

**THE UNIVERSITY OF NEWCASTLE
PROGRAM AND COURSE APPROVAL COMMITTEE**

TIPS AND HINTS FOR AQF MAPPING

1. The templates should be used.
2. Discipline Threshold Learning Standards should be mapped. If they are not available then modify some that are known from a different discipline and use them.
3. Teamwork is hard to prove when research projects are being done so use 'working with others' ie. supervisor or other students as part of a research group rather than use group or teamwork.
4. You should not have a Graduate Attribute Profile Statement (GAP) that you do not provide evidence for.
5. You should not have assessment in core or compulsory that does not deliver a learning outcome mapping.
6. Simply state what learning outcome you are trying to achieve with the assessment. What will the students show you.
7. A Statement about the purpose of the Assessment Item is useful (**and should be in bold**) but is not necessary if the evidence is clear and covers all mapping requirements.
8. Mappings
 - a. Each of the GAP, the Generic Skill Clusters (GSC), the AQF descriptors and the Discipline Threshold Learning Standards must appear at least once mapped against a core course or a compulsory course.
 - b. The GAPs should use the AQF terms ie level 7 broad, coherent, level 8 Apply professional; highly skilled, level 9 Apply advanced; specialised.
 - c. The words for the levels should be used ie 1000 courses use basic, introductory; 2000 intermediate or mid-level, 3000 level Senior , 4000/5000/6000 level advanced, capstone.
 - d. Ensure that oral and written communication is clear. Oral means a seminar or presentation, written means essays etc.
 - e. Teamwork for courses means group work and must be stated in the evidence and assessed.
 - f. Problem Solving should be stated in the evidence or clear that it is there. Problem Solving is listed within the University's Generic Skills Cluster (number 5); and for example, AQF level 7 clause c under *Skills*; or AQF level 8 clause a under *Skills*.
 - g. Ensure you use the words critical analyse in the evidence. Reflective analysis is also important.
 - h. Life-long learning. Make sure, if this is a GAP, that you say that the skills are being developed to ensure the student can do life-long learning.
 - i. If you use ethical practice in the GAP, or the Threshold Learning Standards make sure you put it in the evidence.
 - j. Use words like individual learner, technology skills, creative thinking, synthesis of knowledge in the evidence.