

FIELD LABEL	CMS, SAS, P&C or CEC based field	Published to P&C	Mandatory	Function/Explanation	What to put here - convener	Related Policy	Related Procedure
Registration Information							
Owning Organisation	SAS		Yes	Academic Organisation Unit	School		
Type	CMS		Yes	Type of template	Select object type from drop-down		
Title (Short)	SAS	No	Yes	Short description on transcript	30 character limit		
Course Code	SAS	Yes	Yes	Course code - full (ABCD1234)	Leave blank		
Course Information							
Document Reference Number	N/A	No	No	College Education Committee meeting/year	Leave blank		
Displaying from Academic Year	SAS	Yes	Yes	Year from which the edits will take effect and be displayed.	Select from drop down		
Subject Area	SAS	Yes	Yes	List the subject area. Once the course code is determined from SAS and displayed this field is no longer editable. The Subject Area is four alpha characters and is part of the Course Code. The course code is the 8-digit code that is used to identify an individual course at the University. This code will be the same regardless of the year or semester the course is scheduled.	Select from drop down	Academic programs and courses accreditation	Academic programs and courses accreditation
What is the course level?	SAS	Yes	Yes	Indicates year level and/or PG co-taught	Select from drop down	Academic programs and courses accreditation	Academic programs and courses accreditation
Catalogue Number	SAS	Yes	Yes	Catalogue Numbers are typically determined in SAS, so you may not have this number available when establishing a course. The Catalogue Number is four numeric characters. The first digit denotes the state/year of the program in which the course is normally taken. The Catalogue Number makes up part of the Course Code. The Course Code is the 8-digit code that is used to identify an individual course at the University. This code will be the same regardless of the year or semester the course is scheduled.	Consult with Education Governance Officer prior to completing this field.	Academic programs and courses accreditation	Academic programs and courses accreditation
Long Course Title	P&C	Yes	Yes	Official course name	Course name, all words start with upper case		
Course Convener (s)	SAS	Yes	Yes	Course convener	UID		
Why is this course being proposed?	CEC	No	Yes	To summarise purpose of the proposal	List all edited fields		
Academic Group	SAS	Yes	Yes	Select the academic group that is offering the course. For courses this will often be the College while the school will be reflected in the academic organisation number 1 field.	College		
Does this course have more than one owner?	SAS	Yes	Yes	The majority of courses do not have split ownership, however, some course may be delivered by more than one School.	Yes/No		
If yes, Academic Organisation #1	SAS	No	Yes	This should match the academic organisation selected in the registration fields.	School		
Percentage	SAS	No	Yes	If only one owner enter 100 in the percentage field.	%		
Field of Education	SAS	No	Yes	This is only entered once when the course is first set up into the "New Field of Education" field. FOE links to HECS Band. Please check with ASQO before amending FOE codes.	New courses only: Select the 6 digit code that most closely represents the primary discipline of the course as determined by the Australian Standard Classification of Education (ASCED) system. A full list of Field of Education types can be found at the Department of Education and Training HEIMSHHELP website.	https://heimshelp.education.gov.au/research/sources/field-of-education-types	
What is the mode of delivery for this course	SAS	No	Yes	Courses can have both online and in person modes but classes can only be one or the other. If the student is required to participate in any on campus activity, then the mode is in person.	Select from drop down	ANU Policy: Glossary - student policies and procedures	ANU Glossary
What is the minimum course unit value?	SAS	No	Yes	The standard unit value of courses at ANU is six. Courses worth multiples of six are permitted to support internships, fieldwork, international study tours, research projects, theses, and clinical requirements.	6,12,18, 24	Academic programs and courses accreditation	Academic programs and courses accreditation
What is the maximum course unit value?	SAS	No	Yes	If this course is to have variable units eg. 6-24 units place minimum value in minimum course unit value box e.g 6 and maximum in the maximum unit value box e.g. 24. If it is a standard course, leave the default value of 6 in both boxes.	6,12,18, 24	Academic programs and courses accreditation	Academic programs and courses accreditation
Course grading basis	SAS	No	Yes	This determines the type of grading that is applied to the course. Graded is the most common, other options include Honours grades or pass or not pass.	Select from drop down	Student assessment (coursework)	Student assessment (coursework)
Is this a work experience or internship course?	SAS	No	Yes	Work experience courses can be courses where the learning and performance can be directed by other institutions.	Select from drop down		
Fee Distribution Department Id	SAS	No	Yes	The Fee Distribution Department Id will determine where the tuition fee income will be distributed. (Max 10 chars)	GL Code		
Course Component	SAS	No	Yes	This field is required by the Student Administration System. The majority of courses are CRS (Course enrolment Only). The other options are applicable in limited circumstances.	Select from drop down		
Is this course co-taught?	P&C	Yes	Yes	A co-taught course is where two (or in some cases three or more) courses share the same teaching events. The most common examples of co-taught courses are 1000, 2000 or 3000 level Undergraduate courses that are co-taught with a Postgraduate 6000 level course.	Yes/No If yes is selected, a new panel will open that will enable you to select the relevant course. This will like the courses in P&C and facilitate Wattle course creation.	Academic programs and courses accreditation	Academic programs and courses accreditation
If yes, list the other courses:	P&C	Yes	Yes	This will link the courses in P&C and facilitate Wattle course creation.	Co-taught courses are separate objects. A course amendment will be required for each object depending on the nature of the amendments so that they remain in alignment.		
Course Description and Academic Content							
Course description used for marketing and publication	P&C	Yes	Yes	The course description is published on Programs and Courses and provides students with a synopsis of the subject matter of the course in 1-2 paragraphs. It is advisable to avoid referring to course codes or titles, dates or other items that are likely to change frequently.	Include relevant information about the course (1-3 paragraphs). A suggested format is to cover: context and relevance of the course to the discipline and the student's future, what skills the student will develop in the course, and what topics the course will cover. • Write in the same voice throughout the text. Keep in mind that the primary audience for this information is potential students. • Write statements focussed on student expectations and learning. • Clearly state if the course has an HPO available (if a UG course).		
List of Course Topics	SAS	Yes	No	If the course has multiple classes within the same teaching period they should be distinguished by course topic. For example, they could be distinguished by specific topic areas, modes of delivery or location:	Leave blank	Academic programs and courses accreditation	Academic programs and courses accreditation
Index	SAS	Yes	No	Sequential Integer e.g. 1	Leave blank		
Short Description	SAS	No	No	Maximum of 30 chars	Leave blank		
Formal Description	SAS	Yes	No	Maximum of 50 chars	Leave blank		

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Learning Outcomes	P&C	Yes	Yes	The expression of the set of knowledge, skills, and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning. In higher education learning outcomes are described using verbs such as create, evaluate, compare, criticise etc. Course outlines contain a description of both the aims and learning outcomes of the course.	List 3-7 skilled based learning outcomes describing higher order cognitive skills, and generic/transferrable skills as well as attainment of knowledge. • Use Blooms Taxonomy to make sure the descriptors are appropriate to the level (AQF level and also year level). Tertiary level Learning Outcomes should tend to the right of the matrix (or the peak of the pyramid) in the attached diagram. The tendency should increase with the level of the course. • Make sure the statements flow on grammatically from the standard stem sentences. • Consider the skills, competencies and attributes that students will have demonstrated in successful completion of the course. • Consider if and whether participation and performance will be measured if marks are to be awarded on this basis noting the assessment will need to be aligned appropriately. • In relation to co-taught courses, have higher level LO for the PG version appropriate to the AQF level. • Consider the Learning Outcomes for the program and major, and how the learning in this course aligns with them.	Academic programs and courses accreditation	Academic programs and courses accreditation
Indicative Assessment	P&C	Yes	Yes	The content in this section must outline the assessment tools that will be used to assess each of the learning outcomes for the course. Focus ought to be placed on providing basic information about the structure of assessment rather than specific items that will likely change from year to year. A detailed assessment schedule, including marking rubrics, will instead be included in the Class Outline.	The chosen assessment structure must subscribe to the assessment design principles detailed in the Student Assessment (Coursework) Policy. Assessment tasks in this section must follow the principles set out below: Each Learning Outcome must be assessed by at least one piece of assessment, and each piece of assessment must be linked to at least one Learning Outcome. Please do not number the assessment items (the order and specific dates of assessments are conveyed in the Course Outline, allowing flexibility between years). All assessment items should indicate a weighting out of 100%, and add up to 100% in total.	Student assessment (coursework)	Student assessment (coursework)
Description	P&C	Yes	Yes	A brief title of the assessment item e.g Essay, Workbooks, Oral presentation	Details of task		
Percentage Allocation	P&C	Yes	Yes	Percentage of overall assessment e.g. 10. The total should be 100	Weighting		
Learning Outcome Links	P&C	Yes	Yes	List of related Learning Outcome(s) e.g. 1,2,4 Do not include spaces or words, this link will be validated on saving	List LO		
Assessment Rationale	CEC	No	Yes	This is the section where proposers provide a brief summary of how each of the assessment tasks indicated in the Indicative Assessment section will be used to examine student achievement of each of the learning outcomes. This section must be completed for new course proposals or course amendments that include a change to the Indicative Assessment.	Provide details, where appropriate, of how the various assessment items align with the requirements of the Student Assessment (Coursework) Policy, in particular section 7 and section 8. If the course is to be classified as an HPC or offers an HPO, please also use this section to justify the request using the criteria set out on the College HPO/HPC guidelines. Whether the course contains any hurdles or compulsory participation requirement.	Student assessment (coursework)	Student assessment (coursework)
Workload	P&C	Yes	Yes	This section outlines the contact and non-contact hours students can expect to commit to the course over the semester or session under University Policy, and is published on Programs and Courses. Students are expected to undertake 130 hours of study per 6 unit course (260 hours for 12 units etc.). For semester-length courses, the official teaching semester at ANU (from 2017) is 12 weeks in duration, and courses must have structured learning activities for each week over that period. Courses with group based teaching events are expected to have 36 hours of contact (3 hours per week for Semester-length courses) whilst individual supervision courses will normally have fewer contact hours. There is flexibility here in how you would like to present this, but should also include a differentiation between mode of delivery (if appropriate) and time spent on field trips (if applicable)	The expected workload will consist of approximately 130 hours throughout the semester including: • Face-to face component which may consist of X# x #hours lectures per semester (total hours). X hours of tutorials/workshops/labs throughout the semester. • Field trip requirements (as appropriate) • Approximately XX hours of self-study which will include preparation for lectures, presentations and other assessment tasks.	Academic programs and courses accreditation	Academic programs and courses accreditation
Prescribed Texts	P&C	Yes	Yes	Please list any specific prescribed texts that will need to be purchased or made available via the library. Please use the appropriate referencing guide.			
Indicative Readings	P&C	Yes	Yes	A select list of texts that may be an indication of the type of content covered in the course. Please use the appropriate referencing guide.			
Other information to be published on P&C	P&C	Yes	No	Provide additional information that student may find useful in relation to the course.	Field trip payment info and indicative dates the trip will take place. Whether an Eol is required or enrolment is limited to a capped number of students		
Proposed scheduling (for the next three years)	SAS	Yes	No	This section must be populated if this a new course proposal as this will assist with initial set up and scheduling	Semester/session the course will be offered		
Areas of interest	P&C	Yes	No	List related terms that can be used for searching in Programs and Courses	Select from drop down		
Wattle Availability	CEC	No	Yes	Currently this advice is collected for information only. There is no link with the selection of this field and the creation of Wattle course sites. It may assist a future process and you are encouraged to accurately reflect if Wattle course sites are required in case this information is relied upon in future.	Yes/No		
Are there any restrictions on enrolling in this course							
Inherent Requirements	P&C	Yes	No	Inherent requirements statements protect the University through providing information on what aspects of a course are fundamental and are unable to have adjustments made. They also assist students to be able to determine whether they have the skillset to undertake studies in a particular program. An inherent requirement is typically outlined through the development of four key themes that relate to the requirement: Description of what the inherent requirement is; Explanation of why this is an inherent requirement; The nature of any adjustments that could (and could not) be made to allow student the meet the requirement; and Examples of things that students must be able to do to show that they have met the requirement	Liaise with Ruth Mills in the STLC prior to entering any information in this section. Development of a set of inherent requirements is complex and requires an understanding of disciplinary requirements, relevant legislation, and a working knowledge of what adjustments are practised. If inherent requirements have not been developed use the statement "To be determined".		
Requisites & Incompatibilities	SAS	Yes	No	Requisites, Incompatibilities and Permissions (or Department Consent) are used to restrict enrolment in a particular course based on the courses a student has previously completed, or the program they are enrolled in. Courses can have pre-requisites or co-requisites, which may be limited by units, other courses, programs or plans, or a combination of one or more of these elements. For example: NOTE: Permissions should not be used where it is possible to restrict enrolment using requisites.	Clearly state prerequisites statements. The use of clear language and brackets is encouraged to eliminate areas for confusion eg: EG: "To enrol in this course you must have successfully completed BIOL2162 or (BIOL2161 and BIOL2151)." Vs "To enrol in this course you must have successfully completed BIOL2162 or BIOL2161 and BIOL2151.		
Assumed Knowledge, Required Skills and Recommended Courses (not prerequisites)	P&C	Yes	No	Prior knowledge needed before attempting the subject. Note this is not a prerequisite statement and cannot be enforced.	• Use course codes where relevant. • Consider whether the 'whole course' is required as assumed knowledge, or whether there are specific topics that are assumed knowledge. This will help manage expectations, and potentially provide areas for the student to brush-up on.		
Is consent required to enrol?	SAS	Yes	Yes	Specify if students require your approval before enrolling in this course. Department consent will override requisites.	Select from drop down		

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If yes, provide reason	CEC	No	Yes	Rationale for consent over a requisite statement	Identify what type of restriction requires consent (eg need a supervisor prior to enrolment or enrolment is selection based)		
Does this course have a limited number of enroments (quota)?	SAS	No	No	Specify if there is a limit on enrolment numbers	Select from drop down		
If yes, provide number	SAS	No	No	Provide number	Only use this section if there is a cap		
Reason	SAS	No	No	Provide rationale	EG: lab space		
Can this course be taken more than once for credit?	SAS	No	Yes	Specify whether this course can be repeated for credit. This could be within one teaching period or across several teaching periods.	Select from drop down	Academic programs and courses accreditation	Academic programs and courses accreditation
Can a student enrol more than once in a teaching period?	SAS	No	Yes	A course may allow multiple enrolments in a teaching period if there are multiple topics on the course.	Select from drop down		
How many times can a student receive credit for enrolling in this course?	SAS	No	Yes	Identify total maximum amount of credit a student can receive, either from enrolling in one long project or multiple short projects	Select from drop down		
What is the total credit a student can receive?	SAS	No	Yes	To determine maximum units for credit, multiply the course unit value by the number of times this course may be taken for credit	Identify maximum number of units for which this course can be taken over multiple enrolments.		
Justification							
Course Structure and Content	CEC	No	No	Basic teaching and learning schedule	Use this space to explain what material will be delivered and how.		
Estimated enrolment numbers	CEC	No	No	This should be completed when a new course is proposed	Identify how many students you anticipate will enrol in this course.		
Rationale	CEC	No	No	The school should identify what cohort of students the course aims to attract	A minimum threshold should be anticipated to justify running the course		
Quality Assurance Arrangements	CEC	No	No	Describe any quality assurance arrangements other than SEL that will be put in place for this course	Indicate any discipline or school level education committed that will also monitor quality	Academic programs and courses accreditation	Academic programs and courses accreditation
Intended market and work undertaken to evaluate the market	CEC	No	Yes	Elements to consider when preparing a marketing plan, including goals, objectives, strategies and tactics. Refer to the ANU marketing website for information on creating a marketing plan			
Will the course require additional resources?	CEC	No	Yes	e.g. new equipment, new software, library support, technical staff support, sessional teaching staff etc	Consider what additional resources will be required to deliver the course and funding sources		
Other information (NOT to be published on P&C)	CEC	No	No	Provide additional information that you would like to record but do NOT want to see published on the Programs and Courses website.	If this course is replacing an existing course, identify transitional arrangements, future plans for the course etc.		
Relevant ANU Internal and External consultation	CEC	No	Yes	Consultation regarding new course or amendment proposals is an expectation of the approval process. Please indicate below who was consulted about this proposal, the date they were consulted, and what was their response.	Use this section to identify where conversations have been held with other schools or colleges. This is particularly important if the course is going to be listed in other college objects or if there is a joint delivery arrangement.		
Who Was consulted	CEC	No	No	Name, role, school, college			
Date and Time	CEC	No	No	Date			
Outcome	CEC	No	No	Summarise conversation/outcome			
Is this course to be added to a major, minor or specialisation?	P&C	Yes	Yes	Listing the major, minor or specialisation (MMS) here does not add this course to the MMS program orders but it does link it in the impact report and makes it easier to search in P&C	Select from drop down		
If yes, list major, minor or specialisation	P&C	No	No	Link the course to the subplan	Education Governance Officer will complete		
Is this course to be added to the award orders for a program?	P&C	Yes	Yes	Listing the Program here does not add this course to the program orders but it does link it in the impact report and makes it easier to search in P&C	Select from drop down		
If yes, list programs	P&C	No	No	Link the course to the program	Education Governance Officer will complete		
Eligibility for Graduate Studies (graduate coursework only)?	SAS	No	Yes		Select from drop down		
Graduate Studies Classification	SAS	No	Yes	Transitional courses are designed for students from a broad range of backgrounds and learning achievements. They do not require any prior study in the field or discipline. Advanced courses are designed for students with significant knowledge in a field of study or discipline and who may have previously undertaken one more courses in a cognate area. Normally, advanced courses have formal requisites. Specialist courses are designed for specific careers and are usually professionally accredited. They may have formal requisites. Research courses include those which involve a coherent research project, normally assessed by means of a thesis or dissertation, which require students to have completed focussed study in a relevant field. They also include courses designed to develop research methodologies in a single- or multi-disciplinary context.	Select from drop down		
Disestablishment							
Reason for disestablishment	SAS	No	No	Please select the option that represents the reason for disestablishing the course and provide a justification for disestablishment	Select from drop down		
If yes, provide reason	CEC	No	No	Provide brief rationale			