# Curriculum Approval Form:

# Higher Education

Institute/School: Click or tap here to enter text.

Proposed course name: Click or tap here to enter text.

Proposed course code: Click or tap here to enter text.

In line with the Standing Orders for Academic Board and its standing committees, institutes/schools are encouraged to allow members at least five business days to review this form prior to the Institute/School Board meeting at which it will be considered for approval.

To be completed after Initial Course Proposal and Business Case (IPP) is approved by the Higher Education Business Approval Committee (HEBAC). Once completed, to be endorsed by Institute/School Board then forwarded to Curriculum Committee (CC) for endorsement and Academic Board (AB) for approval. Please refer to the [*Approval and Maintenance of Award Courses (Higher Education) Procedure*](https://policy.federation.edu.au/learning_and_teaching/academic_programs_and_courses/approval_of_new_award_courses/ch01.php) when completing this form.

**Important notes**

This form must be completed for all new higher education (HE) courses. It incorporates requirements of the strengthened *Australian Qualifications Framework 2nd edition, 2014* ([www.aqf.edu.au](http://www.aqf.edu.au)).

Institutes/schools may work on this form at any time to gain HEBAC approval for the course but cannot submit it to CC without HEBAC approval of the Initial Course Proposal and Business Case. The Curriculum Approval Form must also be endorsed by the Institute/School Board before submission to CC. Staff should consult their Director, Learning and Teaching and may also consult the Chair of CC when completing this form.

Copy the information for this section from the ‘Initial Course Proposal and Business Case Form’(where applicable)

1. Course name

The course name is to conform with the nomenclature of sealed awards rules detailed in the *Approval and Maintenance of Award Courses (Higher Education) Procedure.* Please list separate badged award titles if applicable.

Click or tap here to enter text.

Standard abbreviation

The standard abbreviation is to conform with the [*Post-nominals Index*](https://policy.federation.edu.au/forms/FedUni-Post-nominals-Index-11-9-18.xlsx).

Click or tap here to enter text.

1. Course code

Once the course proposal has been approved by Higher Education Business Approval Committee, contact Program Management and Completions for the course code.

Click or tap here to enter text.

1. Administering institute/school

Click or tap here to enter text.

1. Partner institute(s)/school(s)

Insert all proposed partner institutes/schools that will deliver the course.

Click or tap here to enter text.

1. Proposed teaching period and year of introduction

Click or tap here to enter text.

1. Overview/rationale for course

This section should be a maximum of 500-words in length. Include items such as:

* details of stakeholder, industry, discipline, staff and/or other consultation that identifies and supports the development of this course.
* the broad structure of the course.
* staff involved in preparing this proposal.

Click or tap here to enter text.

1. Course aims

Click or tap here to enter text.

1. Course learning outcomes

Click or tap here to enter text.

1. Is the new course replacing another course?

[ ]  Yes [ ]  No

If yes, please list the replaced course code and the last admit term.

Click or tap here to enter text.

1. Is this a Co-op course?

[ ]  Yes [ ]  No

If yes, please consult the Co-op “[Key Definition for Higher Education Degrees](https://federationuniversity.sharepoint.com/sites/FedUni/vco/coopproj/SitePages/Course-Design-and-Assessment-frameworks-and-resources.aspx)” and/or “[Key Definition for Postgraduate Coursework Degrees](https://federationuniversity.sharepoint.com/sites/FedUni/vco/coopproj/SitePages/Course-Design-and-Assessment-frameworks-and-resources.aspx)” before moving to Question 12.

1. Is formal approval required by the Provost for an exemption from Co-op requirements?

[ ]  Yes [ ]  No

If yes, please provide the exemption details below and attach evidence of the Provost’s approval (for example email confirmation) to this form.

Click or tap here to enter text.

1. Is this a foundation or enabling course?

Refer to the definitions table in the [*Approval and Maintenance of Award Courses (Higher Education) Procedure.*](https://policy.federation.edu.au/academic_governance/procedures/approval_of_new_award_courses/ch01.php?_gl=1*etjbdj*_gcl_aw*R0NMLjE2OTI5MzM3NjYuQ2owS0NRandfNXVuQmhDTUFSSXNBQ1p5elMyYlB2NWp6WGVwVzVobW1iN0lsNmN6MlB2RXFxR1JoY1Z4OFgtSHNGS1AxYVpleEtZbDJ4Z2FBc3VxRUFMd193Y0I.*_gcl_dc*R0NMLjE2ODgzNTMyMzcuQ2owS0NRand3SVNsQmhENkFSSXNBRVNBbXA1ZFN1clU1cVpuXzgwQWgtdXVTOVVRVE1jb2xUV05kc0xmTFZ0V3lsQzQ5UC1TSE9xaEJLY2FBc1UyRUFMd193Y0I.*_gcl_au*OTYyMjExNzUyLjE2OTEzNjYwNjc.&_ga=2.7234992.364290661.1693179495-708904411.1644185692&_gac=1.113252725.1692933766.Cj0KCQjw_5unBhCMARIsACZyzS2bPv5jzXepW5hmmb7Il6cz2PvEqqGRhcVx8X-HsFKP1aZexKYl2xgaAsuqEALw_wcB)

## [ ]  Foundation [ ]  Enabling [ ]  Neither

1. Credit points required for course completion

Click or tap here to enter text.

1. Duration in equivalent full-time years

Click or tap here to enter text.

1. Australian Standard Classification of Education (ASCED) Code (6 digits)

Click or tap here to enter text.

1. Date approved by the Higher Education Business Approval Committee

Click or tap to enter a date.

1. Course eligibility

Please consult with the Executive Dean of the institute(s)/Dean of Global Professional School/Dean, Graduate Studies before confirming course eligibility.

For definitions of enabling and foundation courses please see the *Approval and Maintenance of Award Courses (Higher Education) Procedure.*

Choose an item from the drop-down list:

1. Split ownership of course?

## [ ]  Yes [ ]  No

If yes, complete the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Institute/School** | Click to choose an item from the drop-down list. | Split % |  |
| **Institute/School** | Click to choose an item from the drop-down list. | Split % |  |
| **Institute/School**  | Click to choose an item from the drop-down list. | Split % |  |

1. **Special course type**

Click to choose an item from the drop-down list.

1. Double degree/joint degree/double award course?

Yes [ ]  No [ ]

1. List of units

List all units to be offered in the course, differentiating between new and existing units. New units and unit modifications must be submitted to the same CC meeting for noting. All other existing unit outlines must be attached to this proposal.

1. Course rules and structure

Provide an overview of the course rules and a table summarising the course structure. The table should clearly indicate how a full-time student will proceed through the course to completion (a separate table for part-time students is not required) including clear entry and exit points for nested courses. The rules and/or structure should clearly demonstrate which units are core/majors/minors/electives (as applicable). Show credit point values for all units.

Click or tap here to enter text.

Are there any essential requirements for enrolment or graduation? E.g. Inherent requirements for Nursing, Working with Children Check, Police Check, etc.

Yes [ ]  No [ ]

Click or tap here to enter text.

1. Recognition of Prior Learning (RPL)

List any units that must be excluded from RPL and provide a rationale. For example:

* Accreditation restrictions
* Learning outcomes cannot be achieved by informal/non-formal learning
* Core, final or capstone unit considered to be the culmination of the course and essential to the student’s achievements of the award capabilities or learning outcomes

|  |  |  |
| --- | --- | --- |
| Unit Code | Unit Name | Reason why this unit is not eligible for RPL  |
|  |  |  |
|  |  |  |
|  |  |  |

1. Modes of delivery

Identify if the course will be offered via online, blended, on-campus etc delivery

Click or tap here to enter text.

1. Delivery location (Federation University Campuses)

Mt Helen [ ]  SMB [ ]  Camp St [ ]

Berwick [ ]  Brisbane [ ]  Gippsland [ ]

Horsham [ ]  Online [ ]

Flexible: [ ]  FlexB (Mt Helen) [ ]  FlexK (Berwick) [ ]  FlexG (Gippsland)

Blended: [ ]  BLDB (Mt Helen) [ ]  BLDK (Berwick) [ ]  BLDG (Gippsland)

Other [ ]  Click here to enter text.

1. Delivery offshore

If the course is offered offshore, do the proposed changes require the approval of the local government in the designated country?

Yes [ ]  No [ ]

If yes, please provide an estimated approval date by the local government.

Click or tap here to enter text.

1. Delivery via partner(s)

Is the course to be delivered through partnership arrangements with an organisation(s) outside Federation University?

## Yes [ ]  No [ ]

If yes, provide the name of the proposed partner(s).

Click or tap here to enter text.

If proposed partners are not existing partners of Federation University, the partnership will need to be approved by the International Education Committee.

Please note that the institute/school responsible for delivering the course must ensure the delivery at partner providers will comply with the Partner Provider Academic Calendar as posted on the web.

1. Admission requirements for domestic students

Select which applicant groups are eligible to apply:

[ ]  current year 12

[ ]  recent secondary graduates (past two years)

[ ]  applicants with a Higher Education Study

[ ]  applicants with a Vocational Education and Training study

[ ]  applicants with work and life experience

Please indicate whether the minimum entry requirements for each category below are to be applied.

If no, please indicate if any additional requirements are needed in each section.

**Admission criteria for current year 12 and/or recent Australian secondary graduates (past two years)**

Minimum requirements:

* Units 3 and 4: a study score of at least 20 in any English
* ATAR

Apply minimum entry requirements?

Yes [ ]  No [ ]  N/A [ ]

Is there a minimum ATAR required for entry?

Yes [ ]  No [ ]  N/A [ ]

Click or tap here to enter text.

**Admission criteria for applicants with a Higher Education Study**

Minimum requirements:

Previous higher education studies with results at a pass level or above, including any 'single subjects of study', or successful completion of a tertiary preparatory course such as the [Federation Access Studies course (FAST)](https://study.federation.edu.au/course/DFS0).

Apply minimum entry requirements?

## Yes [ ]  No [ ]  N/A [ ]

Click or tap here to enter text.

 **Admission criteria for applicants with a Vocational Education and Training study**

Minimum requirements:

Successful completion of a relevant VET qualification at Certificate III level or higher.

Apply minimum entry requirements?

Yes [ ]  No [ ]  N/A [ ]

Click or tap here to enter text.

 **Admission criteria for applicants with work and life experience**

Minimum requirements:

Applicants who have not completed secondary education or undertaken any TAFE or university studies will not be eligible for entry into this course. Applicants in this category should consider a pathway course such as [Foundation Access Studies (FAST) course](https://study.federation.edu.au/course/DFS0).

Apply minimum entry requirements?

Yes [ ]  No [ ]  N/A [ ]

Click or tap here to enter text.

**Are there any essential requirements for admission?** E.g. Casper, Supplementary form, etc.

Yes [ ]  No [ ]  N/A [ ]

Click or tap here to enter text.

1. Availability to international students

Will the course be available to international students?

Yes [ ]  No [ ]

1. Admission requirements for international students

**Academic entry requirements – coursework course**

Undergraduate: Successful completion of Australian Year 12, or overseas equivalent.

Postgraduate: Successful completion of an Australian bachelor’s degree or overseas equivalent.

Apply academic entry requirements?

Yes [ ]  No [ ]

Click or tap here to enter text.

**English language requirements**

The appropriate IELTS Entry Score should be included. If a non-standard score is requested (<https://federation.edu.au/international/study-at-federation/apply/prepare-your-application/english-language-requirements>) a rationale should be provided.

English language requirements should be written as: Overall Academic IELTS band score of XX, with no band less than XX, or equivalent.

Click or tap here to enter text.

1. Graduation (AHEGS)

An Australian Higher Education Graduation Statement (AHEGS) is provided to students on graduation from the course. Please consult the [Guidelines for the presentation of Australian Higher Education Graduation Statements](https://www.education.gov.au/quality-and-legislative-frameworks/australian-higher-education-graduation-statement).

**Award details**

Click or tap here to enter text.

**Features**

Click or tap here to enter text.

**Pathway to further study**

Click or tap here to enter text.

**Course accreditation**

Click or tap here to enter text.

1. Professional accreditation requirements

Are there professional accreditation requirements for this course?

## Yes [ ]  No [ ]

If yes, provide details of the professional accreditation requirements and explain how the course addresses them. Include the website addresses for any relevant professional body/association.

Click or tap here to enter text.

1. Practicum/Work Integrated Learning (WIL)

Does the course include periods of work integrated learning or practicum?

Yes [ ]  No [ ]

If yes, provide an overview of the extent and nature of the work integrated learning or practicum.

Click or tap here to enter text.

1. Australian Qualification Framework learning outcomes

See *Australian Qualifications Framework 2nd edition 2014* [www.aqf.edu.au](http://www.aqf.edu.au)

Using the tables below, indicate how this course develops the learning outcome descriptors listed in the AQF specification for the appropriate qualification type. This will require reference to courses that develop these outcomes.

**Purpose**

|  |  |
| --- | --- |
| Purpose for the qualification type | How the course achieves this |
|  |  |

**Knowledge**

|  |  |
| --- | --- |
| Knowledge descriptor for the qualification type | How the course develops this |
|  |  |

**Skills**

|  |  |
| --- | --- |
| Skill requirements for the qualification type | How the course develops these |
|  |  |

**Application of knowledge and skills**

|  |  |
| --- | --- |
| Application of knowledge and skills for the qualification type | How the course addresses these |
|  |  |

**Volume of learning**

|  |  |
| --- | --- |
| Volume of learning | How the course achieves this |
|  |  |

1. Discipline standards

What discipline or accrediting body standards have you used to develop the course learning outcomes? (e.g. [Learning and Teaching Repository](https://ltr.edu.au/vufind/), accrediting body standards).

Map the course learning outcomes (no more than 10) to the discipline standards, demonstrating how the course achieves each standard. Use the table below to also map learning outcomes across the units in the course to the course learning outcomes and discipline standards.

|  |  |  |
| --- | --- | --- |
| **Discipline standards** | **Course learning outcomes** | **Unit learning outcomes** |
| 1. |  |  |
| 2. |  |  |
| 3. etc. |  |  |

1. Credit pathways: VET articulation agreements (see [AQF Pathways Policy](https://www.aqf.edu.au/publication/aqf-qualifications-pathways-policy))

**Are there any TAFE qualifications that provide credit for this course?**

## Yes [ ]  No [ ]

If yes, please list them.

Click or tap here to enter text.

**List relevant VET qualifications and the pathways (credit & articulation) offered from these:**

VET sector Training Package qualifications can be viewed at <https://training.gov.au/>

As an indication, credit agreements negotiated between issuing organisations for credit towards higher level AQF qualifications in the same or a related discipline, having taken into account 2.1.9, should use the following as the basis of negotiations:

* 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

Click or tap here to enter text.

**If the credit offered differs from the guidelines, provide a rationale:**

Click or tap here to enter text.

**Include details of consultation with Federation TAFE staff or external TAFE:**

Click or tap here to enter text.

1. Credit pathways: General (see [AQF Pathways Policy](https://www.aqf.edu.au/publication/aqf-qualifications-pathways-policy))

**Are there any other pathways that provide credit for this course (for example HE Diplomas, non-award courses, short courses)?**

Yes [ ]  No [ ]

If yes, please list them.

Click or tap here to enter text.

1. FedTASK

Federation University recognises that students require key transferable employability skills to prepare them for their future workplace and society. FedTASKs (Transferable Attributes Skills and Knowledge) provide a targeted focus on five key, transferable attributes, skills, and knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and co-operative learning opportunities.

One or more FedTASKs must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each course.

Complete the table relevant to the AQF level of the course (below) and attach all core unit outlines for the course with mapped FedTASKs for the course. **Please delete the other tables.**

|  |  |
| --- | --- |
| For courses at **AQF Level 7** and below**FedTASK attribute and descriptor** | Development and acquisition of FedTASKs in the unit |
| Legend: K – Knowledge; S – Skills; A – Application | Unit code | Learning outcomes(K, S, A)*E.g. K1, S2* | Assessment task (AT#)*E.g. AT1* |
| FedTASK 1Interpersonal | Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: * Using effective verbal and non-verbal communication
* Listening for meaning and influencing via active listening
* Showing empathy for others
* Negotiating and demonstrating conflict resolution skills
* Working respectfully in cross-cultural and diverse teams.
 |  |  |  |
| FedTASK 2Leadership | Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: * Creating a collegial environment
* Showing self -awareness and the ability to self-reflect
* Inspiring and convincing others
* Making informed decisions
* Displaying initiative
 |  |  |  |
| FedTASK 3Critical Thinking and Creativity | Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:* Reflecting critically
* Evaluating ideas, concepts and information
* Considering alternative perspectives to refine ideas
* Challenging conventional thinking to clarify concepts
* Forming creative solutions in problem solving.
 |  |  |  |
| FedTASK 4Digital Literacy | Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: * Finding, evaluating, managing, curating, organising and sharing digital information
* Collating, managing, accessing and using digital data securely
* Receiving and responding to messages in a range of digital media
* Contributing actively to digital teams and working groups
* Participating in and benefiting from digital learning opportunities.
 |  |  |  |
| FedTASK 5 Sustainable and Ethical Mindset | Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:* Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts
* Committing to social responsibility as a professional and a citizen
* Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses
* Embracing lifelong, life-wide and life-deep learning to be open to diverse others
* Implementing required actions to foster sustainability in their professional and personal life.
 |  |  |  |

|  |  |
| --- | --- |
| For courses at **AQF Level 8****FedTASK attribute and descriptor** | Development and acquisition of FedTASKs in the unit |
| Legend: K – Knowledge; S – Skills; A – Application | Unit code | Learning outcomes(K,S,A)*E.g. K1, S2* | Assessment Task (AT#)*E.g. AT1* |
| FedTASK 1Interpersonal | Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: * Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods
* Active listening for meaning and influencing
* High-level empathy for others
* Negotiating and demonstrating extended conflict resolution skills
* Working respectfully in cross-cultural and diverse teams.
 |  |  |  |
| FedTASK 2Leadership | Students will demonstrate the ability to apply leadership skills and behaviours. Students will be required to display skills in: * Creating, contributing to, and enabling collegial environments
* Showing self -awareness and the ability to self-reflect for personal growth
* Inspiring and enabling others
* Making informed and evidence-based decisions through consultation with others
* Displaying initiative and ability to solve problems
 |  |  |  |
| FedTASK 3Critical Thinking and Creativity | Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas. Students will be required to display skills in:* Reflecting critically on complex problems
* Synthesising, evaluating ideas, concepts and information
* Proposing alternative perspectives to refine ideas
* Challenging conventional thinking to clarify concepts through deep inquiry
* Proposing creative solutions in problem solving.
 |  |  |  |
| FedTASK 4Digital Literacy | Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display high-level skills in: * Finding, accessing, collating, evaluating, managing, curating, organising and securely sharing complex digital information at a high-level
* Receiving and responding to messages in a range of digital media
* Contributing proficiently to digital teams and working groups
* Participating in and utilising digital learning opportunities.
 |  |  |  |
| FedTASK 5 Sustainable and Ethical Mindset | Students will demonstrate the ability to think ethically and sustainably. Students will be required to display skills in:* The responsible conduct of research
* Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts
* Demonstrating commitment to social responsibility as a professional and a citizen
* Generating research solutions which are sustainable, ethical and/or socially responsible
* Extending lifelong, life-wide and life-deep learning to be open to diverse others
* Demonstrate extended actions to foster sustainability in their professional and personal life.
 |  |  |  |

|  |  |
| --- | --- |
| For courses at **AQF Level 9** and above**FedTASK attribute and descriptor** | Development and acquisition of FedTASKs in the unit |
| Legend: K – Knowledge; S – Skills; A – Application | Unit code | Learning outcomes(K,S, A)*E.g. K1, S2* | Assessment Task (AT#)*E.g. AT1* |
| FedTASK 1Interpersonal | Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: * Using and demonstrating a high level of verbal and non-verbal communication
* Demonstrating a mastery of listening for meaning and influencing via active listening
* Demonstrating and showing empathy for others
* High order skills in negotiating and conflict resolution skills
* Demonstrating mastery of working respectfully in cross-cultural and diverse teams.
 |  |  |  |
| FedTASK 2Leadership | Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. * Creating and sustaining a collegial environment
* Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions
* Inspiring and initiating opportunities to lead others
* Making informed professional decisions
* Demonstrating initiative in new professional situations.
 |  |  |  |
| FedTASK 3Critical Thinking and Creativity | Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:* Reflecting critically to generate and consider complex ideas and concepts at an abstract level
* Analysing complex and abstract ideas, concepts and information
* Communicate alternative perspectives to justify complex ideas
* Demonstrate a mastery of challenging conventional thinking to clarify complex concepts
* Forming creative solutions in problem solving to new situations for further learning.
 |  |  |  |
| FedTASK 4Digital Literacy | Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:* Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally
* Collating, managing complex data, accessing and using digital data securely
* Receiving and responding professionally to messages in a range of professional digital media
* Contributing competently and professionally to digital teams and working groups
* Participating at a high level in digital learning opportunities.
 |  |  |  |
| FedTASK 5 Sustainable and Ethical Mindset | Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in:* Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts
* Professionally committing to the promulgation of social responsibility
* Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses
* Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others
* Generating, leading and implementing required actions to foster sustainability in their professional and personal life
 |  |  |  |

1. Alignment to the Minimum Co-operative Standards (MiCS)

The Minimum Co-operative Standards (MiCS) are an integral part of the Co-operative University Model. Seven criteria (n=7) inform the MiCS alignment at a course level. Although units must undertake MiCS mapping, there is no expectation that units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS course level reporting highlights how the course embraces the principals and practices associated with the Co-operative Model. For new courses, the MiCS mapping can be described in this “Curriculum Approval Form”.

For further information regarding MiCS, please review the following support resources: <https://federationuniversity.sharepoint.com/sites/FedUni/academic/ctiq/PD/SitePages/Minimum-Co-operative-Standards.aspx>

**40 (A)**: MiCS Mapping has been undertaken across this course:

[ ]  YES [ ]  NO
(if YES, proceed to 39B; If no, please provide an explanation and/or project timeframe for completion)

**40 (B).** What were the key findings associated with the MiCS mapping exercise? Provide evidence of the completed MiCS mapping exercise.

**Note 1:** This can be the MiCS Excel Spreadsheet mapping document to reduce duplication

**Note 2**: Not all information might not be accessible given the course has not been delivered (i.e. content is not yet available)

|  |  |  |
| --- | --- | --- |
| Criteria  | Key Findings | Next Steps |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

Click or tap here to enter text.

Date completed:

1. Approvals required before submitting to Curriculum Committee

Approved and submitted to Curriculum Committee (evidence is captured in the minutes) by:

Name of Institute/School Board Click or tap here to enter text.

Institute/School Board resolution number Click or tap here to enter text.

Meeting date Click or tap to enter a date.