ABCD####:   Course Title

Course number:	[ABCD] 5 ###		Level:		Credits:	
Main programme:	Indicate the main Programme to which this course belongs. This will determine its funding.				Compulsory/Elective	
Pathway(s):	Indicate the Major(s), Pathway(s), Strand(s), Specialisation(s) that this course will connect with.				Compulsory/Elective	
Other Programmes:	Indicate any other Programme, and its pathways that this course will connect with.				Compulsory/Elective	
Requisites / Restrictions:	Prerequisites, co-requisites and restrictions as required for main programme or pathway. Additional requisites for other programmes listed here.					
NZSCED field of Study:	NZSCED		Delivery mode:		Collaborative on-campus Highly blended Authentic Work-based	

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
[Includes both face to face and online 'taught' components]	[Includes tutor/supervisor contact hours]		

Students are expected to attend….

> *Guidance: Provide a statement here that provides guidance to students around minimum attendance requirements. This may also contain rules regarding minimum assessment achievement for the course]*
>
> *Example: Students are expected to attend a minimum of 90% of scheduled classes and to attempt all assessment events for this course in order to achieve a pass grade.*
>
> *Example: Students are expected to attend all practice based classes and all group project classes and attempt all assessment events for this course in order to achieve a pass grade.*

Outcome Statement:

This course…

> *Guidance: Outcome statements are clear statements of the expectations for student achievement in the course. In this way the focus is clearly on the learning of the students, rather than the actions of the teaching staff. Outcome statements do not exhaustively describe all aspects of the intended learning, but rather provide an overview that helps to identify the key priorities of the course and the relationship of the learning to the achievement of the graduate outcomes. They are not a description of the process of learning, but rather they describe the skills, knowledge or dispositions that students will learn or demonstrate upon successful completion of the course. Outcome statements should reflect the intellectual challenge of study at the appropriate level.*
>
> *Outcome statements should:*
> 1. *Identify the learning*
> 2. *Identify the purpose*
> 3. *Link to graduate outcomes*
> 4. *Be concise and no more than a single sentence*
>
> *Example: This course examines key concepts and important debates in Film Studies, and situates cinema within a social and cultural context, through the development of textual analysis skills.*
>
> *Example: This course introduces the fields of structural geology, tectonics and solid earth geophysics with the goal of describing the structure of the earth and the mechanisms by which it deforms, with a focus on modern field-based methods of collecting, processing and analysing geological and geophysical data.*

Learning Outcomes:

On successful completion of this course students will be able to:

1.	
2.	
3.	
4.	

Guidance: On successful completion of this course the student will be able to:

Good teaching practice also demands "constructive alignment" of learning outcomes with learning and teaching activities and assessment. Constructive alignment is achieved when the learning outcomes of a course are mirrored in learning and teaching activities and assessment tasks. There should be a clear link between: what students should be able to do as a result of their learning (learning outcomes); the learning and teaching activities in which the students engage to facilitate the desired learning; and the assessment tasks that test the students' accomplishment of the learning outcomes.

Student learning outcomes should be phrased in terms of observable or measurable behaviours that a student should be expected to demonstrate as a result of taking the course. The ideal learning outcome has three elements:
1. Action verb(s)
2. Subject
3. Context

Begin each learning outcome with an action verb that specifies the desired level of learning based on NZQA guidelines (attached below). The action verb is followed by the subject and context in which the learning occurs.

Example: Analyse and interpret statistical data as they support decision-making

Example: Evaluate the impact of monetary policy on the economy

Well written learning outcomes:

On successful completion of this course the student will be able to:

	Learning Outcome	Analysis
Option 1: Not an outcome	Be given opportunities to learn effective communication skills	Describes program content, not the attributes of successful students
Option 2: Vague	Have a deeper appreciation for good communication practices	Does not start with an action verb or define the level of learning; subject of learning has no context and is not specific
Option 3: Less vague	Understand principles of effective communication	Starts with an action verb, but does not define the level of learning; subject of learning is still too vague for assessment
Option 4: Specific	Communicate effectively in a professional environment through technical reports and presentations	Starts with an action verb that defines the level of learning; provides context to ensure the outcome is specific and measurable

Student learning outcomes that are phrased - the student will: know, learn, appreciate, understand, etc., are not appropriate for this purpose. They may be critically important overarching goals, but are not specific enough to lend themselves to measurability for the purposes of course assessment.

There are no minimum or maximum standards for the number of LO's, however it is recommended that the be between 3 and 5.

Learning and Teaching:
This course will…

Guidance: This section describes the approaches employed for learning & teaching in terms of the student learning experience and the content of the course (Topics). Course topics may be presented as a separate section or woven into description of learning activities.

The principles of the Living Curricula should be the guide for writing this section and be framed through the lens of the NZQA Capability framework of Knowledge, Skills and Application for each level (see below).

Example: This course will be completed through a WBL Advisor model which includes face to face coaching, email contact, Moodle resources.
Note:
Prior to enrolment students must gain from Unitec agreement that:
1. *the employer and the work context is relevant to their academic qualification and professional pathway*
2. *specific tasks and roles are relevant to skills and knowledge described in the Graduate Profile*
3. *students will be able to complete a minimum of 120 hours of work*
4. *the workplace is aware and supportive of the student enrolment, and agrees to provide evidence, where appropriate, for the student portfolio and assessment*
5. *an academic staff member is available to act as advisor for both student and employer.*

Students should submit a summary no more than 1 page to their Unitec contact, prior to enrolment, outlining their work history with the employer, the role and work processes they will be undertaking, the name of their employer and a brief overview of the business. They should also include a job description if possible and endorsement from the employer.

Where the student and Unitec is agreed that a proposal for work-based learning is relevant for the qualification and meets the requirements for this course, then enrolment can proceed.

Students and Advisors are expected to work together to produce the portfolio of evidence.

Through completion of 120 hours of relevant work experience, students will be expected to:
- *Set, negotiate and achieve measureable work goals*
- *Review current competencies and 'gaps' for professional practice*
- *Acquire new skills*
- *Utilise and build on existing talent*
- *Prepare documentation and reports to a professional standard*
- *Implement work process to required standards*
- *Respond and adapt positively to change*
- *Demonstrate appropriate communication, interpersonal, teamwork, and time management skills*
- *Address performance improvement opportunities*
- *Reflect critically on work processes and make suggestions where appropriate*
- *Self-assess quality of work*
- *Receive and provide peer feedback*
Contribute to team and organisational initiatives

Topics:

Guidance: Course topics may be presented as a separate section or woven into description of learning activities above.

Example:
- *Differences between being employed vs being freelance vs running a business*
- *Relationships between the key elements which need to be considered, prioritised and managed to bring an idea to market, notably product or service; target market or audience; people; resources (financial and physical);*
- *Managing complexity*
- *Building and utilising networks purposefully;*
- *Conducting research, building evidence and constructing a convincing case in support of an idea;*
- *Planning and establishing an entrepreneurial enterprise;*
- *Negotiating successfully*
- *Carrying out a project and seeking resources independently*

Assessment:

Students will be advised of all matters relating to summative assessment at the outset of the course.

Weighting	Assessment Type	Learning outcomes

Choose one of the following:

This course is assessed using Achievement Based Assessment. Overall course grades will represent a balanced assessment of achievement in relation to all stated learning outcomes.

Students must attempt all assessment activities in order to pass and receive credit for this course. Students who do not attempt a compulsory item of assessment may be awarded a 'Did Not Complete' for the whole course and may not earn any credits.

or

This course is assessed using Competency Based Assessment. Students must successfully complete all assessment activities in order to pass and receive credit for this course

Guidance: Assessments should link directly to the identified learning expectations and reflect the learning and teaching principles. The expectation is that across the levels, learners will be able to increasingly:
- *contribute and respond in reflective ways*
- *integrate their own examples,*
- *create their own enquiry questions and hypotheses supported by existing disciplinary knowledge*
- *explore the application of disciplinary knowledge, methods and techniques to new problems/ questions*
- *practice how to analyse and evaluate expert and peer 'performance'*

Assessments should be described in terms of how they measure the students' achievement. They should not be too prescriptive and be readily open to adaption and change.

Each assessment should assess a specific number of Los. Each LO need only be assessed once within a course unless there is a distinct progression of learning, or an alternate frame of understanding for the LO. For example, if the learning outcome is about different ways of approaching a problem and each assessment employs a different method of approach to allow the student to explore their learning.

Assessment types should be balanced between a number of assessment methods. These may include:
Reflection on formative feedback.
Opportunities for peer and/or self-assessment.
Allowing students to demonstrate their skill and ability employing multiple literacies (not simply writing or reading), for example allowing students to create and submit assessment items using a range of media and forms.
Some 'testing' (exams, tests, etc.), however this should not be the dominant form of assessment.

For further guidance contact Te Puna Ako to access a wide range of assessment resources.

Learning resources:

Guidance: Describe any learning resources that the student may require when undertaking this course. This may refer to specific text/resources. If there are no specific requirements, then this section can be omitted.

Version Tracking:

Version No.	Date of Change	Effective from	Approved by	Description of change

Additional information required to setup a course in the catalogue (not to be included in this form):

Assessment Grading Basis:	***Degree 11-point*** *or* ***ABA*** *(Achievement Based Assessment)* ***CBA*** *(Competency Based Assessment)*
Final Exam	*YES* *NO*
Career Type:	*Enter either:* ***UGRD*** *(for Undergraduate),* ***PGRD*** *(for Postgraduate),* ***FEDU*** *(for Further Education),* ***RSCH*** *(for Research) or* ***CNED*** *(for Continuing Education (usually for short courses)*
Course Attribute:	*To be completed if students in the course require any services. The options are:* ***COMP****= Course requires a computer,* ***DISK****= Disk Allocation,* ***NSRV****=Services not attracted &* ***SRVC****= Course attracts these services*
Course Attribute Value: (There can be more than one option chosen here)	*To be completed if the course requires any Course Attributes. Choose any number of these options:* ***NDSLogin*** *= the course requires the "NDS LOGIN" attribute set [NDS = Novell Directory Services - the system used to manage logon and rights access to UNITEC's network and file servers].* ***ASKITLett*** *= if the course coordinator needs students to receive a letter from the AskIT HelpDesk to advise them that their Computer Login is ready.* ***APPLEMAC*** *= student needs use of an Apple Mac computer.* ***COMPUTER*** *= student needs use of a* ***non****- Apple Mac computer.* ***DISK*** *= Student requires extra disk storage.* ***APPLENET1****= Student requires Music Lab network.*
Type of E-Learning Code:	*This information is required by the Ministry of Education and* ***must*** *be entered into the Peoplesoft Course Catalogue. Choose one of the following codes:* ***1.*** *No Access,* ***2.*** *Web-supported,* ***3.*** *Web-enhanced or* ***4.*** *Web-based using the definitions described below.*
Peoplesoft Academic Organisation Code for EFTS and Funding Allocation for Course:	*Please advise which Peoplesoft Academic Organisation code the EFTS and funding allocation for the course are to go to. e.g.* ***21BP*** *(Business Practice).*
Extra Elective? Yes, No or Not Applicable for non-degree programmes?	*Is the course to be available as an elective for students in any other Unitec programme? Enter 'Y' for Yes or 'N' for No or 'NA' = Not Applicable for non-degree level programmes.* ***NOTE****: This option applies only to* ***degree*** *level programmes.*
What is the main discipline (90%) of the course?	*Enter the main discipline component of the course: at least 90% of the content or subject matter of a course fits into a single classification, e.g. mostly* ***Computing.***

NZQA Level Descriptors

Certificates & Diplomas

	Knowledge	Skills	Application
3	Some operational and theoretical knowledge in a field of work or study	Select and apply from a range of known solutions to familiar problems Apply a range of standard processes relevant to the field of work or study	Limited supervision Requiring major responsibility for own learning and performance Adapting own behaviour when interacting with others Contributing to group performance

L3 – describe, identify, label, list, match, name, outline, quote, recall, recognise, reproduce, select

	Knowledge	Skills	Application
4	Broad operational and theoretical knowledge in a field of work or study	Select and apply solutions to familiar and sometimes unfamiliar problems Select and apply a range of standard and non-standard processes relevant to the field of work or study	Self-management of learning and performance under broad guidance Some responsibility for performance of others

L4 – define, describe, distinguish, identify, match, outline, quote, recall, recognise, reproduce, state

Undergraduate

	Knowledge	Skills	Application
5	Broad operational or technical and theoretical knowledge within a specific field of work or study	Select and apply a range of solutions to familiar and sometimes unfamiliar problems Select and apply a range of standard and non-standard processes relevant to the field of work or study	Complete self-management of learning and performance within defined contexts Some responsibility for the management of learning and performance of others

L5 – Describe, Discuss, Interpret, Analyse, Identify, Discriminate, Distinguish, Monitor, Review, Explore

	Knowledge	Skills	Application
6	Specialised technical or theoretical knowledge with depth in one or more fields of work or study	Analyse, generate solutions to unfamiliar and sometimes complex problems. Select, adapt and apply a range of processes relevant to the field of work or study	Advanced generic skills and/or specialist knowledge and skills in a professional context or field of study

L6 – Integrate, Estimate, Compare, Contrast, Differentiate

	Knowledge	Skills	Application
7	Specialised technical or theoretical knowledge with depth in one or more fields of work or study	Analyse, generate solutions to unfamiliar and sometimes complex problems Select, adapt and apply a range of processes relevant to the field of work or study	Advanced generic skills and/or specialist knowledge and skills in a professional context or field of study

L7 – Critically examine, Evaluate, Derive, Design, Predict, Anticipate, Decide, Recognise

Post-Graduate

	Knowledge	Skills	Application
8	Advanced technical and/or theoretical knowledge in a discipline or practice, involving a critical understanding of the underpinning key principles	Analyse, generate solutions to complex and sometimes unpredictable problems Evaluate and apply a range of processes relevant to the field of work or study	Developing identification with a profession and/or discipline through application of advanced generic skills and/or specialist knowledge and skills Some responsibility for integrity of profession or discipline

L8 – Conduct, Recommend, Research, Test, Co-ordinate, Diagnose, Devise

	Knowledge	Skills	Application
9	Highly specialised knowledge, some of which is at the forefront of knowledge, and a critical awareness of issues in a field of study or practice	Develop and apply new skills and techniques to existing or emerging problems Mastery of the field of study or practice to an advanced level	Independent application of highly specialised knowledge and skills within a discipline or professional practice Some responsibility for leadership within the profession or discipline

L9 – Reflect, Argue, Defend, Question, Conclude, Determine

	Knowledge	Skills	Application
10	Knowledge at the most advanced frontier of a field of study or professional practice	Critical reflection on existing knowledge or practice and the creation of new knowledge.	Sustained commitment to the professional integrity and to the development of new ideas or practices at the forefront of discipline or professional practice

L10 – Argue, Defend, Question, Conclude, Determine, Decide, Prove

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Type of E-Learning Code

This information is required by the Ministry of Education and must be entered into the Peoplesoft Course Catalogue. Choose one of the following codes: 1. No Access, 2. Web-supported, 3. Web-enhanced or 4. Web-based using the following definitions.

1. No Access Where no part of the course is accessible on-line. The course is delivered in non-internet modes. It may be predominantly face-to-face, paper-based distance education, block courses etc. A Moodle course has not been created. The internet is not identified as a component of the teaching/learning experience. Pedagogical interactions with students are not mediated by the web. Such courses may expect students to access to internet to find reference material. Email maybe used as a communication tool (but is not used for planned pedagogical activity. It is assumed that email queries answered by the lecturer may relate to learning.

2. Web-supported The course provides students to access online materials and resources. Access is optional as online participation is likely to be a minor component of study. The course is delivered in non-internet modes. It may be predominantly face-to-face, paper-based distance education, block courses etc. This delivery is supported by **low-level** provision through *Moodle* (e.g. *Moodle* is used to make lecture material and handouts available to students or to direct them to web links or other resources; digital drop-boxes are set up for students to post in assessment work) and/or **substantial** web material/sources listed in the required resource sections of *My Course Detail*. Pedagogical interactions with students are not generally mediated by the web.

3. Web-enhanced The course expects students to access online material and resources. Access is expected, as online participation is likely to make a major contribution to study. The course is delivered in non-internet modes. It may balance face-to-face, paper-based distance education, block courses delivery with internet provision. Such delivery is supplemented by Substantial provision through Moodle. An expectation that students will participate in interactions

with the lecturer and/or other students that is mediated by the Internet (Moodle or otherwise). This interaction will be predominantly asynchronous. Evidence of effective use of the Web may be reflected in assessment.

4. Web-based The course requires students to access the accompanying online materials and resources. Access is required as online participation is required. The course is predominantly delivered on the Web through *Moodle* or some other web-based learning management system, although it may be supplemented by face-to-face workshops. The attendance at such workshops is beneficial but not mandatory or required to complete assessment. These courses will have many of the characteristics of web-enhanced courses and, in addition, there will normally be an expectation of attendance synchronous virtual chat or at virtual classroom sessions or virtual sessions of a similar nature and there will generally be some portion of the course grade that will be achieved by web-based interaction e.g. asynchronous discussion boards.