

Guide to Completing Curriculum Documentation

Postgraduate Course: Higher Education

Each postgraduate course will have two records in [curriculum centre](#) that must be submitted to Institute Board for endorsement, then on to Curriculum Committee for endorsement (new courses) or approval (course amendments and discontinuations) and Academic Board for approval (new courses):

- 1) the Postgraduate Course record within the Curriculum Design tile
- 2) the Course rules within the Course Rules tile

The Course Rules specify the structure of the course and detail study plans for various student cohorts (e.g. full-time, part-time, mid-year entry). Detailed guides for creating and amending course rules, including course rules for a course, major, minor or specialisation, can be accessed in the [Curriculum Centre SharePoint](#).

The Postgraduate Course record specifies all other details required for approval and reporting including (but not limited to) course learning outcomes, mapping to discipline and AQF standards, placement, admissions requirements, CRICOS registration, accreditation, and credit, pathways and RPL.

This guide is designed to assist academics to complete the postgraduate course record in curriculum centre. The guide aligns with the relevant template in curriculum centre and provides explanations and examples of the information required in each field. It is recommended that you create or open the relevant course record in curriculum centre and consult this guide as you complete each field. Information about creating and amending a higher education course record in curriculum centre, including which workflow to select, is available in the [Curriculum Centre SharePoint](#).

Feedback on this guide and suggestions for improvement are welcomed and should be emailed to the Chair, Curriculum Committee – I.wight@federation.edu.au

Contents

COURSE INFORMATION	3
DELIVERY INFORMATION	4
Credit Points and Duration	4
Mode and Availability	4
Location	5
CO-OPERATIVE LEARNING	5
PLACEMENT	6
FINANCE	6
CURRICULUM	7
Course overview	7
Course Learning Outcomes	7
Course rules	8
Graduation (AHEGS)	8
MAPPING	9
Australian Qualification Frameworks (AQF)	Error! Bookmark not defined.
Discipline standards table	Error! Bookmark not defined.
FedTASK	Error! Bookmark not defined.
ALIGNMENT TO THE MINIMUM COOPERATIVE STANDARDS (MICS)	11
ADMISSIONS	11
Admission requirements for domestic students	11
Admission requirements for international students	12
Supplementary admission requirements	13
Requirements for enrolment and graduation	13
CRICOS	14
ACCREDITATION	14
CREDIT, PATHWAYS AND RPL	14
VET articulation agreements	14
General	15
Agreements	15
Other entry pathways or exit qualifications	16
Recognition of prior learning	16
AMENDMENT RATIONALE	16
Course amendment	17
APPROVALS	20
PROGRAM MANAGEMENT AND COMPLETIONS/ADMINISTRATIVE DATA	20

COURSE INFORMATION

This information is required to enable the course to be set up or updated in the university systems.

Institute/School	Select the primary administering Institute or School (e.g. Institute of Health and Wellbeing).
Discipline	Select the Federation University discipline area within the Institute or School that the course belongs to (e.g. Humanities and Social Sciences; Business; Nursing).
ASCED	<p>The ASCED code is used for government reporting. The drop-down box lists all available ASCED codes and is searchable by number or name. The six-digit figure relevant to the course can be found, according to the field definition, at:</p> <p>https://www.abs.gov.au/statistics/classifications/australian-standard-classification-education-ascd/latest-release</p> <p>Select "Field of Education Structure and Definitions" from the Sections menu, then "Definitions". Select the relevant two-digit broad field (e.g. 09 Society and Culture), then the relevant four-digit narrow field (e.g. Language and Literature) to read the descriptors of and select the appropriate six-digit detailed field (e.g. 091523 Literature). If you require further advice on the appropriate ASCED code, please contact Student Finance: studentsfees@federation.edu.au</p>
Career	This field will have been automatically populated when you selected the postgraduate course template.
Is the course replacing another course?	<p>For example, where a new course is replacing a similar course e.g. BU5 Bachelor of Business replacing BI5 Bachelor of Business.</p> <p><i>Important note:</i> the superseded course will also need to be discontinued via the appropriate workflow in curriculum centre and the discontinuation approved by Curriculum Committee. Please refer to the Approval and Maintenance of Award Courses (Higher Education) Procedure.</p> <p>If yes, use the curriculum centre link function to add the replaced course code/title (e.g. BI5 Bachelor of Business), then type the last admit term (e.g. Semester 2, 2025), taking into account students who may be applying for the course with credit and the planned schedule for unit delivery. (For example, if only the first year units in a new course will be developed and offered in the first year of delivery, will students applying with credit for first year need to be admitted to the course that is to be superseded?)</p>
Double Degree/Joint Degree/Dual Award course	See the definitions table in the Approval and Maintenance of Award Courses (Higher Education) Procedure for definitions of double degree, joint degree, and dual award courses.

Is the course considered equivalent to Honours for the purpose of entry to a HDR course?	See information on Honours equivalence on the Graduate Research School website.
Proposed start term	The teaching period when the new/amended course will commence delivery.
Are administrative plans required?	<p>Please contact Program Management and Completions (PMC) for advice (pmc@federation.edu.au).</p> <p>If 'yes' is selected, delivery locations for each administrative plan will need to be added in the Location field in the Delivery Information section below.</p> <p>Administrative plans are different to badged streams in that they are not required to appear on Course Finder as a standalone course. A badged stream should have its own curriculum centre record and the badged stream title will appear in brackets on a student's testamur, e.g. Master of Technology (Software Engineering).</p>

DELIVERY INFORMATION

Credit Points and Duration	
Duration in equivalent full-time years	See pages 14-17 of the AQF 2nd edition for the expected volume of learning for the qualification type.
Credit points required for completion	For example: a 2-year Masters qualification = 240CP. As per the Approval and Maintenance of Award Courses (Higher Education) Procedure , 60 credit points (4 x 15CP units) is the standard value of one FTE teaching period workload.
Mode and Availability	
Proposed delivery mode/s	Identify if the course will be offered via online, blended, on-campus, etc delivery. When selecting your delivery mode(s) please remember that in coursework courses, international students must be enrolled in no more than 1/3 of their units online and must have at least 1 face to face unit each compulsory semester. If the course is offered to international students and the delivery mode changes, please contact International Admissions to advise.
Study Option	Select all that apply.
Available to	Select all that apply. This question must be completed to access the Admission criteria section of the record below.

Location	
Delivery locations	Enter a line for each proposed delivery location. For example: Plan code – HM5, Plan name – Bachelor of Arts, Location – Ballarat – Mt Helen. For new courses or courses that do not have existing Flex delivery locations, select Blended locations instead of Flex (where relevant).
Will the course be delivered to an unlisted location?	If the proposed delivery location is not listed, contact Program Management and Completions (PMC) by logging a request in the portal to confirm if the proposed delivery location has been approved. The course cannot be submitted for endorsement/approval until the new location has been approved.
Will the course be delivered offshore?	If yes, indicate if the proposed course/amendment to the course requires the approval of the local government in the designated country and provide an estimated approval date.

CO-OPERATIVE LEARNING

This information is required for University reporting purposes.

Does this course meet the key definition for co-op	Consult the Co-op "Key Definitions for Postgraduate Coursework Degrees" .
Is formal approval required by the Deputy Vice-Chancellor (Global, Engagement and Quality) for an exemption from co-op requirements?	Select 'yes' or 'no' from the drop-down menu. If the course or course type is listed under the Disclaimer section of the Co-Op "Key Definitions for Higher Education Degrees" , separate approval for exemption is not required by the DVC (Global, Engagement and Quality). If you are unsure whether formal approval of exemption is required, please consult with your Associate Dean, Learning and Teaching.
Co-op exemption details	Explain why the course is exempt from co-op requirements. Identify the aspects of co-op from which the course is exempt (e.g. paid placement) and the date of DVC (Global, Engagement and Quality) approval of exemption (where relevant).

PLACEMENT

Are there periods of placement?	Select 'yes' or 'no' from the drop-down menu. This question relates to both paid and unpaid placement.
Number of days	This field is optional but should be completed if this is a co-op course (30 days), or if the course or accrediting body specifies placement days rather than hours. Add the number of days a student is expected to be on placement over the duration of the course.
Number of hours	This field is mandatory for all courses with placement. Add the number of hours a student is expected to be on placement over the duration of the course. For courses that specify placement days (see above), please multiply the number of placement days by 8 to obtain the approximate number of placement hours (e.g. 30 days x 7.5 = 225 hours). Please note that for courses available to international on-shore students, placement hours must be provided; this detail will also need to be entered into the CRICOS section below.
Placement information	Provide an overview of the extent and nature of the placement, including whether it is paid or unpaid.

FINANCE

Split ownership of course?	Is ownership of the course split between organisational departments. For example, a Bachelor of Business/Bachelor of Arts split between IISS and IEAC.
Special course type	This information is required for government reporting to identify courses of special interest to the department – see Tertiary Collection of Student Information . Is the course of a special type: general nursing course, initial teacher training, provisional registration medical, veterinary science, dentistry, clinical psychology, aviation?
Course eligibility	Please consult with Student Fees studentsfees@federation.edu.au before confirming course eligibility. The Australian government Study Assist website also provides information about Commonwealth Supported Places (CSPs) and FEE-HELP .

Fee types	Select all that apply. Please consult with Student Fees - studentsfees@federation.edu.au - before confirming fee types.
Non-tuition fees	<p>Non-tuition fees are any fees that are mandatory if the student is going to successfully complete the course. For example, excursion fees or a material fee payable throughout the course.</p> <p>Non-tuition fees for CRICOS purposes are fees the student pays directly to Federation University and do not include any uniform requirements like hard-top boots or nursing uniforms which the students purchase themselves.</p>

CURRICULUM

This section provides an overview of the course to enable informed endorsement/approval by Institute Board, Curriculum Committee and Academic Board. The specification of course learning outcomes ensures the course meets TEQSA and AQF requirements. Course learning outcomes should take into consideration AQF standards for the qualification type and accrediting body or discipline standards (see the Mapping section below for further information).

Examples in curriculum centre include:

- [ST8 Bachelor of Speech Pathology \(Honours\)](#)
- [EN8 Bachelor of Engineering \(Honours\)](#)
- [PY5 Bachelor of Physiotherapy](#)

Course overview	<p>Describe the purpose of the course, its broad structure, and consultation undertaken with relevant stakeholders (may be both external and internal) in relation to the development or amendment of the course.</p> <p>For new courses, this should align with the course overview submitted to Academic Course Portfolio Committee (ACPC) for business approval.</p> <p>For course amendments, this section only needs to be updated when the amendment impacts the existing entry.</p> <p>Note: For course amendments, please also review the Marketing record for this course to ensure the Course Finder entry is still accurate and contact marketing if updates are required. In the Curriculum Design tile, enter the course code in the Search field, then select the Marketing record in the 'Type' column to view the existing Course Finder entry.</p>
Course Learning Outcomes	Usually, 6-8 learning outcomes that identify what students are expected to be able to do on completion of the course. Number as 1, 2, 3, etc. in the reference column. Note that the course learning

	<p>outcomes will be mapped to the relevant discipline standards in the mapping section below.</p>
Course rules	<p>Course rules include the course structure and study plans and must be developed and submitted for approval via the Course Rules module of curriculum centre (see guides to creating and amending Course Rules in the Curriculum Centre SharePoint).</p>
Graduation (AHEGS)	<p>Students are provided with an Australian Higher Education Graduation Statement (AHEGS) on graduation from the course, so should not be written in future tense. The explanations below have been adapted from the Guidelines for the presentation of Australian Higher Education Statements.</p>
Award details	<p>Summary details of the award, including admission requirements, normal duration of study, language of instruction and Australian Qualifications Framework level.</p> <p>For example: The Bachelor of Arts is an undergraduate qualification consisting of 24 units, taught in English, which normally takes three years of full-time study or part-time equivalent. The course structure requires successful completion of two arts majors of eight units each and elective units. The Bachelor of Arts is located at Level 7 of the Australian Qualifications Framework. Most students are admitted on the basis of XXXX.</p>
Features	<p>A brief description of distinguishing features of the course, such as professional placements, industry-based learning, or overseas study. If co-operative or experiential learning is a key part of the award, it is advisable that details are provided in this section.</p>
Pathway to further study	<p>Summary details on further or advanced higher education awards for which this award typically serves as preparation. Higher Degrees by Research should only be listed if the course meets the Honours, or Honours equivalence, entry requirements for admission.</p>
Course accreditation	<p>A statement regarding relevant accreditation of the course by external organisations, for example, professional accreditation associations. If the qualification confers on the graduate rights to practice within a particular jurisdiction, relevant information should be provided.</p> <p>This field should be left blank if the course is not subject to professional accreditation. If accreditation approval is pending, the field should also be left blank, and a course amendment submitted once accreditation approval is confirmed.</p> <p>For courses that are accredited, have been granted provisional accreditation, or are accredited subject to conditions, the following statement should be entered: "This course is subject to accreditation by XXXX".</p>

MAPPING

The [Higher Education Standards Framework \(Threshold Standards\) 2021](#), Section 1.4 (1) states that the course learning outcomes must be "consistent with the level and field of education of the qualification awarded and informed by national and international comparators". Mapping of the course to the AQF and relevant discipline or accrediting body standards addresses this requirement.

Australian Qualification Framework (AQF)

Australian Qualification Framework Learning Outcomes (See SI5 example of mapping to AQF standards)	See the "AQF qualification type learning outcome descriptors" in the AQF 2nd edition (pp.14-17) for the descriptors of the purpose, knowledge, skills, application and volume of learning for the broad qualification type (e.g. Graduate Diploma, Masters by coursework). Describe how the course meets the learning outcome descriptors described in the AQF specification for the appropriate qualification type.
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Discipline Standards

Overarching standard used	Explain what discipline or accrediting body standards you have used to develop the course learning outcomes. If the course does not have specific discipline or accrediting body standards, what national or international comparators have informed the course learning outcomes?
Do you have discipline or accrediting body standards in the mapping tile?	<p>Note: only applicable for courses with an accrediting body. All other courses must be mapped to the most relevant discipline standards or national or international comparators in the discipline standards table below.</p> <p>For courses with an accrediting body, instead of completing the discipline standards table in the course record, mapping may be undertaken in the curriculum centre mapping module in a format that meets the requirements of the accrediting body. Please provide the curriculum centre map code and the date when mapping was last completed.</p> <p><i>Note: Curriculum Centre mapping module will be available from mid-2025.</i></p>
Discipline standards table (See PK5 or TK5 examples noting that, where possible, the curriculum centre link function should be used to link the relevant CLOs and ULOs to each discipline standard)	<p>Use the table to map the course learning outcomes and unit learning outcomes to the discipline or accrediting body standards. If the course does not have specific discipline or accrediting body standards, map the course learning outcomes and unit learning outcomes to the national or international comparator used to inform the course learning outcomes.</p> <p><i>Note: demonstrating how the course learning outcomes have been informed by discipline standards or national or international comparators is a TEQSA requirement.</i></p>

Ref	Use the numbering provided by the accrediting or discipline body or, if not provided, number the discipline standards 1, 2, 3, etc.
Discipline standards	<p>List each discipline standard provided by the accrediting or discipline body. If there are sub-sections within an overarching standard, either map the course only to the overarching standards or list the sub-sections in a single row (e.g. 1.1, 1.2, 1.3).</p> <p>If no accrediting body standards apply, discipline standards from a similar discipline may be used for mapping (for example, Learning and Teaching Academic Standards for Creative and Performing Arts adapted as standards for Humanities).</p>
Course learning outcomes	<p>Click in the relevant box and use the "Links" function to select the course learning outcome(s) that are aligned with each standard. Please note that you will need to "Save" the draft course amendment after entering the course learning outcomes in the Curriculum section of the course document before you can link them here.</p>
Unit learning outcomes	<p>Click in the relevant box and select the "Links" function. Search for the unit by code or title, then select the relevant unit and click "Next" to view and select the relevant unit learning outcomes aligned with the discipline standard and course learning outcome. Repeat until you have added all relevant learning outcomes from the units that comprise the course.</p> <p>Note: it is not a requirement to map all ULOs in all units that comprise the course to a discipline standard. However, the ULO column should demonstrate constructive alignment between ULOs, CLOs and discipline standards and include examples from units at all levels of the course (e.g. introductory, intermediate and advanced level units).</p>
FedTASK	
FedTASKs	<p>Course level FedTASK mapping is completed in the mapping module and is required to be reviewed and updated every two years to reflect changes in the course structure and changes to FedTASK mapping at unit level.</p> <p>Provide the curriculum centre map code for the completed FedTASK mapping and the date when the course-level FedTASK mapping was last completed.</p> <p><i>Note: curriculum centre mapping module will be available from mid-2025.</i></p>

ALIGNMENT TO THE MINIMUM COOPERATIVE STANDARDS (MiCS)

This section enables the University to track progress with MiCS mapping as part of its progress towards becoming Australia's first Co-op university.

Has MiCS mapping been undertaken across this course?	If 'no', provide an explanation below as to why MiCS mapping hasn't been completed and a project timeframe for completion.
Date of last MiCS completion.	Enter the month and year MiCS mapping was last completed for the course.
What were the key findings associated with the MiCS mapping exercise?	For further information regarding MiCS, consult the support resources .

ADMISSIONS

This section specifies for Student Admissions the requirements that applicants must satisfy to be eligible for admission to the course.

Mode of application	Select all that apply. Note: StudyLink is the mode by which international students apply.
Deferral allowed	Deferring an offer at Federation University means students are officially delaying the commencement of their studies for a maximum period of 12 months. Deferral for 6 months is possible in some cases. This also includes taking leave from studies prior to starting any units of study. Please refer to Higher Education Admission: Selection and Offers Procedure section 8 for rules relating to deferral.
Deferral period	If deferral is allowed, select 6 or 12 months from the drop-down menu.

Admission requirements for domestic students

Select all applicant groups that are eligible to apply for this course.

Applicants with Higher Education study	The university's default requirements for applicants with a higher education study are: <i>Previous higher education studies with results at a pass level or above, including any single subjects of study, or successful completion of a tertiary preparation course such as Federation</i>
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	<p>University Foundation Access Studies (FAST) or Foundation Studies Program (international applicants).</p> <ul style="list-style-type: none"> • <i>Apply default requirements</i> Select 'yes' or 'no' to apply the default requirements listed above. If 'no', please specify the alternative requirements for this course. Note: the HE default requirements listed above usually would not apply to postgraduate courses. • <i>Does the prior study need to be in a cognate or appropriate area?</i> If 'yes', please specify the areas that will be considered cognate or appropriate. • <i>Is work experience in a relevant area required?</i> If 'yes', please specify the length, recency, and type of required work experience.
Applications with Vocational Education and Training study	<p>The university's default requirements for applicants with a VET study are:</p> <p><i>Successful completion of a relevant VET qualification at Certificate III or higher.</i></p> <ul style="list-style-type: none"> • <i>Apply default requirements</i> Select 'yes' or 'no' to apply the default requirements listed above. If 'no', please specify the alternative requirements for this course. Note: the VET default requirements usually would not apply to postgraduate courses. • <i>Does the TAFE qualification need to be in a cognate or appropriate area?</i> If 'yes', please specify the qualifications that will be considered cognate or appropriate. • <i>Is work experience in a relevant area required?</i> If 'yes', please specify the length, recency, and type of required work experience.
Applicants with work and life experience	<p>Normally, applicants who have not completed secondary education or undertaken any TAFE or university studies would not be eligible for entry. Applicants in this category should consider a pathway course such as Foundation Access Studies (FAST).</p> <ul style="list-style-type: none"> • <i>Can applicants who have not completed secondary education or undertaken any TAFE or university studies apply?</i> If 'yes', specify what criteria applicants with work and life experience need to meet to apply and indicate how this will be equitably assessed (e.g. Curriculum Vitae, personal statement demonstrating relevant experience)
English proficiency requirements	<p>Select 'yes' or 'no' to indicate whether an IELTS test or equivalent is required for domestic applicants with overseas qualifications. Note: IELTS requirements for international students will be identified in the next section of the record.</p>
Admission requirements for international students	

Please consult the Senior Manager, Admissions and Scholarships if you have any questions regarding the entry requirements for international applicants.

Default entry criteria	<p>The university's default requirements for international applicants to a postgraduate course are: <i>Successful completion of an Australian Bachelor degree or overseas equivalent.</i></p> <p>Note: If specific academic entry criteria for international applicants are not specified in this section, the default criteria will be applied.</p> <ul style="list-style-type: none"> • <i>Apply default requirements</i> Select 'yes' or 'no' to apply the default requirements listed above. If 'no', please specify the alternative requirements for this course. • <i>Do the pre-requisites listed above (if any) for domestic applicants also apply to international applicants?</i> Select 'yes' or 'no'. • <i>English language requirements</i> Specify the required IELTS (International English Language Testing System) Entry Score. See English language requirements for further information. Write the English language requirements as follows: <i>Overall Academic IELTS band score of XX, with no band less than XX, or equivalent.</i> Replace the XX items with the relevant score. If a non-standard score is requested, a rationale must also be provided.
Supplementary admission requirements	
Are there supplementary admission requirements?	Specify whether there are supplementary admission requirements such as audition, interview, referee report, supplementary form, literary and numeracy test, Casper or equivalent, folio, etc.
Required supplementary information	If 'yes' was selected, specify the type of supplementary information required. Please note that supplementary admission requirements will apply to all applicant types unless otherwise stated.
Requirements for enrolment and graduation	
Are there any essential requirements for enrolment or graduation?	Specify whether there are any essential requirements for enrolment or graduation such as Inherent requirements for Nursing, Working with Children Check, Police Check, LANTITE, etc. If essential requirements are for placement, please select 'enrolment' to indicate that they are required before enrolment in the relevant units.
Essential requirements for enrolment or graduation	If 'yes' was selected, specify the essential requirement(s) and whether they apply to enrolment (including for placement) or graduation.

CRICOS

CRICOS registration is required to enable international onshore students to enrol in the course.

WIL hours for CRICOS registration	For courses with placement, WIL hours must be provided for CRICOS registration. The WIL total hours listed in this section must match the placement hours recorded above in the Placement field of this course record.
CRICOS code	Enter the CRICOS code. This field must be left blank until after CRICOS Registration is approved. Following approval, a minor amendment for ADLT approval can be submitted to add the code. Please see the CRICOS Registration of Higher Education and VET Programs Procedure for further information.

ACCREDITATION

Are there professional accreditation requirements for this course?	If 'yes', identify the accrediting body for this course.
When is initial accreditation required?	Select the option that applies to this course. For most courses, confirmation of accreditation is only required before the first student graduates from the course. For some courses, however, a course must be accredited before the first student is admitted (e.g. Bachelor of Nursing – ANMAC accreditation).

CREDIT, PATHWAYS AND RPL

The AQF Qualifications Pathway Policy (pages 77-80 of the [AQF 2nd edition](#)) is the national policy on pathways qualifications, the purpose of which is "to maximise the credit that students can gain for learning already undertaken" (AQF 2nd ed., 2013, p.77).

See also the [Higher Education Academic Credit Transfer Procedure](#).

VET articulation agreements

Are there any TAFE qualifications that provide credit for this course?	<p>Select 'yes' or 'no.'</p> <p>Note: this section only applies to TAFE qualifications that provide <i>credit</i> into this course. Other qualifications that provide credit and/or TAFE qualifications that provide a pathway into the course without credit will be listed in the relevant sections below.</p>
List relevant VET/TAFE qualifications and the pathways (credit and articulation)	<p>Please list the TAFE qualifications which provide credit into this course by both code and title, including current and superseded codes for which students may still be granted credit into this course, taking into account that students will not be granted credit for study completed more than 10 years before the application for credit is submitted.</p> <p>Please also list by HE unit code and title the credit that students who have completed the TAFE qualification will receive.</p> <p>VET training package qualifications can be viewed at https://training.gov.au.</p> <p>As per the AQF Qualifications Pathway Policy, credit agreements, having taken into account 2.1.9 of the policy, should use the following as a guide:</p> <ul style="list-style-type: none"> - Up to 180 credit points for an Advanced Diploma or Associate degree linked to a Bachelor degree - Up to 120 credit points for a Diploma linked to a Bachelor degree <p>(See HC5 example)</p>
Include details of consultation with Federation TAFE staff or external Registered Training Organisations	<p>Consultation may involve identifying relevant TAFE qualifications (internal and external) for which students may be granted credit, and undertaking credit mapping to ensure that, as per the Higher Education Academic Credit Transfer Procedure, the learning for which students are granted credit is relevant, equivalent (at least 80%) to current knowledge and/or practices; and satisfies the current learning outcomes of the unit.</p>
If the credit offered differs from the Procedure, provide a rationale	<p>Also refer to the guide from the AQF Qualifications Pathway Policy noted above.</p>
General	
Are there any other pathways that provide credit for this course?	<p>For example, HE diplomas, non-award courses, short courses. Only list qualifications for which students would be granted <i>credit</i> in this course.</p>
Qualifications that provide credit	<p>List the code and title of the qualification that provides credit for this course and the code and title of the HE unit(s) for which students will be granted credit.</p>
Agreements	
Are there any specific credit/articulation agreements associated with this course?	<p>An articulation agreement is a formal signed agreement with an external provider (including overseas providers, private providers, other Australian universities, TAFE) and Federation University. See</p>

	section 7 of the <i>Higher Education Academic Credit Transfer Procedure</i> for the process of proposing and approving articulation agreements.
List specific credit/articulation agreements associated with this course	Identify the external provider, qualification, and credit which students entering via this pathway will be granted.
Other entry pathways or exit qualifications	
Are there any entrance pathways (without credit) for this course?	Select 'yes' or 'no.' These non-credit pathways will differ from those listed above for which students would be granted credit into the course.
Detail entrance pathways	Specify the specific pathways by which students may be admitted to the course.
Are there any exit qualifications from this course?	Select 'yes' or 'no'. An exit qualification is a qualification embedded within the course, such as a Graduate Certificate or Graduate Diploma that comprises the first 0.5 – 1 year of a 2-year Masters by coursework degree. Students who are unable or choose not to complete the entire course may be eligible to graduate with the exit qualification.
Detail of exit qualification	Specify the exit qualification, including the code and title. If the exit qualification is a TAFE qualification, please contact PMC to discuss and include the outcome of the discussion in this field.
Recognition of prior learning	
Is RPL available for this course?	If 'no', provide an exemption rationale, e.g. accredited course. Add further explanation in the RPL – Exemption Detail field. If 'yes', use the table to list any units within the course that are exempt from RPL by linking to the excluded unit (click in the unit code field and select the 'Link Unit' option to link the relevant unit in curriculum centre) and providing a reason for the exclusion. If 'other' is selected, use the "+ Add Column" button to provide the reason. Please note that any changes to RPL exemptions must also be updated separately in FDL by Curriculum Services.

AMENDMENT RATIONALE

This information enables Institute Board and Curriculum Committee to make an informed judgement on the rationale for and implications of the proposed course amendment or discontinuation.

What type of amendment is this?	Select 'modification' for a course amendment, 'discontinuation' for a course discontinuation, or 'not applicable' for a new course.
Course amendment	
Modification submission	
Give a description of and rationale for the proposed change to the course and explain how it differs from the current course	The description should be comprehensive enough to capture all proposed changes to the course. A clear rationale is also required to provide justification for the changes to enable informed discussion and decision at Institute Board and Curriculum Committee.
Who has been consulted?	Select all that apply. It is expected that any changes that will potentially impact another Institute, School, TAFE or partner institution will have been discussed with the relevant stakeholders.
Outline the consultation undertaken in relation to the proposed changes	It is important to consult all relevant/impacted stakeholders in relation to the proposed changes prior to submission for Institute Board endorsement. Explain who has been consulted and the outcome of the consultation.
Does the proposed change affect the course's learning outcomes and how these address the AQF learning outcomes and/or discipline standards?	If 'yes', ensure the course learning outcomes and mapping to AQF and discipline standards have been updated in the course record.
Does the proposed change affect the course's learning outcomes and how these address the AQF learning outcomes and/or discipline standards?	If 'yes', ensure the course learning outcomes and mapping to AQF and discipline standards have been updated in the course record.
Does the proposed change affect the structure of the course?	If 'yes', ensure the course rules have been updated and submitted for endorsement at the same Institute Board meeting.
Do the changes have implications for current students?	Provide details of the impact of proposed changes on currently enrolled students (including those whose progress is delayed) and a rationale including the following: <ul style="list-style-type: none"> - Cohorts - Effects on each cohort - Steps that will be taken to alleviate problems for each cohort, noting that no student can be disadvantaged by the change. - Where there are significant changes to course structure and students are to complete within the existing structure, please explain how this will be achieved.

	<p>Where there are significant changes to course structure and students are to be encouraged to transition to the amended structure, please provide detail about how communication with students will be undertaken (by whom, when, in what format – email, information sessions, etc). Please note that the university cannot require students to transition to the amended structure.</p> <p>Where nomenclature changes, existing students will have the option of the new or former title on their testamur. Please include details of how this will be communicated to students (by whom, when, in what format) and how their decision will be recorded.</p> <p>Where an additional elective unit is being added to the course, state whether current students will be able to select that unit.</p> <p>Confirm that dates are within required timelines (e.g. within HEIMS deadlines – please consult Program Management and Completions pmc@federation.edu.au to confirm).</p>
Do the proposed changes have implications for pathways/credit arrangements?	<p>For example, changes to the course structure which impact the units for which students may be granted credit.</p> <p>If 'yes' detail the implications for pathways/credit arrangements (refer to the Credit, Pathways and RPL section of the course record) and explain the steps already taken or that will be taken to update pathways/credit arrangements.</p>
Proposed term of introduction	The proposed term of introduction must be after the date of approval of the course amendment by Curriculum Committee.
Intentions for the superseded version of the course	For example, where the amendment involves a change to the course structure, will the superseded version of the course continue to be taught until the last continuing student completes?
Course discontinuation	
Reason for discontinuation	The reason for discontinuation should provide enough detail to be understood by a reader not familiar with the course (e.g. from another Institute).
Term from which there will be no further intake	Choose from the drop-down menu the term from which no further students will be admitted to the course.
Term last student is scheduled to complete	Choose from the drop-down menu, taking into account students who may currently be on leave and those completing the course part-time.
Number of students offered	List the number of current students enrolled in the course by year level (e.g. 1 st year, 2 nd year), location (e.g. MTH, BER, ODL), and full-time/part-time status.
Active offers for entry to the course	Identify how many students have active offers but have not yet commenced or are currently on leave of absence.
Details of teaching out	

Map for phasing out	Provide a detailed teach-out plan, specifying which units in the course are planned to be offered/discontinued each year, taking into account students studying part-time or on leave of absence. Where units are planned for discontinuation prior to the last student completing, specify planned unit substitutions and how these will enable the student(s) to achieve the course learning outcomes.
Resources	Explain whether there will be changes to the level of resources (for example, space, quality of or access to library or laboratory facilities) for students who are completing the course during the teach-out period compared to the previous level of resources.
Do you see any problems for students in completing the course?	For example, limited unit availability.
What locations will the course be delivered at during the teach-out period?	<i>Note:</i> If international students are currently enrolled, delivery at on-campus locations during teach-out will be required.
What arrangements will be put in place to deal with these problems?	Provide a detailed explanation of arrangements to be implemented to address any problems identified above.
<i>Provision of information to students</i>	
What types of information are being provided to students in courses that are being phased out about their future study options?	For example, specify what students will be told about the course teach-out plan, planned unit substitutions, and options to transfer into a related course (if applicable).
What is the timetable for provision of this information?	Provide a specific timetable for communications with students, taking into account upcoming enrolment dates.
Will students have the opportunity to obtain individualised advice on completing their course?	Specify how this opportunity will be communicated to students and who will be responsible for providing this advice.
Students not currently enrolled	Approximate number of students not currently enrolled in the course who might have a reasonable expectation that they would be able to enrol in it.
What enrolment advice will be given to these students?	For example, information about applying for similar or related courses.
<i>Other Institutes/schools</i>	

What other Institutes/Schools are involved in the delivery of the course?	Use the drop-down menu to select all relevant institutes/schools.
Have the other Institutes/Schools agreed to the discontinuation?	Formal agreement from other Institutes/Schools involved in the delivery of the course must be confirmed prior to submitting the discontinuation to Institute Board and Curriculum Committee. For example, an email from the Deputy Dean or Executive Dean confirming agreement.

APPROVALS

Business case (HEBAC)	For new courses, tick "approved" to confirm that the business case has been approved by Academic Course Portfolio Committee (ACPC – formerly HEBAC), and add the date of approval. The new course should not be submitted for Institute/School Board endorsement until ACPC approval is confirmed.
Institute/School Board	Leave blank – Institute Board may choose to use the comments field to list any corrections required.
Curriculum Committee	Leave blank – Curriculum Committee will use the comments field to list corrections required (where relevant) and/or reasons for non-approval.

PROGRAM MANAGEMENT AND COMPLETIONS/ADMINISTRATIVE DATA

Academic Program Table	
Standard abbreviation	The standard abbreviation must conform with the post-nominals index, attached in the forms section of the <i>Approval and Maintenance of Award Courses (Higher Education) Procedure</i> - see section 10, Nomenclature of Sealed Awards (Higher Education). If unsure, consult with Program Management and Completions (PMC) by logging a request in the portal .