

## Process Guidelines for Course Development

Based on the principles of Backward Design and Constructive Alignment

	<b>Planning Stage</b>
<b>1</b>	<p><b>Before you start - Examine the Programme Document for the context for your course:</b></p> <ul style="list-style-type: none"> <li>• Programme Outcomes: Graduate profile, Education and Employment and outcomes.</li> <li>• Qualification conditions/restrictions</li> <li>• Pre-requisite or co-requisite</li> <li>• All other details in the Programme Document</li> </ul> <p><b>*Co-requisite</b> - a course or requirement that must be taken or completed at the same time as another course or requirement, or concurrently with it.</p> <p><b>*Pre-requisite</b> - a requirement that must be met before a learner can enrol in or successfully engage with the course.</p> <p>Make a note of any factors that may influence the course design, such as</p> <ul style="list-style-type: none"> <li>• Student profile and needs of priority (or other) groups</li> <li>• Professional body requirements</li> <li>• Workforce Development Councils requirements</li> <li>• Consent and moderation requirements (CMRs) if Unit Standards are being taught</li> <li>• NZQCF level requirements</li> <li>• Institutional expectations (e.g. delivery mode, teaching and learning methods, space availability and affordances, staff student ratio)</li> <li>• Education and Employment Pathway expectations</li> <li>• Relationship to other courses or programmes (shared courses, transition, learning progression, opportunities for collaboration or integration).</li> </ul>
<b>2</b>	<p><b>Examine your Course Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Check the mapping of your course Learning Outcomes (LO's) to Graduate Profile Outcomes (GPOs) in the programme document (the credit value breakdown of your course LOs may be mapped to GPOs).</li> <li>• Note the role/contribution of your course to the programme.</li> <li>• Unpack' each LO by asking: <i>What this really means is...</i> <ul style="list-style-type: none"> <li>- What competences, capabilities, or knowledge are covered?</li> <li>- What active, measurable verb is used?</li> <li>- What content and context are specified?</li> <li>- What levels of thinking and learning are required (NZQCF levels, Bloom's taxonomy, SOLO taxonomy)?</li> </ul> </li> </ul>

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<p><b>3</b></p>	<p><b>Review Delivery Methods</b></p> <ul style="list-style-type: none"> <li>• Check delivery (teaching and learning) methods listed in your course descriptor, and definitions in the Programme Document. Te Puna Ako (TPA) can provide professional development on any of these methods.</li> <li>• Remember: teaching and learning methods must be aligned to the LOs.</li> <li>• Decide which e-tools will be used and confirm with TPA that these are institutionally supported.</li> </ul>
<p><b>4</b></p>	<p><b>Assessment Methods</b></p> <ul style="list-style-type: none"> <li>• If summative assessment methods are already listed in the descriptor: outline assessment tasks within these methods.</li> <li>• If “assessment portfolio” is listed: <ul style="list-style-type: none"> <li>- Select assessment methods from the approved list in the Programme Document (Assessment and Moderation section).</li> <li>- Outline assessment tasks within those methods.</li> </ul> </li> </ul> <p>Now:</p> <ul style="list-style-type: none"> <li>• Outline 3–4 assessment tasks that enable students to demonstrate achievement of the LOs.</li> <li>• Review the weighting of assessments to reflect the weighting of the LOs.</li> <li>• Prepare an assessment schedule and compare with other courses at the same level.</li> <li>• Examine range, timing, progression, and workload across the programme/levels, revising if necessary.</li> </ul>
<p><b>5</b></p>	<p><b>Define Learning Requirements</b></p> <p>For each assessment task, identify what students need to know and do. List these as <i>learning requirements</i> (need-to-know questions for students).</p>
<p><b>6</b></p>	<p><b>Plan Learning Time</b></p> <ul style="list-style-type: none"> <li>• Estimate how much time is appropriate for each learning requirement.</li> <li>• Review the total time needed to cover each learning requirements (including in-class assessment activities).</li> <li>• Reduce or prioritise as needed to fit a realistic academic delivery timetable.</li> </ul> <p>Create a draft course schedule with a logical sequence of ‘topics’ and assessment due dates.</p> <p>Compare this to other courses offered at the same time and revise if necessary.</p>

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<b>7</b>	<p><b>Constructive Alignment</b></p> <ul style="list-style-type: none"> <li>• Ensure alignment between LOs, learning and teaching activities, and assessments.</li> <li>• Confirm that the assessment provides sufficient evidence of students achieving the LOs (and, therefore the GPOs).</li> </ul>
<b>8</b>	<p><b>Embedding Mātauranga Māori</b></p> <ul style="list-style-type: none"> <li>• Decide how you will embed Mātauranga Māori. Seek support from Kaihautu.</li> <li>• Adjust your draft course outline if needed.</li> </ul> <p>At this stage, you are ready to begin detailed course development.</p>
<b>Development Stage</b> (A, B, C can be completed concurrently or sequentially)	
<b>A</b>	<p><b>Assessment Development</b></p> <ul style="list-style-type: none"> <li>• Write finalised assessment documentation (for students and assessors).</li> <li>• Develop associated grading rubrics/schedules and exemplars.</li> <li>• Agree on moderation processes (who, when, how).</li> </ul>
<b>B</b>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Decide learning activities for each requirement by asking: <i>What will students need to do to meet the LOs and perform well in assessments?</i></li> <li>• Define which activities will be face-to-face, blended, or online (before/during/after class).</li> <li>• Develop these activities and supporting resources.</li> </ul> <p>Embed and scaffold:</p> <ul style="list-style-type: none"> <li>• Transition support</li> <li>• Literacies (digital, academic, information)</li> <li>• Learning and teaching pedagogy (including AI where appropriate)</li> <li>• Mātauranga Māori</li> <li>• Pacific consciousness</li> <li>• Whaikaha (disability inclusion)</li> </ul>
<b>C</b>	<p><b>Online Learning</b></p> <ul style="list-style-type: none"> <li>• Develop online components within Moodle.</li> <li>• Consult TPA regarding design and consistency with the rest of the programme.</li> </ul>