

Course mapping

A course map provides a high-level outline of a course's delivery structure for the duration of the approved teaching weeks. It should be developed from the [Course Level Alignment Table](#) (CLAT) and with assessments established.

A course map includes administrative details from the approved course description including:

- Course code and title
- Course purpose/summary
- Learning outcomes
- Indicative content, skills, areas etc.

The key components, course and learning-related content that contribute to the relevance and efficacy of a course map includes:

- **A structured series of topics** that cover the skills and knowledge identified in the CLAT, and therefore are aligned to one or more of the course learning outcomes.
- **Strategically scheduled and weighted summative assessments**, including a concise description of each assessment's type, content, and objectives. These are designed to evaluate observable evidence or performance as specified in the CLAT. Details on the weighting and frequency of these assessments are outlined in the summative assessment strategy.

Each topic must include:

- **a title:** a clear and concise topic title.
- **a purpose:** a clearly articulated purpose statement that aligns with the intentions of the skills and knowledge identified in the CLAT and the course learning outcomes.
- **[topic learning objectives \(TLOs\)](#):** one or more clearly articulated, measurable [topic learning objectives \(TLOs\)](#) that follow the approved structure (Verb, Content, Context), aligned to skills and knowledge identified in the CLAT and provide a pathway to achieving one or more of the course learning outcomes.

Considerations

Course learning outcome weighting

Learning outcomes may vary in their weighting within a course. Review the Programme Document and Coherence Table to ascertain the specific weighting of each learning outcome. Ensure that the volume, frequency, and depth of the topic learning objectives are appropriately calibrated to reflect the relative importance of each course learning outcome.

Assessments

Assessments are typically designed to evaluate multiple learning outcomes. It is crucial to ensure comprehensive coverage of the learning outcomes in preparation for each assessment event.

Careful consideration should be given to the weighting of assessments to guarantee that the volume of content delivered aligns appropriately with the assessment's requirements. For instance, scheduling an assessment worth 60% in week 5 may be challenging, as it occurs before more than 50% of the course content has been covered.

Topic learning objective volume

Keep the number of Topic Learning Objectives (TLOs) manageable. Having too many can make the course too complex and confuse students, making it hard for them to grasp and apply important ideas. Focus on the most essential knowledge and skills needed to meet the main learning outcomes, and make sure each TLO helps students understand and master these key concepts.

Creating and presenting a course map

Both Visio and Excel have been popular tools for presenting course maps. However, before diving into the presentation tool, it's best to identify and refine all the key components in a collaborative plan text, markdown, or Word document. Avoid using table to make editing, copying, and pasting easier and more efficient.

“ [Course code] Course name

outline of a course's delivery structure over 12 topics delivered in 16 teaching weeks. Based on this Alignment Table:

Topic 1 : [Topic title]

Purpose

[clearly articulated purpose statement that aligns with the intentions of the skills and knowledge identified]

Topic learning objectives

[TLO1]

[TLO2]

[TLO3]

Consider that "form follows function" the way something looks should be based on what it needs to do or how it needs to perform, and engagement in contributing meaningful changes and ideas will be higher if they are easier to implement.

Course maps are often present as a timeline representing each of the teaching weeks from left to right. Topics titles, topic descriptions, Topic Learning Objectives, study weeks and assessment events sit under each of the appropriate weeks.

<div>CONSS001: Updated Introduction to Construction Course Map</div> <div>The aim of this course is to develop knowledge and skills related to construction roles, responsibilities, documentation and communication.</div>					
LO1: Read and interpret technical literature used in the construction industry.		LO2: Define roles, responsibilities and documentation requirements in the co			
LO1 Indicative Content: Technical literature: includes working drawings, manufacturers' specifications, instruction drawings and specifications.		LO2 Indicative Content: Roles, responsibilities and documentation. Professional responsibilities, liabilities and indemnity insurance. Overview of functions and responsibilities. Overview of critical path programming and monitoring. Purpose and content of drawings. Specifications including consent requirements, schedules of quantities.			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic 1: Construction stakeholders - roles and responsibilities (LO2)	Topic 2: Reading construction drawings (LO 1, LO 2)	Topic 3: Reading and interpreting specifications (LO 1, LO 2)	Topic 4: Building Act, Building Code, RMA, and Health and Safety Act (LO 2)	Study week (no topic)	Topic 5: Effective communication in construction (LO3)
Describe the roles and responsibilities within the construction industry.	Apply commonly used symbols, abbreviations, and key elements in construction drawings.	Demonstrate knowledge of identification and interpretation of specifications and schedules of quantities.	Demonstrate knowledge of documentation for the resource consent process, building consent process, and relevance of the Health and Safety Act.	Assessment 1 Alignment: LO1 (70%), LO3 (30%) Weighting: 25% Format: Short answer questions/tasks	Demonstrate knowledge and skills relating to effective communication in the context of the construction industry.
1.1: Describe fundamental processes in the construction industry including key components and significant trends.	2.1: Interpret drawing scales, paper sizes, dimensions and key elements including key/legends, symbols and abbreviations.	3.1: Describe the purpose, content, and layout of specifications within construction documentation and in relation to BIM.	4.1: Summarise how the Resource Management Act (RMA) and its procedural framework is used for environmental management and decision-making.	Task 1: Roles and responsibilities Scenario 1: Identify stakeholders who contributed to the delay of the construction drawings. Describe the actions that led to the delay and	5.1: Describe the importance, process and classification of communication within the construction industry.

A Course map presented in Visio.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	
1	Note: This info can only be completed once the assessment and topic plans have been created but should show the overview of the course. AS due weeks aren't set and will be moved based on the alignment of LO content in																	
2																		
3	EDU624 Level 6 Learning hours - 150 total; 52 teaching hours Pre-req - EDU524					Learning Outcomes Students who successfully complete this course will be able to: LO1 Analyse strategies that explain complex mathematical concepts LO2 Utilising learning theory, apply teaching methodologies that recognise individual development and learning in mathematics LO3 Plan learning in each of the three mathematics strands using a problem-based inquiry approach taking account of input from parents, whānau and communities					Course components 12 weeks of learning, 2 assessments Need to include all course components here and include them into the course structure below							
4																		
5	Week 1 - LO3		Week 2 - LO1 & 2		Week 3 - LO1 & 3		Week 4 - LO3		Week 5 - LO1 & 3		Week 6		Week 7 - LO1 & 3		Week 8 - LO2			
6																		
7	Topic 1: Introducing mathematics and statistics		Topic 2: Theories and strategies for learning maths		Topic 3: Number Mātauranga Tau		Topic 4: Problem-based inquiry approach to learning		Topic 5: Algebra Taurangi		AS1 week (no topic) LO1 and 3 40%		Topic 6: Measurement Ine		Topic 7: Assessment and planning for the individual			
8	TLO1 Explain mathematics as a language		TLO1 Explain key concepts from theories of learning		TLO1 Integrate Number content and skills equivalent to levels 1-6 of The New Zealand Curriculum into planning		TLO1 Evaluate the benefits of using an open-ended problem-based inquiry approach to teaching and learning maths		TLO1 Integrate Algebra content and skills equivalent to levels 1-6 of The New Zealand Curriculum into planning				TLO1 Integrate Measurement content and skills equivalent to levels 1-6 of The New Zealand Curriculum into planning		TLO1 Analyse individual differences for learning maths			
9	TLO2 Use a growth mindset for the teaching and learning of maths		TLO2 Explain strategies for learning complex maths concepts		TLO2 Apply learning theory to the teaching of Number		TLO2 Plan a problem-based inquiry approach to learning Number		TLO2 Plan a problem-based inquiry approach to learning Algebra				TLO2 Plan a problem-based inquiry approach to learning Measurement		TLO2 Outline the use of assessment data and teaching methodologies for differentiation in maths			
10																		
11																		

A Course map presented in Excel.