Aalto University
School of Chemical
Engineering

# Curriculum Planner
## CHEM instructions

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# Deadlines

Update or enter course descriptions and implementation descriptions by **9 January 2026**.

Enter teaching times and space requests by **30 January 2026**.

# Käsitteitä 1/2
## Terms 1/2

**Study unit:** A study unit is a planned unit of study that is specified in the curriculum and that can be completed separately. E.g. CHEM-A1030 Laboratory and Chemical Safety 1 ECTS.

**Study unit implementation:** A study unit implementation is a concrete arrangement of a study unit. Study unit implementations may vary in terms of their teaching and assessment methods or languages. E.g. Laboratory and Chemical Safety, Independent Study 25.8.2025–31.7.2026.

**Course:** In everyday language, both study units and study implementations are often referred to as courses.

**Opintojakso:** Opintojakso on suoritettavissa oleva opetussuunnitelman mukainen opintojen osa. Esim. CHEM-A1030 Laboratorio- ja kemikaaliturvallisuus 1 op.

**Opintojakson toteutus:** Opintojakson toteutus on opintojakson yksittäinen järjestämiskerta. Opintojakson toteutuksilla esimerkiksi opetus- ja arviointimenetelmät tai kielet voivat olla erilaisia. Esim. Laboratorio- ja kemikaaliturvallisuus, Itseopiskelu 25.8.2025–31.7.2026.

**Kurssi:** Sekä opintojaksoista että opintojaksojen toteutuksista puhutaan arkikielessä usein kursseina.

# Käsitteitä 2/2
## Terms 2/2

**Opetuskieli:** Kieli, jolla kurssin tai opintokokonaisuuden opetus annetaan. Käytännössä siis esim. luennoitsijan käyttämä kieli tai harjoitusryhmissä käytettävä kieli.

**Täydentävä opetuskieli:** Jos opetus järjestetään samalla toteutuksella useammalla kielellä, täydentävä opetuskieli on kieli, jolla tuotetaan esimerkiksi reaaliaikainen ja laadukas käännös opetuksesta tai jolla järjestetään rinnakkaisia harjoitusryhmiä tai muulla tavalla varmistetaan, että opiskelija saa tällä kielellä opintojakson osaamistavoitteiden täyttymisen kannalta keskeisen opetuksen ja mahdollisuuden oppia käsitteistö.

**Suorituskieli:** Kieli, jolla opiskelija voi antaa opintosuorituksen. Opintosuoritus on opetussuunnitelman mukainen kirjallinen tai suullinen tentti, esitelmä taikka taiteellinen tai muu suoritus, joka arvostellaan erikseen.

**Language of instruction:** The language in which the teaching of the study unit implementation or study module is provided. In practice, for example, the language used by the lecturer or in exercise groups.

**Supplementary language of instruction:** If during a single study unit implementation, teaching is given in more than one language, the supplementary language of instruction is a language in which, e.g. a real-time quality translation of the teaching is produced, or parallel practice groups are organized, or in which it is otherwise ensured that the student receives the key teaching relevant for attaining the learning outcomes of the study unit and learning the key concepts.

**Language of study attainments:** The language in which students may complete study attainments. A study attainment is a written or oral examination, presentation, or artistic or other performance which is included in the university curriculum and evaluated separately.

# Pedagogical key points

1. Alignment with programme ILOs

   - The **achievement of programme level ILOs** requires that the teaching of courses aligns with them.

2. Make the description clear and understandable for students, and others

   - **Sufficiently open-ended** to allow teaching to be developed flexibly during the curriculum period; **provide students with sufficient information** to support their study planning and choice of study units.
   - The description should help the student understand **why your course is an essential part of the programme** and **why the course is academically and professionally relevant**
   - Course descriptions is a **tool for expectation management**: A transparent course description is a way to ensure that both the students and the teacher have a shared understanding of what is expected.
   - Are also read in contexts such as: When determining credit transfers, both at our university and elsewhere; by employers; by potential future students.

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# Alignment on programme level, course level and in technology use

| | Intended learning outcomes (ILOs) | Content | Working methods | Assessment methods and criteria |
|---|---|---|---|---|
| **Programme level** | **How are course ILOs connected to programme-level ILOs?**<br><br>Course ILOs should be consistent with and support the programme-level ILOs. | **Is there continuity or overlap with other courses?**<br><br>Avoid excessive overlap, but overlap in some key topics may be well justified. | **What teaching and learning methods are used in other courses taught in the programme and in same teaching period?**<br><br>Avoid using excessively same methods as it can be overwhelming for the students. | **What assessment methods are used in other courses taught in the programme and in same teaching period?**<br><br>Avoid using excessively same methods as it can be overwhelming for the students. |
| **Course level** | **What is it that you expect the students to be able to do after your course?**<br><br>Course ILOs are competencies (knowledge, skills and attitudes) that the course's content, methods and assessment focus on supporting.<br><br>Consider also generic skills such as group working skills and critical thinking – are these something that students will learn during your course? | **What are the core contents from the viewpoint of the ILOs?**<br><br>Contents necessary for later studies and the understanding of which allows for the acquisition of advanced or more comprehensive information on the subject (e.g. theories, models, principles).<br><br>Concentrate on the "must-know" content, which most of the course focuses on. You may specify the "nice to know" content in the course syllabus (in MyCourses). | **What teaching and learning methods help the student to achieve the course ILOs?**<br><br>E.g. "project work", "lectures" or "presentations". More detailed description can be given in the course syllabus.<br><br>Choice of methods allows you to take into account diverse learners and influence the experience of the workload. | **How the achievement of ILOs is verified or measured?**<br>Assessment also directs and supports student's learning, so it must be aligned with ILOs.<br><br>Course description should not include small detail on the grading (such as "60% of the grading is based on examination")<br><br>Assessment methods and criteria can be specified in the course syllabus. |
| **Technology use**<br><br>**& AI** | **Is the mastery of using certain technologies expected from the students upon the completion of the course?**<br><br>Consider adding technology competencies to course ILOs. | **Will students learn to use certain software and related core concepts in your course?**<br><br>List the software's to be used so students know where they can build technology related skills.<br><br>Avoid tying course descriptions to a single brand as they may become outdated fast. | **Does your course include assignments or exercises with a specific technology?**<br><br>Describe here how these technologies are used as a study methods. | **How do you assess the development of technology use related skills?**<br><br>Consider how could you observe and follow students skill develop during your course. |

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# Purpose of Curriculum Planner

1. Course descriptions
   - Official information: forms part of Academic Committee (KTAK) official decisions
   - More information on what is required in Finnish and in English
2. Scheduling tool for teaching
   - Wishes and needs regarding course schedule and rooms; when LES is scheduling the course, LES will try and take into account the various wishes
   - Must be in line with the course description.
   - You can check programme calendars and see whether changes impact other teaching events

# Access to Curriculum Planner

- curriculum.aalto.fi
- Recommended browsers: Firefox, MS Edge.
- Resp. teacher can browse all courses from all schools but edit only own courses.
- Select "Courses" from the top panel to begin.
- **Save often and allow browser notifications to avoid losing data**
- Don’t make changes when you see the text ”Saving”

# Make sure to check the following 1/2

1. Make sure that basic information such as learning outcomes, contents, timing and languages have been filled out.
2. Make sure all text fields are in all the correct languages, i.e., no English text in Finnish text fields.
3. If the course can be completed in a particular language (“language guideline courses”), make sure the descriptions are also written out in that language.
4. Describe prerequisites also verbally. Especially for first year bachelor studies, describing requirements like the level of understanding in mathematics helps students understand what they need to know when starting the course.

# Make sure to check the following 2/2

5. Don’t write the evaluation criteria or work methods in too much detail (e.g. NOT: exam 60%, exercises 40%; lectures 16h, lab work 10h) to allow developing the course more easily without a cumbersome approvals process. You can provide more detail in MyCourses.
6. If your course is multilingual, make sure the language of instruction, the supplementary language of instruction and language of study attainment are as planned in the context of the programme.
7. If the name of the course has not been translated into all three languages (Finnish, English, Swedish), please consider sending the translations to kari.a.lehti@aalto.fi.

# Restrictions on the right to register to a course

- If there's need to limit numbers of students in your course (e.g. due to lab space):
  - What is the maximum number of students?
  - Which students are **prioritized**? Name all programmes the course is included in, noting for prioritization whether the course is compulsory or optional.
  - Is the course offered to specific student groups only? Name all groups the course is offered to.
- If you have not defined registration selection criteria here, you cannot use it for registration selection.

# Prerequisites

**What is the difference between compulsory and recommended prerequisites?**

Compulsory

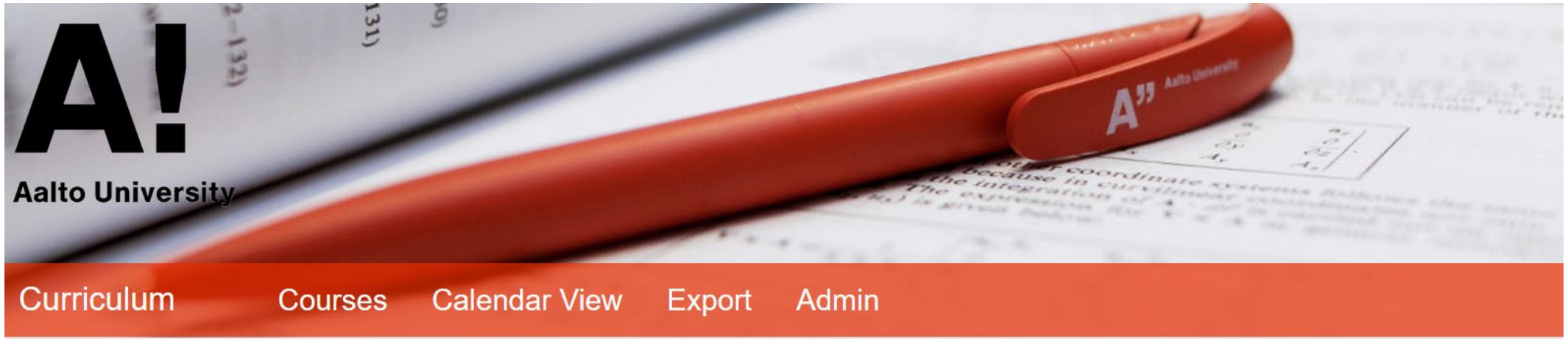
- Courses or skills that everyone attending the course must have.
- SKILL: teacher will need to communicate with each student to check.
- COURSE: If the course is entered in Sisu, anyone who has not completed the course in question is blocked automatically.

Recommended

- Guides students to choose suitable courses.
- Ways of presenting:
  - As skills: “Student should know…” Recommended for all courses regardless of level, but especially 1st year bachelor.
  - As courses: “CHEM-YXXX”

Take into account your own willingness to manually check compulsory prerequisites.

# Scheduling tool for teaching



# Scheduling tool for teaching

Select an implementation type for each implementation.

- *Contact teaching* if the course involves any lectures, lab work or other contact teaching.
- *Electronic exam, Exam* or *Online examination* if the whole study unit can be completed with just an exam (whether regular exam, e-exam or online exam)
- *Online teaching* if the whole course can be completed online.

Give teachers access to Sisu and MyCourses by assigning them to each implementation.

Changes to teaching can be made for each teaching group at the bottom of the respective teaching group page.

- E.g. L01 lectures, H01 exercises, KT01 course exam → ”Suggest a new timetable”.

# Once you are done…

Once you have checked/entered all course data, change the course status to “Ready with changes” or “Ready – no changes”.

# Help?

For technical and curriculum issues contact

- kari.a.lehti@aalto.fi

For pedagogical support

- jukka.valimaki@aalto.fi / suvi.toivonen@aalto.fi

Curriculum Planner Zoom clinics

- Thursday 4 Dec at 14.00-16.00
- Wednesday 17 Dec at 9.30-11.30
- https://aalto.zoom.us/j/3652872306?omn=61438598630

Kiitos
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