

### Course Outline Enter the year

#### COURSE CODE: COURSE TITLE (XX POINTS)

### Semester, Summer School (XXXX)

# Course prescription

Enter the course prescription as shown in the academic calendar.

# Course advice

Copy and paste the standardised text from the guide. Provide advice regarding any assumed prior knowledge and skills. See the guide for further detail.

# Goals of the course

State the main themes of this course and how it relates to previous/subsequent courses. Highlight the main Graduate Profile capabilities developed in the course. See the guide for further detail.

# Learning outcomes (LO)See the guide for general advice about writing and mapping learning outcomes to the Graduate Profile capabilities.

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 Refer to the guide for example content outline tables

| Week / Module | Topic | Relevant learning resources/activities | Assessment due this period |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Learning and teaching

Specify how the course will be delivered and indicate the spread of the study load. See the guide for further detail.

# Teaching staff

Enter staff names and contact details. Include Course Director and Course Coordinator.

# Learning resources

Enter details of a required textbook. All other course readings are available via Reading Lists.

# Assessment information

| Assessment task | Weight % | Group and/or individual | Submission |
| --- | --- | --- | --- |
| Assessment task | Weight % | Select one | Submission |
| Assessment task | Weight % | Select one | Submission |
| Assessment task | Weight % | Select one | Submission |
| Assessment task | Weight % | Select one | Submission |
| Assessment task | Weight % | Select one | Submission |

# Pass requirements

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

# Description of assessment tasks See the guide for an example.

| Assessment task | Learning outcome to be assessed |
| --- | --- |
| Enter assessment task and a brief description (eg. purpose, format, and general assessment criteria. | Enter learning outcome/s |
| Enter assessment task and a brief description (eg. purpose, format, and general assessment criteria. | Enter learning outcome/s |
| Enter assessment task and a brief description (eg. purpose, format, and general assessment criteria. | Enter learning outcome/s |
| Enter assessment task and a brief description (eg. purpose, format, and general assessment criteria. | Enter learning outcome/s |
| Enter assessment task and a brief description (eg. purpose, format, and general assessment criteria. | Enter learning outcome/s |

# Inclusive learning

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the courses convenor/lecturer and/or tutor.

# Academic integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student’s own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the worldwide web. A student’s assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

# Student feedback

Enter a summary of the feedback students will be requested to provide. See the guide for an example.

# In the event of an unexpected disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies, In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via Canvas and the University website.

# Graduate profile for Enter the qualification here.

The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.

Paste the relevant Graduate profile table from the file of prepared tables.