



Course Outline

[Course Code]

[Course Name]

[School Name]

[Faculty Name]

[Session, Year]

*This document is the **Course Outline Template**.*

- Consult the [Developing a Course Outline: Guidelines](#) for a fuller explanation of how to complete each section of this template.
- Fill out this template with your own course outline text.
- Insert relevant text into placeholders and tables.
- **Remove all blue italicised instructions from this document.**

1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor				
Lecturer				

Provide information about tutors involved in the course.

2. Course information

Units of credit:

Pre-requisite(s):

Teaching times and locations:

Provide a link to the relevant course information on the online timetable site:

<http://www.timetable.unsw.edu.au>

2.1 Course summary

Give a brief overview of the course and identify its general purpose (refer to UNSW Handbook).

2.2 Course aims

Aims highlight the teacher's intentions for the course. They provide an overall big-picture vision of why this course is important for student learning. Relate aims to the alignment of the curriculum: resources, learning activities and assessment of the course components.

2.3 Course learning outcomes (CLO)

List the course learning outcomes (CLO) that prescribe the knowledge, attitudes, skills and practices that students are expected to acquire and demonstrate in completing this course.

At the successful completion of this course you (the student) should be able to:

1.

- 2.
- 3.
- 4.

2.4 Relationship between course and program learning outcomes and assessments

Using the table below specify clearly how the course contributes to the program's learning outcomes. Complete the table with your own course and program learning outcomes, tasks and assessments.

Course Learning Outcome (CLO)	LO Statement	Program Learning Outcome (PLO)	Related Tasks & Assessment
CLO 1			
CLO 2			
CLO 3			
CLO 4			

3. Strategies and approaches to learning

3.1 Learning and teaching activities

Indicate the learning and teaching activities used in the course (e.g. lectures, seminars, tutorials, studios, practicum) and describe how you expect the students to participate and learn in these various components, whether face-to-face, online or in blended learning mode. Specify any learning activities that engage students in using resources and working on tasks, creating experiences that lead them to achieve the intended learning outcomes e.g. experiments, research-integrated learning, problem solving or project work.

3.2 Expectations of students

Indicate the course-specific expectations of students, including:

- *level of engagement during class and outside of class*
- *attendance at lectures and tutorials/seminars/studio classes, labs or technical workshops*
- *online component requirement*
- *protocols governing email, social networks and discussion forums.*

4. Course schedule and structure

Update below a sample table of weekly class topics or themes, with activities and assessment tasks.

[This course consists of x hours of class contact hours. You are expected to take an additional y hours of non class contact hours to complete assessments, readings and exam preparation.]

Week [Date/Session]	Topic [Module]	Activity [Learning opportunity]	Related CLO
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			

5. Assessment

5.1 Assessment tasks

Outline each assessment task, including:

- *title and type of assessment (e.g. laboratory practical work, essay, investigative project report, research paper, scale model, literature review) and a full description of the task*
- *length (if applicable) and weight assigned to each assessment task*
- *mark or grading structure if appropriate*
- *due date(s)*
- *assessment criteria and standards (section 5.2)*

The following is a useful table for presenting this information succinctly:

Assessment task	Length	Weight	Mark	Due date (normally midnight on due date)
Assessment 1:				
Assessment 2:				
Assessment 3:				

Further information

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

5.2 Assessment criteria and standards

Assessment criteria are statements of performance attributes or qualities that guide students to see what is important in undertaking each component of assessment in a program or course, and that guide assessors when they are judging students' responses to the assessment component.

You could provide a rubric for each assessment task to explain expectations in relation to various marking criteria in either the course outline or via Moodle. More information is available on the Teaching Gateway:

- *An example of a generic learning rubric*
<http://teaching.unsw.edu.au/generic-assessment-rubric-pdf>

- *More information on assessment rubrics*
<http://teaching.unsw.edu.au/assessment-rubrics>

5.3 Submission of assessment tasks

Provide procedural advice for submitting work and indicate the policy on late submission, extension of deadlines and special consideration. Include extracts from the relevant school policy or indicate where students can obtain this information.

Normally UNSW requires all assessments that can be submitted online to be submitted online with no paper versions submitted.

5.4. Feedback on assessment

Include a strategy for giving feedback to students on their assessment preparation, activities and/or marked submissions for each task. Tell students when, where and how they will receive feedback for this assessment.

More information is available on the Teaching Gateway:

- *Grading and Giving Feedback*
<http://teaching.unsw.edu.au/grading-assessment-feedback>
- *Giving Assessment Feedback*
<https://teaching.unsw.edu.au/assessment-feedback>

6. Academic integrity, referencing and plagiarism

Indicate the preferred referencing style with links to resources on how to use it.

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

7. Readings and resources

Provide a list of required and/or useful resources.

¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

8. Administrative matters

Include information on:

- *School/Faculty office*
- *Website where student related information, policies and guidelines are available*

9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>