

Topic and assessment planning

A 'topic and assessment plan (T&A plan)' extends a [course map](#) by identifying the sequence of engagements (content, resources, and activities) used and presented that learners will interact with, in each of the topics.

Engagements are aligned with each of the topic learning objectives (TLOs) identified in the course map and fulfil the principles of the '9s model'.

Types of engagement

We use the term 'engagement' here to describe the content (learning materials) that will be presented on, or linked to from pages in the LMS. This includes sources for written content and may also include:

- **Inline text**
 - Case studies
 - Narritive
 - Information
- **Graphics**
 - Images
 - Photos
 - Diagrams
 - slideshows
- External linked sources (e.g. NZ Standards/legislation etc.)
- Links to prior learning
- Interactive (Ideas for, these are created or fleshed out in a later stage)
- videos (YouTube, may need to be created etc...)
- readings (required or dig deeper)
- end of page discussion questions
- **LMS tasks**
 - MCQs / T/F
 - short/long answer written Qs
 - file/audio upload
 - cloze

- matching/ordering
- image labelling
- maths Qs, etc...

- **Formative activities.**

For each engagement, it's important to identify:

- **TLOs:** Which TLOs does the engagement align with?
- **Connection/purpose:** Describe how the engagement contributes to the learners' ability to achieve the Course LOs and assessments. What knowledge and skills does it align with?
- **Responsibility:** Who is responsible for writing, finding, creating, and sourcing the engagement?

Format of a T&A plan

Similar to a course map, a T&A plan includes administrative details from the approved course description including:

- Course code and title
- Course purpose/summary
- Learning outcomes.

A T&A plan will also include elements from the course level alignment table (CLAT) and summative assessment plan, including:

- assessment activities
- corresponding learning outcomes
- Assessment weighting,

and will also include indicative assessment tasks or assessment outlines.

A T&A plan mirrors the language used in the LMS to define meaningful blocks of learning – Sub-sections, pages, etc... and is used to develop the outline and structure of the topic scripts.

[T&A template.dotx](#)

T&A plan template

Template

Course Title: [Insert Course Title]

Course Code: [Insert Course Code]

contributors: [Insert Names]

Course Purpose/Summary:

[Provide a brief overview of the course, its objectives, and its relevance to the broader program.]

Course Learning Outcomes:

[List the course learning outcomes that this course aims to achieve.]

1. [Learning Outcome 1]
2. [Learning Outcome 2]
3. [Learning Outcome 3]
4. [Etc.]

Assessment Overview:

[Summarise the types of assessments used in the course, including weightings and how they align with learning outcomes.]

- [Assessment 1: Type, Weighting, Aligned Learning Outcome]
- [Assessment 2: Type, Weighting, Aligned Learning Outcome]
- [Etc.]

Topic 1: [Topic Title]

Topic Learning Objectives:

- [TLO 1]
- [TLO 2]
- [Etc.]

Content Overview:

- [Description of the content covered, including key concepts]

Topic Introduction:

[Sub-section title] Used to define significant blocks of learning

Sub-section overview:

[Page title] Container of engagements

Engagements:

Engagement	TLOs	Connection	Responsibility	Comments
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<p>Describe the content (learning materials) that will be presented on or linked to from the page in iQualify. This will include sources for all the written content and may also include:</p> <ul style="list-style-type: none"> • key images/diagrams/slide shows • important external links (e.g. NZ Standards/legislation etc.) • links back to prior learning • ideas for interactives (DX created or existing) • videos (YouTube etc.) • readings (required) • extra readings (dig deeper) • end of page discussion questions. • iQ tasks. • Formative activities <p>include links to existing resources (e.g. websites, iQualify pages,</p>	<p>Which TLOs does the engagement align with</p>	<p>Describe how the engagement contributes to the learners' ability to achieve the LOs and assessments. What knowledge and skills does it align with?</p>	<p>Who is responsible for writing, finding, creating, and sourcing?</p>	<p>Any questions, concerns or general comments go here.</p> <p>Please include your title initials (e.g LD, SME, PLD, MM-SME, CR).</p>
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EXAMPLE [VIDEO] The Formation of The Tasman Sea & The Birth of New Zealand: An 85-Million-Year Journey - 1.1	TLO2.2	Describes the geotechnical make-up of NZ, which learners need to consider in assessment 2	SME: Check for accuracy LD: Provide supporting narrative, and arrange interactive transcript.	Just over 5min, so probably ok to use as is.
[Diagram]	TLO3	Engage in critical thinking	[e.g., Course Developer]	[e.g., Optional]
[Discussion]	TLO4	Facilitate peer interaction	[e.g., Course Developer]	[e.g., Required]

Assessment:

- [Details of formative or summative assessments related to this topic.]

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