#### SELF-ASSESSMENT CHECKLIST FOR COURSE SUBMISSIONS

**As you work through the UCMS – and the template – tick to confirm this has been addressed:**

**PLEASE NOTE THE SHADED FIELDS ARE ONLY RELEVANT FOR MAJORS/MINORS/SPECIALISATIONS**

|  |  |
| --- | --- |
| **Generally:**  | ***Tick or comment if not provided*** |
| If a new course, this submission has involved the Course Design Team and been signed off by the Course Design Team |  |
| If a course amendment, the **Rationale/Background** provides a rationale for the change, not just a description. |  |
| If the course has professional accreditation or recognition, the impact to the proposed changes was considered and planned. If professional accreditation or recognition status will be affected, that the issues are described in detail in the UCMS activity.  |  |
| The submission has been checked for spelling and grammatical errors (both UCMS entry and excel template) |  |

| **Where Documented** | **Clause and Requirement (Para in Policy)** | **Evidence Required** | ***Tick or comment if not provided*** |
| --- | --- | --- | --- |
| **Section 1 Course Configuration** |
| UCMS > Section 1 > Course Configuration > Details | Course title and abbreviated title accurately represents the course aim and content to students, potential employers, other education providers and the community | 11a | Course name and abbreviated title |  |
| UCMS > Section 1 > Course Configuration > Details | Course title and abbreviated title complies with requirements of the [Course Nomenclature and Volume of Learning Schedule](https://policies.scu.edu.au/download.php?id=540&version=1&associated) | 11b | Course name and abbreviated title |  |
| UCMS > Section 1 > Special Course Types:Is this a nested qualification? | Course is designed to embed nested awards at lower AQF levels to provide both entry and exit pathways, unless this would compromise the ability to meet one or more of the Design Principles specified in the Curriculum Design and Development Policy | 9 | Course is part of a nested qualification; if not, a rationale is provided as to how this would compromise the ability to meet one or more of the Design Principles specified in the Curriculum Design and Development Policy |  |
| UCMS > Section 1 > Deliveries  | International student compliance with [The National Code of Practice 2018](https://www.legislation.gov.au/Details/F2017L01182) Advice can be found in [TEQSA FAQs](https://www.teqsa.gov.au/latest-news/publications/CRICOS-FAQs) , [National Code 2018 Factsheets](https://internationaleducation.gov.au/regulatory-information/Pages/National-Code-2018-Factsheets-.aspx) , specifically [National Code 2018 Factsheet Standard 8](https://internationaleducation.gov.au/regulatory-information/Documents/National%20Code%202018%20Factsheets/Standard%208.pdf)  |  | If course is available to onshore international students, then the delivery mode must include on-campus/internal mode, and a face-to-face campus recorded in the Delivery section.  |  |
| **Section 2 Impact and Compliance** |
| UCMS > Section 2 > Consultation | Course Design Team names, expertise and roles are documented and appropriate[Curriculum Design and Development Procedures](https://policies.scu.edu.au/document/view-current.php?id=330) | 5-7 | Description of course design team, expertise and roles as described in clause 5.a – 5.i |  |
| UCMS > Section 2 > Consultation | Consultation to ensure representative views of all relevant stakeholder groups, specifically including an appropriate Indigenous academic community member[Curriculum Design and Development Procedures](https://policies.scu.edu.au/document/view-current.php?id=330) | 8 | Description of consultation and rationale for instances all stakeholder groups were not included |  |
| **Section 3 Credit and Transition** |
| UCMS > Section 2 > Credit and Transition | Credit decisions must be made in line with the [Advanced Standing and Recognition of Prior Learning Policy](https://policies.scu.edu.au/document/view-current.php?id=69). [Advanced Standing and Recognition of Prior Learning Procedure](https://policies.scu.edu.au/document/view-current.php?id=204)  and the [Advanced Standing and Recognition of Prior Learning - Schedule 1](https://policies.scu.edu.au/download.php?id=292&version=7&associated) Transition arrangements must be completed in consultation with Student Administration Services to document arrangements for current students. | 11-2429 | Articulation arrangements are generally not included in UCMS. They are detailed at [scu pathways website](https://www.scu.edu.au/study-at-scu/how-to-apply/credit-for-recognition-of-prior-learning/)Details of transition arrangements including arrangements for teach out. Arrangements should be endorsed by Student Administration Services.  |  |
| **Section 4 Professional Accreditation and Recognition** |
| UCMS > Section 4 > Professional Accreditation and Recognition | Course structure and content meets the requirements of an external accrediting body if such external accreditation is necessary for graduates to engage in professional practice | 33 | Confirmation of External Accreditation Outcome or Status.  |  |
| **Section 5 Aim and Requirements for an Award** |
| UCMS > Section 5 > Entry and Unit List > Aim and Requirements for an Award | Course aim concisely describes its purpose with respect to intended graduate destinations (including preparation for professional practice, if relevant), disciplinary focus and major educational features | 12 | Course aim |  |
| UCMS > Section 5 > Entry and Unit List > Aim and Requirements for an Award | Course Rules specify the overall volume of learning that must be completed, consistent with the requirements of the [Course Nomenclature and Volume of Learning Schedule](https://policies.scu.edu.au/download.php?id=540&version=1&associated) | 19a | Requirements for an award text |  |
| UCMS > Section 5 > Entry and Unit List > Aim and Requirements for an Award | Course Rules specify which and how many units must be successfully completed, either individually or as part of a minor, major or specialisation | 19b | Requirements for an award text |  |
| UCMS > Section 5 > Entry and Unit List > Aim and Requirements for an Award | Course Rules specify options for students to choose elective units, minors, majors or specialisations | 19c | Requirements for an award text |  |
| UCMS > Section 5 > Entry and Unit List > Aim and Requirements for an Award | Course Rules specify alternative exit points, entry points, and formal pathways for transfer to other courses | 19d | Requirements for an award text |  |
| UCMS > Section 5 > Entry and Unit List > Aim and Requirements for an Award | Course Rules comply with the requirements of the [Admission and Course Requirements Standard Wording](https://policies.scu.edu.au/download.php?id=545&version=1&associated) unless this would result in inconsistency, ambiguity or confusion, in which case alternative wording must be developed in consultation with the Manager, Course Implementation and Publications | 20 | Requirements for an award text |  |
| UCMS > Section 5 > Entry and Unit List > Schedule of Units | International student compliance with [The National Code of Practice 2018](https://www.legislation.gov.au/Details/F2017L01182) Advice can be found in [TEQSA FAQs](https://www.teqsa.gov.au/latest-news/publications/CRICOS-FAQs) , [National Code 2018 Factsheets](https://internationaleducation.gov.au/regulatory-information/Pages/National-Code-2018-Factsheets-.aspx) specifically [National Code 2018 Factsheet Standard 8](https://internationaleducation.gov.au/regulatory-information/Documents/National%20Code%202018%20Factsheets/Standard%208.pdf) Online learning Registered providers may offer overseas students up to one-third of their course online. If online or distance learning is offered, the registered provider must ensure that the overseas student is studying at least one unit that is face-to-face in each study period. The only exception is if the overseas student is completing the last unit of their course that is only available online.  |  | If course is available to onshore international students, then the units must be available for them according to the compliance requirements.  |  |
| UCMS > Section 5 > Entry and Unit List > Schedule of Units | Course structure and content will be consistent with the educational approach for the course | 21 | Schedule of units is consistent with an educational approach that is evidence-based, conceptually sound, culturally appropriate and described in detail |  |
| UCMS > Section 5 > Entry and Unit List > Schedule of Units | Courses consists of a combination of core units, unit clusters (minors, majors and specialisations), and elective units | 22 | Schedule of Units |  |
| UCMS > Section 5 > Entry and Unit List > Schedule of Units | Course includes discipline-specific majors, minors or elective units to develop the Course Learning Outcome related to significant depth of knowledge in one or more disciplines | 29 | Schedule of Units includes discipline-specific majors, minors or elective units |  |
| UCMS > Section 5 > Entry and Unit List > Schedule of Units | Course includes shared majors, minors or elective units to develop the Course Learning Outcome related to some breadth of knowledge beyond the narrow discipline focus | 30 | Schedule of Units includes shared majors, minors or elective units |  |
| UCMS > Section 5 > Entry and Unit List > Schedule of Units | Course structure allows students to choose elective units and minors, majors or specialisations, unless this would compromise the ability to meet one or more of the Design Principles specified in the [Curriculum Design and Development Policy](https://policies.scu.edu.au/document/view-current.php?id=320) or external, professional accreditation requirements | 23 | Schedule of Units; if there is no choice of elective units, minors, majors or specialisations, a rationale is provided as to how this would compromise the ability to meet one or more of the Design Principles specified in the Curriculum Design and Development Policy |  |
| UCMS > Section 5 > Entry and Unit List > Schedule of Units | Specialisation include one or more core units that are specific to that specialisation and may also include a choice of minors, majors and elective units | 36 | Schedule of Units includes core units that are specific to each specialisation |  |
| UCMS – Shared Major or MinorConstructive Alignment Template – ULO-MLO Assess | Each minor or major has an aim that describes its purpose with respect to intended development of specialist knowledge and capabilities and disciplinary focus | 38 | The aim complies with requirement  |  |
| UCMS > Section 5 > Entry and Unit List > Shared MajorsUCMS > Section 5 > Entry and Unit List > Schedule of Units | Course structure allows students to choose study options in other disciplines through choice of shared elective units, minors and majors, **unless this would compromise the ability to meet one or more of the Design Principles** specified in the [Curriculum Design and Development Policy](https://policies.scu.edu.au/document/view-current.php?id=320) or external, professional accreditation requirements | 24 | Schedule of Units; if there is no choice of shared elective units, minors, majors or specialisations, a **rationale is provided as to how this would compromise the ability to meet one or more of the Design Principles** specified in the Curriculum Design and Development Policy |  |
| UCMS > Section 5 > Entry and Unit List > Schedule of Units | Minors consist of four single-weighted units or equivalent (48 credit points) | 40 | Schedule of Units |  |
| UCMS > Section 5 > Entry and Unit List > Schedule of Units | Majors consist of eight single-weighted units or equivalent (96 credit points) | 41 | Schedule of Units |  |
| UCMS > Section 5 > Entry and Unit List > Schedule of Units | Majors and minors do not normally provide a choice of units | 42 | Schedule of Units |  |
| **Section 6 Academic Design** |
| UCMS > Section 6 > Academic Design 1 > Rationale & Graduate Attributes > Educational Rationale  | The educational approach for the course is evidence-based, conceptually sound, culturally appropriate and described in detail | 13 | Detailed description of educational approach. The examples p.27 of the Constructive Alignment instructions for example:* The unit is both direct instruction and self-directed learning for the self-access portion of the unit where foundation knowledge is being acquired and then shifts to research-based learning as the student begin to apply this knowledge in the field as they study groundwater characteristics through a variety of tests and create a technical report of their findings and solutions.
 |  |
| UCMS > Section 6 > Academic Design 3 > Community Engaged Learning | Course incorporates Community Engaged Learning through contextualised and experiential learning activities, either within a single unit or distributed throughout the course, except in the case of pathways programs or unless this would compromise the ability to meet one or more of the Design Principles specified in the [Curriculum Design and Development Policy](https://policies.scu.edu.au/document/view-current.php?id=320) | 32 | Description of community engaged learning processes; if there are no community engaged learning processes described, a rationale is provided as to how this would compromise the ability to meet one or more of the Design Principles specified in the Curriculum Design and Development Policy.The below format must be included to reflect **total** hours CEL in the course:*“*Total hours per week X Total Weeks = Total hoursThe format is specific by TEQSA and cannot be changed.  |  |
| **Section 7 Resources** |
| UCMS > Section 7 > Resources  | The University’s Human Resources policies establish the settings and processes to ensure that all staff are appropriately qualified and experienced for the academic activities they lead.The academic staffing profile for each course of study, as recorded in the UCMS and reviewed annually as part of the Course Reporting process, will encompass the necessary depth and breadth of academic leadership and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes, as demonstrated by:1. Formal staff qualifications; and
2. Current scholarly activity in the discipline area

[ACADEMIC QUALITY, STANDARDS AND INTEGRITY POLICY](https://policies.scu.edu.au/document/view-current.php?id=329) [Higher Education Threshold Standards](https://www.legislation.gov.au/Details/F2015L01639) (2015) 4.1.2.      Research is conducted, or overseen, by staff with qualifications, research experience and skills relevant to the type of research undertaken and their role. | 3637 | Completion of the two resources tables as well as the staffing ratios and comments regarding the capacity offer the course to provide assurance to governance Committees and Boards.  |  |
| **Section 10 Project Intake and Viability**  |
| UCMS > Section 10 > Project Intake and Viability  | Course viability and rationale information is comprehensive and clear in the (UCMS) system – as above [ACADEMIC QUALITY, STANDARDS AND INTEGRITY POLICY](https://policies.scu.edu.au/document/view-current.php?id=329) | 7, 9 | That the intake numbers reflect the demand tables, and the proposed commencement dates.  |  |
| **Section 12 Marketing Arrangements & Costs** |
| UCMS > Section 12 > Marketing Arrangement and Cost  | Course viability and rationale information is comprehensive and clear in the (UCMS) system – as above [ACADEMIC QUALITY, STANDARDS AND INTEGRITY POLICY](https://policies.scu.edu.au/document/view-current.php?id=329) | 7, 9 | Completed section. |  |
| **Section 13 Risk Assessment** |
| UCMS > Section 13> Risk Assessment  | Course viability and rationale information is comprehensive and clear in the (UCMS) system – as above [ACADEMIC QUALITY, STANDARDS AND INTEGRITY POLICY](https://policies.scu.edu.au/document/view-current.php?id=329) | 7, 9 | Explanation of the risks and that they have been mitigated.  |  |
| **Section 14 Summary of Proposal** |
| UCMS > Section 14 > Summary of Proposal  | Course viability and rationale information is comprehensive and clear in the (UCMS) system – as above [ACADEMIC QUALITY, STANDARDS AND INTEGRITY POLICY](https://policies.scu.edu.au/document/view-current.php?id=329) | 7, 9 | That the summary encapsulates key aspects of the proposal.  |  |
| **Section 15 Impact and Compliance** |
| UCMS > Section 15 > Impact and Compliance  | Courses and units are designed and developed in accordance with the [Curriculum Design and Development Policy](https://policies.scu.edu.au/document/view-current.php?id=320) to meet the specifications set out in the [Australian Qualifications Framework](https://policies.scu.edu.au/directory-summary.php?legislation=72) and [Higher Education Standards Framework](https://policies.scu.edu.au/download.php?id=453&version=1&associated), and to enable external accreditation by a professional body when this is required for professional practice.The Unit and Course Management System (UCMS) clearly and comprehensively documents all elements of the curriculum to ensure compliance with the University's curriculum design principles.[ACADEMIC QUALITY, STANDARDS AND INTEGRITY POLICY](https://policies.scu.edu.au/document/view-current.php?id=329) | 79 | Centre for Teaching and Learning comments |  |
| Student Services comments |  |
| Library Services comments |  |
| SCU International (if applicable) comments |  |
| Technology Services Comments |  |
| Planning, Quality and Review (PQR) comments |  |
| Division of Research (PG Research Courses only) Comments |  |
| **Section 11 Collaborative Arrangements**  |
| UCMS > Section 11 > Collaborative Arrangements  | Curriculum delivered by the University's educational partners meets the same standards and provides an equivalent student experience as curriculum delivered by the UniversityCurriculum delivered through the University's educational partnership arrangements will meet the requirements of this policy and associated procedures to ensure equivalent academic standards are maintained by the University and its educational partners.[ACADEMIC QUALITY, STANDARDS AND INTEGRITY POLICY](https://policies.scu.edu.au/document/view-current.php?id=329) | 34 | Explanation of how the equivalency of course learning experience will be maintained at partner campuses.  |  |
| **Section 16 Course Progression Tables** |
| UCMS > Section 16 > Course Progression Tables  | Units will be: designed to minimise requirements for study of units in a particular order, to maximise flexibility for student progression through a course; and assigned a Level of Study that provides students with guidance on appropriate progression pathways through a course.[ACADEMIC QUALITY, STANDARDS AND INTEGRITY POLICY](https://policies.scu.edu.au/document/view-current.php?id=329) | 17 | Progression tables completed. Changes to a course that affect currently enrolled students must be stated clearly in the UCMS activity.  |  |
| **Constructive Alignment Spreadsheets** |
| Constructive Alignment Template > Benchmarking Sheets | Benchmarking of the aim, structure, learning outcomes and assessment against relevant similar courses offered by other higher education providers in Australia and overseas through a desktop review, and any significant variations justified in terms of the pedagogical, intellectual and strategic rationaleCourses and units will be designed to develop learning outcomes and disciplinary expertise at a comparable level to, and consistent in scope and volume of learning with, similar courses and units offered by other higher education providers in Australia and overseas, except if explicitly designed otherwise for justifiable pedagogical, intellectual and strategic reasons. | 1035 | Benchmarking sheets in the Constructive Alignment Template completed appropriately |  |
| Constructive Alignment Template > CLO-GA-AQF-Threshold Sheet | Course Learning Outcomes are relevant, desirable, achievable, concise and clearly written in plain English | 14 | Course Learning Outcomes |  |
| Constructive Alignment Template > CLO-GA-AQF-Threshold Sheet | Course Learning Outcomes address all the University's Graduate Attributes as specified in the Graduate Attributes Schedule | 15a | Course Learning Outcomesall GAs are addressed at least once (there is no minimum or maximum expected here |  |
| Constructive Alignment Template > CLO-GA-AQF-Threshold Sheet | Course Learning Outcomes address the AQF generic learning outcomes appropriate to the AQF level of the award | 15b | Course Learning Outcomes * wording appropriate for AQF level of award
* there is a good spread across different AQF areas and not disproportionally in the knowledge and skills areas compared to the application of knowledge and skills
 |  |
| Constructive Alignment Template > CLO-GA-AQF-Threshold Sheet | Course Learning Outcomes address discipline-specific requirements and expectations, such as the appropriate disciplinary Threshold Learning Outcomes | 15c | Course Learning Outcomes* CLOs cover threshold academic knowledge and skills and advanced knowledge and inquiry at the appropriate AQF level
 |  |
| Constructive Alignment Template > CLO-GA-AQF-Threshold Sheet | Course Learning Outcomes address requirements for accreditation by a professional body where this is required for registration to practise | 15d | Course Learning Outcomes* Professional Standards are identifiable in the wording of the CLOs
 |  |
| Constructive Alignment Template > CLO-GA-AQF-Threshold Sheet | Includes a Course Learning Outcome related to development of advanced knowledge and inquiry at a level appropriate to the AQF level of the course | 16a | Course Learning Outcomes |  |
| Constructive Alignment Template > CLO-GA-AQF-Threshold Sheet | Includes a Course Learning Outcome related to development of threshold academic knowledge and skills including literacy, numeracy and academic integrity | 16b | Course Learning Outcomes |  |
| Constructive Alignment Template > CLO-GA-AQF-Threshold Sheet | Bachelor (AQF level 7) and Bachelor with embedded Honours (AQF level 8) courses include a Course Learning Outcome related to development of significant depth of knowledge in one or more disciplines | 17a | Course Learning Outcomes |  |
| Constructive Alignment Template > CLO-GA-AQF-Threshold Sheet | Bachelor (AQF level 7) and Bachelor with embedded Honours (AQF level 8) courses include a Course Learning Outcome related to development of some breadth of knowledge beyond the narrow discipline focus | 17b | Course Learning Outcomes |  |
| Constructive Alignment Template > CLO-GA-AQF-Threshold Sheet | For double degree courses, requirements above for Course Learning Outcomes are satisfied for each of the component awards | 18 | Course Learning Outcomes |  |
| Constructive Alignment Template > ULO-CLO-MLO Alignment Sheet | Course structure ensures all students can progressively achieve the Course Learning Outcomes, regardless of the point of entry into and pathway through the course | 25 | Mapping of Unit Learning Outcomes to Course Learning Outcomes demonstrates all CLOs are progressively developed at levels of emerging, increasing and attaining proficiency |  |
| Constructive Alignment Template > ULO-CLO-MLO Alignment Sheet | Core units include Unit Learning Outcomes that demonstrate current knowledge and scholarship in relevant academic disciplines | 28a | Appropriate core unit Learning Outcomes as requiredULOs to be aligned using the conditional formatting (1, 2, 3) to show development of proficiency as students progress through the course |  |
| Constructive Alignment Template > ULO-CLO-MLO Alignment Sheet | Core units include Unit Learning Outcomes that demonstrate study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course | 28b | Appropriate core unit Learning Outcomes as required |  |
| Constructive Alignment Template > ULO-CLO-MLO Alignment Sheet | Core units include Unit Learning Outcomes that demonstrate emerging concepts that are informed by recent scholarship, current research and, where applicable, advances in practice | 28c | Appropriate core unit Learning Outcomes as required |  |
| Constructive Alignment Template > ULO-CLO-MLO Alignment Sheet | All Course Learning Outcomes are normally developed by the core units | 31 | Mapping of core unit Learning Outcomes to Course Learning Outcomes; if CLOs are not developed by the core units, a justification is provided |  |
| Constructive Alignment Template > ULO-MLO-alignment Sheet | Each specialisation, minor or major has learning outcomes consistent with its aim | 35, 39 | Specialisation, Minor and/or Major Learning OutcomesA Major/Minor has a Learning Outcome that includes ‘depth of knowledge’ |  |
| Constructive Alignment Template > ULO-MLO-alignment Sheet | Units that comprise a specialisation ensure that all students achieve the Course Learning Outcomes and the additional Specialisation Learning Outcomes | 37 | Mapping of Unit Learning Outcomes to Specialisation Learning Outcomes and Course Learning Outcomes |  |
| Constructive Alignment Template > ULO-MLO-alignment Sheet | Units that comprise a minor or major will be designed to ensure that students achieve the Minor or Major Learning Outcomes | 43 | Mapping of Unit Learning Outcomes to Major or Minor Learning Outcomes |  |
| NOT YET DOCUMENTED | Each specialisation has an aim that describes its purpose with respect to intended graduate destinations (including preparation for professional practice, if relevant), intended development of specialist knowledge and capabilities, and disciplinary focus | 34 | NOT YET DOCUMENTED |  |