

## Guidelines for Completion of USP Course Outline Template

*Note: Please only fill in the sections that are applicable to your course.*

The sections mentioned here are responses to queries raised during the process of developing and consulting about the new course outline template.

### 7. Emergency Contacts

The purpose of this item is to provide students with an additional contact person should they need to talk to someone on an urgent matter and the course coordinator is unavailable.

### 8. Course Description

This should match the calendar entry for any particular year.

### 9. Course Learning Outcomes

A learning outcome should have the following components:

- i. A **verb** to indicate as precisely as possible HOW you would like students to engage with particular subject matter (describe, apply, discuss, evaluate and so forth)
- ii. An **object**: The broad content or skill to be demonstrated
- iii. The **context/condition/level** for the learning.

It is acceptable to have between 3-8 learning outcomes.

**Note:** Learning outcomes are not simply a restatement of course content and do not need to provide all the details of content.

### 10. USP Graduate Outcomes

Ensure that you use the revised (2017) version of the USP graduate outcomes.

### 13. Alignment of Learning Outcomes, Activities and Assessment

Try to be as precise as possible in making these links. A course learning outcome can only be said to be aligned with a particular Programme or USP outcome if the verb of the outcome and the corresponding assessment task is in keeping with the higher level outcomes. For example, a learning outcome that uses the terms “explain” or “describe” cannot be stated as aligning with critical thinking.

Provide enough information about the assessment tasks either in this table or the assessment portfolio to demonstrate how the nature of the assessment task (not only the content) is congruent with the related learning outcome(s).

### 14. Assessment

Use the comments/rationale section to highlight the exact relationship between specific learning outcome(s) and the associated assessment task.

For example, instead of just saying something like: “the test assesses topics “1-4”, say something like “the test includes describing, application and problem-solving questions”.

**Learning Outcomes Column:** Try and be as specific as possible about the links between particular outcomes and specific assessment tasks.

### 18.1. Student Responsibilities

In this section highlight any administrative or course-related and preparation responsibilities that you believe are important to emphasise.

### 18.2. Student Workload

The student workload table should include the full breakdown of the learning hours for the course for the respective semester.

As per the [University Credit Points Policy](#), a credit point is the equivalent of **25 – 30 hours learning time**. All undergraduate courses will have a credit point value of **7.5 credit points**. All postgraduate courses will have a credit point value of **15 credit points** or multiples thereof (e.g., 30, 45, 60cr). Hence each undergraduate course is between **187 - 225 Learning Hours**, and a postgraduate course is **375 - 450 Learning Hours**.

An example of the student workload for a sample course is given below.

Type	Hours	Comments
<b>Learning Materials/Lectures</b>	10	
<b>Workshop participation</b>	4	2 workshops, each of 2 hour
<b>Workshop preparation</b>	8	Activities to be carried out before workshops
<b>Library research</b>	15	To assist with designing the project, reading up on Teamwork, ethics, etc.
<b>Conducting research</b>	40	
<b>Team discussions etc.</b>	15	Several times this will be required from getting the project concept through to the write up of the final report
<b>Discussions on Moodle and other online activities etc.</b>	30	
<b>Related readings</b>	30	For literature review, proposal etc.
<b>Proposal writing</b>	10	
<b>Report writing</b>	15	
<b>Presentation preparation</b>	10	
<b>Presentation participation</b>	5	In addition to presentations, students will be expected to peer review other presentations
<b>TOTAL</b>	<b>192</b>	