

# Building Curriculum Maps

A guideline for creation of Curriculum Maps within CourseLoop

## Version Control

| Version | Date     | Author   | Rationale                          |
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# Building Curriculum Maps

## In this document

This document provides guidance on using CourseLoop to produce and maintain curriculum maps. The guidance is broken down into information about what is required for each CourseLoop tool.

- Curriculum overview
- Map Builder
- Curriculum maps

## Background

Curriculum maps associated with courses provide a visual representation and demonstration of curriculum design in line with the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) and in alignment with [UNE's Graduate Attributes Procedures](#). The principles and essential characteristics of assessment and feedback, and the requirements for the implementation of assessment and feedback for courses and coursework units is described in [Assessment Guidelines](#).

CourseLoop Curriculum maps support quality curriculum and assessment design and demonstrate the achievement of course learning outcomes, Australian Qualification Framework outcome learning descriptors, UNE Graduate Attributes and where applicable, professional standards.

## Mapping learning outcomes

Curriculum mapping is an expectation of the Higher Education Standards Framework (Threshold Standards) 2021. The [TEQSA Contextual Overview](#) explains that TEQSA:

*“...will seek to confirm that specified learning outcomes are consistent with the Australian Qualifications Framework (AQF) level of the higher education qualification offered and that student achievement of the course learning outcomes is credibly assessed, whether through:*

- *aggregations of assessments at unit level*
- *specific assessments of general course learning outcomes such as a capstone unit*
- *a combination of both.*

*To demonstrate that the course is designed in a way that these Standards are met will require at a minimum, some form of mapping of where expected course learning outcomes*

*are taught, practised and assessed and how they are aligned with unit learning outcomes and assessment.”*

CourseLoop can be used to develop maps of how learning outcomes are met. To support and demonstrate achievement of learning outcomes, all UNE course proposals (both coursework and research) should be able to produce curriculum maps displaying:

- AQF learning descriptors to Course Learning Outcomes (CLOs)
- UNE Graduate attributes to CLOs
- CLOs to Unit Learning Outcomes (ULOs) (N/A for Research Courses)

These relationships will be built using CourseLoop's *Map Builder*. *Saved Views* should be created when courses are amended significantly and have impacted Curriculum Maps. For example, changes such as course learning outcomes, graduate attributes and/or course/area of study structure (program of study).

**Curriculum relationships must be built for core, prescribed and capstone units within each Course/Major which may be included within the Course. At this time there is no expectation that units in associated minors be mapped nor for optional, listed units.**

**NOTE: Mapping to listed units will be required if Course Learning Outcomes are not supported solely by core, prescribed and capstone unit learning outcomes.**

Visit [UNE's Course Design Framework](#) for design principles to guide the development of UNE courses and units. All full course proposals, including course amendments with the potential to impact curriculum maps require supporting documents, curriculum maps or evidence<sup>1</sup> that curriculum maps have been reviewed (as appropriate), before submission to Curriculum Committee. Additionally, amended units with changes that may directly impact the Course Maps eg Unit Learning Outcome changes and/or unit assessment changes, should include evidence that associated Curriculum Maps have been reviewed as a basic assurance check.

As well as being updated through curriculum amendment and renewal, course curriculum maps will be reviewed as part of a Course Review.

## Mapping other course features

Course teams may use CourseLoop tools to create additional relationships between course learning outcomes. For example, building relationships to professional standards. Professional standards are entered into CourseLoop by the vendor, initiated through a service request to [courseloop-support@une.edu.au](mailto:courseloop-support@une.edu.au)

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<sup>1</sup> See Appendix 5 – Using tasks to ensure curriculum maps are reviewed

## Completing a curriculum map for a course proposal

The guidance provided in this document steps through creation of relationships between AQF learning descriptors to CLOs in CourseLoop. The steps provided should be applied to build required relationships for each of the UNE required curriculum maps namely, AQF learning descriptors to Course Learning Outcomes (CLOs), UNE Graduate attributes to CLOs and CLOs to Unit Learning Outcomes (ULOs). These steps may also be used to assist with building other required relationships such as Professional Standards to CLOs when appropriate. If the associated course professional body requires completion of a detailed template that cannot be reflected using the CourseLoop tools, the completed professional body template should be included against the relevant CourseLoop proposal as an attachment.

### Curriculum information

1. Create a course proposal.
2. If applicable, include any new curriculum items to the proposal bundle (for example, new areas of study).
3. Add curriculum items that will be amended as part of the proposal (for example, areas of study).
4. Review and update (as required) course and area of study *Program of Study* (structures).
5. Complete all curriculum information fields listed in [Appendix 2: Curriculum information used by CourseLoop tools](#).


### Map builder

6. Create AQF to CLO relationships, Graduate Attributes to CLO relationships and CLO to ULO relationships. Faculties can choose to create additional relationships to suit the needs for each course (e.g. CLOs to professional standard relationships).

Correct CourseLoop roles will be required to build relationships. Please contact [courseloop-support@une.edu.au](mailto:courseloop-support@une.edu.au) for further assistance with required roles and permissions.

## Perspectives

In Mapping tool and Curriculum maps the default setting for perspectives is *Displaying Proposed items as at [implementation year of curriculum item version]* which preferentially displays proposed versions of curriculum items for the implementation year.

The perspective can be changed to preferentially view proposed or approved versions for the implementation year or any future year (using the  icon). Regardless of the selected perspective all units present in the course or study area structure will be displayed.

When a revision is made from an approved unit version in which relationships have previously been mapped, the relationships are carried forward to the newly created unit version.

**If a unit has an existing version year beyond the implementation year of the course proposal, it will be necessary to build the relationship in both unit versions to make sure the relationship is on the map presented in a curriculum proposal, and to make sure that existing future versions also contain the relationship.** [Appendix 3](#) lists combinations of approved and proposed unit versions over a three year period and demonstrates which unit version will be displayed in each perspective in Mapping tool and Curriculum Maps.

It is recommended that future perspectives are viewed to determine if there are future unit versions that will require relationship mapping.

## Curriculum maps

7. Use Curriculum maps to filter and save mapping data visualisations.
8. The default view displays the Unit Learning Outcomes to Course Learning Outcome relationships for all units in the program of study, and any units that make up any areas of study in the course structure. Create saved views (maps) for maps required for course proposals.
9. Create hyperlinks to maps in the proposal document sections listed in Appendix 1: *Creating, saving, and using maps for course proposal approval*.

Refer to [Appendix 1: Creating, saving, and using maps for course proposal approval](#) for guidance on setting filters and axes to produce maps required for course accreditation or reaccreditation proposals, for saved views naming conventions, and for recommended locations of hyperlinks in proposal documents.

### Perspectives

A course proposal would usually have an implementation date of next year and so the default perspective will display proposed units for next year.

Saved views intended for presentation to reviewers and committee members should be created using the default perspective, *Displaying Proposed items as at [implementation year of curriculum item version]*.

Correct CourseLoop roles will be required to create *Save views*. Please contact [courseloop-support@une.edu.au](mailto:courseloop-support@une.edu.au) for further assistance with required roles and permissions.

10. This step is appropriate where courses are amended significantly and have impacted Curriculum Maps. Once the course is approved at School Review the Curriculum Maps should be download to an Excel file, formatted and attached to the proposal landing page. Contact [courseloop-support@une.edu.au](mailto:courseloop-support@une.edu.au) for assistance formatting the Excel file. Additionally, the Curriculum Maps should be uploaded to TRIM.

## Curriculum Mapping Roles and responsibilities

| Role  | Responsibility  |
|---|---|
| CAUC Phase 3 Faculty Team<br>(until December 2021)                              | <ul style="list-style-type: none"> <li>- Initial creation of curriculum relationships and curriculum maps within CourseLoop in consultation with Course Coordinators</li> <li>- Update of Course Coordinator details, as required</li> <li>- Out of scope for this role – changes to programs of study (structure) or any other curriculum change not mentioned within the first two points above</li> </ul>                                    |
| CAUC Phase 3 Faculty Coordinator,<br>Academic Standard<br>(until December 2021) | <ul style="list-style-type: none"> <li>- Oversee and direct the CAUC Phase 3 Faculty team in the creation of curriculum relationships and curriculum maps</li> </ul>  |
| Unit Coordinators   | <ul style="list-style-type: none"> <li>- Ensure amended units with changes that may directly impact the Course Curriculum Maps eg Unit Learning Outcome changes and/or unit assessment changes, are escalated to course coordinators for review of course curriculum maps as a basic assurance check.</li> </ul>  |
| Course Coordinators   | <ul style="list-style-type: none"> <li>- responsible for course design, mapping and monitoring delivery to ensure student achievement of graduate attributes and course learning outcomes<sup>2</sup></li> <li>- Review curriculum maps to ensure continued accuracy when course amendments occur</li> <li>- ensure changes to unit learning outcomes and/or assessments changes are reviewed with respect to course curriculum maps</li> </ul> |
| Course Managers   | <ul style="list-style-type: none"> <li>- Provide education on use of the new CourseLoop Tools to support staff in roles responsible for curriculum mapping</li> <li>- Provide guidance on UNE CourseLoop requirements when building/amending curriculum items/creating CourseLoop proposals</li> <li>- Assist in progressing CourseLoop proposals through governance process</li> </ul>   |
| Academic Managers   | <ul style="list-style-type: none"> <li>- Provide support and guidance to Course Managers</li> </ul>   |

<sup>2</sup> Please refer to the [Graduate Attributes Procedure](#)

| Role   | Responsibility   |
|--|--|
| Chairs, Teaching and Learning                  | <ul style="list-style-type: none"> <li>- Ongoing leadership to ensure curriculum maps are maintained</li> </ul>  |
| Heads of School                                | <ul style="list-style-type: none"> <li>- Ensure curriculum maps remain current for courses within their school</li> <li>- Provide support to curriculum mapping activities and requirements</li> <li>- Assist in issue resolution if required</li> </ul> |
| Associate Deans Teaching and Learning          | <ul style="list-style-type: none"> <li>- Provide support to curriculum mapping activities and requirements</li> <li>- Assist in issue resolution if required</li> </ul>  |
| Curriculum and Academic Management Team (CAAM) | <ul style="list-style-type: none"> <li>- Administer course and unit amendment cycle</li> <li>- Assist in final review and approval of CourseLoop proposals</li> </ul>  |



## Appendix 1: Creating, saving, and using maps for course proposal approval

The table below lists maps that should be used for accreditation and reaccreditation proposals. It provides guidance on how to set axes and filters in CourseLoop Curriculum maps to create those maps. The filters and axes can then be saved using saved views. Use of hyperlinks to saved views at appropriate locations within curriculum proposal information will allow reviewers and committee members direct access to the relevant documents. See [Appendix 4](#) for samples of each curriculum map.

The perspective should be set to *Displaying Proposed items as at [proposal implementation year]*. This is the default perspective when users for access Curriculum Maps.

| Map   | Axes   | Filters  | Saved view naming convention   | Location of hyperlink in proposal documents      |
|---|--|--|--|--|
| ULO to CLO  | <b>Horizontal axis:</b> Unit Learning Outcomes<br><br><b>Vertical axis:</b> Course Learning Outcomes | Use horizontal filters to display all core/mandatory units for each major                                | Course code + Major Code (if applicable)<br>– ULO to CLO<br><br>e.g. ADLS<br><MajorCode> - ULO to CLO            | <i>Proposal Information → Academic Rationale</i> |
| Graduate Attributes to CLOs   | <b>Horizontal axis:</b> Course Learning Outcomes<br><br><b>Vertical axis:</b> Standards              | Standards Column – Graduate Attributes   | Course code – Graduate Attributes to CLO<br><br>Eg ADLS – Graduate Attributes to CLO                             | <i>Proposal Information → Academic Rationale</i> |
| AQF to CLOs   | <b>Horizontal axis:</b> Course Learning Outcomes<br><br><b>Vertical axis:</b> Standards              | Standard Column – AQF Appropriate level  | Course code – AQF to CLO<br><br>Eg ADLS – AQF to CLO   | <i>Proposal Information → Academic Rationale</i> |
| Unit Assessments to Unit Learning Outcomes<br><br><i>Available but may not be required as a saved map</i> | <b>Horizontal axis:</b> Unit Assessment<br><br><b>Vertical axis:</b> Unit Learning Outcomes          | From the Unit Information, select curriculum maps to determine the potential impact of assessment change | Course code + Major Code (if applicable) – Assessments to ULO<br><br>Eg ADLS<br><MajorCode> – Assessments to ULO |  |
| Assessment to assessment type<br><br><i>Available but may not be required as a saved map</i>              | <b>Horizontal axis:</b> Unit Assessments<br><br><b>Vertical axis:</b> Assessment types               | Use horizontal filters to display all core units for each major separately.                              | Course code + Major Code (if applicable) – Assessment types<br><br>Eg ADLS<br><MajorCode> - Assessment Types     |  |

## Appendix 2: Curriculum information used by CourseLooptools

CourseLoop tools use data from curriculum information which should be completed to allow correct display in Map Builder, Curriculum maps and Student Course Planner. The information is either directly used for mapping or provides information as hover text and/or in curriculum map downloads.

| Curriculum overview |  | Map Builder | Curriculum maps | Student Course Planner |
|---------------------|--|-------------|-----------------|------------------------|
| Course              | Course learning outcomes                     | x           | x               |                        |
|                     | Program of study                             | x           | x               | x                      |
| AoS                 | <sup>3</sup> Area of Study learning outcomes | x           | x               |                        |
|                     | Program of study                             | x           | x               | x                      |
| Unit                | <b>Core information</b>                      |             |                 |                        |
|                     | Unit code                                    | x           | x               | x                      |
|                     | Unit title                                   | x           | x               | x                      |
|                     | Credit points                                |             |                 | x                      |
|                     | Delivery features                            |             | x               |                        |
|                     | Learning outcomes                            | x           | x               |                        |
|                     | <b>Assessment</b>                            |             |                 |                        |
|                     | Number                                       | x           | x               |                        |
|                     | Assessment Title                             | x           | x               |                        |
|                     | Learning outcomes                            | x           | x               |                        |
|                     | Assessment type                              |             | x               |                        |
|                     | Description                                  | x           | x               |                        |
|                     | <b>Offerings</b>                             |             |                 |                        |
|                     | Unit Offerings                               |             |                 | x                      |
|                     | <b>Enrolment rules</b>                       |             |                 |                        |
|                     | Enrolment rules                              |             |                 | x                      |

**Professional standards** (if required): Professional standards are entered into CourseLoop by the vendor, initiated through a service request to [courseloop-support@une.edu.au](mailto:courseloop-support@une.edu.au).

<sup>3</sup> New functionality provisioned within CourseLoop but not currently populated

## Appendix 3: Unit versions and CourseLoop perspectives

The perspective for Curriculum tools and Curriculum maps can be changed to preferentially view proposed or approved versions for the implementation year or any future year. The following table lists combinations of approved and proposed unit versions over a three year period (2020-2022) where future versions may be available. It demonstrates which unit version will be displayed when each perspective is selected. When relationships are being mapped, it is recommended future perspectives are viewed to identify future unit versions (scenarios indicated by bold text).

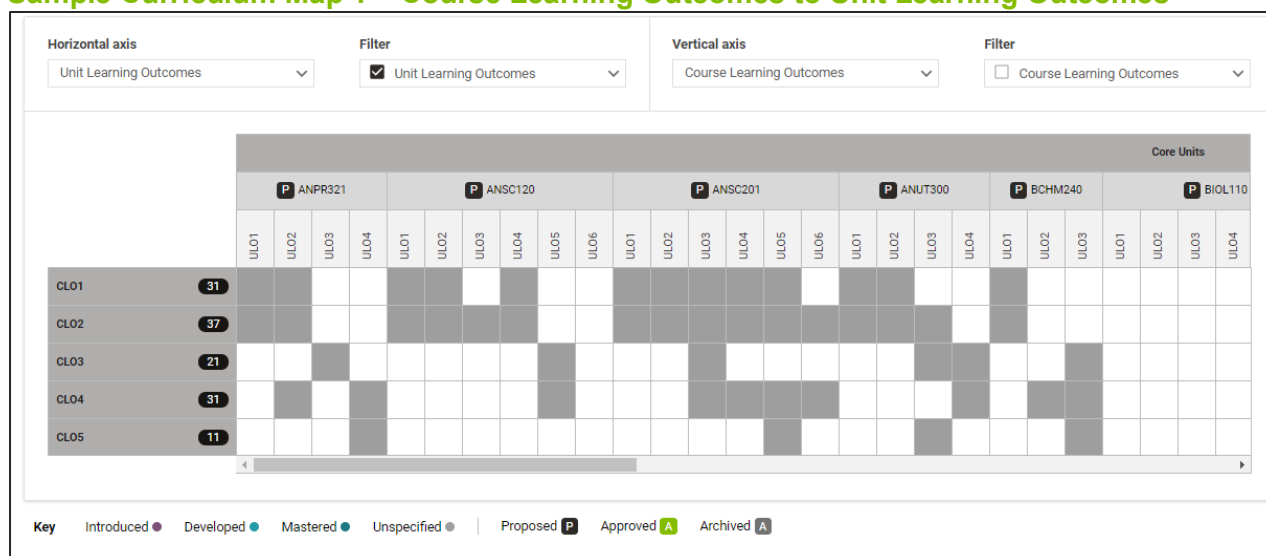
When saving views for use of maps in accreditation or reaccreditation proposals, set the perspective to *Displaying Proposed items as at [proposal implementation year]*, but consider whether the maps are missing relevant information from units with proposed versions with future implementations years.

| Scenario | Available unit versions  | Selected perspective |          |          |          |
|----------|--------------------------|----------------------|----------|----------|----------|
|          |                          | 2021                 |          | 2022     |          |
|          |                          | Proposed*            | Approved | Proposed | Approved |
| 1        | Approved 2020 v01        |                      |          |          |          |
|          | Approved 2021 v01        | x                    | x        |          |          |
|          | <b>Approved 2022 v01</b> |                      |          | x        | x        |
| 2        | Approved 2020 v01        |                      |          |          |          |
|          | Proposed 2021 v01        | x                    |          |          |          |
|          | <b>Approved 2022 v01</b> |                      | x        | x        | x        |
| 3        | Approved 2020 v01        |                      |          |          |          |
|          | Approved 2021 v01        | x                    | x        |          | x        |
|          | <b>Proposed 2022 v01</b> |                      |          | x        |          |
| 4        | Approved 2020 v01        |                      | x        |          | x        |
|          | Proposed 2021 v01        | x                    |          |          |          |
|          | <b>Proposed 2022 v01</b> |                      |          | x        |          |
| 5        | 2020 n/a                 |                      |          |          |          |
|          | Approved 2021 v01        | x                    | x        |          |          |
|          | <b>Approved 2022 v01</b> |                      |          | x        | x        |
| 6        | 2020 n/a                 |                      |          |          |          |
|          | Approved 2021 v01        | x                    | x        |          | x        |
|          | <b>Proposed 2022 v01</b> |                      |          | x        |          |
| 7        | Approved 2020            |                      | x        |          | x        |
|          | <b>Proposed 2020</b>     | x                    |          | x        |          |
|          | 2021 n/a                 |                      |          |          |          |
| 8        | 2022 n/a                 |                      |          |          |          |
|          | 2020 n/a                 |                      |          |          |          |
|          | 2021 n/a                 |                      |          |          |          |
|          | Approved 2022            | x                    | x        |          | x        |
|          | <b>Proposed 2022</b>     |                      |          | x        |          |

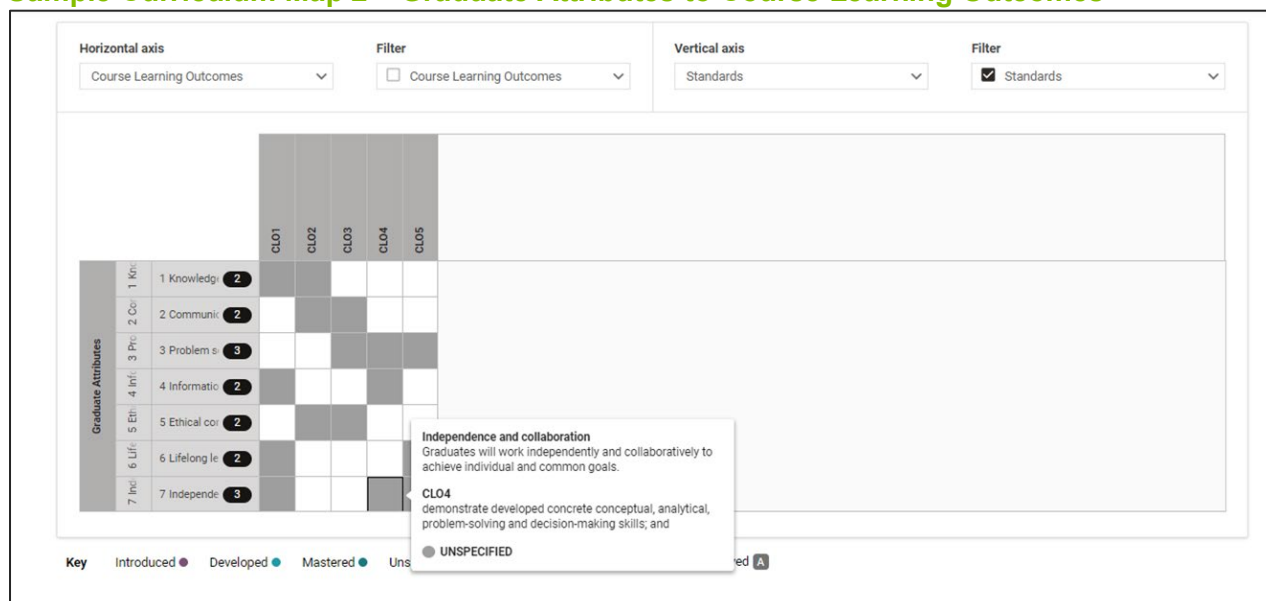
\*Default perspective for a proposal with an implementation year of 2021.

## Appendix 4 – Sample Saved Views of Curriculum Maps

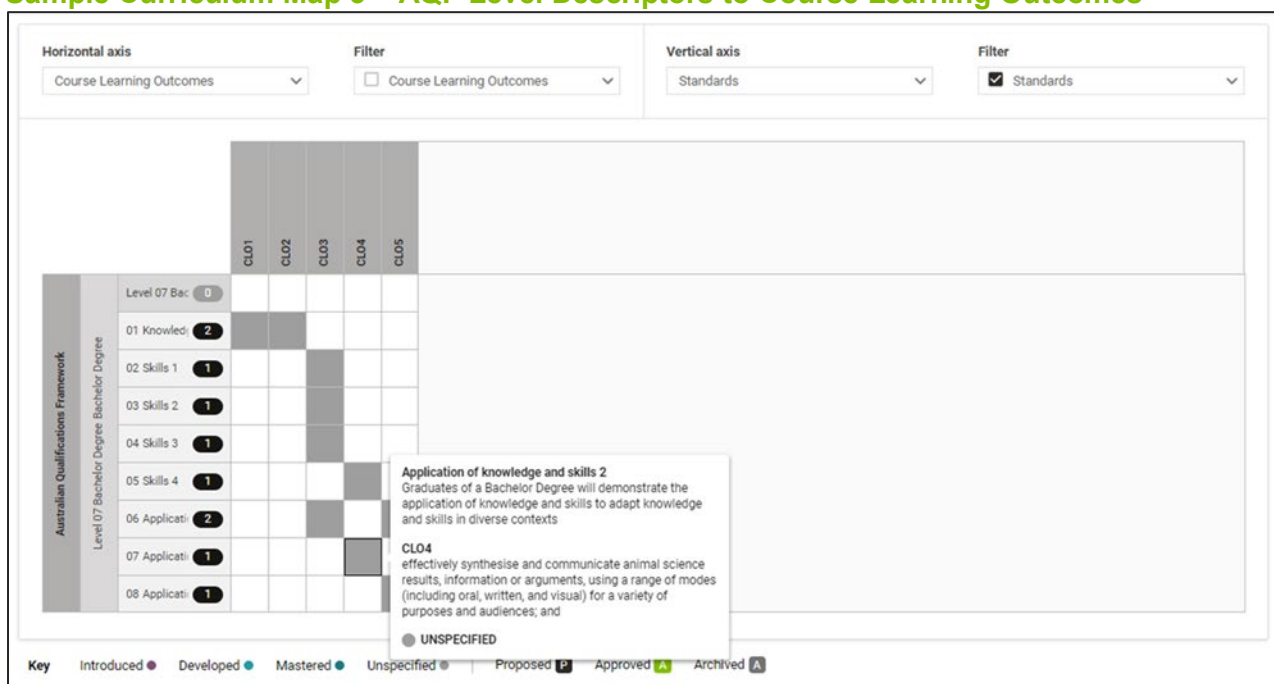
### Sample Curriculum Map 1 – Course Learning Outcomes to Unit Learning Outcomes



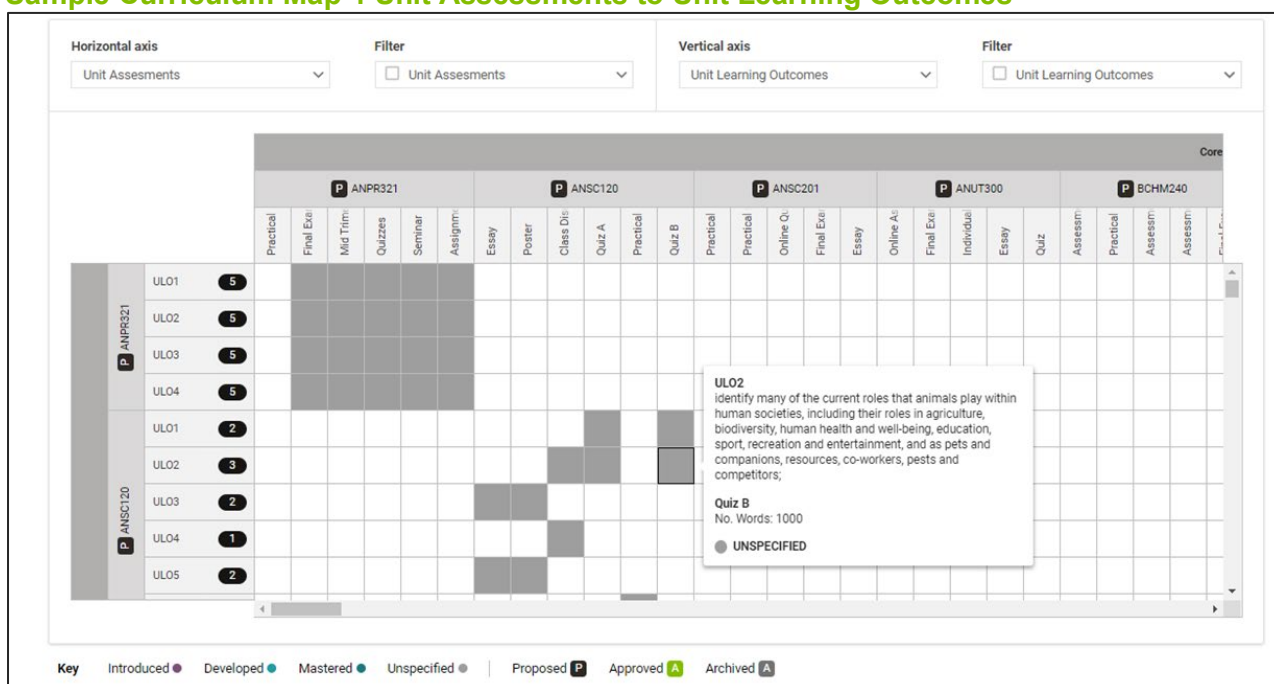
### Sample Curriculum Map 2 – Graduate Attributes to Course Learning Outcomes



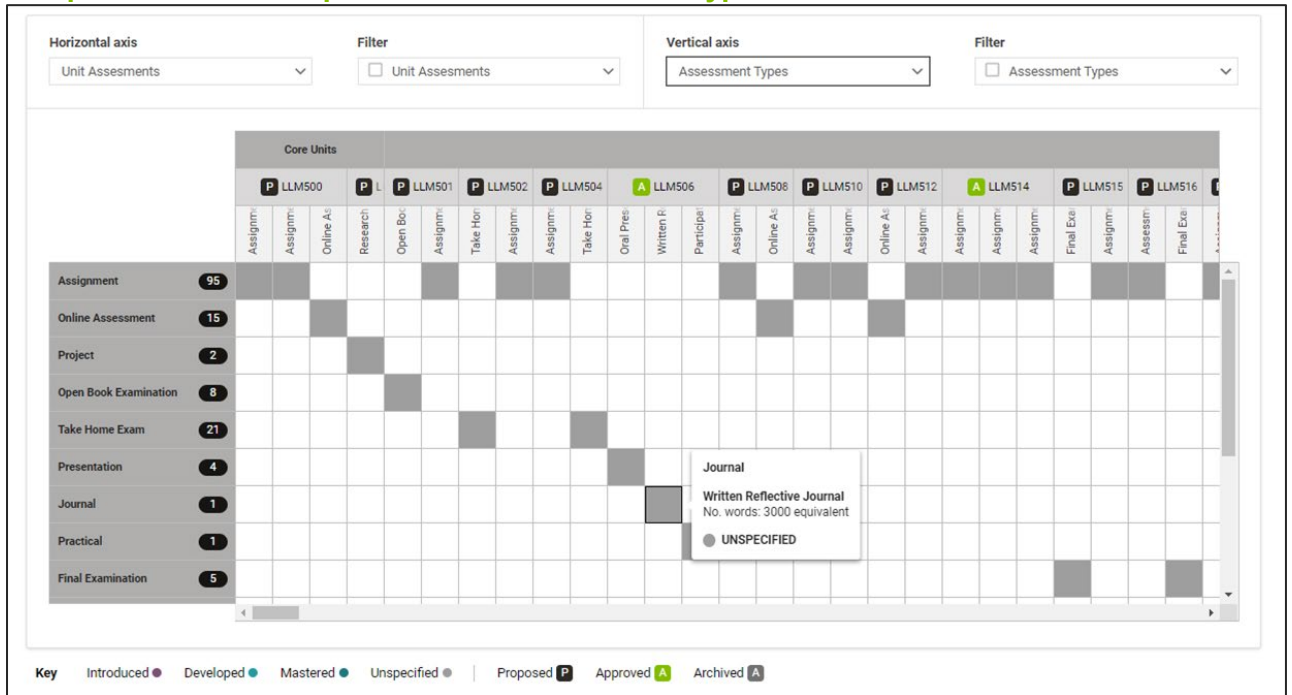
### Sample Curriculum Map 3 – AQF Level Descriptors to Course Learning Outcomes



### Sample Curriculum Map 4 Unit Assessments to Unit Learning Outcomes



## Sample Curriculum Map 5 – Course Assessment Types



## Appendix 5: Using tasks to ensure curriculum maps are reviewed

When a unit has changes made which may affect course curriculum maps eg changes to unit learning outcomes, CourseLoop tasks can be used to ensure course coordinators are aware of changes so that curriculum maps are reviewed in a timely fashion. Below is a sample of a CourseLoop consultation task which may be utilised to ensure oversight of the curriculum map reviews. CourseLoop tasks ensure tracking against proposals and is supported by emailed notifications.

**Complete task details and allocate to the course coordinator**

**Create Consultation Task** ✕

**Title \***  
Unit Code - Changes requiring curriculum map review

**Description**  
Unit code has had changes to the current unit learning outcomes.

**Priority**  
Medium

**Due Date \***  
11/10/2021

**Assigned To \***  
Nicole Barclay

**Notes**  
Please review the course code/s curriculum maps which may be affected by this change.

**Status**  
-- Please Select --

**Create**

Enter the following details:

- 1 *Title: <Unit Code> - Changes requiring curriculum map review*
- 2 *Description: <Unit code> has had changes to <changes that impact map>*
- 3 *Priority: As appropriate/required*
- 4 *Due Date: As appropriate/required*
- 5 *Assigned To: Course coordinator's name*
- 6 *Notes: Please review the course code/s curriculum maps which may be affected by this change*
- 7 *Status: Open*
- 8 *Select the **Create** button.*

## Appendix 6: Terminology<sup>4</sup>

**Advanced unit:** a unit which corresponds to either AQF level 6 or AQF level 7 (commonly referred to as 200- or 300-level units respectively);

**Capstone unit:** the final unit in a major. Taken at or near the end of the degree, a capstone unit allows the student to demonstrate holistically what they have learned and the skills that they have acquired throughout the study of the major. It might consist of a research or applied project, an industry internship, or the completion of a portfolio of work commenced earlier in the major, enabling students to demonstrate achievement of course learning outcomes.

**Core units:** synonymous with **core material** the main body of the course (typically 96 of 144cp); studies deemed fundamental and essential for meeting the requirements of the degree and course learning outcomes.

**Electives:** Any optional unit/s that may contribute towards the completion of a course

**Listed unit:** A listed unit is one that a student can select from a short, fixed list to fulfil the requirements of a major, affording a degree of choice within a major. Listed units are typically **Advanced units**. The list is devised by the course team to meet the objectives and outcomes of the major.

**Major:** a standard volume of learning comprising 48 credit points (eight 6cp units) which, along with the **minor**, is one of the two internal structures of degree courses

**Prescribed unit:** mandatory unit within a Major

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<sup>4</sup> Adapted from UNE Course Design Framework Version 2.0