

Course Outline Guide

This guide has been provided to assist you to complete your Course Outline. It follows the headings as they appear in the Course Outline Template. If you have any further queries please contact the ILT team on ilt@auckland.ac.nz

For queries related to the GSM taught masters programme, please contact Una Lightfoot on u.lightfoot@auckland.ac.nz

NOTE: The Course Outline Template should be saved as a PDF before uploading to Canvas.

# Course outline

Enter the year in which this course outline applies.

# COURSE CODE: COURSE TITLE (15 POINTS)

Enter the course code and title along with the number of points it is worth.

# Quarter X (XXXX)

Name the Quarter 1, Quarter 2, Quarter 3, or Quarter 4. The term code is made up of four digits starting with 1. The next two digits represent the year e.g. 18 for 2018. The last digit is determined as follows:

2 = Quarter 1

4 = Quarter 2

6 = Quarter 3

8 = Quarter 4

For example, Quarter 4 (2018) is 1188.

# Course prescription

Enter the course prescription exactly as shown in the academic calendar.

<https://www.calendar.auckland.ac.nz/en/courses/faculty-of-business-and-economics/business-management.html>

# Course advice

Use the text below to list prerequisites and restrictions as shown in the academic calendar. Provide advice regarding assumed knowledge and skills that may prevent students from succeeding e.g. knowledge of basic excel, calculus etc.

Before enrolling in this course you must complete these courses:

*Prerequisites:* COURSE CODE

You cannot enrol in this course if you have taken or intend to take the following courses:

*Restrictions:* COURSE CODE

# Goals of the course

Write a short paragraph from the teacher and programme perspective. Keep the goals overarching and broad in nature. Ensure the goals express your aims as a teacher to provide a course that:

* offers essential capabilities to prepare students for further study
* builds employability capabilities and builds on the capabilities developed in previous courses
* supports students on their journey to becoming scholars, innovators, leaders and global citizens
* teaches and gives opportunities to practice particular capabilities
* builds on previous courses and prepares students for subsequent courses.

# Learning outcomes (LO)

Ensure learning outcomes:

* are observable and assessed statements about the performance students should demonstrate by the end of the course
* relate to a graduate profile capability and are taught and assessed within the course
* are specific so that staff and students can see how they contribute to progressive development over the course of a degree.

Not all graduate profile capabilities will be addressed in each course. For further information on writing learning outcomes, contact ILT on ilt@auckland.ac.nz

Using the table in the template, indicate how each learning outcome in your course meets the relevant Graduate profile capability. In the template, **click in the** Graduate profile capability\* cell next to your Learning Outcome to get a drop down menu of all the Graduate profile capability statements to select from. You do not have to address every capability in your course as students will have the opportunity to develop all capabilities across their entire programme. One to two capabilities per learning outcome is sufficient. Use this stem:

By the end of the course, it is expected that students will be able to:

| # | Learning outcome | Graduate profile capability\* |
| --- | --- | --- |
| LO1 | Enter learning outcome 1. | Select from the drop-down list.Choose a second capability or leave blank. |
| LO2 | Enter learning outcome 2. | Select from the drop-down list.Choose a second capability or leave blank. |
| LO3 | Enter learning outcome 3. | Select from the drop-down list.Choose a second capability or leave blank. |
| LO4 | Enter learning outcome 4. | Select from the drop-down list.Choose a second capability or leave blank. |
| LO5 | Enter the learning outcome 5. | Select from the drop-down list.Choose a second capability or leave blank. |

\* See the graduate profile this course belongs to at the end of this course outline.

# Content outline

Provide students with a brief indication of each week or module. The relationship between the weeks or modules in your course and your learning outcomes needs to be obvious to students. You may require explanatory text. Below are two example layouts.

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic | Relevant learning resources/activities \* | Assessment due this week |
| 1 | Topic covered this week | List resources or indicate the nature of the workload and activity for each week/module |  |
| 2 | Topic covered this week | List resources or indicate the nature of the workload and activity for each week/module |  |
| 3 | Topic covered this week | List resources or indicate the nature of the workload and activity for each week/module | Individual Assignment |

\*Reading materials, videos, (lab) tutorials, lectures/workshops, simulations, guest speakers, etc.

|  |  |  |  |
| --- | --- | --- | --- |
| Module | Week | Topic | Assessments due |
| 1. What is the purpose of a business?
 | 1 | Introduction |  |
| 2 | Perspectives on business | Quiz 1 |
| 3 | Sustainability | Quiz 2 |
| 1. How do external factors influence a business?
 | 4 | Assignment preparation | Quiz 3 |
| 5 | The external environment | Quiz 4, Assignment |
| 6 | Understanding customers | Quiz 5 |
| 1. How do internal factors influence a business?
 | 7 | Organisational structure | Quiz 6 |
| 8 | Organisational culture | Quiz 7 |
| 9 | Diversity | Quiz 8 |
| 10 | Ethics |  |
| 11 | Team presentations | Team presentation |
| 12 | Conclusion |  |

# Learning and teaching

Specify how the course will be delivered. Explain:

* the curriculum design and its rationale including how the course builds on other courses and prepares students for subsequent courses or careers
* whether capabilities will be introduced, extensively taught or practiced
* how opportunities to learn will take place
* what students need to do to succeed
* how to get help

Indicate the spread of the study load noting that each point is equivalent to 10 hours learning. Therefore, a 15-point course has 150 hours learning. Use the text below as a model:

150 hours learning over a single quarter including:

* xx hours Plenary
* xx hours Tutorial
* xx hours Team Based Learning (TBL)
* xx hours Labs
* xx hours preparatory reading or xx hours of self-study

# Teaching staff

Course director: Name

Course coordinator: Name

Lecturer: Name and email address

Tutor: Name and email address

# Learning resources

Enter details of a required textbook. All other course readings are available via Reading Lists. We recommend adding readings in APA referencing format.

# Assessment information

Assessments should align clearly with learning outcomes, providing students with opportunities to demonstrate their emerging capabilities and mastery of the course learning outcomes.

Explain the nature and detail of the assessments as per the example below. Each of these cells has a dropdown menu for you to insert your text.

| Assessment task | Weight % | Group / individual | Submission |
| --- | --- | --- | --- |
| Weekly quizzes | 10% | Individual | Within Canvas |
| Essay assignment | 20% | Individual | Via Turnitin |
| Team performance | 20% | Group | During class time |
| Final test | 50% | Individual | Test venue |

# Pass requirements

Indicate pass requirements and any other assessment related information such as late submission penalties, plussage, and make-up opportunities. Use the text provided.

# Late submissions and special consideration

Use the text provided.

# Description of assessment tasks

Each cell has a dropdown menu for you to insert your text. An example is given below.

| Assessment task | Learning outcome to be assessed |
| --- | --- |
| **Weekly quizzes:** As part of your workshop preparation, which you will complete within Canvas, you will have a total of 8 short assessed multiple choice quizzes to complete over the course of the semester | LO1 and LO5 |
| **Assignment:** Your assignment will be in the format of a written essay of 2000 words, complete with correct APA6 citing and referencing of your sources.  | LO1, LO3 and LO5 |
| **Team performance:** Your team mark will be made up of 8 in-class assessed team activities worth 2% each, plus a team presentation worth 4%. | LO1, LO2 and LO4 |
| **Final test:** The final test will require answers in essay format, reinforcing the attention this course pays to developing students’ academic writing skills in order to prepare them for success in their subsequent courses. | LO1, LO2 and LO3 |

# Inclusive learning

Use the text provided.

# Academic integrity

Use the text provided.

# Student feedback

Summarise the feedback students will be requested to provide. For example:

* Feedback on the content of the course and its delivery is sought during the course by the teaching staff through the medium of fast feedback. In addition, formal course evaluations are carried out at the end of the course. As a result of feedback, some changes are implemented each quarter. These include …

# In the event of an unexpected disruption

Use the text provided.

# Graduate profile

Insert your programme’s Graduate Profile table from either of the tables below (and delete the specialisation that does not apply).

# Master of Management

# Master of Professional Accounting

# Master of International Business

# Master of Marketing

| Graduate Profile |
| --- |
| Disciplinary knowledge and practiceMMgtGraduates will be able to demonstrate an advanced understanding of theory and practice and apply this in current management contexts.MProfAcctgGraduates will be able to demonstrate specialist knowledge relevant to professional accountancy practice.MIntBusGraduates will be able to demonstrate specialist knowledge in the field of international business and be able to apply relevant theoretical frameworks to practice.MMktgGraduates will be able to demonstrate specialist knowledge in the field of marketing and be able to apply relevant theoretical frameworks to practice. |
| Critical thinkingGraduates will be able to synthesise and critically evaluate ideas and information from multiple sources to develop coherent and evidence-based arguments. |
| Solution seekingGraduates will be able to creatively and systematically address complex business and management issues and develop practical and innovative solutions. |
| Communication and engagementGraduates will be able to work effectively in teams and engage diverse audiences by communicating professionally using multiple formats. |
| Independence and integrityGraduates will be able to work professionally and ethically as well as demonstrate self-management in complex situations. |
| Social and environmental responsibilityGraduates will be able to demonstrate respect for the principles underpinning the Treaty of Waitangi, as well as diversity, equity and sustainability, when operating in a global business environment. |

# Master of Business Administration

| Graduate Profile |
| --- |
| Disciplinary knowledge and practiceBuilding on their existing experience, graduates will be able to demonstrate advanced knowledge of general management theory and apply this effectively in a range of contexts. |
| Critical thinkingGraduates will be able to effectively evaluate and synthesise evidence from multiple sources to develop coherent and evidence-based arguments. |
| Solution seekingGraduates will be able to identify, prioritise, frame and analyse complex problems, develop creative and practical solutions, and understand the impact and implications of planned implementation. |
| Communication and engagementGraduates will be able to work effectively in teams, influence and lead others, and engage varied audiences by communicating professionally using multiple formats. |
| Independence and integrityGraduates will be able to engage in independent and ethical decision-making and behaviour, demonstrating self- reflection and self-ma |
| Social and environmental responsibilityGraduates will recognise, in relation to their field, the potential significance of the principles underpinning the Treaty of Waitangi and sustainability, and demonstrate capability to shape business practice accordingly where appropriate. |