



**Learning outcomes**

[Please enter a list of outcomes, bearing in mind that students need to develop both an understanding of fundamental concepts and graduate capabilities. While all courses may contribute generally to ‘understanding discipline concepts’ or ‘developing critical thinking’, it is most useful if the description of the learning outcomes focuses on the **main** contribution of the course to the programme as a whole.]

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**Learning activities<sup>2</sup>** [Hours are calculated on per week basis. Please specify if otherwise.]

Lecture (hr) in /out class	Interactive tutorial (hr) in /out class	Lab (hr) in /out class	Discussion of case (hr) in /out class	Field-trip (hr) in /out class	Projects (hr) in /out class	Web-based teaching (hr) in /out class	Other (hr) in /out class
⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮
M,O, NA	M,O, NA	M,O, NA	M,O, NA	M,O, NA	M,O, NA	M,O, NA	M,O, NA

M: Mandatory activity in the course   O: Optional activity   NA: Not applicable

**Assessment**

Essay test or exam (%)	Short answer test or exam (%)	Selected response test or exam (%)	Essays (%)	Presentation (%)	Lab reports (%)	Other (%)

**Feedback for evaluation**

[A plan for the evaluation of the course is needed. Please list the sources of feedback information which will be collected.]

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**Recommended reading list/references**

[Please provide a reading list or a set of references.]

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### Explanatory Notes

1. If a course is designed for one or more Major/Minor programmes, please specify in respect of each programme whether it is a ‘required’ (compulsory for students in the programme) or ‘elective’ (to be freely chosen by students) course. Such specifications may be concentration-dependent, i.e., a course may be specified as ‘required’ for one concentration (be it specialism, stream or area) but as ‘elective’ for another.
  
2. (a) For the “in/out class” cells in “Lecture”, please fill in the number of hours that students spend in class on lecture material, and the number of hours that students are expected to spend out of class studying lecture material. The same applies to all other “in/out class” cells of other learning activities.
  
- (b) The following example illustrates how a 3-unit course with two hours of in class lecture plus four hours of out class activities, and one hour of in class tutorial plus three hours of out class activities per week should be presented in the ‘Learning activities’ section of the form in the following manner:

Lecture (hr) in /out class	Interactive tutorial (hr) in /out class
2           4	1           3
M,O, NA	M,O, NA

However, if the two kinds of meetings are held at different intervals (e.g., two hours of lecture plus four hours of out class activities per week, and one hour of laboratory plus four hours of out class activities every two weeks), or if the kind of meeting is NOT held on per week basis (e.g. three hours of field-trip every month plus two hours of further work), please specify their respective intervals separately in the relevant boxes as follows:

Lecture (hr) in /out class	Lab (hr) in /out class	Field-trip (hr) in /out class
2/week           4/week	1/two weeks           4/two weeks	3/month + 2 hr further work
M,O, NA	M,O, NA	M,O, NA

## Guide for Course Planning

The course planning guide is to be used during the process of planning an initial offering of a course and upon major revisions. Please use the attached Form A for all courses other than General Education courses and Form B for General Education courses. This course planning guide provides guidance on completing the Course Outline section in the latter part of the form.

For multiple section courses taught by several teachers, the Course Outline should provide a coordinated overview of the teaching in the whole course. Individual teachers are encouraged to provide outlines for their own sections, in which a degree of diversity is encouraged. The Course Outline should show how diverse approaches to teaching contribute to the achievement of the same specified learning outcomes for the course.

### Content

The fundamental concepts which need to be understood in each course. Content specification should not be exhaustive, but should highlight key principles.

### Learning outcomes

The capabilities, fundamental knowledge and skills students will be expected to have developed during the course or programme need to be clearly specified. At the course level, these outcomes will be intimately related to the fundamental concepts of the discipline. As students progress towards completion of their programme the learning outcomes can be expected to have a wider significance. Course planning should ensure that the graduate capabilities included in the programme plan are addressed in several courses, as appropriate.

### Learning activities

These are the teaching and learning activities which are designed to result in the specified learning outcomes. A table for reporting the hours spent on types of learning activities in a course is shown below. Types of learning activities should be adapted to suit types of teaching within departments. For each type of learning activity the formal class hours should be specified, together with an estimate of the number of hours students will be expected to spend on the activity out-of-class.

Lecture (hr) in /out class	Interactive tutorial (hr) in /out class	Lab (hr) in /out class	Discussion of case (hr) in /out class	Field-trip (hr) in /out class	Projects (hr) in /out class	Web-based teaching (hr) in /out class	Other (hr) in /out class

### Assessment

Assessment is an integral part of learning activities. Both formative and summative assessment should be consistent with the desired learning outcomes. A table for reporting the percentage of marks allocated to various types of assessment is shown below. Again, the type of assessment needs to be adapted to suit departmental practice.

Essay test or exam (%)	Short answer test or exam (%)	Selected response test or exam (%)	Essays (%)	Presentation (%)	Lab reports (%)	Other (%)

## Feedback for evaluation

Feedback is an integral component of the curriculum development cycle. Sources of feedback need to be recorded in a curriculum outline. At the planning stage this section on sources of feedback is a listing of the ways in which feedback will be gathered, as a plan for the evaluation of the course. The table below lists potential sources of feedback.

Qualitative feedback from student panels/ forums/ internet forums	optional	informal interaction is strongly encouraged
Revised course questionnaire	mandatory	administered every time the course is run
Tailored questionnaire	optional	
External examiner report	optional	
Peer review	optional	
Reflection of teachers (including evidence from assessment)	mandatory	
Other		