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| **Stages** | **Prepare** | **Stage 1: Scope** | **Stage 2: Envisage** | **Stage 3: Design** | **Stage 4: Develop** |
| **Outputs** | 1. Important stakeholders identified and determination made as to where and when they may be able to contribute to the course review process. 2. Ways of working that facilitates collaboration and enables the sharing and storing of information are established. 3. A range of relevant information that will be used throughout the course review process has been collated. | 1. An evidence-informed appreciation for the current state of the course / market scope for design. 2. A plan to undertake the enhancing courses process has been established. | 1. A course narrative and handbook description. 2. A graduate profile. 3. A clear statement of alignment between the AQF level descriptors, graduate attributes and course intended learning outcomes required for the course accreditation proposal. | 1. A diagrammatic representation of the course structure. 2. A course curriculum map [to indicate how GAs and CILOs will be progressively developed across the course]. 3. A well-articulated description of what the student learning experience in the course will be, and how this relates to embedded teaching and learning approaches and assessment strategies. | 1. Subject design that is ready for faculty approval. 2. Learning materials and Canvas sites for the subject. |
| **Focus** | 0.1 Stakeholder contributions  0.2 Administrative approaches  0.3 Strategic drivers  0.4 Sourcing information | 1.1 Review of information  1.2 Collaborative planning | 2.1 The course narrative & handbook description.  2.2 Graduate attributes  2.3 Course intended learning outcomes | 3.1 Course structure & pathways  3.2 The student learning experience  3.3 Mapping the curriculum | 4.1 Subject learning objectives  4.2 Assessment  4.3 Learning opportunities |