MINIMUM CO-OPERATIVE STANDARDS | AQF 8 + 9 EXPECTATIONS
POSTGRADUATE COURSEWORK PROGRAMS: Graduate Certificate, Graduate Diploma + Masters

Author: Academic Portfolio Co-op Implementation Team | **Approved:** Academic Board | 01 March 2023

Federation University's Co-Operative model is founded on seven key criteria to form the Minimum Cooperative Standards (MiCS). This document provides guidance on the ends of a spectrum for each criteria at a **program** level. Below is an **overview** of those program level expectations for Graduate Certificates, Graduate Diplomas and Masters by Course work.

> Note 1: Standards set by accrediting bodies take precedence over minimum co-op expectations.
> Note 2: Does not apply to Honours, Masters by Research and Higher Degree by Research (HDR) programs

For specific examples of curriculum design, learning, assessment and teaching practices that demonstrate each criteria across the standards spectrum, access Sharepoint | Minimum Cooperative Standards

Mapping of current co-operative practices can be conducted using the 'MiCS calculator'. This tool assists with the collation of co-op practices from individual courses (noting that not all courses will align to all criteria) to create a collective program co-operative overview.

	Minimum co-op expectations	Full co-op expectations
Criteria 1 | Co-design with industry and students *Co-designing curriculum involves cooperation with industry partner(s) and students in designing the architecture of our programs and courses, beginning prior to the content development.*	Pre-design: Program designed using guidance notes provided from both industry and student partners for incorporation OR Post-design: Program is designed by academics and shared with industry and student partners for feedback to incorporate OR Some core courses are actively designed utilising industry and student expertise.	Both industry and student partner(s) actively work with university and discipline expertise throughout all stages of the program design. This includes active input into the design of all courses across a program.
Criteria 2 | Co-develop with industry and students *Co-developing is operationalising the elements of the program design. The extent of the co-development with partner(s) is dependent on the requirements of the Discipline.*	Operationalisation of the approved program design utilises pre-development guidance and/or post development feedback from industry and student partners in the creation of learning content, learning activities and assessment in the program.	Operationalisation of the approved program design utilising industry and student expertise in the creation of learning content, learning activities and assessment in 1/3 or more of the program.
Criteria 3 | Co-delivery with industry *Co-delivery with industry partner(s) can take place in a variety of modes and locations. The extent of the co-delivery with partner(s) is dependent on the requirements of the Discipline.*	Industry partner(s) are actively involved in co-delivery of learning content, learning activities and/or assessment of learning in collaboration with teaching staff within core elements in the program.	Industry partner(s) are actively involved in co-delivery of learning content, learning activities and assessment of learning in collaboration with teaching staff in the majority of the program.
Criteria 4 | FedTASK alignment *FedTASK stands for Federation specific "Transferrable Attributes, Skills and Knowledge" that are embedded and assessed across a program*	AQF 8 – 9 Transferrable attributes, skills and knowledge embedded, assessed and mapped across program.	
Criteria 5 | Workplace learning and career preparation *Embedded within curriculum to maximise opportunities for student success*	Targeted workplace and career preparation learning embedded across the program.	
Criteria 6 | Authentic Assessment *Assessment for, of and as learning directly resembling professional practice*	At least 30% of the assessment tasks within the program resemble authenticity to professional practice and/or are undertaken in proximity to the workplace.	Over 80% of assessment tasks within the program resemble authenticity to professional practice and/or are undertaken within the proximity of the workplace.
Criteria 7 | Industry-link/industry-facing experiences *Minimum hours of co-op experiences – learning with, for and in the workplace*	All programs must have industry-facing/ workplace-based learning experiences for a defined period of time, taking into account cognate employment. The defined period of time will be dependent on the length and needs of the program.	