



**Southern Cross  
University**

# Guide to the new CAM template

May 2025



Transforming > Tomorrow



# 1. Updated Dashboard tab

The Dashboard tab has an updated format with buttons that link to the related tabs. The ULO-Assessment steps have been removed as this mapping no longer needs to be done in the template.

**CONSTRUCTIVE ALIGNMENT AND BENCHMARKING TEMPLATE - Dashboard/Home Page**

[Remember to use the Spreadsheet Mapping Instructions to help you complete these pages](#)

Note: If you are only completing a course amendment then you do not need to complete the Benchmarking spreadsheets.

**Step 1: Complete Benchmarking**

**Benchmarking rules** Review 3 other universities with similar courses to consider/compare the rules, structure etc

**Benchmarking CLOs** Review 3 other universities with similar courses to consider/compare CLOs

**Step 2: Complete Constructive Alignment**

**CLO-GA-AQF-Threshold** Map your Course Learning Outcomes (CLOs) to the University Graduate Attributes (GAs), the relevant AQF Skills and Knowledge, Threshold Learning Outcomes (TLO) for your discipline (if applicable) and External Professional Accreditation requirements (if applicable)  
\* Each Degree/Course needs to be mapped in its own CAM Template document

**ULO-CLO-MLO alignment** Map all core Unit Learning Outcomes (ULOs) to the CLOs noting the level of proficiency for each ULO, Map any embedded Specialisations/Majors/Minors to CLOs

**ULO-MLO-Major Spec alignment** Map the ULOs within a Specialisation/Major/Minor to the stated Learning Outcomes for that Specialisation/Major/Minor [MLO] (Complete for each major/specialisation on a separate tab, hide any that you do not use)

**NOTE:** This must be signed off by all members of the Course Design Team once they have reviewed it and provide feedback that has been discussed and all parties are in agreement as per policy

DASHBOARD CAM CHANGE HISTORY CAM DATA REPORT **Benchmarking Rules** Benchmarking CLOs CLO-GA-AQF-Threshold ULO-CLO-MLO alignment ULO-MLO Major-Spec 1 Alignment ULO-MLO Major-Spec 2 Alignment ULO-MLO Major-Spec 3 Alignment

New colour-coded buttons link to the related tabs in the spreadsheet...

...Clicking on the 'Home' symbol in the other tabs will return you to the Dashboard tab

	B	C	D	E	F	G	H	I
1								
2								
3	Home	SCU Graduate Attributes						
4	Constructive alignment of course learning outcomes with Graduate Attributes, Regulatory and Industry criteria							
5		1	2	3	4	5	6	7
6								





# 3. Improved Benchmarking tabs

The Benchmarking tabs have been simplified

Section 1 Benchmarking Rules

Items to Compare	Southern Cross University	Australian Uni - RUN Group	Australian Uni - Non-Run Group	*International Uni (see page..)	Rationale
	Identified Universities SCU Proposed Course: [insert proposed course name] - (Fill in any boxes that are empty with the SCU course information required)	Uni 1:	Uni 2:	Uni 3:	
Rationale for selecting Comparator University course	N/A				Where there are differences, provide an explanation
Notes provide context where required regarding interpretation of the similarities or differences and	N/A				
Website links (i.e. course pages)	N/A				
Course Aim					
English Admissions Criteria					
Academic Admissions Criteria					
Is the AQF level the same?					
Length of course (Years)					
Are there Work Integrated Learning components?					
Is the Work Integrated Learning component/s mandatory?					
Is the assessment strategy similar for this course?					

  

Section 2: Benchmarking Course Learning Outcomes

Benchmark University		Southern Cross University Course Learning Outcomes (maximum of 10 recommended)									
University and Course		CLO1: Analyse, generate, transmit innovative solutions to sometimes	CLO2: Demonstrate an understanding of diverse ways of knowing and	CLO3: Apply knowledge and understanding of professional, ethical,	CLO4: Demonstrate disciplinary, interdisciplinary and transdisciplinary	CLO5: Apply pedagogical principles in supportive learning environments for	CLO6: Integrate reflective learning and practice to develop personal and	CLO7: Communicate clearly, coherently and independently with the	CLO8: Practice teamwork skills and leadership in professional and learning	CLO9: Implement and incorporate respect for diversity in others and	CLO10: Apply a broad knowledge and understanding of the
Uni 1:	CLOs for benchmark course										
	CLO 1:										
	CLO 2:										
	CLO 3:										
	CLO 4:										
	CLO 5:										
Uni 2:	CLO 1:										
	CLO 2:										
	CLO 3:										
	CLO 4:										
	CLO 5:										
	CLO 6:										
Uni 3:	CLO 1:										
	CLO 2:										
	CLO 3:										
	CLO 4:										
	CLO 5:										
	CLO 6:										
Summary comments		Conclusion									
Discuss whether the benchmark shows support for the CLO and/or uniqueness of the CLO and the rationale for inclusion. Is this a point of difference that will draw student to the course?											

There is now only one row of CLOs. These are auto-populated from the CLO-GA-AQF-Threshold tab

There are enough columns for 20 CLOs if needed (maximum of 10 recommended)

Pre-filled example cells have been removed here and throughout the template





# 5. Updates to the ULO-CLO-MLO Alignment tab

The ULO-CLO-MLO alignment tab has been updated to make the CAM template easier to work with

**Alignment to Course Learning Outcomes:**  
 Please identify development of CLO at the relevant level of proficiency: (as a guide)  
 Under graduate = 1 Emerging (level 1 units); 2 Increasing (level 2 units); 3 Attaining (level 3 units)  
 Post graduate = 1 Emerging (level 3/5 units); 2 Increasing (level 5 units); 3 Attaining (level 6/7 units)

① CLOs are auto-populated from the CLO-GA-AQF tab. Insert additional columns for all CLOs as needed, and drag the formula across from the adjacent column

① Copy Units + ULOs from CAM DATA REPORT and 'Paste Special/Values' or insert/update rows as needed

	Level of Study	CLO1: Analyse, generate and transmit innovative solutions to sometimes complex problems to transform and disrupt thinking in educational contexts.	CLO2: Demonstrate an understanding of diverse ways of knowing and learning in educational contexts to inform connected and compassionate ways of teaching, including environmental and sustainable practices.	CLO3: Apply knowledge and understanding of professional, ethical, legislative requirements and human rights principles in education settings.	CLO4: Demonstrate disciplinary, interdisciplinary and transdisciplinary knowledge in relation to curriculum content and frameworks.	CLO5: Apply pedagogical principles in supportive learning environments for effective assessment practices.	CLO6: Integrate reflective learning and practice to develop personal and professional skills including literacy, numeracy and academic integrity.	CLO7: Communicate clearly, coherently and independently with the ability to explain knowledge and ideas in both oral and written forms.	CLO8: Practice teamwork skills and leadership in professional and learning community settings.	CLO9: Implement and incorporate respect for diversity in others and others while actively embedding proactive and inclusive strategies to encourage and support student engagement.	CLO10: Apply a broad knowledge and understanding of the impacts culture, cultural identity and linguistic background have on the education of Aboriginal and Torres Strait Islander students.	CLO11:	CLO12:	CLO13:	CLO14:	CLO15:
<b>Constructive alignment of (core) unit learning outcomes to course learning outcomes</b>																
Core Units																
Unit: EDUC1003 - Education and Philosophy: Playing with Thought	1							1								
LO1: demonstrate an understanding of foundational educational concepts, contexts and contemporary issues								1								
LO2: demonstrate ability to identify and critique educational philosophies and theories																
LO3: demonstrate an ability to identify and analyse the philosophical foundations of educational practices						1	1	1								
Unit: ENGL1005 - Foundations of English and Literacy: More than Words	1										1					
LO1: demonstrate knowledge and understandings of the pervasive nature of English and literacy and their role in everyday situations								1	1	1						
LO2: demonstrate personal literacy to the high standard required for professional practice								1	1	1						
LO3: analyse a range of texts for their text structure and language features						1					1					
LO4: create a range of texts for a professional context					1			1	1	1						
Unit: MATH1002 - Foundations of Mathematics and Numeracy: Numbers that Count	1															
LO1: demonstrate personal competence in mathematics to a level appropriate for their intended tertiary study and later professional settings								1	1							
LO2: demonstrate the mathematical understandings and capabilities that enable the integration of numeracy into professional and societal use			1		1			1		1	1					
LO3: plan for, collect, analyse, represent and apply data for individual and professional use in a variety of settings in ethical and appropriate ways including applications to probability		1	1	1			1	1	1							
LO4: employ a range of appropriate technology applications for mathematics and numeracy, in everyday and professional settings		1								1						
Unit: EDUC1006 - Interdisciplinary Studies: Crossing the Line (5 days school-based Obs)	1															
LO1: identify and critically engage with concepts, principles and theories of disciplinary, interdisciplinarity and transdisciplinarity.		2						1								

Level of Study is now a single digit

You can copy and paste the Units, Unit Learning Outcomes and Level of Study from the CAM data report if the information exists in UCMS (use 'Paste special/Values')  
Or if you're designing a new course, you can use the template to enter Units, ULOs and Level of Study directly

There are no more columns or merged cells between sections.

When there is a value in the 'Level of Study' column, the corresponding row format will automatically update to blue, so that you don't have to manually format it.

The CLOs in this tab are populated automatically based on the CLOs in the CLO-GA-AQF-Threshold tab

There are enough columns for up to 20 CLOs (maximum of 10 recommended)





# 6. Updates to the ULO-MLO Major-Spec Alignment tabs

The ULO-MLO Major-Spec alignment tabs have been updated to make the CAM template easier to work with

Constructive alignment of unit learning outcomes to Specialisation/Major/Minor 1		Alignment to Specialisation/Major/Minor Learning Outcomes: Primary Specialisation					
Primary Specialisation Aim: Primary specialisation offers a career pathway in Primary School Teaching (K-6)		Please identify development of CLO at the relevant level of proficiency: (as a guide) Under graduate = 1 Emerging (level 1 units); 2 Increasing (level 2 units); 3 Attaining (level 3 units) Post graduate = 1 Emerging (level 3/5 units); 2 Increasing (level 5 units); 3 Attaining (level 6/7 units)					
		Proficiency level obtained	2.29	2.09	2.22	2.13	2.13
		Correct proficiency level	3	3	3	3	3
Copy Units + ULOs for the Specialisation/Major/Minor from the CAM DATA REPORT and 'Paste Special/ Values' or insert/update rows as needed		Level of Study	MLO1: Apply analytical skills and knowledge to analyse and evaluate Primary school teaching research ideas and theories for supportive educational contexts that inform	MLO2: Demonstrate appropriate knowledge and skills in applying professional, ethical and self-reflective practice within the Primary school framework of legislative and human	MLO3: Analyse and evaluate pedagogical principles of engagement in Primary curriculum frameworks assessment practices a disciplinary, interdisciplinary transdisciplinary contex	MLO4: Analyse and apply appropriate school theoretical teaching that help support Aboriginal Strait Islander students the use of culture, cultural and linguistic backgrounds in educational context.	
Unit: TCHR2004 Professional Experience I - Primary							
LO1: Understand and meet the expectations and requirements of a professional environment				1	1		
LO2: understand, observe and apply standards and principles in a professional environment				1			
LO3: critically record relevant examples of professional practice				1	1	1	
LO4: Critically and creatively reflect on the professional experience				1	1	1	
Unit: TCHR2005 Professional Experience II - Primary		2					
LO1: Understand and meet the expectations and requirements of a professional environment				2	2		
LO2: Understand, observe and apply standards and principles in a professional environment				2			
LO3: Critically record relevant examples of professional practice				2	2	2	
LO4: Critically and creatively reflect on the professional experience				2	2	2	
Unit: TCHR2006 Professional Experience III - Primary		2					
LO1: Understand and meet the expectations and requirements of a professional environment				2	2		
LO2: understand, observe and apply standards and principles in a professional environment				2			
LO3: critically record relevant examples of professional practice				2	2	2	
LO4: Critically and creatively reflect on the professional experience				2	2	2	
Unit: TCHR3009 Professional Experience IV - Primary		3					
LO1: Understand and meet the expectations and requirements of a professional environment				3	3		
LO2: Understand, observe and apply standards and principles in a professional environment				3			
LO3: Critically record relevant examples of professional practice				3	3	3	
LO4: Critically and creatively reflect on the professional experience				3	3	3	
Unit: HLTH1002 - PDHPE: Mind, Body & Soul		1					
LO1: critically examine the contemporary theory and practice underpinning the study of personal				1	1		
LO2: investigate developmental factors and motor learning theories related to personal development, health and physical education				1			
LO3: demonstrate fundamental movement skills through areas such as dance, gymnastics, games and sports and a range of physical activities						1	
LO4: discuss key issues in health studies, including healthy eating, sexual health, safety, drug education, child protection education, interpersonal relationships and healthy choices				1			
Unit: CRTV1001 - Creativity and the Arts		1					
LO1: explain the interrelationship of critical thinking, creativity and the arts to each other and to				1		1	

You can copy and paste the Units, Unit Learning Outcomes and Level of Study for specialisations/majors/minors from the CAM data report if the information exists in UCMS (use 'Paste special/Values')

Or if you're designing a new course, you can use the template to enter Units, ULOs and Level of Study directly for the specialization/major/minor

The proficiency level calculations have been moved to the top, so that you don't have to worry about accidentally pasting over them.

There are no more columns or merged cells between sections.

When there is a value in the 'Level of Study' column, the corresponding row format will automatically update to blue, so that you don't have to manually format it.

There are now 10 ULO-MLO Major spec Alignment tabs



# 7. ULO Assessment tabs have been removed

The curriculum design and development policies and procedures have been updated so that the ULO Assessment tabs are not required (assessment mapping to ULOs and cognitive complexity rating is done in UCMS)

<a href="#">Return to DASHBOARD</a>		<b>Assessments:</b> Please indicate cognitive complexity: <i>(change assessment type where needed)</i> <b>1 knowledge/comprehension; 2 application/analysis; 3 synthesis/evaluation</b>													<a href="#">RATIONALE see CDD procedures</a>		option for those with external accred - map assessments to standards					
<b>Constructive alignment of (core) unit learning outcomes to course learning outcomes</b> <i>(Double weighted and Capstone units can have up to 6 ULOs)</i>	Level of Study	Portfolio	Portfolio (b)	Autoethnography	Quiz	Exam: online	Project	Case Study	Self Assessment with Reflection	Presentation	Essay	Calculations	Poster	Report	Blog	Unit of Work	Alignment between Assessment and Learning Outcomes	Alignment with the Educational approach of course (Refer to Educational Rationale/Approach from the New Course Submission)				
		<b>Unit: EDUC1003 - Education and Philosophy: Playing with Thought</b> 1000																				
LO1: demonstrate an understanding of foundational educational concepts, contexts and contemporary issues		3															Portfolio: Compile critical summaries and reflections based on topics and concepts associated with a range of educational models.	The unit is both direct instruction and demonstration learning for the first part of the unit where foundation knowledge is being acquired then shifts to project-based learning as students apply knowledge				
LO2: demonstrate ability to identify and critique educational philosophies and theories		3																				
LO3: demonstrate an ability to identify and analyse the philosophical foundations of educational practices																						
LO4: demonstrate an ability to critically and ethically reflect on personal assumptions and beliefs about the nature and purpose of education.		3																				
<b>Unit: ENGL1005 - Foundations of English and Literacy: More than Words</b> 1000																						
LO1: demonstrate knowledge and understandings of the pervasive nature of English and literacy and their role in everyday situations		2			1												Portfolio: A written analysis of a professional article from The Conversation, a professional letter; a written analysis of the video; and a video-recording of spoken creative piece	The unit is both direct instruction and self-directed learning where foundation literacy knowledge is acquired and reviewed and tested				
LO2: demonstrate personal literacy to the high standard required for professional practice		2			1												Quiz: Online computer-marked quiz on the technical skills of writing; online computer-marked quiz on comprehension, mind maps through					
LO3: analyse a range of texts for their text structure and language features		2			1																	
LO4: create a range of texts for a professional context		2			1																	
<b>Unit: MATH1002 - Foundations of Mathematics and Numeracy: Numbers that Count</b> 1000																						
LO1: demonstrate personal competence in mathematics to a level appropriate for their intended tertiary study and later professional settings																						
LO2: demonstrate the mathematical understandings and capabilities that enable the integration of numeracy into professional and societal use																						
LO3: plan for, collect, analyse, represent and apply data for individual and professional use in a variety of settings in ethical and appropriate ways including applications to probability																						

The 'Not for AC ULO-Assess' tabs are no longer included in the template



## 8. New CAM data report tab

There is a new 'CAM DATA REPORT' tab. You can run the CAM data report from UCMS and paste the contents into the CAM data report tab.

The CAM Data report is accessed from the UCMS Reports menu.

**Report: Course Constructive Alignment Mapping (CAM) Data**

Criteria

Enter the Course Code of the course

Course  Graduate Certificate in Religious Education

In Progress

*If 'In Progress' is selected, the CAM data report will be based on the current in-progress course amendment or new course.*

*The report will list any in-progress unit amendments associated with the course under '3. In Progress Unit Amendments' section of the report. Any New Units will be listed under '2. Core Units and Unit Learning Outcomes' with the suffix (NEW UNIT)*

Create Report

/!\ When the 'In progress' checkbox is not checked, the report will return the CAM data for the current implemented version of the course.

If 'In progress' is checked, the report will be based on the current in progress course amendment or new course (if any)

Click 'Create Report' to generate the report (A spreadsheet will be generated)



# 8. New CAM data report tab

The CAM data report is formatted to suit the CAM template so that you can copy from the CAM data report into the relevant sections of the CAM.

Section 1 lists the distinct Course Learning Outcomes (CLOs)

Section 2 Lists the units and unit learning outcomes (LOs) for all of the units in the course.  
  
The list includes core units and units for specialisations, majors and minors.  
  
The list will be ordered (depending on how the course is setup in UCMS) according to the schedule of units or the course groups.

Section 3 lists any in progress unit amendments for the units in the course – So that you can see if any unit amendments are in the pipeline that might impact the CAM

A	
1	Report date: 9/04/2025
2	
3	Course Constructive Alignment Mapping (CAM) Data Report, 2127279 Diploma of Business, Activity ID 70082
4	
5	1. Course Learning Outcomes
6	CLO1: Exercise judgement to identify problems and contribute to their solutions in defined business settings.
7	CLO2: Apply theoretical and technical knowledge and skills within defined contexts in the field of business.
8	CLO3: Apply ethical and sustainable values and practices within defined business contexts.
9	CLO4: Demonstrate responsibility and accountability for own learning and work in defined business contexts.
10	CLO5: Apply academic knowledge and skills to communicate information, concepts, and solutions, individually and/or in a team within defined business contexts.
11	CLO6: Demonstrate an awareness of diverse cultural perspectives within defined business contexts.
12	
13	
14	2. Core Units and Unit Learning Outcomes
15	
16	Business
17	EDUC1001 Language and Learning in your Discipline
18	LO1: apply independent learning and self-management strategies to your studies.
19	LO2: produce academic writing with relevant content to your discipline for a variety of audiences.
20	LO3: apply principles of academic integrity to individual work.
21	MATH1003 Quantitative Methods with Economics
22	LO1: Apply foundational quantitative techniques to analyse graphs and data sets to solve problems and draw meaningful conclusions.
23	LO2: Quantitatively analyse data using appropriate spreadsheet and statistical software.
24	LO3: Evaluate and discuss findings from quantitative analyses and communicate ethical, data-informed decisions in various forms.
25	LO4: Reflect upon the impact of individual experiences and perspectives on decision-making.
26	LEGL1003 Introduction to Business Law
27	LO1: demonstrate an understanding of the Australian legal system and its significance to business and commerce
28	LO2: explain relevant statute and common law in relation to defective products and misrepresentations in business and commerce
29	LO3: explain the key principles of contract law and the influence of consumer protection legislation
30	LO4: describe the law regarding sole traders, partnerships and companies
31	ACCT1001 Accounting and Finance for Business
32	LO1: review financial statements of the business, Balance Sheet, Income statement and Cash flow statement
33	LO2: undertake a ratio analysis of a company's financial statements
34	LO3: discuss and apply budgeting, performance measurement, Cost-volume-profit analysis and capital investment techniques to make appropriate business decision
35	LO4: distinguish and compare alternative sources of financing for business.
36	BUSN1008 Business Practice and Impact
37	LO1: describe the context of business and the role that various stakeholders play
38	LO2: identify and explain the impact of business sustainability on the wider community
39	LO3: reflect on differing cultural perspectives and practices and the value of diversity across various business contexts.
40	BUSN2001 Professional Development for the Workplace
41	LO1: evaluate key theoretical and practical issues relating to career planning and development
42	LO2: analyse the nature, scope, breadth and variety of employment opportunities and career paths in relevant industry sectors
43	LO3: demonstrate the ability to effectively meet the professional requirements of the employment selection process
44	LO4: demonstrate self-awareness in regards to a range of key skills and competencies appropriate to the workplace context
45	COMM1004 A Culture of Enquiry
46	LO1: Identify how students know what they know; and identify frames, heuristics and biases.
47	LO2: Working in groups
48	LO3: Identify relevant sources for university study and demonstrate an understanding of text ownership and authorship
49	LO4: Interpret visually represented data
50	
51	3. In progress Unit Amendments
52	
53	ACCT1001 Financial Literacy for Business, Activity ID 70039, Accreditation Committee, Implementation Year 2026, Created by Fiona Egglar, Amendment Types:
54	BUSN1008 Business Practice and Impact, Activity ID 70272, In Development, Implementation Year 2026, Created by Fiona Egglar, Amendment Types: Learning
55	LEGL1003 Introduction to Business Law, Activity ID 70272, In Development, Implementation Year 2026, Created by Fiona Egglar, Amendment Types: Learning
56	

The Header includes the report date, course code and code name and UCMS activity ID

The level of study for each unit of study is included in a separate column



# 8. New CAM data report

The CAM data report tab has two sections so that you can compare the current version of the CAM data report to the earlier version used to populated the CAM.

1 The CAM data report on which the current version of the CAM is based should be pasted in the CAM data report tab on this side

Note: You will need to manually copy and paste the data from the CAM DATA REPORT tab into the other CAM tabs as needed

6 Once you have finished updating the CAM, paste the new version of the CAM data report on this side, so that you always have a record of the last CAM data report used to update the CAM

Paste the CAM data report on which the CAM is based here in cell A2: Report date: 9/04/2025		Paste (using Paste Special - Values) the updated CAM data report here in cell C2: Green highlighting means the content is the same, Red highlighting means the content is different Report date: 1/05/2025
Course Constructive Alignment Mapping (CAM) Data Report, 2127279 Diploma of Business, Activity ID 70082		Course Constructive Alignment Mapping (CAM) Data Report, 2127279 Diploma of Business, Activity ID 70082
1. Course Learning Outcomes CLO1: Exercise judgement to identify problems and contribute to their solutions in defined business settings. CLO2: Apply theoretical and technical knowledge and skills within defined contexts in the field of business. CLO3: Apply ethical and sustainable values and practices within defined business contexts. CLO4: Demonstrate responsibility and accountability for own learning and work in defined business contexts. CLO5: Apply academic knowledge and skills to communicate information, concepts, and solutions, individually and/or in a team within defined business contexts. CLO6: Demonstrate an awareness of diverse cultural perspectives within defined business contexts.		1. Course Learning Outcomes CLO1: Exercise judgement to identify problems and contribute to their solutions in defined business settings. CLO2: Apply theoretical and technical knowledge and skills within defined contexts in the field of business. CLO3: Apply ethical and sustainable values and practices within defined business contexts. CLO4: Demonstrate responsibility and accountability for own learning and work in defined business contexts. CLO5: Apply academic knowledge and skills to communicate information, concepts, and solutions, individually and/or in a team within defined business contexts. CLO6: Demonstrate an awareness of diverse cultural perspectives within defined business contexts.
2. Core Units and Unit Learning Outcomes	Level of study	2. Core Units and Unit Learning Outcomes
Business		Business
EDUC1001 Language and Learning in your Discipline LO1: apply independent learning and self-management strategies to your studies. LO2: produce academic writing with relevant content to your discipline for a variety of audiences. LO3: apply principles of academic integrity to individual work.		1 EDUC1001 Language and Learning in your Discipline LO1: apply independent learning and self-management strategies to your studies. LO2: produce academic writing with relevant content to your discipline for a variety of audiences. LO3: apply principles of academic integrity to individual work.
MATH1003 Quantitative Methods with Economics LO1: Apply foundational quantitative techniques to analyse graphs and data sets to solve problems and draw meaningful conclusions. LO2: Quantitatively analyse data using appropriate spreadsheet and statistical software. LO3: Evaluate and discuss findings from quantitative analyses and communicate ethical, data-informed decisions in various forms. LO4: Reflect upon the impact of individual experiences and perspectives on decision-making.		1 MATH1003 Quantitative Methods with Economics LO1: Apply foundational quantitative techniques to analyse graphs and data sets to solve problems and draw meaningful conclusions. LO2: Quantitatively analyse data using appropriate spreadsheet and statistical software. LO3: Evaluate and discuss findings from quantitative analyses and communicate ethical, data-informed decisions in various forms. LO4: Reflect upon the impact of individual experiences and perspectives on decision-making.
LEGL1003 Introduction to Business Law LO1: demonstrate an understanding of the Australian legal system and its significance to business and commerce LO2: explain relevant statute and common law in relation to defective products and misrepresentations in business and commerce LO3: explain the key principles of contract law and the influence of consumer protection legislation LO4: describe the law regarding sole traders, partnerships and companies		1 LEGL1003 Introduction to Business Law LO1: Demonstrate an understanding of the Australian legal system and its significance to business and commerce LO2: Explain relevant statute and common law in relation to defective products and misrepresentations in business and commerce LO3: Explain the key principles of contract law and the influence of consumer protection legislation LO4: Describe the law regarding sole traders, partnerships and companies
ACCT1001 Accounting and Finance for Business LO1: review financial statements of the business, Balance Sheet, Income statement and Cash flow statement LO2: undertake a ratio analysis of a company's financial statements LO3: discuss and apply budgeting, performance measurement, Cost-volume-profit analysis and capital investment techniques to make appropriate business decision LO4: distinguish and compare alternative sources of financing for business.		1 ACCT1001 Accounting and Finance for Business LO1: review financial statements of the business, Balance Sheet, Income statement and Cash flow statement LO2: undertake a ratio analysis of a company's financial statements LO3: discuss and apply budgeting, performance measurement, Cost-volume-profit analysis and capital investment techniques to make appropriate business decision LO4: distinguish and compare alternative sources of financing for business.
BUSN1008 Business Practice and Impact LO1: describe the context of business and the role that various stakeholders play LO2: identify and explain the impact of business sustainability on the wider community LO3: reflect on differing cultural perspectives and practices and the value of diversity across various business contexts.		1 BUSN1008 Business Practice and Impact LO1: describe business practices and the role that various stakeholders play in different business contexts LO2: identify and explain the impact of business sustainability on the wider community LO3: reflect on differing cultural perspectives and practices and the value of diversity across various business contexts.
BUSN2001 Professional Development for the Workplace LO1: evaluate key theoretical and practical issues relating to career planning and development LO2: analyse the nature, scope, breadth and variety of employment opportunities and career paths in relevant industry sectors LO3: demonstrate the ability to effectively meet the professional requirements of the employment selection process LO4: demonstrate self-awareness in regards to a range of key skills and competencies appropriate to the workplace context		2 BUSN2001 Professional Development for the Workplace LO1: evaluate key theoretical and practical issues relating to career planning and development LO2: analyse the nature, scope, breadth and variety of employment opportunities and career paths in relevant industry sectors LO3: demonstrate the ability to effectively meet the professional requirements of the employment selection process LO4: demonstrate self-awareness in regards to a range of key skills and competencies appropriate to the workplace context
COMM1004 A Culture of Enquiry LO1: Identify how students know what they know; and identify frames, heuristics and biases.		1 COMM1004 A Culture of Enquiry LO1: Identify how students know what they know; and identify frames, heuristics and biases.

2 Whenever you run a new CAM data report, first past it here so that you can see if any of the data is different from the previous version, and you can decide if the CAM needs to be updated.

3 **!\ Note:** Be sure to paste using the 'Paste-Special - Values' option so that you preserve the conditional formatting that is used to highlight changes

4 If the value in the new report is the same as the report on the left, the cell will be highlighted in this colour

5 If the value in the new report is different to the report on the left, the cell will be highlighted in this colour