Guide to Completing Curriculum Documentation

Undergraduate Unit: Higher Education

This guide is designed to assist academics to complete the unit record in curriculum centre. The guide aligns with the structure of the higher education undergraduate unit 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 unit record in curriculum centre and consult this guide as you complete each field. Information about creating and amending a higher education unit 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 – l.wight@federation.edu.au

Contents

INITIAL QUESTIONS

Is this a new unit or an amendment	Tick the relevant box. Changing a unit code, unit title, credit points, or grade scheme should be treated as proposing a new unit. If a unit title, credit points or grade scheme need to be amended, a new unit code is required. Contact Program Management and Completions by logging a request in the portal to obtain a new code.
Apply professional competency?	Select 'yes' or 'no'. Selecting 'yes' will bring up a list of the professional competency standards that have been set up in curriculum centre. Select the relevant professional competency. This will populate the professional competency section below. You will also need to map the professional competency standards to each learning outcome and assessment task in the relevant sections of the record. Select 'no' if none of the professional competencies set up in curriculum centre apply to this unit (if you're unsure, ticking 'yes' will bring up the list of professional competencies available to be mapped at unit level).

UNIT OUTLINE

Institute/School	Select the Institute/School where the unit outline will be approved. E.g. Institute of Health and Wellbeing.
Discipline	Select the Federation University discipline area within the Institute or School that the unit belongs to (e.g. Humanities and Social Sciences, Business, Nursing).
ASCED	The ASCED code is used to determine the fees students are charged for undertaking the unit. The drop-down box lists all available ASCED codes and is searchable by number or name. The six-digit figure relevant to the unit can be found, according to the field definition, at: https://www.abs.gov.au/statistics/classifications/australian-standard-classification-education-asced/latest-release. 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).

Credit point value	Usually 15 credit points or a multiple of 15 (e.g. 30CP). *Note*: 120CP is a full-time load over one year and 15CP equates to a student workload of approximately 150 hours.
Grade scheme	Choose from: • Graded (e.g. HD, D, C, etc.) • Ungraded (e.g. S – Satisfactory, U – Unsatisfactory), or • Research P/NP (e.g. O, TD, P, F). *Note*: the grade scheme cannot be amended once a unit has been approved. To alter the grade scheme for an existing subject, you will need to create a new unit with a new code.
Work experience indicator	Select one of the three options. Select '1' if the unit does not include placement. Select '2' if the unit involves placement, but some direction or support is provided by the university (for example, students complete assessment, are supported by field liaisons, etc.) Select '3' if the student is undertaking placement and there is no involvement from the university (for example, no assessment, supervision or guidance). The university cannot charge fees for this unit. This code indicates a domestic student's student contribution or tuition fee status and is a TCSI reporting requirement for work experience in industry (WEI) units that comprise totally of work: • that is done as part of, or in connection with, a course of study undertaken with the university. the purpose of which is to obtain work experience relevant to the course of study.
Placement component	Select 'yes' or 'no' to indicate where the unit includes placement.
Is this unit a co-op professional identity unit?	Students enrolled in a co-op course are required to complete a Co-op Professional Identity unit prior to undertaking placement. For example, COOPB1001 Professional Identity (Business); COOPK2204 Professional Identity (Criminology and Criminal Justice). 'Yes' must be selected for professional identity units to enable the co-op placement team to identify which students have completed the requisite unit and are therefore eligible for access to the placement portal. For all other units, including Co-op placement units, select 'No'.
Is supplementary assessment available?	Select 'yes' or 'no'. In most units, supplementary assessment will be available to students who have failed the unit but gained a final mark of 45% or above and submitted all major assessment tasks.

	If supplementary assessment is not available, tick the relevant exemption reasoning. For example, a) dissertation or project unit; b) placement or work integrated learning unit. If c) fieldwork or laboratory-based unit, or f) Other reason is selected, enter a valid explanation in the text box. All exemptions from supplementary assessment must meet strict criteria as outlined in the Supplementary Assessment Procedure.
AQF level	Click on the + Button and select the AQF level of the course(s) that will include this unit, and whether this unit is introductory (first introduction of the topic of learning), intermediate (building on the topic) or advanced (achievement of required AQF level of course learning outcomes). *Note*: In some circumstances a unit can be set at more than one AQF level and/or more than one course level (introductory, intermediate, advanced). An advanced unit offered in a course at one AQF level could also be used in a higher AQF level course as an introductory unit. For example, a unit offered as introductory in a coursework Masters (AQF Level 9) where students enter with a Level 7 bachelor degree from a different discipline. For further information on the AQF visit www.aqf.edu.au.
Requisites	Prerequisites are conditions a student must meet before enrolling in the unit (e.g. a unit that a student must have successfully completed before enrolling in this unit); Corequisites are conditions a student must meet to enrol in the unit (e.g. another unit that a student must undertake concurrently with this unit). Exclusions are conditions that would exclude a student from enrolling in the unit (e.g. a similar unit that has been superseded by this unit). Click in the relevant field to select the type of requisite from the drop-down menu (e.g. Unit) and tap the space bar to bring up the list of units from which you can select (e.g. BATCC1001). To add multiple or alternative requisites, tap the space bar again to select 'AND' or 'OR'.
Description of the unit for handbook entry	Enter a 250-300 word description of the unit which will be included in the handbook entry and the published unit outline. This description should provide an overview of the focus of the unit. If the unit involves placement, the volume of placement should be included in the description (e.g. students will undertake 20 days of placement). *Note*: the unit description should be different from the unit content section (see below).
Learning outcomes	List the unit learning outcomes that articulate what students are expected to be able to know and do on successful completion of the unit. This will include at least one of each of Knowledge (K), Skills (S), and Application (A) learning outcomes.

	Give each learning outcome a reference (e.g. K1, K2, S1, S2, S3, A1, A2, A3, A4).

Please consult the "Supplementary Guidelines Learning Outcomes and Assessment" to ensure learning outcomes are achievement-oriented and appropriate to the AQF level (e.g. AQF7) and course level (e.g. introductory, advanced) of the unit. Unit learning outcomes should also take into consideration the course learning outcomes of the relevant courses in which students taking this unit will be enrolled. Use the search function in the Curriculum Design tile of curriculum centre to view the courses in which the unit is offered and review the course learning outcomes.

For units which have professional standards, use the professional standards column to identify which standards align with each learning outcome. |
| Unit content | More specific information on unit content can be included here than was provided in the unit description.

For example, a list of potential topics, or information about the professional accrediting body standards that were used to develop the unit learning outcomes and assessment tasks. If there are highly detailed specific learning outcomes required by professional accrediting bodies list them here and identify with which broader learning outcomes (Knowledge, Skills, Application of knowledge and skills) they align. |
| Adopted reference style | Select the relevant reference style for the unit from the drop-down menu.

Note: only the broad style is required (e.g. MLA) rather than a specific version (e.g. MLA 8). |

FEDTASK AND ASSESSMENT

Assessment

Learning tasks and assessment	Add each assessment task to the table.

Ref: Number the assessment tasks 1, 2, 3, etc. in the order students will be expected to complete them.

Learning task: Describe in broad terms the learning task students will complete for each assessment task. For example: "Students will respond to a series of theoretical and creative exercise prompts designed to promote critical engagement with and/or reflection on unit content." The explanation of the learning task should be more than just naming the type of assessment (e.g. quiz). |

	Assessment type: For example: essay, presentation, folio, exam, quizzes, etc.
	Weighting: Provide a weighting range for each assessment task (e.g. 20-30%). Check that both the minimum and maximum range of each assessment task can be selected to equate to 100% for the overall unit assessment. The weighting range for an assessment task should not exceed 30%.
	Learning outcomes assessed: Click on the 'Learning outcomes and assessment' table below to identify which learning outcomes are aligned with each assessment task. This will automatically populate the 'Learning outcomes assessed' column in the 'Learning tasks and assessment table'.
	Enter authentic assessment rating 0-5: See the [MiCS resource in SharePoint](#) for an explanation and examples. Scroll down to the expandable 'Criteria 6 Authentic Assessment' section for a guide to rating assessment tasks based on proximity and authenticity.
	Professional standards: For units which have professional standards, use the professional standards column to identify which standards align with each assessment task.
FedTASK	
AQF level for this unit	Select the appropriate AQF level for the unit to bring up the relevant FedTASK table.
FedTASKS AQF 7	Using the example table in the unit record template as a guide, identify which FedTASKS are relevant to the unit and at what level (1, 2 or 3). Where a FedTASK is not relevant to the unit, select N/A. Take into consideration all aspects of the unit (learning outcomes, learning and teaching activities, and assessments).
FedTASKS AQF 8 or 9 and above	Identify which FedTASKS are relevant to the unit by reading the descriptor and selecting 'Yes' or 'No'. Take into consideration all aspects of the unit (learning outcomes, learning and teaching activities, and assessments).

ALIGNMENT TO THE MINIMUM CO-OPERATIVE STANDARDS (MICS)

MiCS mapping	See the [MiCS resource in SharePoint](#) for an explanation of each Criteria. Scroll down to the expandable section for each Criteria for a detailed guide to the rating scale.

	Use the comment column (optional) to add a brief explanation of the rating.
Total number of hours of industry-linked/facing experiences (criteria 7)	If a rating of 1 or above has been entered for Criteria 7, use this field to enter the total number of hours of industry-linked/facing experiences in the unit. Refer to the MiCS resource in SharePoint to identify the activities that might be considered as learning with, for, and in the workplace.

SUSTAINABLE DEVELOPMENT GOALS (SDGs)

SDGs See the following examples, noting that 'no' should be selected for each SDG that is not currently relevant to the unit: - EXSCI3172 - BUECO2301 - SCMED3010	As part of its Times Higher Education (THE) reporting, the university explains how its community contributes to the UN Sustainable Development Goals (SDGs). This information is also relevant to TEQSA reporting and accreditation discussions. Indicate in the table if and how the unit contributes to each of the UN SDGs. Where 'Yes' is selected, add a comment explaining how the SDG is relevant to the unit and/or how the unit contributes to the attainment of the SDG (e.g. through a particular topic, learning and teaching activity, learning outcome and/or assessment task). If the SDG is not relevant to the unit, select 'No' and leave the comment blank. *Note*: at this stage the mapping of SDGs involves benchmarking to identify the university's current areas of strength; moving forward, this information will inform the university's strategic approach towards contributing to the UN's SDGs.

DELIVERY INFORMATION

Delivery locations	Use the drop-down menus and 'Add row' function to list all locations at which this unit will be delivered.
Delivery modes	Select all that apply.
Will the unit be delivered to an unlisted location?	If yes, contact Program Management and Completions (PMC) by logging a request in the portal to confirm if your proposed delivery location is approved. If the proposed delivery location is not

	approved, additional steps will be required before the unit is submitted to Institute Board for approval.

UNIT ESTABLISHMENT AND AMENDMENT – UNIT ESTABLISHMENT

This section will appear when 'New Unit' is selected at the top of the unit record.

Core Course(s) (code and title) unit is required for	List the course that the unit will belong to. If the unit is required for more than one course, use the 'add row' function to add additional courses.
Context statement. **Why is the new unit needed?**	Provide a clear and detailed justification of why the new unit is needed to enable Institute Board to make an informed judgment on the business case.
Implications for current students	Provide a detailed explanation of implications for current students. If a unit is being added to an existing course, explain how this will impact continuing students who may be required to complete this new unit (e.g. in terms of course structure, progression, etc), or who have completed an existing unit that is being replaced (if relevant). If there are no implications for current students, explain why not.
Implications for pre-reqs, co-reqs, and/or exclusions for other units	For example, will this new unit be a pre-requisite for other units in a course? If so, comment on the timeline for amending these units to update their pre-requisites. If replacing another similar unit, will the superseded unit need to be listed as an exclusion, and vice versa?
Implications for pathways/credit arrangements	Will course-level pathways/credit arrangements need to be updated to add the new unit? This may apply in particular to new introductory level units when pathways/credit arrangements exist granting students credit for the first year of a course.
Implications for other Institutes/Schools	If the new unit is to be delivered in courses owned by another Institute provide details of consultation undertaken to ensure that impacts on all relevant courses have been considered and communicated prior to approval by Institute Board.
Is this new unit replacing another unit?	If yes, use the link function to link the unit to be replaced. If this unit is to be discontinued, please indicate. *Note*: the discontinuation of the superseded unit will still need to be completed in curriculum centre via a separate workflow and

	approved at Institute Board, as per the *Approval and Maintenance of Award Courses (Higher Education) Procedure*.
Proposed start term	Select the teaching period in which the new unit will first be delivered. This should take into account approval and timetabling timelines.

UNIT ESTABLISHMENT AND AMENDMENT – UNIT AMENDMENT, DISCONTINUATION OR REACTIVATION

This section will appear when 'Unit Amendment' is selected at the top of the unit record.	
What type of amendment is this?	Select 'modification' for an amendment to an existing unit, 'discontinuation' is the unit is to be discontinued, or 'reactivated' if a previously discontinued unit is to be reactivated.
Modification Submission This field will appear when 'modification' is selected above.	
Give a brief description of and rationale for the proposed changes to the unit and explain how it differs from the current unit.	The description should be comprehensive enough to capture all proposed changes to the unit and explain how it differs from the current version of the unit. A clear rationale is also required to provide justification for the changes to enable informed discussion and decision at Institute Board.
Outline the consultation undertaken in relation to the proposed changes	For example, consultation with the course coordinator, discipline team members, Head of Discipline, ADLT, etc. Include details of consultation undertaken with collaborating Institutes and Partners who may be impacted by the proposed unit amendment. Identify who has been consulted and the outcome of the consultation.
Implications for current students	Explain the impact of the proposed changes on currently enrolled students and steps that will be taken to address potential issues. Where no implications for current students are anticipated, state this and explain why there are no implications.

Implications for pre-requisites, co-requisites and/or exclusions for other units	For example, if the amendment proposed includes changes to the requisites field, what impact will this change have on other units in the course? Or, if this unit is a requisite for another unit, what impact will the changes have on these units? Will the changes potentially impact student progression in the course?
Implications for existing pathways/credit arrangements	Will the changes to the unit impact existing pathways or credit arrangements which include this unit? For example, if the unit learning outcomes have been amended, do credit arrangements need to be re-mapped to ensure that any credit granted for this unit still meets the requirements of the *Higher Education Academic Credit Transfer Procedure*?
Term modification to apply from	Select the term and year that the unit amendment will apply from, taking into account that a unit amendment must be approved and published prior to the unit description being developed and disseminated to students.
Discontinuation Submission This field will appear when 'discontinuation' is selected above.	
Rationale for proposed unit discontinuation	Select the option that applies: *No longer required*: for example, a unit offered in a course that has been discontinued or amended to remove the unit from the course structure. *Superseded:* for example, a unit that has been replaced in a course by a new (often similar) unit. Use the link function to add the replacement unit to the 'replacement unit (title and code)' field. *Other*: if neither of the above apply, select 'other' and use the text box to explain the reason for the unit's discontinuation.
Last offering term	Use the 'last offering term' drop-down menu to select the term/year in which the unit will last be taught, taking into account all courses in which the unit is offered, and the progression of students enrolled in those courses including those who may be on leave of absence or studying part-time.
Term in which last student is scheduled to complete	Use the drop-down menu to select the term in which the last student is scheduled to complete the unit, taking into account students who may be on leave of absence, studying part-time, or granted a deferred grade.
Implications for current students	Explain the impact of the proposed unit discontinuation on currently enrolled students and steps that will be taken to address potential issues. Where the unit has been offered to students enrolled in a particular course, confirm that a course amendment has been submitted to update the course structure and/or provide details of planned unit substitutions.

	Where no implications for current students are anticipated, state this and explain why there are no implications.
Implications for pre-requisites, co-requisites and/or exclusions for other units	For example, if the unit has been a prerequisite or corequisite for another unit, has a separate unit amendment been submitted to update the requisites for that unit? Where there are no implications for requisites for other units, state this and explain why.
Implications for other Institutes/Schools	For example, if this unit has been offered in courses administered by another Institute, what consultation has been undertaken to ensure implications for those courses have been discussed and addressed? Where there are no implications for other Institutes/Schools, state this and explain why.
Implications for course learning outcomes	Use the search function in the [Curriculum Design tile of curriculum centre](#) to view the courses in which the unit has been offered and review the course learning outcomes. Where the discontinuation of this unit has implications for the course learning outcomes, explain how this will be addressed (e.g. by the addition or amendment of other units to address the relevant CLOs). Where there are no implications for course learning objectives, state this and explain why.
**Reactivation Submission** This field will appear when 'reactivation' is selected above.
Rationale for proposed unit reactivation	Provide a clear rationale to justify the reactivation of the unit, taking into account amendments that may be required to existing course structures and the financial and other implications.
What term will the reactivated unit first be delivered?	Use the drop-down menu to select the relevant term/year, taking into account any course amendments required and timetabling and staffing deadlines.
Implications for current students?	Explain the impact of reactivating the unit on currently enrolled students and steps that will be taken to address potential issues. Where no implications for current students are anticipated, state this and explain why there are no implications.
Implications for pre-requisites, co-requisites and/or exclusions on other units	For example, will this unit need to be added as a requisite for another unit? Where no implications for requisites are anticipated, state this and explain why there are no implications.

Implications for pathways/credit arrangements	Will the reactivation of the unit impact existing pathways or credit arrangements? For example, will this unit need to be mapped and added to existing pathways or credit arrangements? Where no implications for pathways/credit arrangements are anticipated, state this and explain why there are no implications.
Implications for other Institutes/Schools	For example, will this unit need to be added to the course structure of courses administered by another Institute? What consultation has been undertaken to ensure implications for those courses have been discussed and addressed? Where there are no implications for other Institutes/Schools, state this and explain why.

APPROVALS

This section is not required to be completed by the person proposing the new or amended unit.

Institute/School Board meeting	Institute/School Board may choose to use this section to indicate whether a new or amended unit was approved. If approved with conditions is selected, Institute/School Board may use the notes field to record corrections required (where relevant).