



WESTERN SYDNEY
UNIVERSITY



CURRICULUM MAPPING:

**A tool to support strategic
change in higher education**

Sharon Short

Office of the Pro Vice-Chancellor (Learning Transformation)

Strategic Direction across the Institution



Learning Futures Plan: Overview

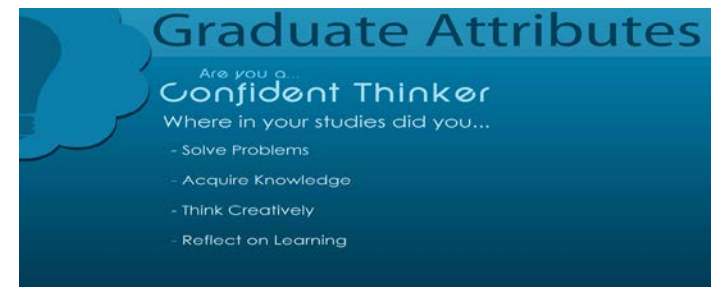


Cookbook of **certainty** in the curriculum (we know the recipe)


1. AQF, TEQSA,
2. GAs, PAs, CLOs, ULOs,
3. CLOs aligned with ULOs
aligned with assessments –
Constructive alignment
4. Accreditation



Australian Government
Higher Education Standards



Curriculum Mapping Tool


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Preview

Unit No:
Title:

Blended Learning Profile:
Work Integrated Learning:
Research in Curriculum:
Embedded Academic Literacy Dev:
Embedded Academic Numeracy Dev:

Primary Course:
Course Links:

Unit Learning Outcomes
Assessments

| ULO # | Description | Level of Thinking | # Assmts | CLOs |
|-------|-------------|-------------------|----------|------|
| ▶ | | | 0 | + |

Course Level Page

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Course No:
Title:
Status:

Specialisation:

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| | GAs | CLO # | Short Description (for reporting) | Description |
|-----|-----|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| ▶ + | 0 | | | |
| + 8 | 1 | Contextual enquiry | Explore and discover market and user demands through design based research and contextual inquiry | |
| + 6 | 2 | Problem framing | Frame novel problems defined by environment, people and systems | |
| + 6 | 3 | Complex contexts | Evaluate complex interaction between products, processes, people and places | |
| + 8 | 4 | Design literacies | Apply knowledge and skills to problem solving in a variety of fields; drawing both on traditional industrial design literacy and contemporary human behaviour, experience and interaction | |
| + 6 | 5 | Ethics and collaboration | Work responsibly and collaboratively according to values and principles dictated by professional code, culture and society | |
| + 6 | 6 | Entrepreneurship | Contribute to the community and business by demonstrating management and entrepreneurial qualities | |
| + 8 | 7 | Products | Produce functional and efficient market ready products using tangible and intangible materials according to user needs and manufacturing constraints | |
| + 9 | 8 | Systemic solutions | Deliver systemic solutions to produce holistic designs that fit, adapt and improve human condition and sustainability | |
| + 2 | 9 | Foresight | Envision future trends by managing ambiguity through critical thinking, logic, scientific reasoning and foresight. | |
| + 2 | 10 | Innovation | Innovate on behaviours and products from basic research to well defined incremental, breakthrough and disruptive transformation | |
| + 2 | 11 | Creativity | Create new meaningful and sustainable ideas, structures and systems transcending the typical | |
| * + | 0 | | | |

Functionality of Tool – GAs to CLO



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Course No: 3730
Title: Bachelor of Industrial Design (2016 Start)
Status: Accepted

Specialisation: M3091.1; M3092.1; M3093.1

Course Learning Outcomes
Professional Accreditation
AQFs
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Course Level Reports

| GAs | CLO # | Short Description (for reporting) | Description |
|-------|-------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| + 0 | | | |
| + 8 | 1 | Contextual enquiry | |
| + 6 | 2 | Problem framing | |
| + 6 | 3 | Complex contexts | |
| + 8 | 4 | Design literacies | |
| + 6 | 5 | Ethics and collaborati | |
| + 6 | 6 | Entrepreneurship | |
| + 8 | 7 | Products | |
| + 9 | 8 | Systemic solutions | |
| + 2 | 9 | Foresight | Envision future trends by managing ambiguity through critical thinking, logic, scientific reasoning and foresight. |
| + 2 | 10 | Innovation | Innovate on behaviours and products from basic research to well defined incremental, breakthrough and disruptive transformation |
| + 2 | 11 | Creativity | Create new meaningful and sustainable ideas, structures and systems transcending the typical |
| * + 0 | | | |

Graduate Attributes Aligned to this CLO

Select Graduate Attributes for CLO 9

| GA Num | Description |
|--------|----------------------------------------------------------------------------------------------------------------------------|
| +EFS 3 | Critical problem solving Applies knowledge through intellectual inquiry in professional or applied contexts |
| +EFS 9 | Civic Values Brings knowledge to life through responsible engagement and appreciation of diversity in an evolving world |
| * +EFS | |

Done



Unit Level Page

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Updated: 17/08/2016

By: M9400006

Reason:

Unit No: 300706

Title: Building 1

Level: 1

1 or 2H Session? ☐

Status: Accepted

Blended Learning Profile:

Work Integrated Learning:

Research in Curriculum:

Embedded Academic Literacy Dev:

Embedded Academic Numeracy Dev:

Blended (Online)

Work placement - observation

Research informed learning

No Primary Responsibility

Primary Course:

Course Links:

2753 - Bachelor of Business and Commerce

3621 Bachelor of Engineering


2753 Bachelor of Business and Commerce

Unit Learning Outcomes

Assessments

| ULO # | Description | Level of Thinking | # Assmts | CLOs |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|------|
| ULO 1 | Analyse and describe construction techniques required for low rise residential buildings including design of slab-on-ground and timber framing | Analyse | 3 | + |
| ULO 2 | Select materials and appropriate construction techniques based on regulatory, safety and environmental analyses and communicate these via technical documentation | Apply | 4 | + |
| ULO 3 | Interpret building regulations pertinent to low rise residential buildings | Understand | 3 | + |
| ULO 4 | Apply simple land and building surveying techniques | Apply | 3 | + |
| ULO 5 | Analyse basic building services requirements for low rise residential buildings | Analyse | 2 | + |
| ULO 6 | Recognise environmental and social connections with the built forms | Remember | 3 | + |
| ULO 7 | Identify typical low rise residential building defects and propose acceptable solutions | Understand | 2 | + |
| ULO 8 | Identify the problems associated with building low rise residential in hazardous locations | Understand | 2 | + |
| * | | | 0 | + |

Functionality of Tool – Course Linkage


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Updated: 17/08/2016 By: M9400006 Reason:
Level 1
1 or 2H Session?
Status: Accepted

Unit No: 300706 Title: Building 1

Blended Learning Profile: Blended (Online)
Work Integrated Learning: Work placement - observation
Research in Curriculum: Research informed learning
Embedded Academic Literacy Dev: No Primary Responsibility
Embedded Academic Numeracy Dev:

Primary Course: 2753 - Bachelor of Business and Commerce
Course Links:

- 3621 Bachelor of Engineering
- 2753 Bachelor of Business and Commerce

Unit Learning Outcomes
Assessments

| ULO # | Description | Level of Thinking | # Assmts | CLOs |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|------|
| ULO 1 | Analyse and describe construction techniques required for low rise residential buildings including design of slab-on-ground and timber framing | Analyse | 3 | + |
| ULO 2 | Select materials and appropriate construction techniques based on regulatory, safety and environmental analyses and communicate these via technical documentation | Apply | 4 | + |
| ULO 3 | Interpret building regulations pertinent to low rise residential buildings | Understand | 3 | + |
| ULO 4 | Apply simple land and building surveying techniques | Apply | 3 | + |
| ULO 5 | Analyse basic building services requirements for low rise residential buildings | Analyse | 2 | + |
| ULO 6 | Recognise environmental and social connections with the built forms | Remember | 3 | + |
| ULO 7 | Identify typical low rise residential building defects and propose acceptable solutions | Understand | 2 | + |
| ULO 8 | Identify the problems associated with building low rise residential in hazardous locations | Understand | 2 | + |
| * | | | 0 | + |

Functionality of Tool – CLO to ULO

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By: M9400006

Reason:

Unit No:

300706

Title:

Building 1

Level:

1

1 or 2H Session?

Status:

Accepted

Blended Learning Profile:

Blended (Online)

Work Integrated Learning:

Work placement - observation

Research in Curriculum:

Research informed learning

Embedded Academic Literacy Dev:

No Primary Responsibility

Embedded Academic Numeracy Dev:

Primary Course:

2753 - Bachelor of Business and Commerce

Course Links:

3621

Bachelor of Engineering

2753

Bachelor of Business and Commerce

Unit Learning Outcomes

Assessments

| ULO # | Description | Level of Thinking | # Assmts | CLOs |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|------|
| ULO 1 | Analyse and describe construction techniques required for low rise residential buildings including design of slab-on-ground and timber framing | Analyse | 3 | + |
| ULO 2 | Select materials and documentation | | 4 | + |
| ULO 3 | Interpret building | | 3 | + |
| ULO 4 | Apply simple lan | | 3 | + |
| ULO 5 | Analyse basic bu | | 2 | + |
| ULO 6 | Recognise enviro | | 3 | + |
| ULO 7 | Identify typical lo | | 2 | + |
| ULO 8 | Identify the prob | | 2 | + |
| * | | | 0 | + |

Course Learning Outcome Mappings for this ULO

Mapped Course Learning Outcomes for

ULO 1

| Course # | Course Title | CLO # | Short Description | Assurance of Learning |
|----------|-------------------------|-------|--------------------------------|-----------------------|
| 3621 | Bachelor of Engineering | 1 | Scientific principles | Introduced |
| 3621 | Bachelor of Engineering | 5 | Professional and ethical teams | Introduced |
| 3621 | Bachelor of Engineering | 6 | Effective communication skills | Introduced |

Done


Assurance of Learning levels

Introduced, Developed, Assured

| Level No. | Level of Thinking | Cognitive Process |
|-----------|-------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 1 | Remember | Retrieve relevant knowledge from long-term memory. |
| 2 | Understand | Construct meaning from instructional messages, including oral, written and graphic communication. |
| 3 | Apply | Carry out or use a procedure in a given situation. |
| 4 | Analyse | Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose. |
| 5 | Evaluate | Make judgments based on criteria and standards. |
| 6 | Create | Put elements together to form a coherent or functional whole; reorganise elements into a new pattern or structure. |

Bloom's (1969) taxonomy, revised by Anderson and Krathwohl (2001)

Functionality of Tool – Professional Accreditation


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Course No:

Title:

Specialisation:

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Reason: New Record

Status:

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Select PA Body:

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[Delete PA Set](#)

Name of PA body:

Engineers Australia

| | CLOs | ULOs | PA # | Description |
|--|------|------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | 1.1 Comprehensive, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the engineering discipline |
| | | | | 1.2 Conceptual understanding of the, mathematics, numerical analysis, statistics, and computer and information sciences which underpin the engineering discipline |
| | | | | 1.3 In depth understanding of specialist bodies of knowledge within the engineering discipline |
| | | | | 1.4 Discernment of knowledge development and research directions within the engineering discipline |
| | | | | 1.5 Knowledge of contextual factors impacting the engineering discipline |
| | | | | 1.6 Understanding of the scope, principles, norms, accountabilities and bounds of contemporary engineering practice in the engineering discipline |
| | | | | 2.1 Application of established engineering methods to complex engineering problem solving |
| | | | | 2.2 Fluent application of engineering techniques, tools and resources |
| | | | | 2.3 Application of systematic engineering synthesis and design processes |
| | | | | 2.4 Application of systematic approaches to the conduct and management of engineering projects |
| | | | | 3.1 Ethical conduct and professional accountability |
| | | | | 3.2 Effective oral and written communication in professional and lay domains |

Functionality of Tool – AQFs

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Course No: 3621 Title: Bachelor of Engineering

Specialisation:

Course Learning Outcomes Professional Accreditation AQFs Course Assessment Modes Unit List Unit Sets Course Level Reports

Search AQFs in this course:

AQF Level: 7 Bachelor Degree

| CLOs | AQF # | Short Description | Description |
|------|-------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| + | 1 | Knowledge | Knowledge: Graduates of a Bachelor Degree will have a broad and coherent body of knowledge, with depth in the underlying principles and concepts |
| + | 2 | Skills | Skills: Graduates of a Bachelor Degree will have: |
| + | 3 | Application (knowledge/skills) | Application of knowledge and skills: Graduates of a Bachelor Degree will demonstrate the application of knowledge and skills: |

Functionality of Tool – Unit Assessment

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Preview

Updated: 17/08/2016

By: M9400006

Reason:

Unit No: 300706

Title: Building 1

Level: 1

1 or 2H Session? ☐

Status: Accepted

Blended Learning Profile: Blended (Online)

Work Integrated Learning: Work placement - observation

Research in Curriculum: Research informed learning

Embedded Academic Literacy Dev: No Primary Responsibility

Embedded Academic Numeracy Dev:

Primary Course: 2753 - Bachelor of Business and Commerce

Course Links:

3621

Bachelor of Engineering

2753

Bachelor of Business and Commerce

Unit Learning Outcomes

Assessments

| ULOs | Event # | Type | Mode | Weight | Threshold % | Satisfactory? | Task Struct. | Marking Struct. | Due Date | Marking/Feedback By | Feedback Type | Feedback Time | Authenticity |
|-------|---------|------------|-----------------|--------|-------------|-------------------------------------|--------------|-----------------|----------|---------------------|---------------|---------------|--------------|
| + 3 | 1 | Coursework | Case Study | 25.0% | + | <input type="checkbox"/> | Individual | Individual | Week 5 | Instructor only | Returned work | Week 7 | Medium |
| + 2 | 2 | Coursework | Case Study | 25.0% | + | <input type="checkbox"/> | Individual | Individual | Week 12 | Instructor only | Returned work | Week 14 | Medium |
| + 1 | 3 | Coursework | Practical | | + | <input checked="" type="checkbox"/> | Group | Individual | Multiple | Instructor only | In class | Multiple | Medium |
| + 8 | 4 | Final Exam | Short Answer | 20.0% | + | <input type="checkbox"/> | Individual | Individual | Week 16 | Instructor only | N/A | N/A | Low |
| + 8 | 4 | Final Exam | Multiple Choice | 30.0% | + | <input type="checkbox"/> | Individual | Individual | Week 16 | Instructor only | N/A | N/A | Low |
| * + 0 | | | | | + | <input type="checkbox"/> | | | | | | | |

Total # Components: 5

Total % Weight: 100.0%

| ULO # | No. of Components |
|-------|-------------------|
| ULO 1 | 3 |
| ULO 2 | 4 |
| ULO 3 | 3 |
| ULO 4 | 3 |
| ULO 5 | 2 |
| ULO 6 | 3 |
| ULO 7 | 2 |
| ULO 8 | 2 |

| | Individual | Group | Overall |
|--------------|------------|-------|---------|
| Coursework | 50.0% | 0.0% | 50.0% |
| Mid-sem Exam | 0.0% | 0.0% | 0.0% |
| Final Exam | 50.0% | 0.0% | 50.0% |
| Total | 100.0% | 0.0% | 100.0% |

Multiple Choice 30.0%

Assessment Type and Assessment Mode in each year

| First Year | | Session Unit # | | | | | | | |
|-----------------|------------------------|----------------|---------|---------|---------|---------|---------|---------|---------|
| Assessment Type | Assessment Mode | 1 | | | | 2 | | | |
| | | 400868 | 400870 | 400871 | 401066 | 400732 | 400863 | 400869 | 401067 |
| Coursework | Practical | | | | | | | | 50.00% |
| | Presentation | | | | 10.00% | 20.00% | | | |
| | Quiz | 30.00% | | 20.00% | | | 15.00% | 30.00% | |
| | Log/Workbook | | | | | | 0.00% | 15.00% | |
| | Reflection | | | | 20.00% | | | | |
| | Participation | | 20.00% | 10.00% | | | | | 10.00% |
| | Case Study | 20.00% | 30.00% | 40.00% | 30.00% | 30.00% | | | |
| | Essay | | 20.00% | | | | 45.00% | | |
| | Annotated bibliography | | | 30.00% | | | | | |
| | Portfolio | | | | | 50.00% | | | |
| | Professional Task | | | | | | | | 0.00% |
| Final Exam | Short Answer | | | | 40.00% | | | | 40.00% |
| | Multiple Choice | 50.00% | 30.00% | | | | 40.00% | 55.00% | |
| Grand Total | | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

Functionality of Tool – Course Assessment Modes

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By: M9400006

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Course No: 3621

Title: Bachelor of Engineering

Status: Accepted

Specialisation:

Course Learning Outcomes

Professional Accreditation

AQFs

Course Assessment Modes

Unit List

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Course Level Reports

Add ALL Assessment Modes


Assessment Modes used specifically in units in this course:

| Assessment Mode | C/E/B | Description |
|-------------------|-------|---------------------------------------------------------------------------------------------------------------------------|
| Essay | B | An extended written response to a set question, problem or issue or a sub-set of questions. |
| Report | C | A structured analytical account of a project, investigation or process |
| Case Study | C | A description and/or analysis of a real-life situation |
| Multiple Choice | E | Response to a question selected from pre-determined set of answers |
| Presentation | C | The process of showing and/or explaining content to an audience |
| Quiz | C | Non-invigilated response to a number of questions, the format of which may include MCQs and/or short answer |
| Short Answer | E | A brief response in the form of words, symbols, or diagrams |
| Practical | B | A demonstration of technical/professional skills |
| Log/Workbook | C | A record of observations, activities or goals that have been met/not met, often in chronological order |
| Thesis | C | An extended piece of research designed to set up and defend an intellectual position taken by its author |
| Reflection | C | An evaluation of student's own learning that includes narrative and critical/ analytical thinking |
| Proposal | C | A plan for potential future work, often with justification |
| Literature Review | C | A written paper based on systematic and explicit identification, evaluation and interpretation of existing bodies of work |
| Simulation | B | Action within a reproduction of a professional/disciplinary environment |

Assessment Modes

| AMSeqNo | Assessment Mode | AMDetail |
|---------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Multiple Choice | Response to a question selected from pre-determined set of answers |
| 2 | Short Answer | A brief response in the form of words, symbols, or diagrams |
| 3 | Practical | A demonstration of technical/professional skills |
| 4 | Simulation | Action within a reproduction of a professional/disciplinary environment |
| 5 | Interview | A formal meeting conducted to elicit information from a person or group |
| 6 | Viva Voce | A verbal explanation/account of a topic, problem or task |
| 7 | Presentation | The process of showing and/or explaining content to an audience |
| 8 | Poster | A representational work for public display containing text and graphic elements |
| 9 | Participation | Student engagement with content, either online or face-to-face, according to explicit criteria |
| 10 | Debate | An argument for or against a specific topic, often in teams and according to certain rules |
| 11 | Self Assessment | An assessment of own knowledge, work, skill or ability according to criteria |
| 12 | Peer Review | a documented, critical judgment by students of peer work |
| 13 | Essay | An extended written response to a set question, problem or issue or a sub-set of questions. |
| 14 | Report | A structured analytical account of a project, investigation or process |
| 15 | Case Study | A description and/or analysis of a real-life situation |
| 16 | Applied Project | A product where theory is applied, or discovered through reflective practice, to create a model, a design, a program, a composition, or other creative work |
| 17 | Proposal | A plan for potential future work, often with justification |
| 18 | Literature Review | A written paper based on systematic and explicit identification, evaluation and interpretation of existing bodies of work |
| 19 | Annotated bibliography | A list of relevant research/work on a topic, with brief analysis or evaluation justifying the relevance to the topic |
| 20 | Critical review | A written constructive criticism or judgement based on criteria |
| 21 | Reflection | An evaluation of student's own learning that includes narrative and critical/ analytical thinking |
| 22 | Log/Workbook | A record of observations, activities or goals that have been met/not met, often in chronological order |
| 23 | Thesis | An extended piece of research designed to set up and defend an intellectual position taken by its author |
| 24 | Portfolio | A student compilation of work with a coherent structure, collected over a period of time |
| 25 | Learning Contract | Student-negotiated, self-directed assessment |
| 26 | Professional Task | An activity performed by professionals in everyday practice of the profession |
| 27 | Translation | Text being rendered/changed/converted from one language to another language |
| 28 | Quiz | Non-invigilated response to a number of questions, the format of which may include MCQs and/or short answer |
| 29 | Discourse Analysis | A close examination of a spoken, written or visual text |
| 30 | Numerical Problem Solving | A comprehensive examination and analysis of information which involves the use of mathematics to generate a solution |
| 31 | Professional Placement Performance | Demonstration of professional skills and abilities evaluated in a workplace context. |
| 32 | Summary | A short synopsis in prose of an article, chapter or other text |


Functionality of Tool – Unit List



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







































Course No:









Title:

Status:

Specialisation:

[Course Learning Outcomes](#)
[Professional Accreditation](#)
[AQFs](#)
[Course Assessment Modes](#)
[Unit List](#)
[Unit Sets](#)
[Course Level Reports](#)


| Unit # | Unit Description | <input checked="" type="checkbox"/> Validate |
|--------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------|
|  200237 | Mathematics For Engineers 1 |  |
|  200238 | Mathematics for Engineers 2 |  |
|  200242 | Mathematics for Engineers 3 |  |
|  200468 | Estimating 1 |  |
|  200471 | Construction Technology 5 (Envelope) |  |
|  200486 | Quantity Surveying 1 |  |
|  300095 | Computer Networks and Internets |  |
|  300096 | Computer Organisation |  |
|  300149 | Operating Systems |  |
|  300167 | Systems Programming 1 |  |
|  300282 | Industrial Graphics 2: Transition |  |
|  300858 | Environmental Risk Management |  |
|  300304 | Sustainable Design: Materials Technology |  |
|  300808 | Introductory Chemistry |  |
|  300824 | Management of Aquatic Environments |  |
|  300810 | Resource Sustainability |  |
|  300725 | Construction Technology 6 (Services) |  |
|  300727 | Project Management |  |
|  300728 | Construction Planning |  |
|  MG102A | Management Foundations |  |
|  300005 | Circuit Theory |  |

| CLOs | Unit Learning Outcomes |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | ULO 1 Find solutions to problems involving logarithmic, exponential, inverse trigonometric, hyperbolic and inverse hyperbolic functions. |
|  | ULO 2 Apply correctly the techniques of both differential and integral calculus to solve problems that may involve transcendental functions. |
|  1 | ULO 3 Solve problems involving matrices and determinants |
|  | ULO 4 Define j2 and operate with complex numbers |
|  | ULO 5 Perform operations on vectors, both in 2-D and 3-D |
|  | ULO 6 Define a random variable and find its probability distribution and calculate probabilities based on the Binomial distribution, the Poisson distribution and |
|  | ULO 7 Appreciate the relevance of mathematics in an engineering context. |
|  | ULO 8 Communicate mathematical ideas using common conventions |

08/09/2016 CURRICULUM MAPPING TOOL

PAGE 19

Functionality of Tool – Unit Sets



Curriculum Mapping Tool

[Existing Data](#)
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Select Course by Title:

or by No:

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Updated: 9/09/2016 By: M9400006 Reason: New Record

Status: Accepted

Course No: 3621

Title: Bachelor of Engineering

Specialisation:

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[Professional Accreditation](#)
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Select Unit Set:

[Add Unit Set](#)
[Copy Unit Set](#)
[Delete Unit Set](#)
[Validate](#)

Unit Set #: 3621 C

Title: First Year Core Units

Description:

| Unit # | Description | Level | Session |
|--------|---------------------------------------------|-------|---------|
| 300674 | Engineering, Design & Construction Practice | 1 | 1 |
| 300027 | Engineering Computing | 1 | 1 |
| 300464 | Physics and Materials | 1 | 1 |
| 200237 | Mathematics For Engineers 1 | 1 | 1 |
| 300462 | Engineering and Design Concepts | 1 | 2 |
| 300021 | Electrical Fundamentals | 1 | 2 |
| 300463 | Fundamentals of Mechanics | 1 | 2 |
| 200238 | Mathematics for Engineers 2 | 1 | 2 |
| * | | | |

Analyse by Unit Set

Table 1

☒ Proportion of Assessment by Type and Mode
Compare Assessment Type/Mode per unit (Column Chart)

Table 2

☒ Proportion of Assessment Type across Unit Set (Pie Chart)
☒ Proportion of Assessment Mode across Unit Set (Pie Chart)

Table 3

☒ Proportion of Assessment by Task and Marking Structure (Group or Individual)
Proportion of Task Structure type across Unit Set (Pie Chart)
Proportion of Marking Structure type across Unit Set (Pie Chart)

Table 4

☒ Number of ULOs Mapped to CLOs per Unit
Number of ULOs mapped to CLOs per Unit (Column Chart)
☒ CLO to ULO Mapping with Assessment Weighting per Unit

Table 5

☒ Emphasis of Research in Curriculum by Session (Column Chart)
☒ Emphasis of Work Integrated Learning (Column Chart)

Table 6

☒ Unit List showing emphasis of mapped Graduate Attributes
☒ Unit List showing distribution of Assessments and Feedback Timing
☒ Proportion of Assessment by Feedback and Marker Type
Proportion of Feedback type across View (Pie Chart)

Functionality of Tool – Course Level Reports

WESTERN SYDNEY UNIVERSITY W

Curriculum Mapping Tool

Exit

Existing Data Reference Data System Administration

Current User: M9400006 ? User Guide

Units Courses Bulk Unit Data Upload

Select Course by Title: or by No:

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Updated: 9/09/2016 By: M9400006 Reason: New Record

Course No: 3621 Title: Bachelor of Engineering

Status: Accepted

Specialisation:

Course Learning Outcomes Professional Accreditation AQFs Course Assessment Modes Unit List Unit Sets Course Level Reports

Course Views

Select Course View:

Unit Set/s

Session/s

Description of View

| | | |
|-----|-----|-------------------------------------|
| +US | +Sn | First Year |
| +US | +Sn | Environmental |
| +US | +Sn | Environmental (Honours) |
| +US | +Sn | Mechanical |
| +US | +Sn | Mechanical (Honours) |
| +US | +Sn | Robotics and Mechatronics |
| +US | +Sn | Robotics and Mechatronics (Honours) |
| +US | +Sn | Telecommunications |
| +US | +Sn | Telecommunications (Honours) |
| +US | +Sn | Civil |
| +US | +Sn | Civil (Honours) |
| +US | +Sn | Computer |
| +US | +Sn | Computer (Honours) |
| +US | +Sn | Construction |
| +US | +Sn | Construction (Honours) |
| +US | +Sn | Electrical |
| +US | +Sn | Electrical (Honours) |

Create All Excel Reports for this View Merge Excel Reports for selected tables/views

Analyse by Course View

Table 1

Proportion of Assessment by Type and Mode across View

Compare Assessment Type/Mode per unit across View (Column Chart)

Proportion of Assessment Type across View (Pie Chart)

Proportion of Assessment Mode across View (Pie Chart)

Table 2

Proportion of Assessment by Task and Marking Structure (Group or Individual)

Proportion of Task Structure type across View (Pie Chart)

Proportion of Marking Structure type across View (Pie Chart)

Table 3

Number of ULOs Mapped to CLOs per Unit in View

Number of ULOs mapped to CLOs across View (Column Chart)

Number of ULOs mapped to CLOs per Unit in View (Pie Chart)

CLO to ULO Mapping with Assessment Weighting per Unit in View

Table 4

Emphasis of Research in Curriculum by Session (Column Chart)

Emphasis of Work Integrated Learning (Column Chart)

Table 5

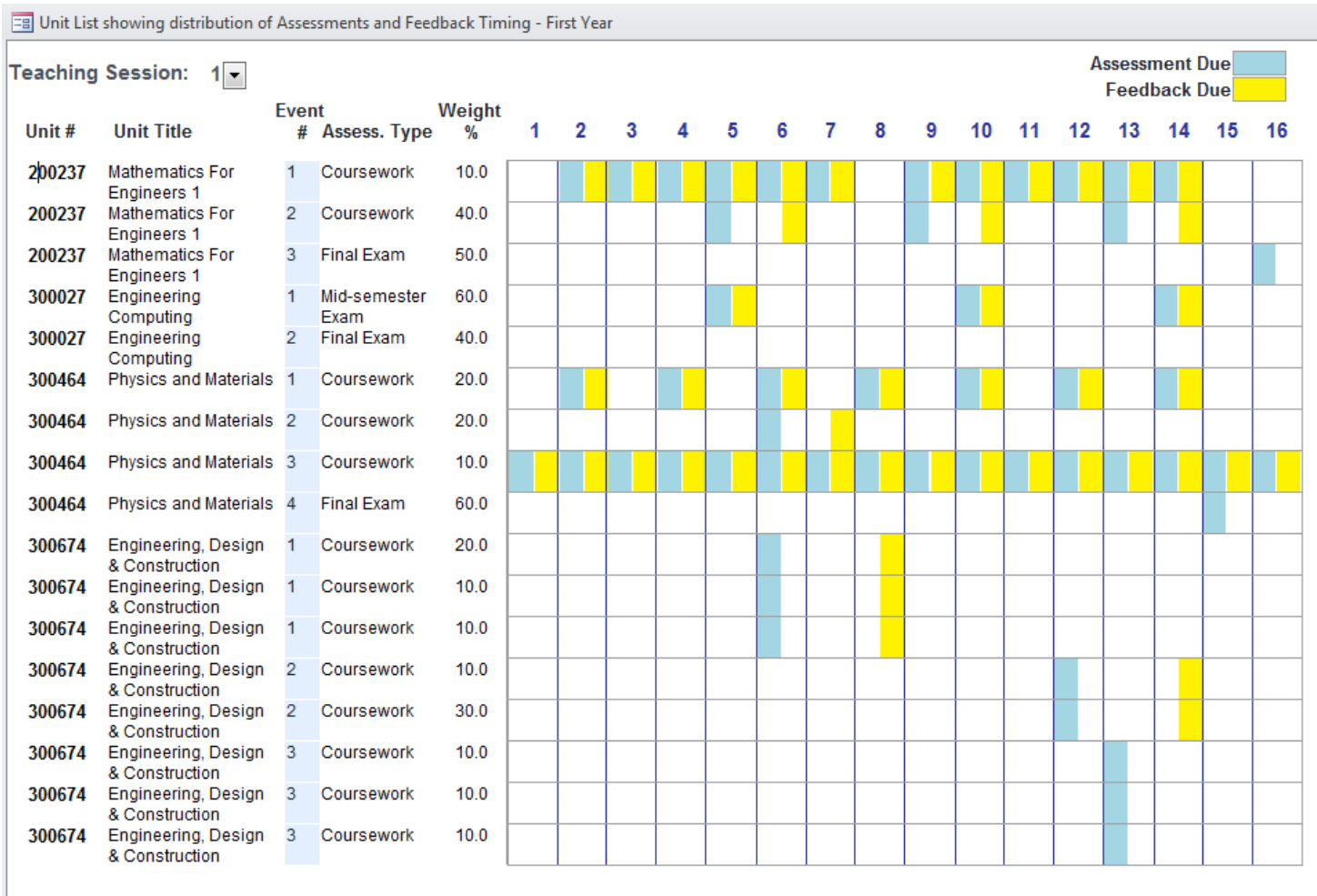
Unit List showing emphasis of mapped Graduate Attributes per Unit across view

Unit List showing proportion of mapped Graduate Attributes (Pie Chart)

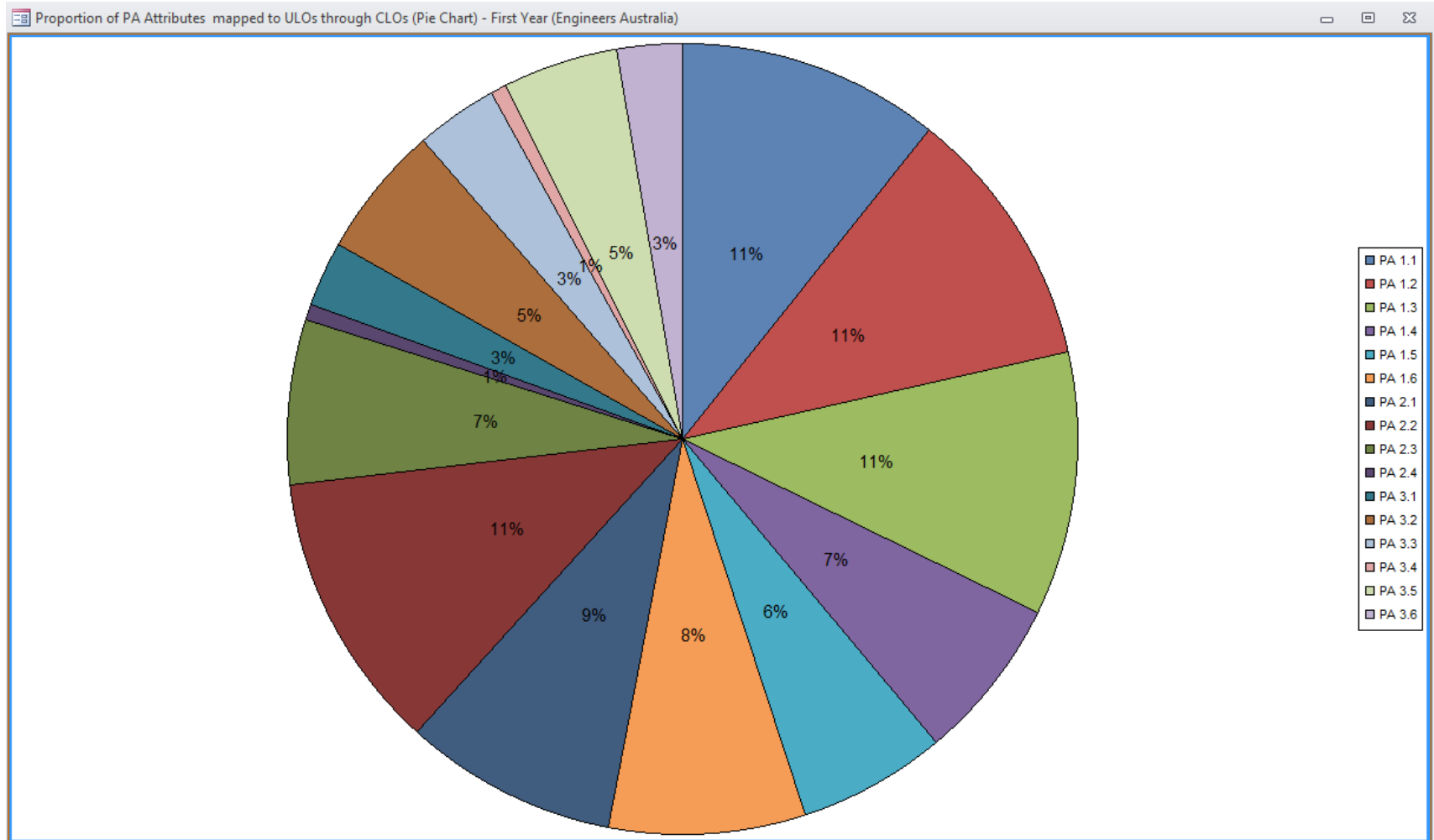
Table 6

Unit List showing distribution of Assessments and Feedback Timing

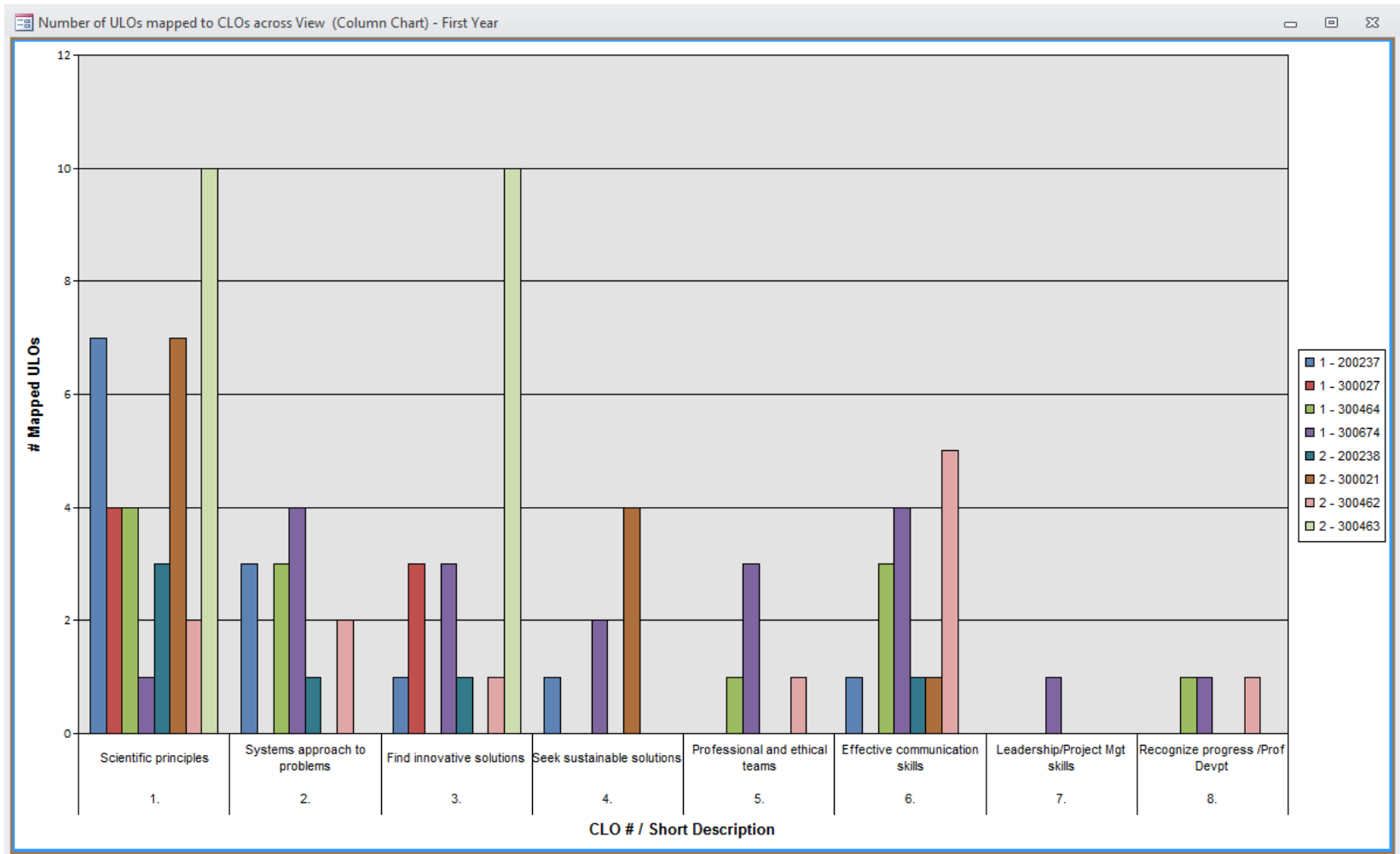
Weighting and Feedback Timing of Assessment



Proportion of PA Attributes – 1st Year Engineering



Number of ULOs mapped to CLOs



Mapping of strategic priorities

UWS Curriculum Mapping System

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Updated: 17/08/2016 By: M9400006 Reason:

Unit No: 300706 Title: Building 1 Level: 1 1 or 2H Session? ☐ Status: Accepted

Blended Learning Profile: Primary Course: 2753 - Bachelor of Business and Commerce

Work Integrated Learning: Course Links: [3621](#) Bachelor of Engineering

Research in Curriculum: [2753](#) Bachelor of Business and Commerce

Embedded Academic Literacy Dev:

Embedded Academic Numeracy Dev:

Unit Learning Outcomes [Assessments](#)

| ULO # | Description | Level of Thinking | # Assmts | CLOs |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|------|
| ULO 1 | Analyse and describe construction techniques required for low rise residential buildings including design of slab-on-ground and timber framing | Analyse | 3 | + |
| ULO 2 | Select materials and appropriate construction techniques based on regulatory, safety and environmental analyses and communicate these via technical documentation | Apply | 4 | + |
| ULO 3 | Interpret building regulations pertinent to low rise residential buildings | Understand | 3 | + |
| ULO 4 | Apply simple land and building surveying techniques | Apply | 3 | + |
| ULO 5 | Analyse basic building services requirements for low rise residential buildings | Analyse | 2 | + |
| ULO 6 | Recognise environmental and social connections with the built forms | Remember | 3 | + |
| ULO 7 | Identify typical low rise residential building defects and propose acceptable solutions | Understand | 2 | + |
| ULO 8 | Identify the problems associated with building low rise residential in hazardous locations | Understand | 2 | + |
| * | | | 0 | + |

Work Integrated Learning

| Work Integrated Learning | Description |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Service Learning | Service learning involves students engaging in not-for-profit or philanthropic activities/projects with a community partner to experience WIL and civic engagement. Service learning reflects the twin dynamics of experiential learning and service to the community. |
| Industry Projects | Involve students engaging in projects as individuals or within a team to meet the needs from the industry. These projects require students to integrate their multiple aspects of learning with the practice of work in addressing the industry's needs. Examples may include: Capstone projects, Industry-driven research projects, or Projects for internal/external clients. |
| Work placement - observational | Requires students to be physically attending a professional workplace for a substantial period of time, observe everyday practice of the profession and learn from reflecting on that experience. |
| Work placement – experiential | Is a direct work experience where students perform everyday practice of the profession in the professional workplace and learn from reflecting on that experience. |
| Structured Practicum | Requires students to perform a prescribed list of professional activities in the professional workplace and achieve competencies that are determined by professional or industry bodies. |
| Nil | - |

