This template has been designed to provide ASB staff with guidance in the preparation of their course outlines. It is based on the requirements of the current UNSW Course Outline Template (http://www.ltu.unsw.edu.au/content/course_prog_support/course_outline_template.cfm?ss=0#Template)

This template is not meant to be prescriptive; however, there are some sections where the University requires specific wording to be used and/or adherence to specific policies. These sections are noted in the template.

Some Schools have further developed this template to include School-specific information, policies and processes.

The revised ASB Course Outline Template highlights key UNSW learning and teaching priorities and requirements, notably the:

- Requirement to make specific links between student learning outcomes, assessment and teaching strategies;
- Inclusion of ‘philosophy of teaching’ statement (noted in this template as ‘approach to learning and teaching’);
- Requirement to include details of assessment items, including rationale, links to learning outcomes and marking criteria;
- Inclusion of statement about continual course evaluation and improvement, particularly in response to student feedback;
- Inclusion of specific text on plagiarism.

The template includes guidance for staff in the form of:
- text for students which can be used verbatim e.g. on plagiarism;
- explanatory notes [in square brackets];
- links to sample outlines and other material to assist with preparing course outlines.

Please note: The formatting, sequence of information, numbering etc in this template are provided as an example only.
Australian School of Business
School of [Insert School/Program Name]

[COURSE CODE]
[COURSE NAME]

COURSE OUTLINE
SESSION X, 200X
1. COURSE STAFF
[Insert contact details and consultation times for course coordinator and teaching staff]

1.1 Communication with Staff
[Provide information on the correct procedure for students to contact staff outside the class sessions, if applicable. For example, in addition to the consultation times, some lecturers prefer students to post course specific enquiries on WebCT rather than make enquiries by email or phone.]

2. INFORMATION ABOUT THE COURSE

2.1 Teaching Times and Locations
[Insert information about lecture/tutorial times and locations, and/or direct students to where this information can be found.]

2.2 Units of Credit
[Insert information on UOC value for the course.]

2.3 Parallel Teaching in the Course
[Indicate if there is parallel teaching (UG/PG students together) involved in this course – see UNSW Policy on Parallel Teaching for more information http://www.unsw.edu.au/learning/pve/approvedpolicies.html#PolicyonParallelTeachingatUNSW]

2.4 Relationship of This Course to Other Course Offerings
[Indicate how the content of the course relates to other course offerings, within the specialisation and the overall program/s in the discipline. For example, does the course build on or apply skills / knowledge from previous courses, or does it develop skills / knowledge that students will use in other courses in this or another discipline? This section should help provide a sense of the coherence of the overall major or program of study. Also indicate any pre-requisites.]

Examples from ASB course outlines (CTRL + Click)

3. COURSE AIMS AND LEARNING OUTCOMES

3.1 Course Aims
[Course aims are brief, broad statements, which tell students about the overall intention of the course.]

3.2 Student Learning Outcomes
[Student learning outcomes are an explicit description of what we want our students to know, understand, and be able to do as a result of doing a particular course. They are written for students and usually begin with: ‘By the end of this course, you should be able to…..’]
Learning Outcomes can be both ‘content’ based and ‘skills’ based outcomes. All outcomes should be **measurable** in that the course assessment measures the extent to which the student learning outcomes have been achieved.

Skills-based outcomes should incorporate relevant **UNSW Graduate Attributes**, which have been contextualised and adapted for your discipline and embedded in the course. A revised set of ASB Graduate Attributes is currently in development. Graduate attributes are the skills and qualities we want our graduates to have by the end of their degree. Students should be able to clearly recognise where these attributes are being developed during their program of study.

Learning outcomes can be presented as a bulleted list. Numbering the outcomes makes it easier to refer to them elsewhere in the course outline, for example, when noting the alignment between assessment items and learning outcomes in 5.2.

Information on developing learning outcomes is available at: http://www.ltu.unsw.edu.au/content/course_prog_support/outcomes.cfm?ss=0

**Examples of learning outcomes from ASB course outlines (CTRL + Click)**

3.3 Approach to Learning and Teaching

This section should include a brief statement about the approach to learning and teaching (or teaching philosophy) which underpins the course aims, design and delivery. It provides the students with an understanding of the rationale behind the teaching strategies, activities and assessment in the course.

The approach to learning and teaching may have been shaped by your own experience as a teacher and practitioner, by your educational research and/or your interaction with colleagues. Your approach will be informed by your answers to such questions as: What do you believe is important for effective learning and teaching in higher education? How can you best prepare students to practise or research in your discipline? How do you aim to promote effective learning? How do these beliefs and aims inform the teaching strategies and assessment in the course?

Depending on the course, the information in this section might be quite individual in nature (e.g. if there is only one teacher on the course) or represent a coherent team approach, such as with large courses involving multiple lecturing staff.

When describing your approach to learning and teaching, you may find it helpful to draw on the ‘Guidelines on Learning that Inform Teaching at UNSW’. The Guidelines are available at: www.guidelinesonlearning.unsw.edu.au/.

Further suggestions for writing the learning and teaching rationale are available at: www.ltu.unsw.edu.au/content/teaching_support/teaching_portfolio.cfm?ss=0#philosophy

**Examples from ASB course outlines (CTRL + Click)**
3.4 Teaching Strategies

[This section provides the student with information about how the teaching occurs (e.g. in lectures, tutorials, computer labs) and the different teaching and learning strategies used. For example, in your course, what are the roles of the lectures, tutorials and other study contexts? What sort of learning activities will students undertake (and why)? How do all these strategies fit together to assist students in achieving the learning outcomes?

This section gives students both a ‘rationale’ for the different types of teaching strategies as well as setting expectations.

The teaching strategies should be consistent with the ‘approach to teaching and learning’ noted in the previous section.]

Examples from ASB course outlines (CTRL + click)

4. CONTINUAL COURSE EVALUATION AND IMPROVEMENT

[This section refers to closing the Learning and Teaching Feedback Loop (Goal 6, UNSW Learning and Teaching Plan 2005-7): ‘Continual improvement of our students’ learning and teaching experience will follow evaluation of programs, courses and teaching.’ Staff need to show evidence of how they use course and teaching evaluations (particularly from the CATEI process) for quality assurance and improvement.

Include a brief statement informing students of the process for evaluating and developing the course, particularly in relation to student feedback. This is an opportunity to inform students of the value of their feedback, of the methods used to obtain feedback (eg. CATEI, informal feedback) and of the changes made to the current course as a result of previous feedback. Specific examples of changes should be used where possible.

For new courses, indicate any feedback/evaluation from previous courses and/or any additional input that has informed the development of this course, for example from research, industry or other stakeholders. Indicate how student feedback will be used to further refine the course.

An example of possible wording follows:

‘Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. Previous student feedback ....’

Examples from ASB course outlines (CTRL + Click)
5. LEARNING ASSESSMENT

5.1 Formal Requirements

[This section should clearly state what is required to pass the course. State the formal requirements, for example:

‘In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below)’.

5.2 Assessment Details

[UNSW Policy is to include assessment details in the Course Outline. Students can be referred to additional materials (e.g. on WebCTVista) but basic information addressing the bullet points should be included in this section.

Provide details of each assessment component including:

- The rationale/purpose for the assessment and the relationship to specific student learning outcomes:
  Students should be able to clearly see the alignment between the course aims/learning outcomes and the assessment practices that are designed to evaluate these outcomes. One way of clearly indicating this alignment is in a table format (see examples below).

- The link between assessment components and graduate attributes, where appropriate:
  Graduate attributes which have been contextualised for your discipline and course should be included in the course Student Learning Outcomes at 3.2. This section shows students how particular graduate attributes are explicitly developed and assessed in this course.

- The criteria by which marks will be assigned:
  Describe criteria for grading. Marking schedules /guidelines could also be included here or as an appendix to the course outline.

- The marks/weighting assigned to each component;

- Dates of submission (according to the UNSW assessment policy - https://my.unsw.edu.au/student/academiclife/assessment/AssessmentPolicyIndex.html)

Examples from ASB course outlines (CTRL + Click)

5.3 Assignment Format

[Information about assignment format – this information can be contained under a separate heading such as this one or located with the information about each piece of assessment in 5.2.]
5.4 Assignment Submission Procedure

[Information about how assignments are to be submitted – this information can be contained in a separate section, such as in this structure, or embedded within the notes for each piece of assessment. You may wish to remind students to keep a copy of all work submitted for assessment and to keep returned marked assignments.]

5.5 Late Submission

[Information about late submission of assignments, including penalties – this information can be contained within individual course outlines; alternatively, the School may wish to develop a standard policy which is available on the School website and referred to in course outlines.]

5.6 Special Consideration and Supplementary Examinations

[Information and policy about special consideration and supplementary examinations – it is recommended that there be a standard School policy made available on the School website and referred to in the course outline. UNSW policy and information on special consideration, including supplementary exams can be found at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

An example of words about special consideration for course outlines follows. These words could be used and/or modified to suit the policies/processes within your School.]

UNSW Policy and Process for Special Consideration
(see https://my.unsw.edu.au/student/atoz/SpecialConsideration.html)

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will not be accepted by teaching staff;
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;
- Please note that a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.
ASB Policy and Process for Special Consideration and Supplementary Exams

In the ASB, requests for special consideration are determined by a Faculty wide panel which will advise the Lecturer in Charge of appropriate action.

If the Faculty panel (see above) grants a special consideration request, this may entitle the student to sit a supplementary examination. In such cases the following procedures will apply:

- Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. Actual date will be advised by mid-semester.

- Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will not be marked and only the mark achieved in the supplementary examination will count towards the final grade.

Further information concerning supplementary examinations is available on the ASB website.

6. ACADEMIC HONESTY AND PLAGIARISM

[On 1 March 2005, UNSW’s Academic Board endorsed a six-month University-wide trial of a new framework for dealing with student plagiarism. Guidelines for staff, schools and faculties have been developed and includes information about how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases. Staff should be familiar with these policies and processes. The booklet can be downloaded at:
http://www.lc.unsw.edu.au/plagiarism/policy.html

The extract in the shaded box should appear in all course outlines, in unaltered form. It is recommended that additional discipline-specific advice/information be provided wherever possible.]

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see:
http://www.lc.unsw.edu.au/plagiarism/index.html

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement:

[Course Code – Course Name]  Page- 9
paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
• piecing together sections of the work of others into a new whole;
• presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
• claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

• correct referencing practices;
• paraphrasing, summarising, essay writing, and time management;
• appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.

** 7. STUDENT RESPONSIBILITIES AND CONDUCT **

This whole section (or your own wording of these topics) can be written out in your course outline. Alternatively, it can be referred to with words such as ‘all students are expected to adhere to university policies in relation to class attendance and general conduct and behaviour. In addition, students are expected to understand their obligations in relation to workload and keeping informed. Information and policies on these topics can be found at: www.my.unsw.edu.au.

The decision about whether to write it out in the course outline (as in the sample texts 7.1-7.4 below), or make reference to it only, is the decision of the Lecturer-in-
Charge and will depend on a number of factors, including the level of the course. For example, first year students may require more advice concerning such matters than third/fourth year students.

7.1 Workload

[‘The Academic Board has determined that the normal workload expectations of a student are 25-30 hours per [12 week] session for each unit of credit, including class contact hours, preparation and time spent on all assessable work.’ https://my.unsw.edu.au/student/academiclife/assessment/AssessmentPolicySec2.html . This equates to about 10 hours weekly per course.] Possible wording:

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

7.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

7.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

7.4 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

8. STUDENT RESOURCES

8.1 Course Resources

[Provide information on the resources available to students such as:

- Prescribed text/s · including title, publisher, edition, year of publication and availability (in bookshop, UNSW library, MyCourse)
8.2 Other Resources, Support and Information

[Information about other services available for students. This can be detailed either on a School website and referred to in the course outline or provided as in the example below.]

The University and the ASB provide a wide range of support services for students, including:

**Learning and Study Support:**

- **ASB Education Development Unit**
  The Education Development Unit (EDU) provides learning support and assistance to all students in the ASB, to enable them to enhance the quality of their learning. The EDU services are free, and tailored to meet the academic needs of students in the Australian School of Business.

  The role of the EDU is to provide
  - A range of support initiatives for students from the Australian School of Business in relation to their transition to university;
  - Learning skills development, resources and activities for Business students
  - Academic writing and skills workshops throughout the session;
  - Printed and online study skills resources, such as referencing guides, report writing and exam preparation;
  - A drop-in EDU Office containing books and resources that can be borrowed;
  - A limited consultation service for students with individual or small group learning needs.

  The EDU website [www.business.unsw.edu.au/edu](http://www.business.unsw.edu.au/edu) contains information, online resources and useful links as well as providing information and dates for workshops. More information about the EDU services including resources, workshop details and registration, and consultation request forms are available from the EDU Office.

**EDU Contact Details**

| Location | Room GO7Ground Floor,  
|          | West Wing, Australian School of Business Building |
| Telephone: | 02 9385 5584 |
| Email: | Edu@unsw.edu.au |
| Website | [www.business.unsw.edu.au/edu](http://www.business.unsw.edu.au/edu) |
UNSW Learning Centre (http://www.lc.unsw.edu.au)  
In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for all UNSW students. The Learning Centre is located on Level 2 of the Library and can be contacted by phone: 9385 3890 or through their website.

Technical support:

For any technical support issues (difficulty logging in to websites, problems downloading documents, etc) you can contact the UNSW IT Service Desk at: (02) 9385 1333 ; Email: servicedesk@unsw.edu.au

Counselling support · http://www.counselling.unsw.edu.au  
Students experiencing problems of a personal or academic nature are encouraged to contact the Counselling Service at UNSW. This consultation service is free and confidential and run by professional counsellors. The Counselling Service also conducts workshops on topics such as ‘Coping With Stress’ and ‘Procrastination’. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418.

Library training and support services · http://info.library.unsw.edu.au  

Disability Support Services – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.studentequity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- Examination procedures and advice concerning illness or misadventure: https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html

9. COURSE SCHEDULE

[Insert a table of lecture/tutorial/practical class topics for each week, indicating the name of lecturer involved (where multiple lecturers are teaching in the course), online activities, such as discussion forums, and relevant readings from textbook and other reference material identified for the course and/or other such learning activities, which students are required to complete.]