Course Modification Form

Once completed, to be endorsed by Institute/School Board then forwarded to Curriculum Committee for approval. Please refer to 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) when completing this form.

**Important note**  
If more than 50% of the units in a course are to be modified, or new units substituted then the item should be treated as a new course with a new code. Please refer to 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). Note: Proposed unit title and code changes cannot be approved using this form.

1. Name of institute/school making the proposal and responsible for the delivery of the course.

Click or tap here to enter text.

1. Course name

If the name of the existing course is to change, please provide details and complete a ‘Rebadging of Award Form’ in addition to the ‘Course Modification Form’. If the course is only being rebadged and/or has minor changes that do not involve changes to content/learning outcomes/delivery, then the only form required is a ‘Rebadging of Award Form’.

**Current course name**

Click or tap here to enter text.

**Current course code**

Click or tap here to enter text.

**Current standard abbreviation** (see Post-nominal list in [*Schedule 5.1 Current Courses Higher Education*)](https://federation.edu.au/__data/assets/pdf_file/0004/344731/HE-Schedule-5.1-02082023-Updated-Intitutes.pdf)

Click or tap here to enter text.

**Proposed course name** (if applicable)

Click or tap here to enter text.

**Proposed course code** (if applicable)

Click or tap here to enter text.

**Proposed standard abbreviation** (if applicable) (see *[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. Has this course been modified in the past two years (including course learning outcomes)?

Yes  No

If yes – provide brief details of each modification, using the prompts below. (Copy prompts as required).

1. **Summary of modification**

Click or tap here to enter text.

1. **Curriculum Committee meeting at which the previous course modification was approved.**

Click or tap here to enter text.

1. **Semester and year the modification was implemented.**

Click or tap here to enter text.

1. Give a brief description of and rationale for the proposed change to the course and explain how it differs from the current course.

Click or tap here to enter text.

1. Does the proposed change to the course alter its credit point value?

Yes  No

If yes, this will be considered a new course. Please refer to the process outlined in 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) for approval of new courses.

1. Is the course being modified to become 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 7.

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. List the institutes, schools and/or partner institutions involved in the delivery of the current course and outline the consultation undertaken in relation to the proposed changes.

Click or tap here to enter text.

1. 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.

Where a course is shared across institutes/schools please indicate the arrangement for the management of the changes.

Click or tap here to enter text.

1. Does the proposed change affect the course’s learning outcomes and how these address the AQF learning outcomes and/or discipline standards?

Yes  No

If no, please list the current course learning outcomes and indicate when they were last reviewed.

If yes, please explain below and provide a revised table(s) mapping the course to the AQF specifications for the appropriate qualification type, and to the relevant discipline standards.

Click or tap here to enter text.

1. Does the proposed change affect the structure of the course?

Yes  No

If yes, include tables of the current and proposed structures, showing the units to be studied by semester/year, and highlighting the proposed changes in each table.

1. Does the proposed change affect the Australian Higher Education Graduation Statement (AHEGS)? (Contact Program Management and Completions for the course’s current AHEGS)

Yes  No

If yes, please provide a revised statement. This section can also be used to add an AHEGS if it has not been previously prepared details (please consult the [*Guidelines for the presentation of Australian Higher Education Graduation Statements*):](https://www.dese.gov.au/quality-and-legislative-frameworks/resources/guidelines-presentation-ahegs)

**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. Does the proposed change affect the admission requirements?

Yes  No

If yes, please explain and provide a revised statement of admission requirements.

Click or tap here to enter text.

1. Is this course offered as a double/joint degree?

Yes  No

If yes, what are the implications for double/joint degree arrangements?

Click or tap here to enter text.

1. Does the proposed change have implications for current students?

Yes  No

If no, why will this change not impact current students?

If yes, what are the implications and how will they be equitably implemented and communicated?

Click or tap here to enter text.

1. Does the proposed change have implications for pathways/credit arrangements?

Yes  No

If yes, what are they?

Click or tap here to enter text.

1. Have course FedTASKs been previously approved by Curriculum Committee?

Yes  No

**If yes**, and the proposed change impacts the core units in the course, please provide an updated FedTASK mapping in the relevant table below with any changes highlighted.

**If no**, please complete the table relevant to the AQF level of the course below and attach all core unit outlines for the course. **Please delete the other tables.**

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| --- | --- | --- | --- | --- |
| 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 1  Interpersonal | 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 2  Leadership | 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 3  Critical 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 4  Digital 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. |  |  |  |

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| 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 1  Interpersonal | 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 2  Leadership | 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 3  Critical 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 4  Digital 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. |  |  |  |

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| For courses at **AQF Level 9** and above  **FedTASK attribute and descriptor** | | Development and acquisition of FedTASKs in the course | | |
| 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 1  Interpersonal | 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 2  Leadership | 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 3  Critical 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 4  Digital 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. 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

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| Unit Code | Unit Name | Reason why this unit is not eligible for RPL |
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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 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 each course embraces the principals and practices associated with the Co-operative Model. 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

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

YES  NO

(if YES, proceed to 18B; If no, please provide an explanation and/or project timeframe for completion)

**19 (B). What were the key findings associated with the MICS mapping exercise? Provide evidence of the completed MICS mapping exercise** (this can be the MiCS Excel Spreadsheet mapping documentation).

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

Click or tap here to enter text.

Date completed:

1. Proposed semester of introduction of modification/s.

Click or tap here to enter text.

1. Name and contact details of Course Co-ordinator

Click or tap here to enter text.

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.