

# Course Articulation Procedure

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## Purpose

This procedure specifies the processes for the establishment, approval and review of articulation arrangements between the University of Tasmania and educational partners such as: other higher education (including private) providers; recognised vocational education and training (VET) providers; and overseas institutions.

This procedure does not apply to the assessment of individual applications for credit from students on the basis of recognition of prior learning. Processes around the management of individual applications for credit are outlined in the [Credit Procedure](#).

## Applicable governance instruments

Instrument	Section	Principles
<a href="#">Higher Education Standards Framework (Threshold Standards) 2021 Cth</a>	1.1 Admission 1.2 Credit and Recognition of Prior Learning	N/A
<a href="#">Partnerships Policy</a>	1 Partnerships 3 Educational Partnerships	1.1-1.3 3.1-3.3
<a href="#">Data and Information Governance Policy</a>	All	All

## Procedure

### 1. Background

Course articulation arrangements are arrangements under which students progress from a recognised academic program to a University course through a defined formal pathway. These arrangements may or may not involve the granting of course credit.

Articulation arrangements are only entered into with reputable partners and are designed to provide pathway opportunities to the University of Tasmania for the students of partner institutions, through structured programs developed in consultation with partners.

Articulation *arrangements* are formalised in articulation *agreements* that provide clarity to all parties.

### 2. Guiding principles

The following principles guide the development of articulation arrangements:

- a) articulation arrangements will be used to benefit students and the University and will align with the University's strategic objectives;
- b) articulation arrangements may be established for a variety of purposes, including but not limited to:
  - i. building defined qualification pathways for students;
  - ii. maximising opportunities for recognising completed prior qualifications, for example where market trends become apparent through high numbers of applications for recognition of prior learning on the part of prospective students;
  - iii. establishing strategic relationships with other institutions.
- c) provisions for granting admission and/or credit through articulation arrangements must comply with relevant University policies and procedures relating to admission and credit for prior learning; and
- d) when applied, articulation arrangements will not unfairly advantage or disadvantage students admitted to University qualifications compared to students who are admitted through other pathways, such as direct entry.

### 3. Creating MOUs with prospective partners

A memorandum of understanding (MOU) may be required as an initial step to establish articulation agreements with external institutions. Some partner institutions require an MOU, and some do not. An MOU formalises the terms of the relationship between the University and an external partner but is not legally binding.

If an MOU is required, Partnerships and Learning Abroad will negotiate with prospective partner to form the MOU. Executive endorsement is required for these MOUs, i.e., sign-off by either the Deputy Vice-Chancellor (Education) or Executive Director (Recruitment and Engagement).

### 4. Establishing new articulation agreements

Proposed educational partnerships are developed collaboratively by Colleges/Divisions and Partnerships and Learning Abroad and must be aligned with the University's strategic priorities for learning and teaching and research training.

Partnerships and Learning Abroad can guide proposers of a new educational partnerships and provide access to a suite of assessment tools. The development and formalisation of educational partnerships proceeds through a phased 'gated funnel', which includes several phases:

- a) initial evaluation and due diligence;
- b) risk and benefits assessment (including consideration of the business case, if applicable);
- c) agreement execution and delivery; and
- d) ongoing performance review and quality assurance.

Progress through the phased gated funnel is not intended to occur in series. Some considerations may occur in parallel. More information about establishing arrangements is available in the [Educational Partnership Agreements Procedure](#).

## 5. Articulation agreements

All articulation arrangements must be formalised through a signed articulation agreement between the University and the partner which specifies the conditions under which the arrangement will proceed.

Agreements of this kind constitute a legally binding contract between the University and the partner.

The general processes governing the development and execution of articulation agreements are outlined in detail in the [Educational Partnership Agreements Procedure](#).

### 5.1. Minimum inclusions in articulation agreements

The University General Counsel is responsible for maintaining a standard template for all agreements for articulation. The template must be used for all agreements. In addition to any requirements outlined in sections below, agreements must include, at a minimum:

- a) a term, commencement and expiration date;
- b) responsibilities of the respective partners;
- c) coordination of the arrangement;
- d) marketing and promotion arrangements;
- e) provisions for the termination, review and amendment of the agreement;
- f) provisions for confidentiality, indemnity, force majeure and warranties;
- g) a regular review and audit cycle;
- h) provisions for dispute resolution requiring that the jurisdiction for dispute resolution and other arbitration is Tasmania, Australia. Where an alternative location for dispute resolution is required under a partner's own local regulations, the delegated signatory may elect to waive this requirement; and
- i) individual Course Articulation Schedules for each partner course involved in the arrangement (refer section 6).

### 5.2. Execution of articulation agreements

In addition to the general requirements under the [Educational Partnership Agreements Procedure](#), this specific type of educational partnership agreement (articulation) requires the following supporting documentation, as part of the execution and variation process.

### *New agreements*

Proposed new articulation agreements are to be forwarded to the delegated signatory in accordance with the [Educational Partnership Agreements Procedure](#) and must be accompanied by:

- a) results of an independent due diligence exercise in regard to the proposed partner;
- b) a risk assessment in accordance with the University's risk management framework and policies;
- c) a business case outlining the benefits of the partnership to the University and demonstrating the return on investment; and
- d) a listing of substantive amendments, additions, or deletions from the standard agreement template and reasons for each amendment, addition or deletion.

### *Variations to existing agreements*

Where permitted by the terms of the original agreement, variations to the agreement may be made, as outlined in the [Educational Partnership Agreements Procedure](#), for example by exchange of letters between the partners, or inclusion/variation/removal of Course Articulation Schedules.

## **6. Course articulation schedules**

There will be an individual course articulation schedule to the agreement for *each partner course* involved in the arrangement that provides details of any entry or course-to-course credit arrangements for a University course and a course from the other provider.

Articulation agreements and course articulation schedules may be developed concurrently, but agreements cannot be forwarded to the partner for signature until initial schedules have been approved by the University.

The relevant College Executive Dean or nominee is responsible for preparing the course articulation schedule and ensuring that it is reviewed by Partnerships and Learning Abroad, in order that Partnerships and Learning Abroad can forward it to Academic Quality and Standards for submission to the delegated signatory.

For each University course included in a course articulation schedule, and before the schedule is approved, the relevant College Executive Dean is also responsible for ensuring that the appropriate University course and unit approval processes are completed according to the University's *Academic Delegations Ordinance*, its accompanying *Schedule of Academic Delegations* and the *University Table of Approvals*.

### **6.1 Minimum inclusions in course articulation schedules**

The schedules to an articulation agreement provide the detail of course mapping, units and credit points along with any special conditions, such as quotas or prerequisites from the external course to the University of Tasmania course(s).

Partnerships and Learning Abroad will provide support and guidance to Colleges, schools and institutes on the appropriate construction of course articulation schedules.

Course articulation schedules will include, at a minimum:

- a) partner institution details;
- b) partner institution course details;
- c) University course details;
- d) amount of credit awarded (if applicable) – unit codes, unit titles and credit points;

- e) duration to complete the University course;
- f) University units required for completion of the course;
- g) a course note detailing any additional course information;
- h) any additional entry/English language requirements or conditions (e.g., quotas) placed on admission to the University course; and
- i) contact details for key staff (University and partner).

## 6.2 College endorsement of course articulation schedules

Course articulation schedules are endorsed by the Head of Academic Unit in the first instance.

The relevant Associate Dean (Learning and Teaching Performance) submits schedule to the College Learning and Teaching Committee and College Leadership Team for endorsement.

The College Learning and Teaching Committee and College Leadership Team will endorse the schedules only if they are confident that adequate mapping of the partner's unit-level intended learning outcomes to University unit-level learning outcomes has been undertaken. This ensures that students entering through the articulation pathway are sufficiently prepared and equipped to succeed in the University course and are not disadvantaged by the granting of course credit.

Schedules are then forwarded to Partnerships and Learning Abroad and Academic Quality and Standards for quality assurance and record keeping purposes.

Additional schedules associated with an articulation agreement may be prepared at any time during the life of the agreement.

The renewal of schedules will follow the same approval process as for new schedules.

## 6.3 Execution of course articulation schedules

Course articulation schedules are signed separately to the agreement, and once signed, form part of the agreement.

Course articulation schedules may only be signed by the delegated signatory according to the University's *Academic Delegations Ordinance* and its accompanying *Schedule of Academic Delegations*. Signing authority cannot be sub-delegated.

## 6.4 Adding new course articulation schedules to an existing agreement

Course articulation schedules are signed separately to the agreement, and once signed, form part of the agreement.

Course articulation schedules may only be signed by the delegated signatory according to the University's *Academic Delegations Ordinance* and its accompanying *Schedule of Academic Delegations*. Signing authority cannot be sub-delegated.

## 7. Review and renewal of articulation agreements and schedules

Agreement renewals are to be forwarded to the delegated signatory as outlined in the [Educational Partnership Agreements Procedure](#).

The articulation agreement's renewal will depend on:

- a) attrition rates and academic performance of articulated students; and
- b) continuing alignment with University strategic objectives.

All articulation agreements must be reviewed at least once during the term of the agreement and before any renewal can occur. Reviews may be conducted at an earlier date if the agreement is impacting negatively on either the University or enrolled students. Triennial reviews of agreements will be undertaken in the year leading up to the expiry of the term of the agreement.

Colleges will monitor and assess the currency of course articulation schedules annually in consultation with the relevant school or institute. Reviews of schedules will involve assessment of the articulation arrangement's academic content, and consideration of the following:

- a) any changes to University qualifications and courses/units that form part of the articulation arrangement;
- b) any changes to the partner qualifications and courses/units that form part of the articulation arrangement;
- c) any changes to national competency standards or endorsed training packages related to qualifications that form part of the articulation arrangement;
- d) academic performance of articulated students; and
- e) non-alignment between the articulation arrangement and the University's strategic objectives.

## 8. Records management

Partnerships and Learning Abroad and all staff responsible for maintaining records relevant to administering this procedure must do so in accordance with the *University Data Information Governance Policy* and *Information Management Procedure*.

This includes retaining records, including articulation-related applications, agreements, reviews, decisions, and reasons for decisions, in a recognised University recordkeeping or information management system/s [e.g., Customer Relationship Management (CRM) database, articulation database].

Partnerships and Learning Abroad will ensure that details of the University's articulation arrangements are regularly updated to maintain currency and are publicly available and accessible to students.

### Related procedures

*Credit Procedure*

*Educational Partnership Agreements Procedure*

*Information Management Procedure*

### Versions

Version	Action	Approved By	Business Owner/s	Approval Date
1	Approved	Deputy Vice-Chancellor (Education)	Director, Academic Quality and Standards	1 September 2022
2	Approved	Deputy Vice-Chancellor (Education)	Director, Academic Quality and Standards	19 September 2023
2	Reconfirmed unchanged	Deputy Vice-Chancellor (Education)	Director, Academic Quality and Standards	2 October 2024

Definitions

[Educational partnership](#) | [Information](#) | [Risk](#) |