TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI
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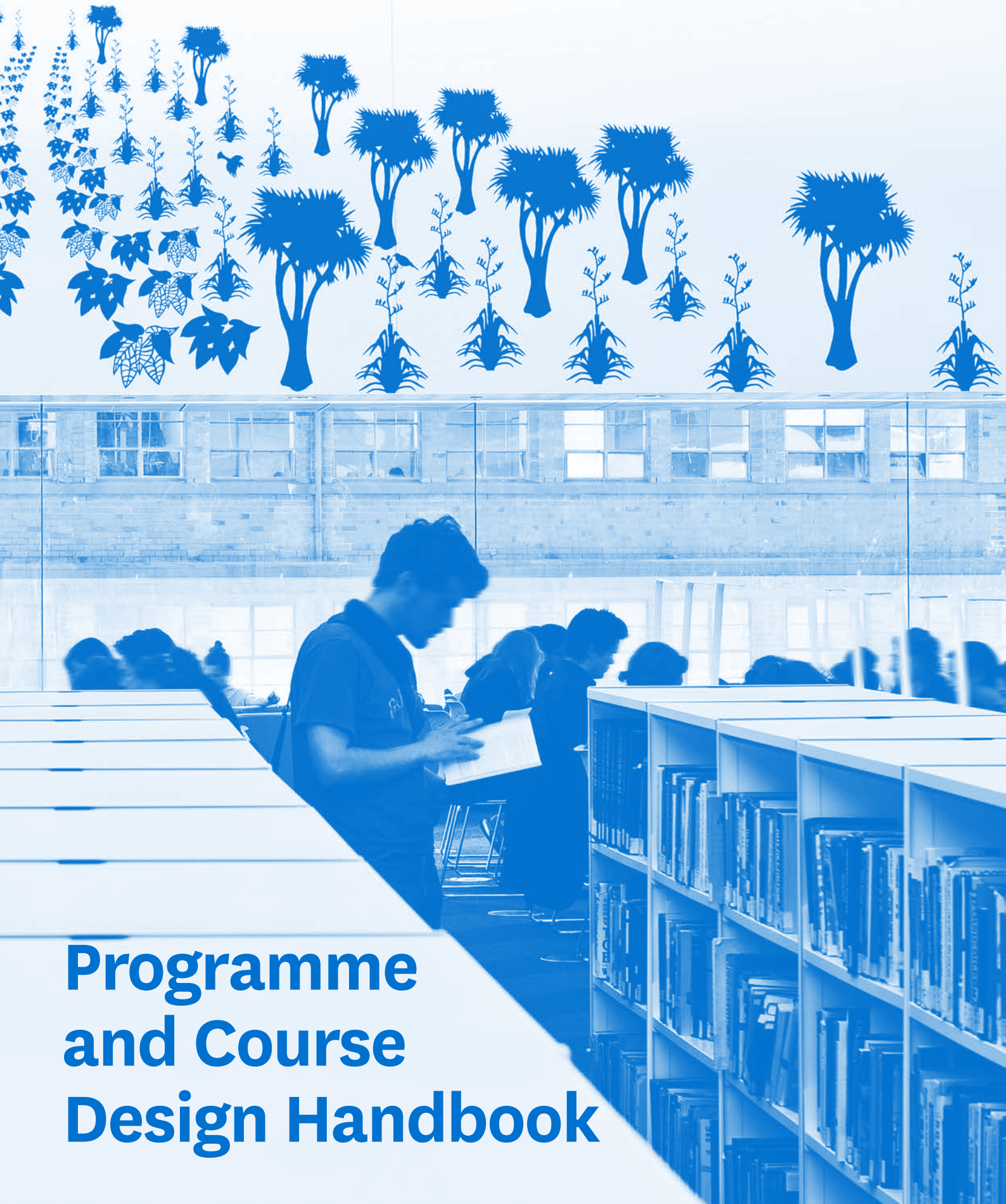

Programme and Course Design Handbook

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PROGRAMME AND COURSE DESIGN HANDBOOK

Victoria University of Wellington exercises reasonable care to ensure that the information contained in this handbook is accurate at the time of preparation. If subsequent changes are necessary, they will be incorporated into the online version and notification sent as required.

This handbook is one of four issued by the Academic Office *Te Waikura* that cover quality assurance in learning and teaching at Victoria University of Wellington. This handbook has been developed by the Centre for Academic Development *Te Kōtuinga Mātauranga*, on behalf of the Academic Office. The other handbooks cover assessment, academic approvals, evaluation and review.

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Summary of changes in this edition

This edition of the handbook (2015.2) added a new section (s3.9): ‘Presence in the University’s online learning and teaching environment (Blackboard)’. The following sections were re-numbered accordingly.

Contents

1 Introduction

1.1 Purpose and Scope

The purpose of this handbook is to set out the University's expectations and to provide assistance for programme and course design, to support high quality teaching and learning as expressed in the four key elements of the Victoria Learning Partnership: excellence, engagement, enquiry and experience (approved by the Academic Board, June 2013).[1] It belongs to a suite of academic handbooks, providing policy, guidance and quality assurance and comprising:

- Academic Approvals Handbook
- Programme and Course Design Handbook
- Assessment Handbook
- Evaluation and Review Handbook.

The handbook applies to all taught courses and programmes offered within Victoria University qualifications. It is presented in two parts: guidelines for programme design and guidelines for course design.

1.2 Definitions

Programme of study	A set of courses undertaken by a student towards a qualification and the requirements a student must comply with to gain that qualification.
Course	An individual unit of study towards a qualification, identified by a course code and title carrying a specified points value.
Qualification	A degree, diploma or certificate.
Victoria graduate profile	A statement of the attributes that graduates should achieve through formal and informal learning opportunities during their study at Victoria.
Programme/major graduate profile	A statement of the attributes that graduates should achieve through the completion of a specific programme or major.
Course learning objectives (CLOs)	Statements of the expectations for student achievement in the course; they describe the skills, knowledge or dispositions that students will achieve or demonstrate upon successful completion of the course.
Curriculum alignment	Curriculum design which ensures that both the learning activities and the assessment tasks support students to achieve the CLOs for the course and the graduate profile of the programme and University.

[1] See Appendix A for details of how programmes and courses demonstrate the principles of the Victoria Learning Partnership.

1.3 Preparation prior to programme or course development

Before embarking on the development of a new course or programme, it will be helpful to review the aims, pedagogical issues, the potential demand for the programme or course and its marketing with others interested in the project. Some key questions on each of these areas are included in Appendix B. The Centre for Academic Development (CAD) can provide guidance on practical matters such as designing programmes and courses; preparing course learning objectives (CLOs); linking CLOs with assessment and with University graduate profile and programme attributes; mandatory course requirements and other key features of courses and programmes. CAD staff also serve on faculty teaching and learning committees (or equivalents). Programme and course developers can find advice and contact details at www.cad.vuw.ac.nz/cad.

2 Guidelines for programme design

An integrated and coherent approach to programme design at Victoria will be demonstrated by:

- The Victoria graduate profile as the starting point for the design of academic programmes and majors.
- Programme/major graduate profiles for each disciplinary major, tailored from the generic Victoria graduate profile and from specific in-depth disciplinary knowledge.
- A sound base of disciplinary knowledge, skills and dispositions in each programme.
- Systematic development of research skills through the programme.
- The principle of alignment as the basis for the design of curricula for each programme and its courses.
- Pathways through the programme that are clearly articulated and easily comprehensible to students.
- The provision of high quality learning opportunities as expressed in the four key elements of the New Victoria Learning Partnership (see Appendix A).
- Consistency with the requirements of the Committee on University Academic Programmes (CUAP) for academic programmes in New Zealand universities (see www.universitiesnz.ac.nz/aboutus/sc/cuap/cuap-handbook).

2.1 Key elements

Good practice in programme design involves the following key elements:

Needs analysis
What are the characteristics of likely students, demand for the programme, external or professional requirements for graduates, institutional and other imperatives and constraints (eg. Victoria Strategic Plan, Investment plan, faculty and school goals and plans)?

Victoria graduate profile
How does this inform the development of the programme?

Programme goals and graduate profile
What are the goals of the programme? What will a graduate of the programme be able to do on completion? What will employers expect of a graduate with this qualification?

Content and sequence
What will need to be included in the programme and in what sequence will content be covered?

Assessment framework
How will assessment be designed to ensure that key skills and knowledge are acquired progressively throughout the programme? How will students be assessed in ways that promote important learning?

Evaluation framework
What data will be collected to enable the programme to be evaluated?

Although the elements above are presented sequentially, the actual practice of designing a programme can be iterative, involving reconsideration of prior decisions as new understandings develop.

2.2 Needs analysis

Before designing a new programme it is important to establish the need, purpose and demand for the programme. This can be achieved through a consultation process that should involve a range of internal and external stakeholders, including students, the Career Development and Employment Service, Toihuarewa, Student Recruitment, Admission and Orientation, specialist staff, Māori and community bodies, alumni and professional bodies and a range of potential employers (if applicable). Heads of school should allow sufficient time for the design and consultation periods (see also the *Academic Approvals Handbook*, available at www.victoria.ac.nz/documents/policy/governance/academic-approvals-handbook.pdf).

2.3 Victoria graduate profile

The Victoria graduate profile[2] is a statement that expresses the attributes our students will achieve during their study at Victoria. Graduate attributes are:

> "the qualities, skills and understandings a university community agrees its students should develop during their time with the institution and, consequently, shape the contribution they are able to make to their profession and as a citizen". (Bowden, Hart, Trigwell & Watts, 2000, p. 3).[3]

There are a number of benefits for students in having clearly articulated links from their course of study to the university graduate profile and the programme graduate profile (see below). These include: helping them in their personal development, enabling them to achieve employability goals, and helping them plan their studies and understand their degrees (Spronken-Smith, Buissink-Smith, Grigg & Bond, 2009)[4].

The Victoria graduate profile is expressed in two parts. The first part outlines the attributes that our graduates will develop as scholars. These should be reflected in the formal curriculum and can be assessed.

Victoria University prepares its graduates to be scholars who:

- have a specialised understanding of their chosen field(s) of study
- exhibit well-developed skills of critical and creative thinking
- communicate complex ideas effectively and accurately in a range of contexts
- demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning

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[2] Approved by the Victoria University of Wellington Council in 2013.

[3] Bowden, J., Hart, G., King, B., Trigwell, K., & Watts, O. (2000) Generic capabilities of ATN university graduates. Teaching and Learning Committee, Australian Technology Network. URL no longer active.

[4] Spronken-Smith, R.A., Buissink-Smith,N., Grigg, G., & Bond, C. (2009). Millennium graduates' orientations to higher education. *College Student Journal*, 43(2), 352-365.

- demonstrate intellectual integrity and understand the ethics of scholarship.

The University offers opportunities for our students to develop further attributes both through formal learning and from the wide range of informal and extra-curricular learning experiences.

Thus, the University supports its graduates to be active and engaged global citizens who:

- demonstrate international perspectives
- can engage constructively with their local and international communities
- are able to work both independently and collaboratively with others
- know how to set and achieve personal and professional goals for themselves.

Curricula are designed to foster the development of these generic attributes so that as students progress through their programmes, they have opportunities not only for further development of subject-specific knowledge and skills, but also for generic lifelong learning skills and for the enhancement of a sense of group identity. Subject-specific learning and the experience of being part of a wider world of study should be essential characteristics of being a student at Victoria.

For an explanation of how each of the attributes in the Victoria profile may be demonstrated by students see Appendix C or go to the link: https://intranet.victoria.ac.nz/academic/academic-office-documents/victoria-graduate-profile.pdf [5].

2.4 Programme goals and graduate profile

It is essential to establish early in the development process what the programme aims to achieve. The programme graduate profile for each qualification, or major or specialisation within a qualification, should include attributes that capture the essential features of the discipline. Any student completing the programme is expected to have developed each of these attributes. This has the dual advantage of providing greater clarity for students regarding what each discipline entails and aiding curricular alignment and coherence. These attributes need to be expressed in ways that are meaningful to the students who will graduate from the programme so that they are able to understand how their leaning within each course contributes to their achievement of the programme profile.

Guidance and examples of how to foster and develop University and programme graduate attributes are available on the CAD website (www.cad.Victoria.ac.nz). Three online toolkits (one for institutions, one for heads of school and programme directors and one for lecturers) are available on the Ako Aotearoa website at: www.akoaotearoa.ac.nz/graduate-outcomes.

[5] At the time of preparation of this handbook, the Academic Office website was preparing to shift to the new Victoria staff intranet site. If the link provided does not work or if no redirection is in place, refer to the staff intranet site or contact the Academic Office for advice.

2.5 Content and sequencing

Once the goals of the programme have been established, it is possible to identify the content. This will be a combination of the disciplinary knowledge, skills and attributes or dispositions that will be needed if students are to achieve the graduate profile. The sequence in which this content will be presented and how it will be distributed among the courses that will make up the programme can then be planned.

2.5.1 Curriculum mapping

One approach to ensuring a cohesive programme design is illustrated in Figure 1, below. By establishing a map such as this it is possible to identify how the programme attributes support the university graduate profile and how the CLOs for a specific course support the development of the programme profile. It is expected that each of the attributes in the programme profile will support at least one of the university graduate attributes. While each individual course will not necessarily contribute to the development of all of the attributes in the programme profile, there should be sufficient support for each attribute when the courses as a whole are mapped to the profile. It should therefore be clear that on completion of the programme there has been adequate opportunity for students to have developed and been assessed for all attributes in the profile.

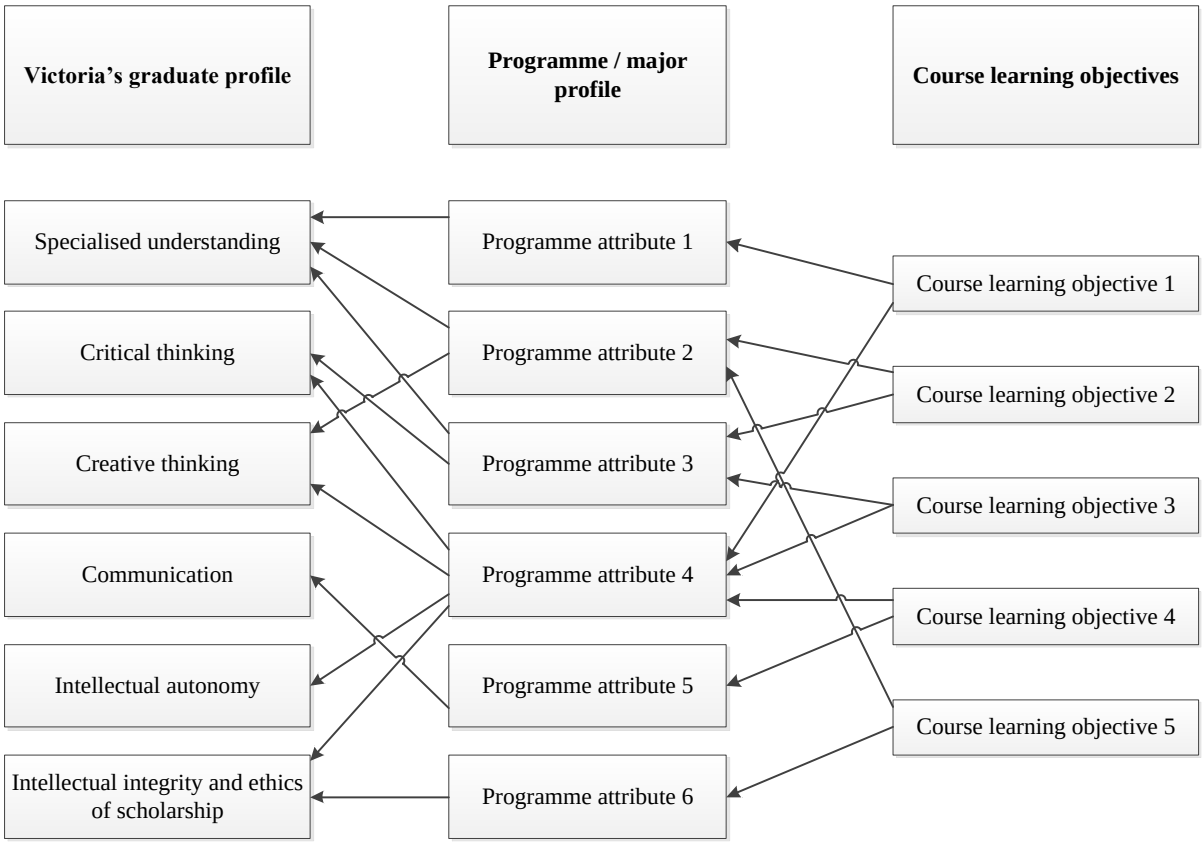


Figure 1: Mapping between Graduate Attributes, Programme Attributes and Course Learning Objectives

An example of how this is done at programme level in the context of 'Assurance of Learning' in the Victoria Business School can be found in Appendix D or at www.victoria.ac.nz/vbs/teaching/assurance-learning.

An alternative method for mapping attributes with course content can be accessed from the link below. This is a process based on the concept of backward design[6] which starts with identifying the desired results of the programme (graduate attributes), followed by what would constitute evidence of that result (assessment outcomes), and then concludes with developing the programme progression plan, course learning objectives, course feedback and assessment plan, that will enable the students to achieve the desired results. For further information, refer to: www.cad.vuw.ac.nz/wiki/index.php/Curriculum_redesign.

2.5.2 Course levels

As well as considering the coverage of content to ensure that the graduate profile can be achieved, it is also necessary to decide how the content should be sequenced to support students in their development through the programme. Progression can be conceptualised as the interaction of two criteria that might define the level of study: the relative 'complexity' of the tasks that students are expected to undertake, and the extent to which they are expected to accomplish these tasks independently. In general, the setting of activities that specifically guide student learning (lower independence) might be a characteristic of 100-level courses, with students progressing to the independence as they complete more complex tasks at 300 level (see Figure 2).

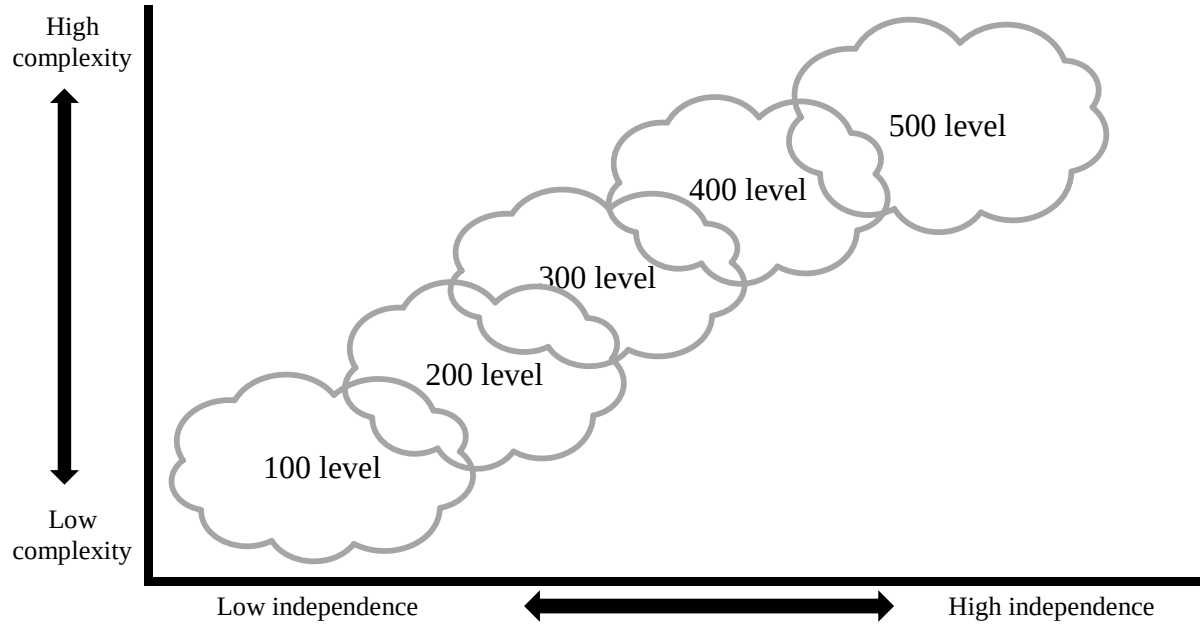


Figure 2. Course levels related to requirements for complexity and independence

(a)

[6] Wiggins,G., & McTighe, J., (2005). *Understanding by design*. ASDC

(b)

(c) 100 level: Preparation

Teaching and learning emphasise broad and introductory enquiry in key areas. At this level there is likely to be more control and structure in teaching, learning activities and assessment tasks. Expectations for students on completion of these courses could include:

- introductory levels of knowledge
- an ability to communicate clearly an understanding of the key concepts
- knowledge of theories and ideas within a subject
- basic discipline skills
- location and use of evidence
- synthesis, evaluation and interpretation of information from a number of sources;
- sound judgment in accordance with the basic theories and concepts of the area of study
- understanding of academic conventions and integrity (eg. plagiarism).

(d) 200 level: Consolidation

The focus is on enhancing skills developed at 100 level and preparing students for the more research-focused, or in some areas, applied approaches of 300 level. Students will often be expected to access a wider range of information sources and undertake activities and assessment tasks with an increasing level of independence.

Expectations for students on completion of these courses could include:

- communication of an understanding of a greater number of concepts, theories and ideas and/or a deeper and more critical engagement with several of them
- the application of theories and concepts to a greater number of instances beyond the immediate context in which studied
- enhancement of the students' acquisition and use of core skills of the discipline, including relevant problem-solving in the field of study.

(e) 300 level: Specialisation

The emphasis is on research-focused learning with a deeper knowledge of specialised subjects.

Expectations for students on completion of these courses could include:

- an understanding of how source materials or data are gathered and interpreted
- an ability to communicate complex ideas through various media or genres
- an ability to demonstrate independence and self-reflection as well as collaboration in various tasks
- engagement with research questions or applied problems.

On the completion of undergraduate study students will have qualities and transferable skills that are necessary for progression to 400/500-level study, for employment or for self-

employment. These will include exercising initiative and personal responsibility, decision-making, and ability to undertake further professional training and development.

(f) 400/500 level: Advanced specialisation

Drawing upon the 300-level experience, the focus is on enhancing subject skills and knowledge to the extent that the best student output is of publishable quality. Expectations for students on completion of these courses could include:

- specialised knowledge of particular areas of enquiry, including leading-edge thinking; application of theories, skills, concepts and methods to research questions and projects
- the understanding of different research methods; enhanced critical awareness of new knowledge in the discipline; the clear representation of disciplinary problems
- expression through more extensive written work and conceptual understanding which enables the students to devise and sustain arguments, and/or solve problems
- an appreciation of the limits and uncertainty of knowledge and the implications thereof.

On completion of a postgraduate qualification graduates will have qualities and transferable skills necessary for employment or self-employment, including exercising initiative and personal responsibility, complex decision-making, ability to undertake further professional training and development. Those whose postgraduate study has included an emphasis on research should also be prepared to progress to PhD study.

2.5.3 Research skill development

One important aspect of skill development that needs to be considered when planning the content and sequencing in the programme is the development of research skills. Programmes should ensure that students' research and enquiry skills are developed systematically in each year of their programme. One way to do this is to make the development explicit in the courses that make up the programme. An example of such an approach is the Research Skill Development Framework in Appendix E or available with detailed explanation at www.adelaide.edu.au/rsd.

In this framework, the developers have drawn upon Bloom's taxonomy[7] of cognitive educational objectives to identify six facets of research and then to provide examples, for each facet, of activities students would engage in as they progress through Level 1 (prescribed research) with increasing autonomy until they reach Level 5 (open research).

2.6 Assessment framework

Assessment is the means to determine whether students have achieved the graduate profile. Although detailed consideration of assessment tasks is undertaken in course design, the overall framework of assessment is important for supporting the necessary development of

[7] Krathwohl, D.R. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice, 41* (4), 212–218.

student generic and discipline-specific knowledge, skills and dispositions throughout the programme. Such a framework can ensure that students are assessed through a variety of approaches and by increasingly demanding tasks, and will avoid overdependence on one or two types of assessment. The framework will be helpful for those designing course assessment tasks as they will be able to see what students have been introduced to early in the programme or how their course assessment might scaffold students for subsequent assessment tasks. (See CAD Guidelines: Assessment for Learning).

When considering the assessment framework, it is important to consider the workload for students and staff. Assessment regimes should be manageable for students and staff, reflect the points values of the courses within the programme and be based on consistent expectations within a faculty/school and programme. For example, faculties where most assessment is by way of written assignments should have a common understanding of the total word limit appropriate to the number of course points and the level of the course. Faculties should also arrive at an agreement on the workload associated with online and collaborative tasks. (See s3.8.2 for more details about workload and points value of courses).

2.7 Evaluation framework

Careful consideration should be given in the design stage to the requirements, both within Victoria and externally for monitoring and review of the programme. There will be a need to evaluate the on-going acceptability of the individual courses as well as the programme as a whole to the key stakeholders within and outside the university, the appropriateness of the content and structure of the programme, and the recruitment, retention and completion of students. In order to undertake the required evaluation, it is necessary to decide what data will be required and when and how this will be collected. (See *Evaluation and Review Handbook*)

https://intranet.victoria.ac.nz/academic/academic-quality/programme-reviews.aspx [8]. If, as a result of the review process, changes to the programme or the courses within it are needed, the required process for making changes can be found in the *Academic Approvals Handbook*. www.victoria.ac.nz/documents/policy/governance/academic-approvals-handbook.pdf.

[8] At the time of preparation of this handbook, the Academic Office website was preparing to shift to the new Victoria staff intranet site. If the link provided does not work or if no redirection is in place, refer to the staff intranet site or contact the Academic Office for advice.

3 Guidelines for course design

3.1 Alignment and coherence

As is the case with programme design, the principle of alignment should inform course design. The basic premise of alignment is that the curriculum is designed so that both the learning activities and assessment tasks support students to achieve the particular goals and CLOs intended for the course (see Figure 3). The course should be designed to be encouraging and supportive of students engaging in the appropriate and necessary learning activities for effective learning. For example if a course learning objective (CLO) states that students will be able to "critically evaluate a range of approaches to assessment of student learning", teaching and learning activities within the course should ensure that students engage in critical evaluation and that they are then required to apply that skill to undertake an assessment task.

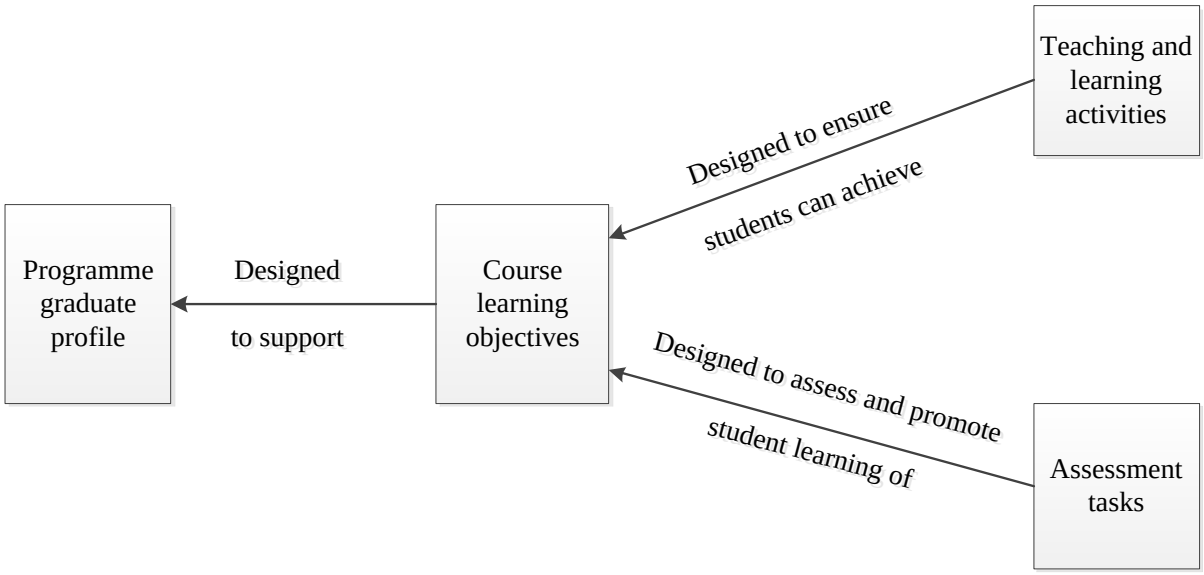


Figure 3. Aligning learning objectives, learning and teaching activities and assessment. Adapted from Biggs (1999, p. 27) [9]

Alignment requires the course co-ordinator and the team to have a clear idea of what they want students to be able to do at the end of the course and to communicate these intended learning outcomes to students, so they can share in the responsibility of achieving them.

[9] Biggs, J. (1999). *Teaching for quality learning at university*. Society for Research into Higher Education & Open University Press: Buckingham.

3.2 Key steps

Course design involves a number of key steps. This is usually an iterative rather than sequential process. When courses are being designed as part of a complete programme the first step (Needs Analysis) will have been addressed during the programme design. However, when a new course is being developed to add or replace a course in an existing programme, the first step below will be required.

Needs analysis
What are the characteristics of likely students, prior knowledge of these students, demand for the course, other imperatives and constraints (eg. faculty and school goals, plans and budgets)? How will the course support the achievement of the programme goals and profile?

Course prescription
What is a succinct description of the aims and content of the course?

Course learning objectives
What will students be able to do as a result of successfully completing this course?

Content and sequence
What will need to be included in the course and in what sequence will content be covered?

Assessment regime
How will assessment be designed to ensure key skills and knowledge are acquired throughout the course? How will students be assessed in ways that promote important learning?

Teaching and learning activities
What will be the most effective ways of engaging students with the skills and knowledge necessary to successfully complete this course? What are reasonable expectations for the work students will need to do to succeed in this course?

Evaluation framework
What data will be collected to enable the course to be evaluated?

3.3 Needs analysis

The needs analysis should include an examination of how the planned course will support the development of the Victoria and the programme graduate profile. Likely student interest in the course and other stakeholder acceptability should also be considered. In addition to establishing the need for the course, there will also important to consult with those involved in teaching in the programme and other programmes in the university to ensure that the course content does not significantly overlap with existing course content and that it enhances and is coherent with the programme to which it will contribute. As part of the scoping for a new course, consideration needs to be given to staff workloads and responsibilities. It is important to ensure that the workload is manageable, that consideration is given to the necessary resources to support academic staff delivering the course, (eg. tutors, course administration, laboratory space and equipment). It is also necessary to ensure that there are the necessary library resources to support student learning on the course.

3.4 Course prescription

The course prescription is a brief statement that describes the purpose and content of the course in about 50 (and no more than 100) words. This statement appears in the course finder and helps students to make informed choices. (See Appendix F for examples).

3.5 Course learning objectives

It is good practice in course design to establish the course learning objectives (CLOs) as the basis for all the remaining steps (see ss3.5–3.8). CLOs 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, and all the following decisions are made on the basis that they will facilitate student achievement of the CLOs.

CLOs 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. 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. CLOs should reflect the intellectual challenge of university study at the appropriate level. They must reasonably describe performance that is achievable by most students enrolled in the course.

There are several benefits for well-written CLOs. They make clear to students the rationale for their course activities and assessment and assist them in assessing their own progress in the course. CLOs also provide staff teaching a course (including tutors and other non-academic colleagues) with a description of the intentions and expectations of the course as a component in the programme as a whole. They provide a basis for the development of assessment tasks and teaching and learning activities. They provide staff teaching other courses with information on what students will have learnt in the course that will be built upon subsequently or should be prepared for in prerequisite courses.

The CLOs should reflect the level of the course (eg. 100 level vs. 400 level (see s2.5.2). Generally, courses should have around three to five CLOs, and certainly no more than seven. CLOs are defined and owned by all of the staff teaching within the programme with which the course is associated therefore CLOs should be developed collegially and with reference to the objectives of other courses in a programme and the graduate attributes of qualifications to which the course contributes. Care should be taken when updating CLOs to ensure that collegial ownership is maintained. Staff are encouraged to refer to, and further elaborate on, the CLOs throughout the course when describing the activities and assessment to students, particularly when providing marking rubrics or criteria. CLOs can become tools to motivate and orient students because they specify attainable performance. It can also be helpful to relate the CLOs to those of prerequisite or related courses, and the overall programme graduate attributes, so that students appreciate the pathways between courses in their programme of study. When developing CLOs, consider the following questions:

- Does the set of CLOs address a range of cognitive skills consistent with the level of the course?

- Does each CLO relate to the overall aims of the course and of the major/programme/qualification(s) the course contributes toward?
- Will it be feasible to get evidence of the quality of student performance in relation to each CLO?
- Does each CLO have a separate focus?
- Is each CLO expressed as student performance (ie. does it describe what a student will be able to do)?
- Are the CLOS expressed in ways that will be understood by students?

Guidance on phrasing of objectives with some examples of good practice, are provided in Appendix G or at this link: www.cad.Victoria.ac.nz/wiki/index.php/Learning_Objectives.

3.6 Content and sequence

This step involves identification of key themes, topics, debates, and developments in the disciplinary area that need to be included in the course and a logical sequence in which they should be introduced to the students. There are many approaches to this aspect of course design (eg. whole-part-whole, case study, hierarchical) and the approach used will depend on many factors such as the disciplinary focus, level of the course, prior knowledge and experience of the students.

3.7 Assessment

Students tend to prioritise learning activities that optimise their assessment performance. So the design of assessment tasks has a very real influence on what and how students will learn in the course. Not only will well-designed assessment tasks enable the academic staff to determine whether a student has achieved the CLOs of the courses but also the completion of the tasks should contribute to the students' learning in the course. When the assessment regime is being designed, consider the following six principles of assessment at Victoria:

- Validity
- Reliability
- Fairness and inclusivity
- Contribution to learning
- Manageability
- Transparency

(see the *Assessment Handbook* 2014, s1.3: www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf).

3.8 Teaching and learning activities

The nature of teaching and learning activities in the course will depend on the mode of delivery – face-to-face, online or blended. Decisions will need to be made about the fora for teaching and learning, including the way in which time is apportioned among the possible options (eg. lectures, tutorials, laboratories, field trips, seminars, studios). Criteria for deciding on the allocation will include the appropriateness of the forum for the type of learning activities required to ensure students are able to achieve the CLOs of the course, the resources available, student workload (see s3.8.2, below) and contribution of the course to the programme and university graduate profile. The Centre for Academic Development provides assistance in the design of teaching and learning activities that enhance students' active engagement and promote successful learning.

3.8.1 Mandatory course requirements

To ensure that students engage in learning and assessment activities that will promote and demonstrate the achievement of the CLOs, the graduate outcomes of the programme and the University's graduate profile, consideration may be given to the setting of mandatory course requirements (MCRs). These are requirements (in addition to achieving a pass grade) that students must meet in order to pass a course. Where a student has obtained an overall mark of 50% or more, but failed to meet the Mandatory Course Requirements, the outcome will be the award of a failing 'K' grade.

There is no institutional expectation that all courses set mandatory course requirements.

Careful consideration should be given to the inclusion of MCRs because of the serious implications for students who fail to fulfil them.

Mandatory course requirements, which must be stated in the course outline, should be stated simply and clearly and must only include requirements that can be reliably monitored and measured. They should be relevant to the CLOs or programme learning goals and the Victoria graduate profile. The relevance of the requirements should be made explicit to students.

Mandatory course requirements specifying 100% attendance at specific activities are discouraged unless that really is vital for meeting the CLOs. Even then, they need to be stated in a way that allows for medical or other emergencies, (e.g. 'must attend all tutorials unless excused by the coordinator').

MCRs that require **compulsory attendance at lectures** require the approval of the relevant associate dean of the faculty.

If MCRs are set, course coordinators should consider what remedies might be available to students who are at risk of failing the course because they have not met the MCRs. The following statement should be included in the course outline (or other relevant, student-directed material) in courses in which MCRs are set:

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs *because of exceptional personal circumstances*, should contact the course coordinator as soon as possible.

(For further details about writing mandatory course requirements, see Appendix H).

3.8.2 Student workload and points value of courses

Workload expectations for a course will vary according to the points value of the course. In accordance with CUAP policy (*CUAP Handbook,* 2013, p. 7), one point (or 'credit') is equivalent to 10 hours of student work, including both scheduled contact time (lectures, tutorials, laboratories, workshops, etc.) and individual (or group) study. Learning and assessment tasks should be scheduled so that the workload is spread reasonably evenly over the course, where the time period normally includes the teaching weeks, the mid-trimester break(s), study period and the examination period. Particular care must be taken in block courses or shortened-trimester teaching courses to ensure there is sufficient contact and/or guided study time for effective learning.

Calculation of workload should include class contact time (lectures, tutorials, workshops, laboratories, etc.) as well as individual time spent on activities such as:

- reading (consideration needs to be given to both the amount of reading and the degree of difficulty of the reading expected)
- note-taking
- field work
- interacting with resources outside class, (eg. Blackboard)
- discussing topics and issues
- participating in online discussions
- engaging in collaborative group work
- assessments (written, oral and online)
- project work
- music practice
- practica
- preparing for and sitting tests or examinations.

It is important for equity reasons that workloads across the University should be broadly consistent. In particular, care should be taken to maintain a consistent workload across multiple offerings of a course in any one year.

Heads of school should ensure that the types of teaching and learning activities involved in a course, the weight and composition of the assessment and that the expected student workload is:

- **equitable:** all students have comparable workloads and access to required resources and student support services to enable success in learning;
- **reasonable:** students are able to manage the workload within the timeframe and deadlines set, and to maintain a balance between study and personal lives; and practicable steps should be taken to minimise physical or mental harm to students.

Once a course has been approved, a general statement of the relationship between the points for the course and the workload should be included in the course outline. Guidelines about what is involved the specific aspects of out of class activities for a course (eg. preparation for tutorials, writing of laboratory reports, viewing of video clips) will be helpful, especially for students in their first year at university. It should also be made clear that students who have not studied in the subject for some time, or lack the required skills for the successful completion of the course, may require more than the standard workload.

(For workload guidelines, see Appendix I)

3.9 Presence in the University's online learning and teaching environment (Blackboard)

To ensure students have a consistent experience and ready access to key course information, materials and resources, all courses are required to have a presence in the University's online learning and teaching environment ('Blackboard').

3.9.1 Required components

For every course, the following must be provided online and accessible through the course Blackboard site:

(a) Course information:

The course outline containing all the information as specified in s25 of the Academic Approvals Handbook.

(b) Assessment information:

(i) Detailed information about all course assessment tasks.

Note: assessment information already in the Course Outline does not need to be repeated here.

(ii) A link to previous course examinations when applicable.

Note: previous examination papers are currently available on the Library website. When the course coordinator wishes to include other assessment items, a course repository may also be set up in Blackboard.

(c) Course readings and resources:

(i) Required course readings and links to other online resources that students are expected to use must be able to be accessed through Blackboard. Material for which copyright permission is required must be managed through the University's approved online copyright tool (Talis Aspire).

(ii) Lists of books and other resources that students need to obtain in order to complete the course.

(d) Course communications:

(i) All important course announcements, as required in a timely manner.

(ii) Expectations about student use of online communication tools (such as discussions forums, chat, blogs, wikis, podcasts) when applicable. This should include information on whether the use of the tool is compulsory or recommended, expectation about length, number and frequency of student posts, and of lecturer and/or tutor contributions). This information should be provided prior to or at the time that communication tools are made available to students.

(e) Course feedback:

A link to a summary of the last available set of student feedback on the course.

(f) Class representative details:

Once a Class Representative has been appointed, their name and contact details are to be made available.

Note: The Centre for Academic Development provides support for course coordinators wishing to develop their course(s) in Blackboard. Practical guidelines are available at:
hub.vicinnovate.ac.nz/incubator_wiki/index.php/Blackboard_@_Victoria

3.9.2 Access to Blackboard

a) The course coordinator as listed in Banner will be automatically assigned to their course with full permission (i.e. as "Instructor"), in the online learning and teaching environment (Blackboard) at the time the online course is being set up for teaching. The school administrator as listed in Banner will automatically be assigned to the course with "administrator" permissions.

b) The course coordinator is then responsible for enrolling other individuals such as other academics, guest lecturers, tutors, and the subject librarian as required, ensuring that the level of permission is appropriately set, particularly in relation to allowing access to student personal information, such as that stored in the Grade Centre.

c) The relevant Dean may instruct ITS to enrol them, or their delegate, in any course in their faculty. Heads of School may instruct ITS to enrol them, or their delegate, in any course in their school.

d) Blackboard access to courses will be made available to enrolled students one week prior to the commencement of the relevant trimester.

3.10 Evaluation

As with programme design, consideration should be given in the course design phase to the question of how the course will be evaluated. There are many aspects of a course that can be the focus of evaluation, including the clarity and appropriateness of the CLOs; the appropriateness of the focus and content; the effectiveness of the teaching and learning activities; and the design of the assessment tasks to provide reliable and valid evidence of achievement of the CLOs.

There is a variety of sources of data that can contribute to an evaluation of the course. These may include: student feedback[10]; student retention, completion and achievement data; the teaching team's review of the course; samples of student work produced during the course and for assessment; informal feedback sought from students during the course; feedback from class representatives during and at the completion of the course; and peer observations.

3.11 Programme and course improvement

Programme reviews, course evaluations including student feedback, and reports of external examiners or accreditation and monitoring panels from professional bodies all contribute to the process of programme and course improvement. As a result of the evaluation process, major or minor changes may be desirable in the programme and/or courses. The Victoria processes for making such changes are outlined in the *Academic Approvals Handbook*: www.victoria.ac.nz/documents/policy/governance/academic-approvals-handbook.pdf

[10] Student feedback on a course must be obtained on all new courses in their first occurrence and every third iteration thereafter. Refer to the *Student Feedback on Teaching and Courses Policy*, available at www.victoria.ac.nz/about/governance/strategy/policies.

Appendix A: The New Victoria Learning Partnership/Te Kirituako

Key elements of the New Victoria Learning Partnership/Te Kirituako

Programme and course design should be founded on the following four key elements:

Excellence/Kairangi

Good practice in programme and course design will support Victoria's aspiration for excellence in the following ways:

An integrated and coherent approach to curriculum design and to the structure of academic programmes which will be demonstrated by:

- the Victoria graduate attributes as the starting point for the design of academic programmes and majors
- major or programme attributes for each disciplinary major or programme, tailored from the generic Victoria graduate attributes and from specific in-depth disciplinary knowledge
- a sound base of disciplinary knowledge, skills and dispositions in each major.
- constructive alignment principles as the basis for the design of curricula for each major
- a range of supporting skills courses and breadth courses that complements coverage of graduate attributes in curricula
- effective use of digital technologies across a broad range of academic programmes in all faculties
- standardised nomenclature and points system that creates a transparent and consistent learning and teaching environment
- an inclusive environment that acknowledges the cultural dimensions of learning and its effect on pedagogy, instructional design and assessment.

Relevance to discipline standards and/or professional requirements will be demonstrated by:

- processes in each Faculty and School for the regular review and refreshment of curricula against international discipline standards
- syllabi reflecting methods, topics and outcomes of recent research in the respective discipline
- teaching and learning activities and assessment tasks that directly address learning outcomes
- discipline-specific major attributes described for each major
- assessment processes that ensure that relevant learning goals are validly and transparently assessed, and that will allow success for a wide range of students with diverse learning needs
- processes for external (professional, Māori, community, alumni) consultation on curriculum development
- validation through accreditation, benchmarking, and regular external review.

Engagement/Kakari

Engagement can be defined as the productive interaction of motivation, contributed by the learner, with the intellectual challenge and opportunities for learning contributed by teachers, Schools and Faculties. Programme and course design will support Victoria's commitment to engagement in the following ways:

A partnership model of learning and teaching will be demonstrated by:

- learning-centred practices that recognise the importance of establishing and maintaining respectful relationships between teachers and learners
- an acknowledgement of the Māori concept of 'ako' (reciprocal learning) as a guide to culturally responsive teaching practices that emphasise bicultural competence, diversity and differing needs
- effective use of contemporary learning technologies to foster student engagement and build digital literacy
- two-way feedback that fosters student learning but also assists the teacher in assessing their own level of achievement
- a learning and teaching environment that reflects the diversity of the university community and is inclusive of students of different cultures, ways of learning and background experience, needs and capabilities
- opportunities to study collaboratively with other students and staff beyond the lecture theatre, classroom or laboratory.

Developmental approaches to curriculum, assessment and graduate attributes will be demonstrated by:

- first-year curriculum and pedagogy supporting successful transition into university-level study
- clear and structured pathways through academic programmes at each level of study that are actively communicated to students
- learning activities that provide opportunities for developing all graduate attributes within each degree while maintaining a manageable workload for both students and staff
- mapping between the graduate attributes, major attributes and specific course learning objectives
- a strong and transparent link between course learning objectives and assessment tasks and criteria
- sufficient timely feedback to enable students to self-regulate their learning
- clear and complete information on the intention of teachers and how the courses and programmes of the university are designed and delivered to support the achievement of outcomes that students will value.

Enquiry/Urupounamu

The interdependence of research and teaching is a defining characteristic of a New Zealand university, as is the requirement to equip graduates to be intellectually independent. Programme and course design will support Victoria's commitment to enquiry in the following ways:

The centrality of enquiry to learning will be demonstrated by:

- a shared understanding of research-led teaching that is centred on the development of the learner
- research and enquiry skill development frameworks at discipline/major level across the University
- enquiry-based assessment tasks, directly assessing and providing formative feedback on research skills as they are progressively developed
- teaching practices that emphasise active learning and foster the development of intellectual independence
- clear and explicit links between research and enquiry skills and the career and cultural needs of all students, whether they aim to enter the workforce or to undertake research degrees.

Experience/Wheako

For most students, education at university is transformative, helping them to develop their values and knowledge and to form relationships that extend into their future lives and careers. Programme and course design a will support Victoria's recognition of the importance of the quality of experience in the following ways:

A commitment to the personal development of students will be demonstrated by:

- opportunities for all students to develop the Victoria graduate attributes
- structured skills development through curriculum pathways including academic skills courses to support learners in their transition to university studies
- constructive assessment that enhances individual learning with the intention that the outcome can be applied to learning in other contexts
- opportunities for undergraduate research of high quality to be disseminated
- e-portfolios and other mechanisms enabling students to record and track their own progress through academic programmes and to assemble evidence of their abilities, skills and achievements
- teaching practices informed by respectful relationships informed by cultural competence.

The availability of opportunities for placements, practica, community service, internships and exchange programmes as appropriate to each academic programme or major.

Appendix B: Areas for consideration in new programme and/or course design

General

- What do you know about demand? Consider government, student, employers, professional bodies, and careers data. Is there an identified gap in the market?
- How does it align with/enhance/contrast to other Victoria's programmes?
- How does it fit with government and institutional requirements? (TEC Strategy, Victoria's Investment Plan, Mission, Learning & Teaching Strategy, Faculty plans etc.)
- How does it contribute to Victoria's distinctiveness?
- How have you made use of student feedback from current programmes/courses to ensure a high-quality offering?
- Have you consulted with relevant stakeholders eg. students, employers, professional bodies, VUWSA, Student Academic Services, Careers?
- Are programme team roles and responsibilities clearly allocated and understood?

Programme aims

- What are the programme aims and objectives?
- What is the proposed structure, including pathways?
- Are constructive alignment principles and practice in evidence? (talk to Centre for Academic Development for advice on Constructive Alignment)
- How do the courses combine to meet programme aims and objectives?
- Are the programme pathways clearly and logically structured to provide student academic skills development?
- How many of the courses are new and how many shared?
- How does the programme ensure coverage of developmental opportunities for the university graduate profile?
- How does the programme align with existing staff research interests?
- Is the programme relevant to Māori?

Pedagogic

- What is the teaching and learning strategy for the programme?
- How will students be specifically supported in their first year/transition to higher education?
- How will tutorials consolidate and develop student learning?
- How will digital learning be effectively used in the programme?
- How might the use of enquiry-based and action learning improve the programme?
- What opportunities will there be for practical application of new learning during the programme?
- Have you discussed design & delivery options with your Faculty CAD contact and/or Associate Dean (Teaching & Learning/Student/Academic)?

- What alternative methods/approaches have you considered and how are your decisions re focus, content and delivery style justified pedagogically?
- Does the programme offer a range of assessment modes in line with the *Assessment Handbook* requirements?
- Is your programme designed to ensure equality through Māori, Pasifika and international student success?
- Do your prospective students have specific support needs? Have you consulted with SLSS?
- Have you built in opportunities for placements, practica, community service, exchange programmes?
- How does your programme reflect the requirements of the Victoria Learning Partnership?
- Are the key resources and readings available for any distance/off-campus students?

Business assessment

- What are the proposed numbers and how are these estimated to grow?
- Is the programme sustainable?
- Will the programme replace any existing provision?
- Will the programme be delivered within current staff resources (capacity and capability)? If not, what are the additional requirements? Consider academic, administrative, technical, tutoring etc. How will any additional requirements be met?
- Will additional staff development be needed?
- What are the additional IT, specialist, library, facilities requirements?
- Will the programme require any capital investment?

Marketing

- What is the target market? (home/international/full-time/part-time/face-to-face/ distant/blended)
- What do other NZ and international competitors offer? For a selection, check out the content/structure/focus/price.
- How would your programme differ to offer a unique selling point? (eg. through different pedagogical approach/more practical experience/professional links/ research specialism)
- What are other providers using to promote their programme? Features might include attractiveness to employers, reputation, facilities, graduate employment, financial offers, professional links, and international links.

Appendix C: Victoria University of Wellington Graduate Profile

A Victoria graduate will graduate from a university in which the opportunities for local and global engagement are a dominant feature of the student experience and in which fulfilment of institutional obligations in relation to the Treaty of Waitangi is a significant goal. All graduates at the University will work in a collaborative environment to attain specialised understanding and abilities in their chosen field of study that enable them to think creatively and critically, communicate effectively, and develop a level of intellectual integrity and personal autonomy that will serve their future needs in building knowledge and understanding.

Victoria University of Wellington prepares its graduates to be scholars who:

- have a specialised understanding of their chosen field(s) of study, as evidenced by:
    - a broad understanding of a discipline or professional field, including its central concepts and theories
    - an understanding of the boundaries of the discipline and of its interdisciplinary context
    - an understanding of current issues and debates within the field of study
    - an ability to apply the methodological or professional approaches of the field of study to new information
    - an understanding of the importance of research in the development of their discipline.

- exhibit well-developed skills in critical and creative thinking, as evidenced by:
    - a capacity for rigorous analysis, critique and reflection
    - a capacity to conceptualise problems through logical thought
    - an ability to analyse and evaluate arguments
    - an ability to respond creatively to problems and formulate innovative possible solutions
    - appropriate research and enquiry skills.

- communicate complex ideas effectively and accurately in a range of contexts, as evidenced by:
    - a recognition of the importance of communication as a medium for extending learning, creating understanding, negotiating and collaborating with others
    - an ability to use oral, written and visual means to create and communicate understanding
    - an ability to listen to others in order to facilitate communication and learning
    - an ability to use advanced digital technologies effectively
    - an ability to adapt the organisation and communication of ideas as appropriate to different audiences.

- demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning, as evidenced by:
    - a capacity to consider issues from different perspectives

    - readiness to take responsibility for their own learning, including searching for information and asking appropriate questions
    - an ability to locate, evaluate, manage and use information appropriately in different contexts.

- demonstrate intellectual integrity and understand the ethics of scholarship, as evidenced by:
    - respect for honesty and for truth
    - an understanding of and commitment to high personal ethical standards and behaviours in scholarly and professional contexts
    - an understanding of the potential social, cultural and/or environmental impacts of the exercise of the methodology of the field of study or profession.

These attributes will be reflected in the formal curriculum and tested through academic assessment.

Victoria University of Wellington prepares its graduates to be active and engaged global citizens who:

- demonstrate international perspectives, as evidenced by, for example:
    - cross-cultural competence and a capacity to respect diverse perspectives
    - an awareness of the global dimensions of issues and professional practices
    - an ability to apply the methodology of the field of study or profession in local and international contexts.

- can engage constructively with their local and international communities, as evidenced by, for example:
    - a commitment to contributing positively to the community in which they choose to live and work
    - willingness to accept social and civic obligations and to make informed and responsible contributions to public debate
    - a capacity to initiate and put into effect constructive change in their communities, including workplaces and professional communities
    - an understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, including its distinctive communication styles and protocols.

- are able to work both independently and collaboratively with others, as evidenced by, for example:
    - an ability to work in a self-directed way
    - a capacity to work with and/or lead others in ways that recognise the value of their diversity and contribute to the wider community
    - a willingness to seek and value feedback from others to inform self-awareness

    - a capacity to work within a team, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view.

- know how to set and achieve personal and professional goals for themselves, As evidenced by, for example:
    - an understanding of their own strengths and weaknesses, a recognition of the strategies for personal development that have been successful for them, and a willingness to take responsibility for their continuing personal and professional development
    - a commitment to continuous reflection, including self-reflection
    - the confidence to respond positively and flexibly to change and to challenge
    - professional integrity and a commitment to ethical behaviour.

Opportunities to develop these qualities will be available to all students through formal and informal learning opportunities.

Summary

Scholars who:

- have a specialised understanding of their chosen field(s) of study
- exhibit well-developed skills in critical and creative thinking
- communicate complex ideas effectively and accurately in a range of contexts
- demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning
- demonstrate intellectual integrity and understand the ethics of scholarship.

Active and engaged global citizens who:

- demonstrate international perspectives
- can engage constructively with their local and international communities
- are able to work both independently and collaboratively with others
- know how to set and achieve personal and professional goals for themselves.

Appendix D: Victoria Business School's Assurance of Learning process

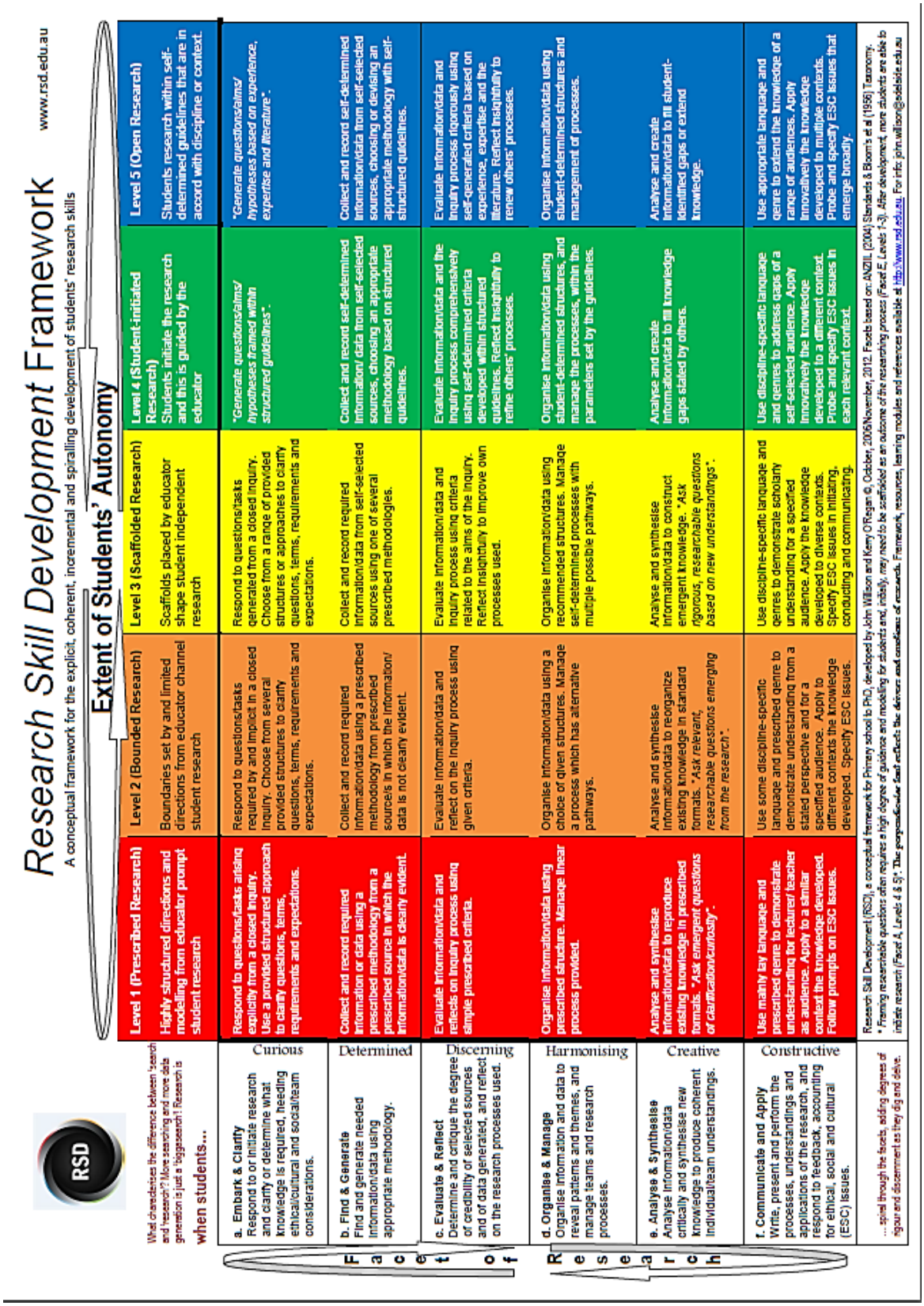
The Victoria Business School (VBS) has gained accreditation for its programmes, though the accreditation is at the institution level. As with the degree-level accreditations in Engineering, Architecture and Design, the VBS has had to clearly state its learning goals for each of its degree programmes, and show that curricula and pathways are in place to ensure that all graduates of each of those programme will achieve the stated learning goals.

Requirements of the VBS's system go one step further. The VBS has also needed to set in place an 'Assurance of Learning' process: essentially a continuous programme improvement process, based on evidence of student achievement of the desired learning goals (graduate attributes). Samples of student work are assessed at the conclusion and intermediate way points to determine the levels of achievement, allowing the VBS to focus programme improvement efforts on the most needed areas. So far, efforts have been concentrated on communication (written and oral presentations) and critical and creative thinking, and have led to demonstrated local improvements in these areas. The system uses criterion-based assessment using rubrics for each learning objective, which are used in a formative rather than summative fashion, providing feedback to the teachers on how the student cohort is faring. However, students are also beneficiaries in gaining more clarity of expectations and feedback on their performance. Response from students has been very positive and has been received via a number of routes (including VUWSA, class representatives, and the VBS Student Council).

The VBS has striven to devise a system that is efficient and effective without overburdening staff. It relies on an evaluation against specific learning objectives after a piece of student work has been marked normally, and is distinct from a grade which is amalgam of various learning objectives, typically. As far as possible it is conducted at the same time as marking for timeliness and efficiency. Processes are put in place to improve consistency and reliability of scores, though the main focus is insight into overall patterns of achievement, rather than finely assessing every individual student's work.

Early benefits of this process came from curriculum conversations which identified areas of overlap, repetition of material, and gaps in coverage, for a typical student in the major. This enabled better coordination of effort, which assisted in the adjustment to points values, meeting concerns of staff and student workload. Improvements in student learning outcomes through Assurance of Learning assessments so far include many cases of demonstrated improvement in writing quality following assessment and feedback using the VBS written communication rubric. Discussions on results are leading to sharing of best practice throughout the faculty. In oral presentations, students are performing well, and getting better with repeated practice, while use of the critical thinking rubric has been found helpful in developing a shared understanding of what is meant by critical thinking.

Appendix E: University of Adelaide Research Skills and Development Framework



Appendix F: Examples of course prescriptions

EPSY 515 ***Applied Behaviour Analysis for Educators***

Principles of applied behaviour analysis (ABA) and application of these principles in educational settings to promote learning and development. This course includes a review of the historical antecedents of applied behaviour analysis, specific ABA-based assessment and teaching procedures, and appraisal of the evidence regarding the efficacy of ABA.

ESCI 203 ***Earth's Structures and Deformation***

An introduction to 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. The laboratory component emphasises modern field-based methods of collecting, processing and analysing geological and geophysical data.

FILM 101 ***Introduction to Film***

This course introduces students to the ways in which cinema creates meaning through its narrative and audio-visual techniques, and aims to develop their textual analysis skills. It also examines key concepts and important debates in Film Studies, and situates cinema within a social and cultural context.

INTP 445 ***Global Civil Society***

This course explores the relationship of civil society (including NGOs and social movements) to aspects of development both within countries and at the global level. It considers contrasting theoretical views, examines case studies, and stresses the necessity of incorporating political considerations into analysis and action.

MARK 301 ***Marketing Communications***

This course examines the range of communications tools and options available for marketers, including the new media and developing an integrated marketing communications perspective. It focuses on planning, integrating and delivering marketing communications that build equity for brands.

Appendix G: Learning Objectives

Phrasing of objectives

Objectives should comprise an active verb, its object, and a contextual or conditional phrase. It can be helpful to consider Bloom's taxonomy of objectives (Table; Bloom, 1956) when designing objectives and courses at higher levels should emphasise Analysis, Synthesis and Evaluation over Knowledge and Comprehension. The following table suggests relevant active verbs and also verbs that are ambiguous and should be avoided.

Knowing	**Comprehending**	**Applying**	**Analysing**	**Synthesising**	**Evaluating**
Write	Explain	Use	Categorise	Plan	Judge
List	Summarise	Compute	Compare	Integrate	Recommend
Label	Paraphrase	Solve	Contrast	Formulate	Critique
Name	Describe	Demonstrate	Separate	Theorise	Justify
State	Illustrate	Construct	Differentiate	Design	Check
Define	Interpret	Execute	Organise	Build	
Recognise	Classify	Implement	Attribute		

***Avoid**: know, comprehend, understand, appreciate, familiarise, study, be aware, become acquainted with, gain knowledge of, cover, learn, realise.*

Learning objective stems

These example stems are provided to help with the rephrasing of objectives and as an illustration of the principles outlined above. The set of objectives would typically start with a phrase such as "Upon completion of this course, students will/should be able to…"

Knowledge	• Define… • List characteristics of …
Comprehension	• Illustrate understanding of ... by generating examples of ... • Describe applications of ... • Explain the basic principles of ...
Application	• Apply information relevant to ... in effective implementation of ... • Apply knowledge of information resources and technologies in collecting, accessing, analysing, and using ... in decision-making. • Apply ... to support analysis and decision-making.
Analysis	• Use the concepts and tools of ... in the analysis of ... • Identify situations and issues that require ... • Compare and contrast ... and ..., so as to determine ...
Synthesis	• Summarise the major criticisms of ... • Explain the relationship between ... and ... and their impact on ... • Outline the major principles of ...
Evaluation	• Describe alternative approaches to ... and critique their relative strengths and weaknesses.

Examples of good practice:

HELT 501 *Foundations of Higher Education Learning and Teaching*

Course Learning Objectives (CLOs), ie. students who pass this course should be able to:

1. Critically evaluate within specific disciplinary contexts, key theories, research and policies related to teaching and learning in higher education;
2. Apply various teaching and learning media, approaches and methods, and creatively adapt these to specific educational contexts; and
3. Reflect on teaching practice and evaluate external evidence to assess and improve teaching quality.

and, from a range of other courses:

- ✓ Offer a critical assessment of the laws of nationality, immigration and asylum and their implementation in New Zealand.
- ✓ Make evidence- and theory-informed recommendations regarding intervention, prevention and supporting youth development
- ✓ Distinguish between direct, indirect, short- and long-run impacts on different facets of the economy and the micro and aggregate levels.
- ✓ Defend the potential of an advanced-technology enterprise using a multimedia/ multifaceted communication portfolio
- ✓ Discriminate between various moral and ethical considerations that apply to conspiracy and conspiracy theorising

The above clearly indicate how successful performance of the learning outcome can be confirmed. Poor examples, (as they do not indicate how the assessor can confirm), would include:

- × Understand the laws of …
- × Learn the difference between …
- × Appreciate the various … considerations that apply to …

See also useful advice at:
www.brookes.ac.uk/services/ocsld/resources/writing_learning_outcomes.html

Appendix H: Writing mandatory course requirements

Examples of useful mandatory course requirements include:

- those that require students to achieve a specific minimum grade for one or more items of assessed work, so as to ensure they meet all of the CLOs for the course, not just those carrying the highest proportion of marks eg. "Students must obtain at least 40% in the exam"
- those that require participation in a certain percentage of a specified activity, such as laboratories, seminars or tutorials, where such participation is essential for the collective experience of all of the students, or addresses experiences linked to the CLOs of the course eg. "Students must attend seven of ten tutorials"
- attendance at safety training sessions.

Mandatory course requirements should not:

- merely restate existing policies or requirements of the University, such as obtaining an overall pass mark from assessments, being enrolled on the course, or (rather recursively) complying with mandatory course requirements
- involve subjective terms that cannot be measured (eg. 'satisfactorily complete both tests' or 'participate fully in tutorials')
- describe staff expectations of student behaviour (eg. 'behave in a professional manner' or 'exhibit a positive attitude').

Careful consideration should be given to MCRs that require a student to achieve pass marks in every item of assessment, since that means automatic failure for a student who falls below 50% in a single item. It may be more reasonable to set 40% as the minimum standard.

Examples of good practice	**Examples of poor practice**
✓ Students must obtain at least 40% in the exam.	× Students must get a C (Does getting a B mean they fail the course?)
✓ Students must attend at least seven of ten tutorials.	× Students must attend all tutorials (Must they fail if off sick for just one tutorial?)
✓ Students must attend the laboratory training session.	× Students must achieve an aggregate total of 50% from all assessments (already covered through grading mechanisms)
✓ Students must pass seven out of 10 of the online quizzes based on the weekly reading.	× Students must participate in tutorials (Can this be reliably assessed? Will the tutor be able to facilitate the tutorials to encourage participation?)
✓ Students must obtain at least 40% for each assignment worth more than 10%.	× Students must submit all assignments (this does not guarantee that students will complete the assignments competently)

To assist students to understand the relevance of the MCRs to the CLOs and graduate profile of the programme and university, MCRs should be expressed in this way:

- Students must obtain at least 40% in the exam, in order to demonstrate that they have achieved CLOs X, Y and Z independently of any external assistance.
- Students must attend at least seven of ten tutorials, so that they will have the opportunity to develop oral communication and teamwork skills in relation to … (specify relevant course content).
- Students must attend the laboratory training session, to ensure that they are able to work safely in the laboratory.
- Students must pass seven out of 10 of the online quizzes based on the weekly reading, to ensure that they understand the key ideas on which the weekly tutorial will be based.
- Students must obtain at least 40% for each assignment worth more than 10%, in order to demonstrate the achievement of all the CLOs of the course.

Appendix I: Workload guidelines for courses with 12 teaching weeks

Points value	Total hours	Hours per week during teaching weeks	+	Total hours distributed across non-teaching weeks
10	100	7	+	16
		8	+	4
15	150	9	+	42
		10	+	30
		11	+	18
		12	+	6
20	200	12	+	56
		13	+	44
		14	+	32
		15	+	20
30	300	20	+	60
		21	+	48
		22	+	36
		23	+	24
		24	+	12

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI
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