

## Course Profile Requirements

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<b>Document URL</b>	<a href="http://policies.griffith.edu.au/pdf/Course Profile Requirements.pdf">http://policies.griffith.edu.au/pdf/Course Profile Requirements.pdf</a>
<b>Document number</b>	2020/2001056
<b>Description</b>	This procedure sets out the requirements for a Course Profile and the responsibilities of the Course Convenor in preparing the Course Profile. All courses of the University are required to have a Course Profile.

### Related documents

[Course Approval and Review Process](#)

[Course Profile Template](#)

[Learning Resources and Reading Lists](#)

[Academic Calendar](#)

[Lecture Capture Policy](#)

[Student Communication Policy](#)

[Health and Safety Policy](#)

[Student Review and Appeals Policy](#)

[Student Review and Appeals Procedures](#)

[Student Complaints Policy](#)

[Student Complaints Procedures](#)

[Student Administration Policy](#)

[Student Charter](#)

[Laboratory Safety](#)

[Use of University Information Technology Resources Code of Practice](#)

[[Purpose](#)] [[Responsibilities](#)] [[Content](#)] [[Required Format for a Course Profile](#)] [[General Course Information](#)] [[Aims, Outcomes and Graduate Attributes](#)] [[Learning Resources](#)] [[Teaching and Learning Activities](#)] [[Assessment Plan](#)] [[Policies and Guidelines](#)] [[Curriculum Initiatives](#)] [[Learning Summary](#)]

## 1. PURPOSE

The Course Profile is an official and public University document that contains commitments about the:

- learning outcomes of the course,
- course content, organisation, and teaching methods,
- purpose, scope and timing of assessment for the course, and
- support for student learning.

The Course Profile serves two important purposes:

- provides students with information about what they can expect from the course and what is expected of them as they undertake the course.

- forms an integral part of the University's quality assurance process for its teaching and learning activities. As such it is subject to scrutiny and debate within the Group as to the coherence between the course and the program/s to which it forms part and is formally approved by the Dean (Learning and Teaching). Regular revision of the profile and the monitoring of teaching and assessment against the Course Profile are viewed as key teaching quality assurance measures, for which the Dean (Learning and Teaching) is responsible.
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## 2. RESPONSIBILITIES

Course Convenors are responsible for developing a Course Profile for every offering of a course and providing the Course Profile to both the Program Director and the Head of School. Heads of Schools are responsible for ensuring that all Course Profiles are published in accordance with the format prescribed in [4.0](#) by the following dates:

- Week 12 of Trimester 3 for Trimester 1 course offerings
- Week 12 of Trimester 1 for Trimester 2 course offerings
- Week 12 of Trimester 2 for Trimester 3 course offerings

For courses offered in teaching periods other than those listed above, the Course Profile will normally be published 4 weeks prior to the commencement of the specific teaching period. Throughout this procedure the term 'trimester' also refers to 'teaching period'.

The Course Profile published at <https://courseprofile.secure.griffith.edu.au> shall also be accessible via Learning@Griffith by the aforementioned dates. Course Profiles are also available via <https://www148.griffith.edu.au/programs-courses/>.

The Course Profile must be reviewed and updated by the Course Convenor for every trimester in which the course is offered and must be available at all times for perusal by students and staff via:

- <https://courseprofile.secure.griffith.edu.au>,
- <https://www148.griffith.edu.au/programs-courses/>, and
- [Learning@Griffith](mailto:Learning@Griffith) (accessed via MyGriffith)

Variations to the Course Profile during the trimester of offer are not permitted, except in exceptional circumstances, where the Dean (Learning and Teaching), after advice from both the Course and Program Director, may approve a variation that will be notified to all enrolled students in writing via email and by posting notification on the Learning@Griffith course site.

Additional supplementary information regarding the course is to be published on [Learning@Griffith](mailto:Learning@Griffith).

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## 3. CONTENT

The content of the Course Profile will vary with the type of course. For example, the Course Profile for a course conducted by lectures and tutorials may be different from a course conducted on-line or in mixed mode. The over-riding consideration in the presentation of the Course Profile is to convey important information to students.

In the preparation of the Course Profile for a new course it is possible that not all the information that will eventually be given to students is known at the time the Course Profile is considered by the School Committee. This should not cause a problem. The Course Profile as considered by the committee approval process should contain sufficient information for judgments to be made about the course content, the inter-relationship of the course with other courses in the program/s, the organisation of the course and the appropriateness of the assessment requirements.

Once the course has been approved for offer by the Dean (Learning and Teaching) the Course Profile may be updated to include the additional information needed to be provided to students. All information required for the Course Profile ([section 4](#)) should be finalised prior to the aforementioned publication dates for <https://courseprofile.secure.griffith.edu.au> and [Learning@Griffith](mailto:Learning@Griffith) with one exception:

- Course Staff

which is finalised no later than week 4 of the trimester in which the course is being offered.

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## 4. REQUIRED FORMAT FOR A COURSE PROFILE

The term 'Course Profile' refers specifically and exclusively to a document that complies with the following format requirements. Completion of all sections (1-7) of the Course Profile is mandatory and the requirements for each section are set out below. References to 'CP' below relate to relevant sections of the [Course Profile Template](#) and sections within the Course Profile System.

### 4.1 General Course Information (CP 1.0)

#### 4.1.1 Course Details (CP 1.1)

This section contains content entered into the University's PeopleSoft Course Catalogue including: course code, course title, the host element, credit point weighting, learning mode, location, and the course description. Where relevant, the Course Profile will also include information on pre-requisite, co-requisite and prior-assumed courses.

#### 4.1.2 Course Introduction (CP 1.2)

A more detailed course introduction may be included in this section or in the case of courses taught on more than one campus this section may be used to clarify campus-specific information to students. Convenors may wish to include a statement such as:

**CAMPUS-SPECIFIC ARRANGEMENTS:** This course is taught on two campuses this trimester (Gold Coast and Nathan). You are required to enrol and participate at one campus ONLY. All concerns will be dealt with on a local campus basis. Throughout this Course Profile there will be campus specific information - please make sure that you refer to the information that is RELEVANT TO THE CAMPUS WHERE YOU ARE ENROLLED.

- There is a requirement to include a Contact Summary to provide students with an overview of the types of teaching and learning activities involved in the course, the nature of those activities, mandatory or optional and any attendance or participation requirements.
- For **research-based project courses** offered in a Coursework Masters degree, which are less than 30CP and where supervision may be group/tutorial based, the roles and responsibilities of students and staff are to be set out explicitly in the course profile for both parties, and provided to the examiners. This information should include, where appropriate, the number of hours of group supervision students can expect to receive. (*Refer to Section 6.1 of the Postgraduate Qualifications (AQF 8 & 9) Policy.*)
- There is a requirement to report on Previous Student Feedback obtained within the last calendar year, from the Student Experience of Courses (SEC) and other means by which the Convenor may seek feedback. Where necessary key issues identified for improvement and changes made to the course as a result of student feedback are to be included. There is no requirement to report on student feedback in a Course Profile when the course is taught in consecutive trimesters; as a minimum, feedback is to be provided annually.

#### 4.1.3 Course Staff (CP 1.3)

Contact details of the Course Convenor and teaching team members, including information on available consultation times.

Where Schools/Departments are appointing staff to moderate assessment in courses the Course Convenor may wish to include the name of the Course Moderator in the Course Profile. This role is available when inserting staff details. Examples of the tasks a Course Moderator may undertake follows:

- review the Course Profile prior to submission to ensure the Learning Outcomes, Learning Activities and Assessment are aligned and appropriate;

- review draft exams for accuracy and suitability prior to printing;
- moderate a sample of student work in the summative pieces of assessment in the course to ensure that the marks are appropriate to the standards;
- complete a Moderation checklist with details of the above.

#### 4.1.4 Course Timetable (CP 1.4)

This section refers students to a URL for the authoritative source for the course timetable. Where further information relating to the timetable is required, it is included here in Additional Timetable Information along with the statement:

'Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable.

#### 4.1.5 Lecture Capture (CP 1.5)

The Course Convenor is required to indicate whether the course is compliant with the *Lecture Capture Policy* to automatically record lectures.

If there are substantive reasons for not recording a lecture series the lecturer may apply to the Dean (Learning and Teaching) of the relevant Group prior to the commencement of the course and the publication of the Course Profile not to use the automatic recording of lectures.

Lecturers may request approval to not use the automatic recording of lectures in the following circumstances:

- the lecturer will record the lectures using other methods as supported by the University and will make the lectures available to the students on the relevant course site; or
- the lecturer has strong and justifiable reason for not recording the lecture.

#### 4.1.6 Technical Specifications (CP1.6)

The Course Convenor is required to provide any technical specifications in excess of the minimum that may be required to undertake this course.

### 4.2 Aims, Outcomes & Graduate Attributes (CP 2.0)

#### 4.2.1 Course Aims (CP 2.1)

Broad aims of the course are included as an introduction to the specific learning outcomes of the course.

#### 4.2.2 Learning Outcomes (CP 2.2)

Specific measurable learning outcomes that the student will have the opportunity to develop and demonstrate during the course are specified.

#### 4.2.3 Graduate Attributes (CP 2.3)

The learning outcomes are mapped to the Griffith Graduate attributes.

Where a course is offered predominantly in a professional program that requires accreditation against professional graduate attributes, the learning outcomes may also be mapped against these attributes.

### 4.3 Learning Resources (CP 3.0)

#### 4.3.1 Use of Course Materials Written by Staff

The Course Convenor is required to disclose to the Head of School/Department where there is an intention to set learning resources produced by them or any member of the teaching team as required resources for the course.

Guidance on establishing and updating reading lists of required and recommended learning resources is available in *Learning Resources and Reading Lists*.

#### 4.3.2 Required Resources (CP 3.1)

This section refers students to a URL for the reading list for the required readings for the course.

#### 4.3.3 Recommended Resources (CP 3.2)

This section refers students to a URL for the reading list for the recommended resources for the course.

#### 4.3.4 University Learning Resources (CP 3.3)

Reference to resources available to all students at the University for example the Academic Integrity Tutorial, Text matching software and Learning Services Workshops.

#### 4.3.5 School/Group Learning Resources (CP 3.4)

Resources available in all courses coordinated by the school or host element.

#### 4.3.6 Other Learning Resources & Information (CP 3.5)

Other information about resources available for the course.

### 4.4 Teaching and Learning Activities (CP 4.0)

#### 4.4.1 Learning Activities (CP 4.1)

A structured summary of the learning activities in which students are expected to participate is to be included. These activities may include lectures, tutorials, practicals, self-directed learning, reading and other student-centred activities. These activities should be mapped to the learning outcomes that are being developed through each activity. This section is to include clear statements of the expectations on students, such as which activities are compulsory and which are optional. Mandatory requirements for the course should be specified, including any attendance and participation requirements such as up to date immunisation or other regulatory checks. The Course Profile should state the consequences to the student if these mandatory requirements are not met.

#### 4.4.2 Other Teaching and Learning Activities Information (CP 4.2)

Any further information relating to the learning activities summarised in section 4.4.1. A description of the teaching and learning methods, approaches/philosophy and modes used in the course is included.

### 4.5 Assessment Plan (CP 5.0)

The Course Profile must include comprehensive information about assessment as detailed in the Assessment Policy.

#### 4.5.1 Assessment Summary (CP 5.1)

This section includes details of all the assessment items (formative and summative) to be used to measure the students' achievement of the course's learning outcomes. As a minimum a description of all the essential attributes of each assessment item is to be provided, this includes the number, type, weighting and sequencing of items, the assessment criteria, due date, and the submission and return processes for each assessment item.

Convenors are also required to provide details of any assessment tasks which are mandatory to pass the course (Mandatory Pass Components) and whether supplementary assessment is available.

More detailed information about individual assessment tasks is to be made available through the [Learning@Griffith](#) course site. This information must not be contradictory in any detail to that contained in the Profile.

#### 4.5.2 Assessment Detail (CP 5.2)

The detailed information entered into each assessment item of the Assessment Summary (CP 5.1) will be viewable in the Student's View under the heading 5.2 Assessment Detail.

#### 4.5.3 Late Submission (CP 5.3)

The University's standard statement about late submission will be provided including details of the circumstances under which extensions may be granted and the

University's penalties that apply for late submission and the non-completion of assessment tasks.

#### 4.5.4 Other Assessment Information (CP 5.4)

School staff are unable to enter information into this section of the Course Profile. Standard statements display regarding Mandatory Pass Components, the availability of supplementary assessment, processes for assessment submission and return and how students will receive feedback on assessment items.

### 4.6 Policies and Guidelines (CP 6.0)

#### 4.6.1 Assessment Related Policies and Guidelines (CP 6.1)

Content in this section in the Course Profile system is provided by Student Credentials as approved by the Learning and Teaching Committee. It contains a summary of items under the following headings:

[\*Academic Misconduct\*](#),

[\*Reasonable Adjustment for Assessment – Students with Disabilities Policy\*](#)

[\*Griffith University Disclosure Statement\*](#)

[\*Application for Special Consideration, Extensions, Deferred Assessment\*](#)

[\*Text Matching Software\*](#)

It also includes links to the following websites and/or related policies:

[\*Academic Integrity website\*](#)

[\*Academic Standing, Progression and Exclusion Policy\*](#)

[\*Assessment Policy\*](#)

[\*Assessment Submission and Return Procedures\*](#)

[\*End of Trimester Centrally Administered Examinations Policy and Procedures\*](#)

[\*Governance of Assessment and Academic Achievement Standards\*](#)

[\*Institutional Framework for Promoting Academic Integrity among Students\*](#)

[\*Reasonable Adjustments for Assessment - Students with Disabilities Policy\*](#)

[\*Student Academic Misconduct Policy\*](#)

[\*Standards for First Year Assessment\*](#)

#### **School Assessment Guidelines**

Details of and/or links to any relevant School assessment guidelines for the course. Content in this section must not contravene University policies and procedures. In the event that there is a difference between the University Assessment Policy and the School Assessment Guidelines, the former shall override the latter.

#### 4.6.2 Other Policies & Guidelines (CP 6.2)

Content in this section in the Course Profile system is provided by Student Credentials as approved by the Learning and Teaching Committee. It contains information under the following headings:

*University Policies & Guidelines*

*Health and Safety*

It also contains a summary of and/or link to other teaching and learning related University policies:

#### **Key-Student Related policies**

[\*Student Communications Policy\*](#)

[\*Health and Safety Policy\*](#)

[\*Student Administration Policy\*](#)

[Student Charter](#)

[Student Review and Appeals Policy](#)

[Student Review and Appeals Procedures](#)

[Student Complaints Policy](#)

[Student Complaints Procedures](#)

### **Group/ School Guidelines**

Groups/ Schools may wish to include additional University policy information in this section, or provide their own information, which accords with, but provides more detail than University policy.

Below are a number of potential subsection headings (sample University level content may be available for some of these):

[Copyright](#)

[Student Experiences of the Course](#)

Employment Screening

[Examinations](#)

Study Program

[Risk assessment/health and safety information](#)

### **Other Course Guidelines.**

If no additional course information is to be included in this section, a statement such as "Students should refer to the Learning@Griffith website for further information about this course" is to be inserted here.

Convenors may wish to include here information which falls outside the subsections specified above. The following types of information may be provided via Learning@Griffith.

### **Referencing guidelines**

Further reading/additional references

Forms associated with course administration (attendance forms, assignment cover sheets, etc.)

Equipment guidelines.

## **4.7 Curriculum Initiatives Tracking (CP 7.0)**

In this section curriculum initiative tracking responses are required to capture the key strategic areas covered in the course:

Internationalisation and Cultural Diversity (CP 7.1)

Aboriginal and/or Torres Strait Islander Content (CP 7.2)

Blended Learning (CP 7.3)

Work-Integrated Learning (CP 7.4)

Consensus Moderation Practices (CP 7.5)

Under each item there are a range of responses to be completed by the Course Convenor every time a Course Profile is prepared and submitted for approval.

## **4.8 Learning Summary**

This section identifies the relationships between the learning outcomes for this course, the learning activities, the assessment tasks and the graduate attributes. It is a static page; any amendments to content appearing here need to be made in the relevant sections above.

#### **4.9 Status and Settings**

Course Convenors are required to review the “Current Warnings” to ensure ‘required’ and ‘recommended’ content is provided, then to complete the form identifying whether the profile is for a new course or if there are major or minor changes to a previous Profile, and submit for approval.