



**Southern Cross  
University**

# Integrated Curriculum and Constructive Alignment



Spreadsheet Mapping Instructions

## Contents

<b>Checklist for Completion of Constructive Alignment Mapping</b> .....	3
<b>Integrated Curriculum Framework and Constructive Alignment Mapping Instructions</b> .....	4
<b>Step 1: Complete Benchmarking</b> .....	5
<b>Step 1a – Benchmarking Rules</b> .....	6
<b>Step 1b – Benchmarking CLOs</b> .....	9
<b>Step 2: Complete Constructive Alignment</b> .....	12
<b>Step 2a: Mapping CLOs to Graduate Attributes and AQF requirements</b> .....	12
<b>Step 2b: Mapping CLOs to Threshold Learning Outcomes and Professional Accreditation Requirements</b> .....	14
<b>Step 2c: Mapping Unit Learning Outcomes (ULOs) to CLOs</b> .....	17
<b>Step 2d: Aligning ULOs for Specialisations/Majors/Minors with Major Learning Outcomes</b> .....	20
<b>Naming and Saving CAMs</b> .....	27

## Checklist for Completion of Constructive Alignment Mapping

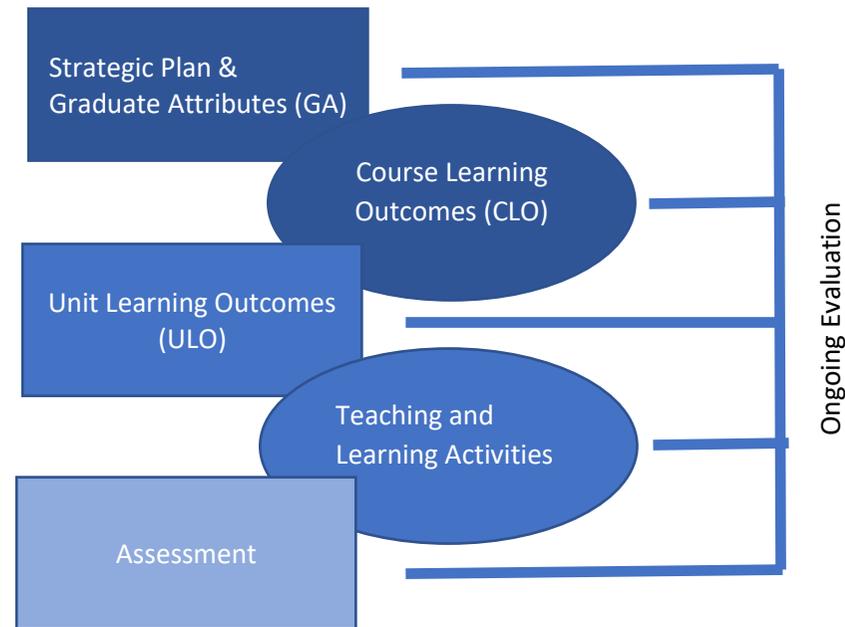
The checklists below will help you identify which spreadsheet tabs you need to complete, depending on the type of Course you are mapping.

**The first two checklists** are for courses that require Benchmarking (New and Changed). **The second two checklists** are for units with course amendments and require a CAM to demonstrate that the course complies with the Accreditation Committee policy. (AC).

<p><b>Checklist for Mapping <u>without</u> specialisation/majors/minors</b></p> <p><b><u>Required for AC review</u></b> The following Constructive Alignment Mapping (CAM) Tabs will need to be completed – Tab names are listed below, along with the most effective order.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Benchmarking Rules</li> <li><input type="checkbox"/> Benchmarking CLOs</li> <li><input type="checkbox"/> CLO-GA-AQF-Threshold</li> <li><input type="checkbox"/> ULO-CLO-MLO alignment</li> </ul>	<p><b>Checklist for Mapping <u>with</u> specialisation/majors/minors</b></p> <p><b><u>Required for AC review</u></b> The following Tabs must be completed – Tab names and the most effective order are listed below.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Benchmarking Rules</li> <li><input type="checkbox"/> Benchmarking CLOs</li> <li><input type="checkbox"/> CLO-GA-AQF-Threshold</li> <li><input type="checkbox"/> ULO-CLO-MLO alignment</li> <li><input type="checkbox"/> ULO- MLO Major Spec 1 alignment</li> </ul> <p><b><i>This Tab for each Major/Specialisation</i></b></p>	<p><b>Checklist for Mapping <u>without</u> specialisation/majors/minors</b></p> <p><b><u>Required for AC review</u></b> The following Constructive Alignment Mapping (CAM) Tabs will need to be completed – Tab names are listed below, along with the most effective order.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CLO-GA-AQF-Threshold</li> <li><input type="checkbox"/> ULO-CLO-MLO alignment</li> </ul>	<p><b>Checklist for Mapping <u>with</u> specialisation/majors/minors</b></p> <p><b><u>Required for AC review</u></b> The following Tabs must be completed – Tab names and the most effective order are listed below.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CLO-GA-AQF-Threshold</li> <li><input type="checkbox"/> ULO-CLO-MLO alignment</li> <li><input type="checkbox"/> ULO- MLO Major Spec 1alignment</li> </ul> <p><b><i>This Tab for each Major/Specialisation</i></b></p>
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## Integrated Curriculum Framework and Constructive Alignment Mapping Instructions

This document provides instructions and examples for aligning Course Learning Outcomes (CLOs) with AQF and Graduate Attributes (GAs), as well as Threshold Learning Outcomes (TLOs) and Professional Accreditation requirements, which are required in some disciplines. To start the process of constructive alignment, benchmarking against other universities is required. In addition, aligning the Unit Learning Outcomes (ULOs) and CLOs provides a clear link between how the unit supports the CLOs and the GAs. The ability to align GAs, CLOs and ULOs within a unit creates a unit with purpose and meaning, enabling students to visualise the link between the various learning outcomes, assessments and other aspects. The figure below demonstrates the iterative process of the SCU Integrated Curriculum Framework Model.



*Adapted from the UNSW Integrated Curriculum Framework image*

This document is designed to help you work through the Benchmarking and alignment of your course and units. It will contain annotations and additional instructions on each of the example Constructive Alignment Mapping (CAM) spreadsheets, demonstrating the Mapping of a course/unit. **You must be familiar with the Curriculum Design and Development Procedure [policies](#) to fully understand the process.**

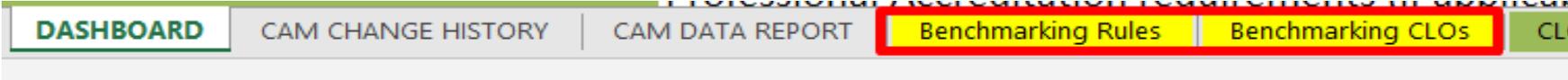
## Step 1: Complete Benchmarking

Benchmarking your Course against other universities is a TEQSA requirement. Benchmarking is essential for understanding how other universities deliver similar courses and which core and elective units they offer. This will help you determine if you are on the right track with what you are proposing to offer or how you want to redesign your Course. Once you have gathered all the information from the benchmarking, you must analyse the information and determine your course of action. One of the primary outcomes should be to examine the various course learning outcomes across different universities and compare them with those of the SCU CLOs.

Note that benchmarking must be completed for new courses or courses with major revisions (e.g., changing the degree program's overall focus and the intent of what graduates will do with the degree). If you are completing a course amendment that involves a change in learning outcomes and course rules, you must update the Benchmarking section of the CAM spreadsheet template.

The CAM spreadsheet shows the two highlighted Benchmarking yellow tabs between the CAM DATA REPORT Tab and the CLO-GA-AQF-Threshold Tab. These are in the order they should be completed, as shown below. These are the first two links in the spreadsheet's Dashboard area.

<b>Benchmarking rules</b>	Review 3 other universities with similar courses to consider/compare the rules, structure etc
<b>Benchmarking CLOs</b>	Review 3 other universities with similar courses to consider/compare CLOs

The screenshot shows a horizontal navigation bar with the following tabs from left to right: DASHBOARD (green), CAM CHANGE HISTORY (grey), CAM DATA REPORT (grey), Benchmarking Rules (yellow with red border), Benchmarking CLOs (yellow with red border), and CLO-GA-AQF-Threshold (grey).

## Step 1a – Benchmarking Rules

The Benchmarking Rules tab will contain a snapshot of the courses against which you are benchmarking and is intended to provide a quick overview of any similarities or differences. Here, you can see that the admissions criteria and the number of majors offered are different. Complete this section before you move on to step 1b. If you have problems finding information from any of the chosen universities, please ask your Chair of Faculty Board or the Associate Dean of Education for advice. For instance, if you can't find international benchmarks, contact [reviews@scu.edu.au](mailto:reviews@scu.edu.au).

In the Benchmarking Rules section, you will need to rationalise why you chose specific universities for benchmarking and any other important or relevant information.

Items to Compare	Southern Cross University	Australian Uni - RUN Group	Australian Uni - Non-Run Group	*International Uni (see page..)	
Identified Universities	SCU Proposed Course: Bachelor of Business 3007155	Uni 1: University of New England - Bachelor of Business	Uni 2: Griffith University - Bachelor of Business	Uni 3: Massey University - Bachelor of Business	
Rationale for selecting Comparator University course	N/A	RUN university	Non-RUN university, local competitor	Similar international BBus	
Notes provide context where required regarding interpretation of the similarities or differences and	N/A	Yes	Yes	Yes	Rationale
Website links (i.e. course pages)	<a href="https://handbook.scu.edu.au/study/courses/bachelor-of-business-3007155/">https://handbook.scu.edu.au/study/courses/bachelor-of-business-3007155/</a>	<a href="https://www.une.edu.au/study/courses/bachelor-of-business/">https://www.une.edu.au/study/courses/bachelor-of-business/</a>	<a href="https://www.griffith.edu.au/study/degree/bachelor-of-business/">https://www.griffith.edu.au/study/degree/bachelor-of-business/</a>	<a href="https://www.massey.ac.nz/study/all-qualifications/bachelor-of-business/">https://www.massey.ac.nz/study/all-qualifications/bachelor-of-business/</a>	Where there are differences, provide an explanation
Course Aim	The Bachelor of Business aims to provide students with the knowledge and capabilities to work as professionals in varied and changing business environments. Students will learn how to be innovative and impactful in a complex and changing world, through inspired and multidisciplinary learning experiences. They will become equipped with the practical skills, tools and knowledge that are vital for the sustainability of society, business and industry. Throughout the degree, students will build a portfolio of professional experiences through a range of real world interactions with employers, industry and the community. Students can specialise in accounting, financial services, business analytics, entrepreneurship & innovation, aviation management, marketing, international business or tourism and event management.	Whether you aim to build your career in small, medium or large enterprises, or launch a business of your own, you must learn to identify opportunities, rise to challenges and adapt to change. The UNE Bachelor of Business is uniquely positioned to help you start or pivot your business career. Our hands-on teaching and mentoring program will develop and hone your financial, critical analysis, decision-making and communication skills. You will learn to identify opportunities, evaluate the options, make informed decisions and measure outcomes. These skillsets are in high demand in dynamic work environments across a variety of sectors.	Gain the future-focused, progressive skills you need to navigate the complex, dynamic world of business. The world is evolving, with a clear shift away from outdated business practices. Griffith's Bachelor of Business will give you the relevant skills, values, and knowledge to thrive in the evolving economy as you explore a whole new way of thinking for the next generation of business professionals.	When you study the Bachelor of Business you will become a well-rounded business professional by building research and practice-informed knowledge and developing a comprehensive skillset for a successful career in business	The course aims for the Bachelor of Business degrees are mostly similar
English Admissions Criteria	See Website Link above	See Website Link above	See Website Link above	See Website Link above	
Academic Admissions Criteria	See Website Link above	See Website Link above	See Website Link above	See Website Link above	
Is the AQF level the same?	Yes	Yes	Yes	Yes	
Length of course (Years)	3	3	3	3	
Are there Work Integrated Learning components?	Yes	Yes	Yes	Yes	
Is the Work Integrated Learning component/s mandatory?	No	No	No	No	
Is the assessment strategy similar for this course?	Yes	Yes	Yes	Yes	

Look for differences between the courses and then explain what these differences are. Provide the course aims and then discuss any differences between the aims of the benchmark courses

## Examples of the information that should be included on the Benchmarking Rules tab

**The rationale for selecting the Comparator University course** - you should examine if Uni X has the same courses/degree program, AQF, a similar number of core units, the same accrediting body, and a similar program and then explain if this is not the case.

**Notes provide context where required regarding the interpretation of the similarities or differences** – some possible things to look for are:

There is a difference in embedded certificates and diplomas, same Discipline but different AQF levels, as they only have a PG program – the duration of the program is different, does not have an AQF equivalence, more or fewer core units, the difference in the number of electives available, different credit points for units, the focus of what they learn is different. Hence, there is a core difference in what is taught. What will the students achieve? What skills and knowledge will they obtain that are relevant to the industry?

**Course Aim** - The Course Aim may be called just that, or it could be called Introduction to the Course (degree, program, ...). It could be called the course/program's overview, objective, or goal.

When discussing the differences, they might include scope (what is covered), AQF or duration differences, or core unit differences. Example rationales include whether the AQF level differs from the study's scope and whether it would differ from the scope of what they learn. Focus on and touch on graduate attributes. There might be differences in what the students will achieve or the skills and knowledge they will leave that are relevant to the industry.

**English Admissions Criteria** – IELTS score is the first option. This is the common one used in Australia. International universities may have the same options or use other reporting options. You want to ensure you're within the range of Australian universities and that your program doesn't require the lowest IELTS score.

**Academic Admission Criteria** – You can use the ATAR (preferred), but you may still have an OP for QLD uni. However, the ATAR score is preferred. International universities will use different scoring systems, possibly IB scores. You will only comment on the ATAR scores relative to those of the other two Australian universities. For example, Uni X may only offer a postgraduate program in this Discipline, so that the AQF level may differ.

**Length of Course (Years)** – The course duration should be similar to that of other Australian universities. An explanation may be that Uni X has a different AQF level; thus, the Course is only 2 years, or the international Uni has a 4-year program, while ours is a 3-year program.

**Work Integrated Learning components** – This is usually called Work Integrated experience, units, Work Placement, etc., on the websites. If the unit is a core unit, then it is mandatory. If they have an option to complete the unit, it is not mandatory and would be in an area where they can choose between a work placement and another unit.

## Examples of the information that should be included on the Benchmarking Rules tab (Continued)

**Assessment Tasks** – The assessment strategies are not always straightforward and are sometimes found in the unit overview or in the unit's approach. Below are a few examples of where they could be found, and they should explain some of the skills and knowledge the student will gain. The student will leave the program with these skills, but through constructive alignment, they should also be incorporated into the assessments they experience in their course.

### **UNE**

#### Course information

Critical thinking, research capability, ethical practice, creativity and innovation, autonomy and initiative, effective communication (presentation, management and planning skills), computer literacy, and cultural awareness

### **CQU**

#### Why study at CQU

You will gain extensive knowledge of the Discipline and transferable skills such as problem-solving, critical thinking, and communication.

### **Auckland University**

#### Programme overview

communication skills; creative and critical thinking; the ability to research, analyse and evaluate information; problem-solving; adaptability; and an awareness of different perspectives

## Step 1b – Benchmarking CLOs

After completing the Benchmarking Rules tab, you will then use the Benchmarking CLOs tab to benchmark the course learning outcomes (CLOs) across the universities. What are they, and how many are there? Are there core CLOs that appear across the different Universities? In the example below, looking at how the CLOs for the two universities align, you can see that they do not match. All of this will go into the analysis you perform after collecting all the data in the benchmarking section.

Benchmark Universities and Courses Learning Outcomes		Southern Cross University Course Learning Outcomes (maximum of 10 recommended)							
		① CLOs are auto-populated from the CLO-GA-AQF tab. Enter/edit manually on the CLO-GA-AQF tab for a new course or course amendment							
University and Course	CLOs for benchmark course <a href="#">Insert more rows for Benchmark Uni CLOs if needed.</a>	CLO1: Critically evaluate and apply practical and responsible business solutions from a range of related disciplines to both inform and justify critical decisions.	CLO2: Apply knowledge and skills creatively in devising innovative, effective and responsible solutions to challenges related to a business.	CLO3: Develop and apply recognised ethical frameworks to influence responsible business behaviours within an organisational context.	CLO4: Demonstrate and apply in-depth and responsible discipline-specific knowledge and skills within a local, regional and global perspective.	CLO5: Demonstrate autonomy, responsibility and accountability for ongoing learning in business settings.	CLO6: Prepare and deliver, individually and/or in a team, well developed and justified discipline-specific advice through both written and oral communication	CLO7: Investigate and identify a broad range of responsible leadership practices in the management of people and self.	CLO8: Demonstrate responsible competencies in national, international and business settings and situations
Uni 1: University of New England - Bachelor of Business	CLO 1: demonstrate an in-depth knowledge of business and management	Partial match			Partial match				
	CLO 2: use cognitive and communication skills, tools and digital technologies								
	CLO 3: apply critical and creative thinking to analyse complex real-world		Partial match						
	CLO 4: identify relevant information drawn from a range of sources in order to	Partial match							
	CLO 5: evaluate and demonstrate judgement in formulating responses to			Partial match					
	CLO 6: demonstrate a preparedness to engage in continuous learning and					Partial match			
	CLO 7: demonstrate ability to work independently and collaboratively with others to generate solutions to business problems								
Uni 2: Griffith University - Bachelor of Business	CLO 1: cognitive and technical skills to investigate, analyse and synthesise theoretical knowledge and to reflect critically on theory and its application to business	Partial match							
	CLO 2: cognitive and technical skills to investigate, analyse and synthesise information, concepts and theories and to apply theories of different bodies of knowledge and practice in business				Partial match				
	CLO 3: cognitive and creative skills to design, evaluate, implement, analyse and theorise the use of techniques, processes, and contemporary practices in business to identify and solve problems	Partial match	Partial match						
	CLO 4: communication skills for a variety of modes and media to engage effectively with different audiences and demonstrate the application of knowledge and skills:								
	CLO 5: in planning and problem solving, applying appropriate decision making in business practice and/or scholarship	Partial match							
	CLO 6: to make independent judgements in a range of business-related problems and situations through applying theory to real world scenarios and cases						Partial match		
	CLO 7: to apply inclusive, ethical and sustainable practices in a range of business-related contexts and situations within the global economy				Partial match				Pa

On this tab you will evaluate the existing SCU CLOs or the new CLOs that you have developed and consider how well they map to other university CLOs. You must have no more than 10 CLOs and adhere to policy requirements. You will map the chosen benchmark university CLOs to your new/updated CLOs

Benchmarking in this way will give you a better sense of whether the course you are developing is at the right level and aligned with what other universities are delivering. It is essential to have the course and units at the right level before you begin the process, so benchmarking is the first step. Once you have completed this part of the benchmarking, you will look at how to revise your CLOs to be more consistent across the university sector and ensure they meet the CDD Policy.

## Developing Course Learning Outcomes for new courses and major revisions

As noted above, benchmarking must be completed for new courses or courses with major revisions (e.g., changing the degree program's overall focus and the intent of what graduates will do with the degree). When designing a new course, as part of the benchmarking process, you will need to write Course Learning Outcomes. If you are completing a course amendment, you do not need to complete the Benchmarking tabs (the Course Learning Outcomes already exist), so you can skip this step.

Course Learning Outcomes are central to the alignment process and must be carefully considered to reflect the course's overall goal. There are four required Course Learning Outcomes (16a and 16b) and (17a and 17b) in the [Curriculum Design and Development Procedures](#).

(16) All award courses will specifically include Course Learning Outcomes related to the development of:

- (a) threshold academic knowledge and skills, including literacy, numeracy and academic integrity; and
- (b) advanced knowledge and inquiry at a level appropriate to the AQF level of the Course.

(17) Bachelor courses (AQF level 7) and Bachelor courses with embedded Honours (AQF level 8) will specifically include Course Learning Outcomes related to the development of:

- (c) Significant depth of knowledge in one or more disciplines; and (***These are elective units within your school***)
- (d) Some breadth of knowledge beyond the narrow discipline focus. (***These are elective/core units outside of your school***)

If these ideas are included in your CLOs and can be easily identified using the keywords in bold below, then you do not need to include them as individual CLOs. If one or more of the required CLOs cannot easily be identified within your CLOs, you will need to create standalone CLOs to cover these required areas.

## Example Course Learning Outcomes

Apply appropriate technical skills and **demonstrate a detailed understanding of specialist bodies of knowledge** related to coastal engineering and management. This would encompass the depth of knowledge aspect, adding specialist knowledge in coastal engineering and management, as well as ***standard engineering knowledge***.

Communicate clearly and effectively, both orally and in writing, to various audiences, including engineers, other professionals, and the wider community. ***In this instance, the threshold of academic knowledge and skills has been established, and we need to flesh it out a bit in this course learning outcome.***

Use **threshold academic knowledge and skills, including literacy, numeracy and academic integrity**, to communicate clearly and effectively in oral and written form with various audiences, including engineers, other professionals, and the wider community. ***Now we have a CLO that covers the required knowledge for part (a) of the required CLOs.***

## Developing Course Learning Outcomes for new courses and major revisions (Continued)

Getting your CLOs right from the start is essential; they should neither be too generic nor too specific. Usually, being too specific is the issue.

The spreadsheet you must complete will examine your CLOs and the GA, AQF, TLO, and Professional Accreditation requirements. Only fill in those that are required by your Course.

When creating CLOs, ensuring that the language used matches the appropriate AQF level is essential. This can be done by using appropriate verbs across the different levels. The following chart demonstrates the various levels that need to be included and should be evenly spread across the CLOs. I would not expect many CLOs to start with the same verb, such as Demonstrate, as this means you only meet one level (Analyse and Apply). We will use this information when creating Unit Learning Outcomes (ULOs).

**Knowledge or Understanding verbs** work well for declarative knowledge assessments that ask students to recall or explain what they have learned.

**Skills or Application of Knowledge verbs** work well for functional knowledge assessments, as students usually complete some action to demonstrate their knowledge and skills. This is more authentic as students express their experiences and expertise, making the task more individualised.

This also includes the higher-order areas of **Evaluate and Create verbs**. This is where students are asked to synthesise the information they have learned to solve problems or critically reflect on values or ideas.

**Remember** - Recall facts and basic concepts – define, duplicate, list, memorise, repeat, state

**Understand** - Explain ideas or concepts – classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, or;

**Apply** – Use information in a new situation – execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch or;

**Analyse** – Draw connections among ideas – differentiate, organise, relate, compare, contrast, distinguish, examine, experiment, question, test

**Evaluate** – Justify a stand or decision – appraise, argue, defend, judge, select, support, value, critique, weigh

**Create or Synthesise** – Produce new or original work – design, assemble, construct, conjecture, develop, formulate, author, investigate

## Step 2: Complete Constructive Alignment

The first step in Constructive Alignment mapping is to map your Course Learning Outcomes (CLOs) to the university Graduate Attributes (GAs), the relevant AQF Skills and Knowledge, Threshold Learning Outcomes (TLOs) for your Discipline (if applicable), and External Professional Accreditation requirements (if applicable). Remember, if **benchmarking is not required**, start on the **CLO-GA-AQF-Threshold** tab of your CAM template.

### Step 2a: Mapping CLOs to Graduate Attributes and AQF requirements

When mapping CLOs to [SCU Graduate Attributes](#) (GA) and to AQF requirements, you can map one CLO to more than one GA or AQF area; however, when Mapping, make sure that the wording matches and is not "implicit" in the CLOs and the column that it is mapped to, but is "Explicit". Note: Ensure the correct AQF level for the course is selected in the CAM template by clicking the AQF heading and selecting the correct AQF level from the drop-down list, as shown below.

Select the course AQF level using the drop-down list in cell J3 below:

AQF (7) specification for the Bachelor degrees.		
AQF (5) specification for the Diploma degrees.		
AQF (6) specification for the Advanced Diploma/Associate degrees.		ork and/or further learning
<b>AQF (7) specification for the Bachelor degrees.</b>		
AQF (8) specification for the Bachelor Honours, Grad Certs/Grad Dip degrees.		<b>nowledge and Skills:</b>
AQF (9) specification for the Masters degrees.		el will apply knowledge and
AQF (10) specification for the Doctoral degrees.		e autonomy, well-developed
	select and apply methods and technologies to:	judgement and responsibility:

The fundamental ideas of the AQF levels must be expressed in the CLOs using appropriate language from AQF, such as AQF 7 states that 'Graduates at this level will have broad and coherent knowledge and skills for professional work and further learning', whereas AQF 8 states that 'Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning'.

The CLOs need to make sure they incorporate this difference. An AQF 7 would have more generalist knowledge of an area of study than an AQF 8, where there would be advanced or more specialised knowledge.

# Sample Course Learning Outcomes mapped to Graduate Attributes (Gas) and AQF



## Constructive alignment of course learning outcomes with Graduate Attributes, Regulatory and Industry criteria

You can adjust the number of CLO rows, but no more than ten. CLOs should include accreditation requirements or Threshold Learning Outcomes and cover the AQF requirements

Select the course AQF level using the drop-down list in cell J3 below:

	SCU Graduate Attributes							AQF (7) specification for the Bachelor degrees.					
								Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning					
	1	2	3	4	5	6	7	Knowledge	Skills:		Application of Knowledge and Skills:		
	Intellectual Rigour	Creativity	Ethical Practice	Knowledge of a discipline	Lifelong learning	Communication and Social Skills	Cultural Competence	Graduates at this level will have broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.	analyse and evaluate information to complete a range of activities	analyse, generate and transmit solutions to unpredictable and sometimes complex problems	transmit knowledge, skills and ideas to others	in contexts that require self-directed work and learning	within broad parameters to provide specialist advice and functions
<b>Course Learning Outcomes (CLOs):</b> ⓘ Copy CLOs from CAM DATA REPORT and 'Paste Special/ Values' or insert/update rows as needed - This will also auto populate the ULO-CLO-MLO tab)													
CLO1: Analyse, generate and transmit innovative solutions to sometimes complex problems to transform and disrupt thinking in educational contexts.	x	x			x			x		x		x	x
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.	x			x			x		x				
CLO3: Apply knowledge and understanding of professional, ethical, legislative requirements and human rights principles in education settings.			x			x		x					
CLO4: Demonstrate disciplinary, interdisciplinary and transdisciplinary knowledge in relation to curriculum content and frameworks.				x				x					
CLO5: Apply pedagogical principles in supportive learning environments for effective assessment practices.				x				x	x			x	
CLO6: Integrate reflective learning and practice to													

It is important to try to have a good spread across the different AQF areas and not have more disproportionately in the knowledge and skills areas compared to the application of knowledge and skills

## Step 2b: Mapping CLOs to Threshold Learning Outcomes and Professional Accreditation Requirements

You will need to determine whether your Discipline has Professional Accreditation requirements, Threshold Learning Outcomes, or both. If you have either/both of those, you must have these available to fill in the additional information required in the CAM spreadsheet. Make sure you find these documents or internet links before you start.

Threshold Learning Outcome links for identified areas with disciplines listed:

Discipline	Link to Threshold Learning Outcomes	What areas are covered
Sciences	<a href="http://www.acds-tlcc.edu.au/science-threshold-learning-outcomes-tlos/science-tlos/">http://www.acds-tlcc.edu.au/science-threshold-learning-outcomes-tlos/science-tlos/</a>	Science, Biology, Biomedical Science, Chemistry, Physics Mathematical Sciences
Business	<a href="https://abdc.edu.au/">https://abdc.edu.au/</a>	Marketing, Economics, Finance, Tourism/Hospitality & Events, Accounting
Health	<a href="http://disciplinestandards.pbworks.com/w/file/fetch/52723773/altc_standards_H_MVS_210611.pdf">http://disciplinestandards.pbworks.com/w/file/fetch/52723773/altc_standards_H_MVS_210611.pdf</a>	Health, Medicine, Veterinary Science
Arts, Social Sciences and Humanities	<a href="https://eprints.qut.edu.au/74192/2/74192.pdf">https://eprints.qut.edu.au/74192/2/74192.pdf</a>	Arts, Sociology, History, Politics, English, Geography, Music, Media
Engineering	<a href="https://ltr.edu.au/resources/altc_standards_ENGINEERING_090211.pdf">https://ltr.edu.au/resources/altc_standards_ENGINEERING_090211.pdf</a>	Engineering and ICT
Law	<a href="https://cald.asn.au/wp-content/uploads/2024/04/AUTC-Threshold-Learning-Outcomes-Report_2003_Johnstone-Vignaendra1.pdf">https://cald.asn.au/wp-content/uploads/2024/04/AUTC-Threshold-Learning-Outcomes-Report_2003_Johnstone-Vignaendra1.pdf</a>	Law
Environment and Sustainability	<a href="https://environmentltas.gradschool.edu.au/uploads/content/drafts/TLOs_for_ES_v0.9.1_November_2014.pdf">https://environmentltas.gradschool.edu.au/uploads/content/drafts/TLOs_for_ES_v0.9.1_November_2014.pdf</a>	Environment

Threshold Learning Outcomes or Professional Accreditation requirements should be included in your Course Learning Outcomes and should not be treated as separate Course Learning Outcomes. You should be able to identify these components within the Course Learning Outcomes, which will also help with accreditation bodies that need to review this document.

# Sample Course Level Outcomes and Threshold Learning Outcomes



**Constructive alignment of course learning outcomes with Graduate Attributes, Regulatory and Industry criteria**

	SCU Graduate Attributes							Threshold Learning Outcomes - <FOR YOUR DISCIPLINE> (Add columns for each outcome)					
	1	2	3	4	5	6	7						
<b>Course Learning Outcomes (CLOs):</b> ⓘ Copy CLOs from CAM DATA REPORT and 'Paste Special/ Values' or insert/update rows as needed - This will also auto populate the ULO-CLO-MLO tab)	Intellectual Rigour	Creativity	Ethical Practice	Knowledge of a discipline	Lifelong learning	Communication and Social Skills	Cultural Competence	Exercise judgement under supervision to provide possible solutions to routine accounting problems in straightforward contexts using where appropriate social, ethical, economic,	Integrate theoretical and technical accounting knowledge in a business context.	Critically apply theoretical and technical accounting knowledge and skills to provide possible solutions to routine business issues.	Justify and communicate accounting advice and ideas in straightforward contexts to influence specialists and nonspecialists.	Contribute accounting expertise to a diverse team collaboratively providing possible solutions to a routine business problem in a straightforward context	Reflect on performance feedback to identify and action learning opportunities and self-improvement
CLO1: Critically evaluate and apply practical and responsible business solutions from a range of related disciplines to both inform and justify critical	X							X	X	X			
CLO2: Apply knowledge and skills creatively in devising innovative, effective and responsible solutions to challenges related to a business.		X								X			
CLO3: Develop and apply recognised ethical frameworks to influence responsible business behaviours within an organisational context			X					X					
CLO4: Demonstrate and apply in-depth and responsible discipline-specific knowledge and skills within a local, regional and global perspective.				X				X					
CLO5: Demonstrate autonomy, responsibility and accountability for ongoing learning in business settings.					X								X

Threshold Learning Outcome main ideas should be captured in the words used in the Course Learning Outcomes so a link can be easily identified

## Threshold Learning Outcomes

In many instances, these Threshold Learning Outcomes can serve as your Course Learning Outcomes by replacing the beginning of the statement with an appropriate Bloom's taxonomy action verb. For example, in science – "Demonstrate a coherent understanding of science by articulating the methods of science and explaining why current scientific knowledge is both contestable and testable by further inquiry". This can be rewritten as a **Course Learning Outcome**: "Demonstrate skills of critical analysis and application of scientific methods in a discipline of science"

# Sample Course Level Outcomes and Threshold Learning Outcomes Accreditation Requirements



## Constructive alignment of course learning outcomes with Graduate Attributes, Regulatory and Industry criteria

Select the course AQF level using the drop-down list in cell J3 below:

AQF (7) specification for the Bachelor degrees.							
Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning							
Knowledge	Skills:			Application of Knowledge and Skills:			
	Graduates at this level will have well-developed cognitive, technical and communication skills to select and apply methods and technologies to:			Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:			
<b>Course Learning Outcomes (CLOs):</b> ⓘ Copy CLOs from CAMDATA REPORT and 'Paste Special/ Values' or insert/update rows as needed - This will also auto populate the ULO-CLO-MLO tab CLO1: Critically evaluate and apply practical and responsible business solutions from a range of related disciplines to both inform and justify critical CLO2: Apply knowledge and skills creatively in devising innovative, effective and responsible solutions to challenges related to a business. CLO3: Develop and apply recognised ethical frameworks to influence responsible business behaviours within an organisational context CLO4: Demonstrate and apply in-depth and responsible discipline-specific knowledge and skills within a local, regional and global perspective. CLO5: Demonstrate autonomy, responsibility and accountability for ongoing learning in business settings. CLO6: Prepare and deliver, individually and/or in a team, well developed and justified discipline-specific advice through both written and oral communication	Graduates at this level will have broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.	analyse and evaluate information to complete a range of activities	analyse, generate and transmit solutions to unpredictable and sometimes complex problems	transmit knowledge, skills and ideas to others	texts that require self-directed and learning	broad parameters to provide list advice and functions	
					x		
				x			
	x						
				x			

In this example we have a CLO with 'evaluate and apply'...and an Industry knowledge/skills requirement with 'analyse and evaluate'....both are about evaluating

**NB:** The accreditation requirements should be reflected in the Course Learning Outcomes and not as add-ons in addition to the Course Learning Outcomes. All accreditation requirements should be met across all Course Learning Outcomes, not just each unit.

## Step 2c: Mapping Unit Learning Outcomes (ULOs) to CLOs

The next step in Constructive Alignment Mapping is to map Unit Learning Outcomes (ULOs) for each core unit of study in the course to the Course Learning Outcomes (CLOs), noting the proficiency level for each ULO. This is done using the ULO-CLO-MLO alignment tab.

When creating Unit learning Outcomes, you should not have more than 4, but there can be exceptions to add 1 or 2 more if required (e.g., Capstone and double-weighted units).

All Core Unit Learning Outcomes and Discipline-specific electives for a course will need to be mapped to the Course Learning Outcomes using the following designations to ensure that students are progressing along the proficiency scale as they move through the different levels of units:

1. Emerging Proficiency, 2. Increasing Proficiency, 3. Attaining Proficiency

When aligning your ULOs and your CLOs, you will need to identify the level of proficiency a student should obtain in that unit relative to the level of study of the unit and the AQF level of the course. Use the relevant levels of proficiency for Undergraduate, Postgraduate and Doctoral units below as a guide for when you are filling in your spreadsheet:

### Undergraduate

1. Emerging proficiency (ep) level 1; foundational coursework units to develop knowledge and academic skills appropriate for that Discipline of study
2. increasing proficiency (IP) level 2; discipline-building coursework units to develop discipline-specific skills, knowledge and understanding
3. attainment of proficiency (AP) level 3; integrated coursework units of skills, knowledge and understanding from more than one unit
4. attainment of proficiency (AP) level 4; research and research preparation units to develop foundational knowledge for research principles, methods and practice

### Postgraduate

1. Emerging proficiency (ep) level 5; foundational postgraduate units to develop knowledge and academic skills appropriate for that Discipline of study
2. increasing proficiency (IP) level 5; discipline-building postgraduate units to develop discipline-specific skills, knowledge and understanding
3. attainment of proficiency (AP) level 6; integrated postgraduate units of skills, knowledge and understanding from more than one unit

## Doctoral

1. attainment of proficiency (AP) level 7; research and research preparation units that develop advanced skills and knowledge for research principles, methods and practice

These proficiencies are mapped across a course's units so that level 1 has more ep and ip, moving towards ip and ap in level 2 units, and finally ap is the majority in the level 3 and 4 units.

Once you have identified the appropriate levels, you will then place a 1 (ep), 2 (ip) or 3 (ap) in the box to represent the corresponding level – colour coding is automatic – see example below

## Checking your Mapping to see how many times your ULOs have aligned to the CLOs and at what level

You can check the table that appears at approximately row 150 in the spreadsheet to see how often you have achieved 1 = emerging proficiency, 2 = increasing proficiency, and 3 = attainment of proficiency for each of your CLOs. The different proficiency levels should be covered multiple times for each CLO within a course.

Number of times ULO mapped to CLO at a 1	10	7	6	9	4	9	12	7	4	3
Number of times ULO mapped to CLO at a 2	7	2	4	5	3	5	1	4	4	3
Number of times ULO mapped to CLO at a 3	5	12	8	12	7	11	6	7	11	6

# Sample Course Learning Outcomes and Core Unit Learning Outcomes – put in levels – course progression

NB: Not all CLOs are required here; only those that align with your unit are required. You will need to adjust the columns as needed. Across all core units, the CLOs should be covered in varying levels of proficiency.

Put units in order of sequence in Course



If copying from CAM DATA REPORT or Manually inputting the Level of Study for the unit – The row will automatically change colour

		Alignment to Course Learning Outcomes: <i>(Insert)</i>			
Constructive alignment course learning outcomes	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 educational settings.	CLO6: In reflective practice personal professional including numeracy academic
Unit: EDUC1003 - Education and Philosophy: Playing with Thought	1				
LO1: demonstrate an understanding of foundational educational concepts, contexts and contemporary issues		1		1	
LO2: demonstrate ability to identify and critique educational philosophies and theories		1	1		
LO3: demonstrate an ability to identify and analyse the philosophical foundations of educational practices		1			
Unit: ENGL1005 - Foundations of English and Literacy: More than Words	1				
LO1: demonstrate knowledge and understandings of the pervasive nature of English and literacy and their role in everyday situations		1	1		
LO2: demonstrate personal literacy to the high standard required for professional practice				1	
LO3: analyse a range of texts for their text structure and language		1			
LO4: create a range of texts for a professional context				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					
LO2: demonstrate the mathematical understandings and capabilities that enable the integration of numeracy into professional and societal use			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	2	1	1
LO4: employ a range of appropriate technology applications for		1		1	

Notice that the same CLO has different levels assigned to it depending on the level of the Unit – You would expect CLOs to have multiple numbers assigned as students are building on these skills as they move through the study levels in a course.

Emerging proficiency (1), increasing proficiency (2), and attained proficiency (3) are used here to demonstrate the level of ability expected for each ULO concerning the CLOs. This should align with the types of assessments students are required to complete

As you put your units in order of delivery and then align with the CLOs, a pattern emerges, moving from 1 to 3 as the unit level increases. If there are apparent gaps in levels emerging, such as a jump from 1 to 3 between units, then the sequencing of the units in the involved level needs to be reviewed. It would be best if you did the same for any **discipline-specific** electives for that Course.

## Step 2d: Aligning ULOs for Specialisations/Majors/Minors with Major Learning Outcomes

The next step requires you to develop Major Learning Outcomes (MLOs) and to map the ULOs for the units of study within a Specialisation/Major/Minor to the stated Learning Outcomes for that Specialisation/Major/Minor. In the CAM spreadsheet template, there are six **ULO-Major-Spec alignment** tabs. Hide any that are not used.

For each of your Specialisations/Majors/Minors, you should include the aim of the Specialisation/Majors/Minor in the section of the tab provided, as shown in the example below.



Constructive alignment of unit learning outcomes to Specialisation/Major/Minor 1	
Early Childhood/Primary Specialisation	
Aim: Early Childhood/Primary specialisation offers a dual career pathway in Early Childhood Education and Primary School Teaching (Birth to 5 years and K-6)	Proficiency level obtained
	Correct proficiency level

Remember that all majors should have **in-depth knowledge included** in one of the MLOs. The first step will be to create the MLOs and then map these to the ULOs. The next step will be to map the MLOs to the CLOs for the discipline area associated with the Specialisation/Majors/Minors. Specialisation/Majors/Minors will typically have between 3 and 5 MLOs.

Example MLO for depth of knowledge - **MLO1**: Demonstrate a depth of knowledge in your specific major area

## Here are three examples of Majors:

**Description Example 1:** The coastal geochemistry major develops specialist skills and knowledge of the relationship between human activities and the geochemistry of coastal environments.

**MLO1:** Demonstrate a depth of knowledge in your specific major area

**MLO2:** Demonstrate the development of specialist skills and knowledge for coastal geochemistry

**MLO3:** Evaluate and create solutions for issues that arise from human activities that change the geochemistry of coastal environments.

**Description Example 2:** The Indigenous health major allows students to build theoretical and practical capabilities in cultural protocols and Indigenous ways of knowing and being. Embedded placement opportunities equip graduates with the professional skills to improve Australian communities' health and social outcomes.

**MLO1:** Demonstrate a depth of knowledge in your specific major area

**MLO2:** An opportunity to build theoretical and practical capabilities in cultural protocols and Indigenous ways of knowing and being

**MLO3:** Embedded placement opportunities to demonstrate professional skills required to contribute to the improvement of health and social outcomes in Australian communities

**Description Example 3:** The major of Primary specialisation within the Bachelor of Education is based on their Major Learning Outcomes from the Threshold Learning Outcomes

**MLO1:** Apply analytical skills and knowledge to analyse and evaluate Primary school teaching research ideas and theories for supportive educational contexts that inform diverse and inclusive teaching practice

**MLO2:** Demonstrate appropriate knowledge and skills in applying professional, ethical and self-reflective practice within the Primary school framework of legislative and human rights principles and accountability

**MLO3:** Analyse and evaluate pedagogical principles for student engagement in Primary school curriculum frameworks and assessment practices across disciplinary, interdisciplinary and transdisciplinary contexts

**MLO4:** Apply knowledge and skills of leadership and teamwork principles within Primary school teaching and delivery practices that exhibit well-developed communication skills and exposition of knowledge.

**MLO5:** Analyse and apply appropriate Primary school theoretical teaching practices that help support Aboriginal and Torres Strait Islander students through the use of culture, cultural identity and linguistic backgrounds in an educational context

Remember that they will be pretty broad and may NOT map to all CLOs, as they are only part of the CLOs' overall coverage. They should map at the higher levels to cover the increasing and attained levels of knowledge for the CLOs.

## Sample Major Learning Outcomes and Unit Learning Outcomes mapped with proficiency levels.

As you map the ULOS to the MLOs, the MLOs will automatically be updated in the ULO-CLO-MLO tab in the spreadsheet so that you can map CLOs to MLOs. Between the core and Major units, you should have covered each learning outcome several times at each level.

<b>Constructive alignment of unit learning outcomes to Specialisation/Major/Minor 2</b>		Please identify develop Under graduate = 1 Emerging Post graduate = 1 Emerging (le	
<b>Financial Services Specialisation</b> Aim: The Financial Services major is designed to produce job-ready, professional graduates who are qualified to provide sound and unbiased advice to clients. The major is aligned with industry accreditation and regulatory requirements (e.g., Financial Adviser Standards) and is driven by responsible investment themes. The major is particularly relevant to students seeking employment in Accounting and Financial Services firms, both large and small-to-medium size enterprises (SMEs). Upon completion of the Financial Services major, students will be able to seek a range of diverse roles, such as financial planning and advisory, superannuation and retirement planning, investment and wealth management, insurance, estate planning, tax, and corporate finance.	Proficiency level obtained	1.91	2.05
	Correct proficiency level	2	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 key financial services concepts, technical knowledge and processes, legal, regulatory and technology requirements, and analytic abilities.	MLO2: Understand and exercise ethical conduct, professional judgement and responsible practice with financial r
<b>ACCT1002 Financial Accounting</b>	1		
LO1: describe the key characteristics and underpinning theoretical principles of the regulatory framework that govern the measurement and disclosure of accounting information		1	
LO2: apply routine accounting concepts and principles for recording business transactions using accrual accounting, double entry system and accounting software to produce financial reports.		2	
LO3: prepare and interpret the four key financial statements using tools and techniques for decision-making purposes from a multiple stakeholders' perspective.		3	3
LO4: analyse and describe the role of internal controls in the context of a business's operating environment.		2	2
<b>ECON1001 Economics for Decision Making</b>	1		
LO1: apply microeconomic principles and tools to understand and assess the behaviour of consumers, business and governments		1	
LO2: apply macroeconomic principles and tools to understand and assess the behaviour of consumers, business and governments		1	
LO3: evaluate the likely economic impacts of various micro and macro policy settings.			

You can see that the mapping of the major learning outcomes in this example move from lower levels of proficiency to higher levels with increased level of study for the units

## Sample Major Learning Outcomes and Course Learning Outcomes mapped with proficiency levels.

The average proficiency level obtained for each MLO is calculated and displayed. Note also that the maximum proficiency level obtained is calculated and automatically populated in the MLO section on the ULO-CLO-MLO tab to assist in mapping MLOs to the Course Learning Outcomes.

Constructive alignment of unit learning outcomes to Specialisation/Major/Minor 1		Proficiency level obtained		Proficiency level development	
Primary Specialisation				Under graduate = 1 Emerging (level 1)	
Aim: Primary specialisation offers a career pathway in Primary School Teaching (K-6)		Correct proficiency level		Post graduate = 1 Emerging (level 3/4)	
ⓘ 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 diverse and inclusive	2.29	
Unit: TCHR2004 Professional Experience I - Primary	2				
LO1: Understand and meet the expectations and requirements of a professional environment					
LO2: understand, observe and apply standards and principles in a professional environment					
LO3: critically record relevant examples of professional practice			1		
LO4: Critically and creatively reflect on the professional experience					
Unit: TCHR2005 Professional Experience II - Primary	2				
LO1: Understand and meet the expectations and requirements of a professional environment					
LO2: Understand, observe and apply standards and principles in a professional environment					
LO3: Critically record relevant examples of professional practice			2		
LO4: Critically and creatively reflect on the professional experience					
Unit: TCHR2006 Professional Experience III - Primary	2				
LO1: Understand and meet the expectations and requirements of a professional environment					
LO2: understand, observe and apply standards and principles in a professional environment				2	
LO3: critically record relevant examples of professional practice			2	2	
LO4: Critically and creatively reflect on the professional experience				2	
Unit: TCHR3009 Professional Experience IV - Primary	3				
LO1: Understand and meet the expectations and requirements of a professional environment				3	
LO2: Understand, observe and apply standards and principles in a professional environment			3		
LO3: Critically record relevant examples of professional practice			3	3	

The Proficiency level obtained for each MLO is the average of each score and is automatically calculated.

The Correct proficiency level score is the actual value rounded up to the correct proficiency level.

The maximum proficiency level obtained for each MLO is updated in the MLO section on the ULO-CLO-MLO tab

Not all MLOs are mapped to the CLOs at level 3, which would be expected if you have covered level 3 in the Core Units. Some MLOs may not be mapped at all, but they will be mapped at the correct levels 1-3 in the core units. The numbering may vary depending on what students are expected to gain with the CLO and the MLO. Still, the knowledge would be expected to be built on the foundation units already taken, so that the proficiency levels would meet 1-3.

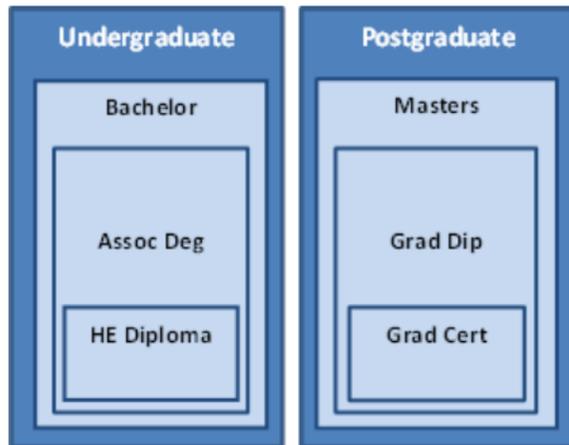
## Creating CLOs for Nested Programs

When creating programs for nested programs, such as a Master's, a Grad Dip and a Grad Cert, you will NOT use the same CLOs. Here is an example of how you modify the CLOs to meet the AQF requirements, given that the programs have different numbers of units.

TEQSA and AQF require the following when creating CLOs for nested programs:

TEQSA: (Figure from TEQSA, [2015 HES Framework](#)). From TEQSA 2015, the following is provided as a direct quote.

### A diagrammatic representation of nested courses of study at the undergraduate and postgraduate levels



Each Course of study within a nested set that may lead to an AQF qualification must meet the requirements of all of the relevant Standards in its own right, irrespective of any nesting arrangement. This includes the requirement that all awarded qualifications be consistent with the AQF level classification of the qualifications.

For example, it follows that in the nested programs illustrated above:

- The Course of study leading to the Bachelor's or Master's degree must have specified expected learning outcomes that are consistent with the level classification of the AQF for a Bachelor's or Master's degree
- The Course of study leading to the Associate Degree or Graduate Diploma must have specified expected learning outcomes that are consistent with the level classification of the AQF for Associate Degree or Graduate Diploma.
- The course of study leading to the Diploma or Graduate Certificate must have specified expected learning outcomes that are consistent with the level classification of the AQF for Diploma or Graduate Certificate. (TEQSA, 2015).

## Australian Qualifications Framework (AQF): A direct quote from AQF 2012

[Clustered qualifications](#) explained: All AQF qualification types are discrete. Clustered qualifications are not qualification types but a grouping of two or more AQF qualification types at the same or different AQF levels. Each qualification type in the cluster must meet the AQF Qualification Type Specifications for the qualification type. Nested and integrated qualifications are examples of clustered qualifications intended to enable students to progress from lower to higher-level qualifications in the same Discipline in a structured way, facilitating accessible pathways. Clustered qualifications should be designed to allow students to progress directly to higher-level qualifications if they have met the relevant entry requirements.

It is the responsibility of organisations to develop and/or accredit qualifications that enable professional judgment and ensure that the design of learning programs leading to qualifications enables students to achieve learning outcomes for both the qualification type and the Discipline. Decisions about the design of qualifications must consider students' likelihood of achieving qualification outcomes and ensure the integrity of those outcomes. Those developing and/or accrediting qualifications should be able to provide a pedagogical rationale to justify clustering qualifications. If a cluster of qualifications consists of two or more qualifications at the same AQF level, some rationalisation of the volume of learning may be justifiable. For a cluster comprising qualifications at different AQF levels, any reduction in the volume of learning for any of the qualifications in the arrangement must ensure that the specifications for each qualification type are met and the learning outcomes can be achieved.

## Here is what it first looked like – with all CLOs, it was pretty much the same across the three courses

This is the revised Mapping with the correct CLOs. You can see that the difference between the Masters (expert level), the Grad Dip (advanced level), and the Grad Cert (well-developed level) has been incorporated into the CLOs, along with reducing the number and complexity.

#AQF Skills					
Level	Level Lookup	Skill Header	Skill 1	Skill 2	Skill 3
5	AQF (5) specification for the Diploma degrees.	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:	analyse information to complete a range of activities	provide and transmit solutions to sometimes complex problems	transmit information and skills to others
6	AQF (6) specification for the Advanced Diploma/Associate degrees.	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:	analyse information to complete a range of activities	interpret and transmit solutions to unpredictable and sometimes complex problems	transmit information and skills to others
7	AQF (7) specification for the Bachelor's degrees.	Graduates at this level will have well-developed cognitive, technical and communication skills to select and apply methods and technologies to:	analyse and evaluate information to complete a range of activities	analyse, generate and transmit solutions to unpredictable and sometimes complex problems	transmit knowledge, skills and ideas to others
8	AQF (8) specification for the Bachelor Honours, Grad Certs/Grad Dip degrees.	Graduates at this level will have advanced cognitive, technical and communication skills to select and apply methods and technologies to:	analyse critically, evaluate and transform information to complete a range of activities	analyse, generate and transmit solutions to complex problems	transmit knowledge, skills and ideas to others
9	AQF (9) specification for the Master's degrees.	Graduates at this level will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently:	analyse critically, reflect on and synthesise complex information, problems, concepts and theories	research and apply established theories to a body of knowledge or practice	interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences
10	AQF (10) specification for the Doctoral degrees.	Graduates at this level will have well-developed cognitive, technical and communication skills to select and apply methods and technologies to:	analyse and evaluate information to complete a range of activities	analyse, generate and transmit solutions to unpredictable and sometimes complex problems	transmit knowledge, skills and ideas to others

## Naming and Saving CAMs

CAM versions should be saved and stored according to a standardised process. A CAM version may have one of four states or statuses as listed below, with the status abbreviation shown in parentheses:

- In Development
- Ready for Approval
- Faculty Board Recommend
- Accreditation Committee Approved

At each stage in development for new courses and course amendments, CAMs should be stored according to the following:

Stage	Abbreviation	Storage Trigger(s)	Storage location	Stored by
In Development	DEV	<ul style="list-style-type: none"> <li>• Ad hoc as needed</li> </ul>	Store locally according to faculty/college convention	Curriculum & Accreditation Coordinator (CAC)
Ready for Approval	RFA	<ul style="list-style-type: none"> <li>• CAM approved by the Faculty/College, submitted to Governance by CAC</li> <li>• Faculty team edits/updates RFA CAM and CAC submits a new version to Governance for the Faculty Board</li> </ul>	Faculty Board meeting documentation (SharePoint)	Governance Officer (Secretariat) Governance Services
Faculty Board Recommended	FBR	<ul style="list-style-type: none"> <li>• Course/Course Amendment Approved by Faculty Board</li> <li>• Faculty team edits/updates FBR CAM and submits a new version to Governance for Accreditation Committee Approval</li> </ul>	Accreditation Committee meeting documentation (SharePoint)	Governance Officer (Secretariat) Governance Services
Accreditation Committee Approved	ACA	<ul style="list-style-type: none"> <li>• Course/Course Amendment Approved by Accreditation Committee</li> </ul>	Academic Board CAM repository (SharePoint)	Governance Officer (Secretariat) Governance Services

This is also represented by the sequence of events listed below, which shows the three different CAM statuses, and the business events that cause transition from one status to the next:

1. **CAC starts a CAM for a new Course or Course Amendment**
2. **CAC saves in Development's CAM locally (uncontrolled)**
  - Status: 'In Development'
  - Action: New CAM version saved.
3. **CAM approved by the Faculty/College and submitted to Governance by CAC**
  - Action: **CAM approved by Faculty/College and submitted to Governance by CAC.**
4. **Governance saves RFA CAM in Faculty Board meeting documentation (SharePoint)**
  - Action: **RFA CAM submitted to the Faculty Board for approval.**
5. **RFA CAM submitted to the Faculty Board for approval**
  - Decision:
    - **If Approved by Faculty Board:**
      - Action: Governance saves **Faculty Board-recommended CAM into Accreditation Committee meeting documentation (SharePoint).**
      - Status: '**Faculty Board Recommended**' (FBR).
    - **If Not Approved by Faculty Board:**
      - Action: Faculty Team edits/updates the RFA CAM and submits the new version to Governance for the Faculty Board.
6. **FBR CAM submitted to the Accreditation Committee for approval**
  - Decision:
    - **If Approved by the Accreditation Committee:**
      - Action: Governance saves **Accreditation Committee-approved CAM into the Accreditation Committee repository (SharePoint).**
      - Status: '**Accreditation Committee Approved**' (ACA).
      - End.
    - **If Not Approved by Accreditation Committee:**
      - Action: Faculty Team edits/updates the Faculty Board CAM and submits the new version to Governance for the Accreditation Committee.

The standard naming convention to be used when storing CAM versions at each stage is as follows:

**CAM\_[UCMS Course code]\_[UCMS Activity ID]\_[CAM status abbreviations]\_[Date of CAM version DDMMYY]**  
Example: CAM\_1209151\_69179\_ACA\_06JUN24

Note that the file name must be relatively short to comply with SharePoint requirements; hence, the convention above.