by the University and is: currently enrolled in one or more Courses or study units; or not currently enrolled but is on an approved Leave of Absence or whose admission has not been cancelled.

Student Selection Unit

Units of study selected by the Student to compliment or extend their primary Major, or Discipline Study Units. The Unit weighting allocated to Student Selection Units is determined by the applicable degree type and Coursework Curriculum Model.

Study Component

A coherent set of Courses that develop a particular academic theme. This includes Majors, Extended Majors, Minors and Specialisations.

Study Component Learning Outcomes

Learning Outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of completing a Study Component (only at the Major and Extended Major levels).

Study Period

The period during which a Course or study unit is offered. Examples of Study Period include, but are not limited to, semesters, trimesters, blocks, intensives and sessions.

Sub-Bachelor

Includes diploma, undergraduate certificate, advanced diploma and associate degree level programs.

Sub-Master

Includes graduate certificate and graduate diploma level programs.

Testamur

A certificate issued by the Council of the University to signify that a Student has satisfied the requirements of a specific program and has graduated.

Thesis

Also known as a Standard Thesis, is the material outcomes of a

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	program of research. It is also referred to as a 'dissertation'. Transition Refers to the whole of the Student journey across flexible pathways and programs, moving into University and out into the professional workforce, and the transitions in between. The University's transition pedagogy fosters Student success and engagement and supports Students on their journey as they transition within varied contexts of learning environments, study, diversity, community and work integrated learning. Unit This is an indicator of the value of a Course. Most Courses are valued at one Unit. Units are used to track progress towards completing a program. (The term used prior to 2002 to describe a Course) University The term 'University' or 'UniSQ' means the University of Southern Queensland.
	Definitions that relate to this procedure only
Keywords	Curriculum coursework, Curriculum Design, curriculum structure, Sub-Bachelor, Sub-Master, undergraduate degree, postgraduate degree, learning outcomes, AQF
Record No	21/131PL

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