#### SELF-ASSESSMENT CHECKLIST FOR UNIT SUBMISSIONS

***Remember: The*** [***template instructions***](https://www.scu.edu.au/media/scueduau/staff/teaching-and-learning/constructive-alignment-course-mapping/Constructive-Alignment-template-instructions-Version-1.pdf) ***are a great source of detailed information to assist with the review!***

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| --- | --- |
| **Generally:** | ***Tick or comment if not provided*** |
| If a unit amendment, the **Rationale/Background** provides a rationale for the change, not just a description. |  |
| For submissions with multiple new units, any variations from compliance are noted below with the relevant details |  |

| **Where Documented** | **Clause and Requirement (Para in Policy)** | | **Evidence Required** | | **Faculty check** |
| --- | --- | --- | --- | --- | --- |
| **Section 1 Unit Title** | | | | | |
| UCMS > Section 1 > Details > Unit Title | Name is concise, appealing and accurately represent the unit aim and content to students | 49 | Unit name |  | |
| UCMS > Section 1 > Details > Unit Title | Aim describes the unit’s purpose with respect to intended development of knowledge and capabilities and disciplinary focus | 50 | Unit name |  | |
| UCMS > Section 1 > Details | The Level of Study reflects the specificity of learning within a discipline and cognitive complexity of intended learning outcomes in the context of the course(s) with which the unit is associated, based on the descriptors in Schedule A of the [Definitions (Academic) Policy](https://policies.scu.edu.au/document/view-current.php?id=90) | 54 | Levels at which Unit Learning Outcomes develop Course Learning Outcomes | NB – Level of Study needs to be added to UCMS | |
| **Section 2 Consultation** | | | | | |
| Related course submission: UCMS > Section 2 > Consultation | Unit Design Team names, expertise and roles are documented and appropriate | 45, 46, 47 | Description of course design team, expertise and roles |  | |
| Related course submission: UCMS > Section 2 > Consultation | Consultation to ensure representative views of all relevant stakeholder groups, specifically including an appropriate Indigenous academic community member | 48 | Description of consultation |  | |
| **Section 2 Requisites** | | | | | |
| UCMS > Section 2 > Requisites | There is no more than one pre-requisite, co-requisite or other enrolment restriction requirement (except in exceptional circumstances), and it is directly demonstrated that the pre-requisites, co-requisites or enrolment restriction is needed because: the absence of an enrolment restriction would put individuals, the public, or the student at risk of harm; or there is a genuine and non-negotiable constraint on the maximum number of students who can be successfully taught in the unit; or it would be unreasonable to allow students to enrol without mandatory prior preparation or study because they would almost certainly be unable to successfully complete the unit; or the absence of an enrolment restriction would make it impossible to meet external accreditation requirements | 59,  60,  61 | Either no requisites, or at most one requisite with a detailed justification of why that requisite is needed with respect to the criteria outlined |  | |
| **Section 3 Learning Outcomes** | | | | | |
| UCMS > Section 3 > Content > Learning Outcomes | Unit has no more than four Learning Outcomes | 51 | Unit Learning Outcomes |  | |
| UCMS > Section 3 > Content > Learning Outcomes | Unit Learning Outcomes align with the unit aim | 52a | Unit Learning Outcomes |  | |
| UCMS > Section 3 > Content > Learning Outcomes | Unit Learning Outcomes are achievable and assessable | 52b | Unit Learning Outcomes |  | |
| **Section 6 Assessment** | | | | | |
| UCMS > Section 6 > Assessment | All assessment tasks comply with the [Assessment Policy](https://policies.scu.edu.au/document/view-current.php?id=66) and [Assessment Procedures](https://policies.scu.edu.au/document/view-current.php?id=255) | 67 | Details of assessment tasks |  | |
| UCMS > Section 6 > Assessment>Additional Assessment | Teaching methods, learning resources and learning activities directly contribute to achievement of one or more of the Unit Learning Outcomes | 56 | Compliance should be explicitly noted in the additional assessment section |  | |
| Teaching methods, learning resources and learning activities provide students with equivalent opportunities to achieve the intended learning outcomes irrespective of their study location or mode of participation | 57 | Compliance should be explicitly noted in the additional assessment section |  | |
| Teaching methods, learning resources and learning activities meet the learning needs of all students, including Indigenous Australians, international students regardless of cultural background, mature age students, school leavers, students with disabilities and students who are the first in their family to study at university | 58 | Compliance should be explicitly noted in the additional assessment section |  | |
| No similar existing units within the University could be used to fulfil the same intended purpose | 44 | Compliance should be explicitly noted in the additional assessment section |  | |
| **Generally** | | | | | |
|  | Courses and units will be designed to ensure that students have equivalent opportunities to achieve the intended learning outcomes irrespective of their study location or mode of participation. | 33 | All sections that are relevant to the unit need to be completed  If delivery includes external, internal and/or an education partner, confirmation that the learning resources will be accessible to all students despite delivery |  | |
| The structure and content of units will be consistent with the educational approach of the course(s) for which they are designed.  [CURRICULUM DESIGN AND DEVELOPMENT PROCEDURES](https://policies.scu.edu.au/document/view-current.php?id=330) | 55 |
| All teaching methods, learning resources and learning activities will directly and demonstrably contribute to achievement of one or more of the Unit Learning Outcomes. [CURRICULUM DESIGN AND DEVELOPMENT PROCEDURES](https://policies.scu.edu.au/document/view-current.php?id=330) | 56 |
| Teaching methods, learning resources and learning activities will demonstrably provide students with equivalent opportunities to achieve the intended learning outcomes irrespective of their study location or mode of participation. [CURRICULUM DESIGN AND DEVELOPMENT PROCEDURES](https://policies.scu.edu.au/document/view-current.php?id=330) | 57 |
| Teaching methods, learning resources and learning activities will demonstrably meet the learning needs of all students, including Indigenous Australians, international students regardless of cultural background, mature age students, school leavers, students with disabilities and students who are the first in their family to study at university. [CURRICULUM DESIGN AND DEVELOPMENT PROCEDURES](https://policies.scu.edu.au/document/view-current.php?id=330) | 58 |
| Teaching methods, learning resources and learning activities will minimise reliance on other units to develop prior knowledge and capabilities wherever possible [CURRICULUM DESIGN AND DEVELOPMENT PROCEDURES](https://policies.scu.edu.au/document/view-current.php?id=330) | 59 |
| **Constructive Alignment Mapping** | | | | | |
| UCMS > Section 6 > Assessment  Constructive Alignment Template > ULO-CLO-MLO Alignment Sheet | All assessment tasks are explicitly shown to assess achievement of the Unit Learning Outcomes | 62 | Mapping of assessment tasks to Unit Learning Outcomes   * the names of the Assessments are the same as those within the unit reports * there are more than 3-4 assessments (this would also be noted when checking the unit reports) * assessments build in complexity within the unit * there are more Level 1 tasks in early units and more Level 3 tasks in later units |  | |
| Constructive Alignment Template > ULO-CLO-MLO Alignment Sheet | Unit Learning Outcomes contribute to progressive development of Course Learning Outcomes in all courses for which the unit is a core unit | 52c | 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-MLO-alignment Sheet | Unit Learning Outcomes contribute to achievement of Minor or Major Learning Outcomes in all minors or majors with which the unit is associated | 52d | Mapping of Unit Learning Outcomes to Major or Minor Learning Outcomes |  | |
| Constructive Alignment Template > ULO-CLO-MLO Alignment Sheet | Unit Learning Outcomes minimise duplication and repetition with other units | 52e | Unit Learning Outcomes for all core units |  | |
| Constructive Alignment Template > ULO-Ass Alignment Sheet | All assessment tasks are explicitly shown to assess achievement of the Unit Learning Outcomes | 62 | Mapping of assessment tasks to Unit Learning Outcomes |  | |
| Constructive Alignment Template > ULO-CLO-MLO Alignment Sheet | The Level of Study reflects the specificity of learning within a discipline and cognitive complexity of intended learning outcomes in the context of the course(s) with which the unit is associated, based on the descriptors in Schedule A of the [Definitions (Academic) Policy](https://policies.scu.edu.au/document/view-current.php?id=90) | 54 | Level of Study noted on worksheet  Levels at which Unit Learning Outcomes develop Course Learning Outcomes |  | |
| Constructive Alignment Template > ULO-Ass Alignment Sheet | All assessment tasks are explicitly shown to minimise the potential for breaches of academic integrity | 66 | Detailed description of how this is the case. there are clear explanations in the Rationale Statements as to how the assessments chosen:   * align with the identified LO? * reduce the likelihood of academic integrity breaches?   align with the educational approach for the course |  | |
| Constructive Alignment Template > ULO-Ass Alignment Sheet | Unit structure and content is consistent with the educational approach of the course(s) for which the unit is designed | 55 | Rationale statement re alignment |  | |

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