

## Course Profile Template

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<b>TRIM document</b>	2018/9005058
<b>Description</b>	Completion of this template is to be undertaken in conjunction with the Course Profile Requirements.

### Preliminary Instructions for Course Convenors

**New Courses:** This template is to be used for the purpose of preparing new courses for consideration by the School Committee and the Dean (Learning and Teaching) as part of the Course Approval Process. At this stage of the process it is possible not all information is known that will eventually be provided to students. It 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, the organisation of the course and the appropriateness of the assessment requirements.

Approval to establish a new course must be obtained by the following deadlines:

- *Trimester 1 Commencement* – May of the year prior to introduction
- *Trimester 2 Commencement* – November of the year prior to introduction
- *Trimester 3 Commencement* – May of the year of introduction

**Existing courses:** This template is also to be used by Course Convenors and Teaching Teams in planning major revisions to an existing Course Profile. After completing major revisions it is recommended the Course Convenor attaches the most recently approved version of the Course Profile in the Course Profile System (.pdf format) to enable comparison with the proposed revisions by the School Committee and the Dean (Learning and Teaching) for the purpose of approving the revised Course Profile.

Course Profiles **are published** in the Course Profile System 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*

**Course Profile System:** In the case of new courses, after the Course Profile has been approved by the Dean (Learning and Teaching) the School Administrative Officer/Program Services Officer will create the course in PeopleSoft. When the Course Profile System is enabled for the relevant trimester the School Administrative Officer/Program Services Officer or the Primary Course Convenor will copy and paste the text from this template to create the Course Profile in the web-based System.

### Steps for using this Template

1. Standard text has been provided which will appear in all Course Profiles. This text is not to be deleted; it will appear in the Course Profile generated on the Course Profile System.
2. To complete a Course Profile using this template delete this first page and all instructional text (*in italics*) and replace it with your course information.
3. Completion of all subsections of the Course Profile is mandatory except where indicated as an *optional* field.

4. Within each section there are instructions as to the information that you are required (mandatory) to include in the Course Profile and information that you are encouraged (optional) to include to further enhance student's understanding of the course's teaching and learning context.
5. Refer to [Course Profile Requirements](#) in the Policy Library; for information about content and responsibilities of Course Convenors in preparing a Course Profile.

# COURSE PROFILE TEMPLATE

## 1.0 General Course Information

### 1.1 Course Details

<b>PEOPLESOFT COURSE CONFIGURATION DETAILS:</b> <i>Note, these details are entered into PeopleSoft by the School Administrative Officer and extracted into the Course Profile System; they cannot be altered via the Course Profile System.</i>	
Course Code	
Course title	
Academic Organisation:	
Trimester of offer:	
Learning Mode:	
Level:	
Location:	
Credit point value:	
Enrolment Restrictions: e.g. Restricted:	
<b>COURSE DESCRIPTION:</b> <i>Provide a brief course description to be included in the PeopleSoft Course Catalogue; include relevant information about pre-requisite, co-requisite and prior-assumed courses.</i>	

### Assumed Background (optional)

*Course Convenors are encouraged to describe the background students are required to have prior to starting the course. This is a descriptive field that supplements and expands the prerequisite course list.*

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### 1.2 Course Introduction

*This section should elaborate on the brief description and include additional information on the course. Course Convenors are encouraged to include sub-sections such as 'Contact summary' and 'Campus-specific arrangements', and to include advice to students undertaking research-based project courses, which is also to be provided to examiners.*

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#### Contact summary

*Course Convenors are required to describe the activities to be undertaken by students e.g. lectures, tutorials, seminars, practical classes, work-integrated learning activities, field placements etc. Convenors are required 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 attendance and participation requirements. The Contact Summary is to be consistent with information provided in section 4.1 Learning Activities.*

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#### Campus-specific arrangements (Optional)

*In the case of courses taught on more than one campus this section may be used to clarify campus-specific information to students. Convenors are encouraged to include a statement such as:*

*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.*

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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.)

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### Previous Student feedback

This field is **mandatory for existing courses**; it is not applicable for new courses.

Course Convenors are required to report on Previous Student Feedback obtained within the last calendar year from Student Experience of the Course (SEC). 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 student feedback in a Course Profile for a course taught in the trimester subsequent to the one in which the course has been evaluated.

Every time this section is updated Head of School approval is required.

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### 1.3 Course Staff

Convenors are required to provide information about the teaching team. Convenors have until week 4 of the trimester to update this information. For courses offered at more than one campus, please enter the details for each offering. Convenors are also required to include the details of additional members of the teaching team or, if unknown by week 4, details of where, when and how this information will be provided to students.

When 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

The following table may be of assistance to convenors as this information will need to be inserted into the Course Profile System.

Primary Convenor Details	
Title	
Full Name:	
Phone:	
Email:	
Campus:	
Building:	
Room:	
Other location:	
Consultation times:	

Campus Convenor Details	
Title	
Full Name:	
Phone:	
Email	
Campus:	
Building:	

Room:	
Other location:	
Consultation times:	

<b>Other Teaching Team Members</b> <i>(In the system the appropriate role is selected from the drop-down menu)</i>	
Role:	
Title:	
Full Name:	
Phone:	
Email:	
Campus:	
Building:	
Room:	
Other location:	
Consultation details:	

#### 1.4 Course Timetable

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**Standard text** will appear in all course profiles including the following:

Timetables are available on [the Griffith Timetables website](#).

#### **Additional Timetable Information (Optional)**

*The Course Convenor may include additional timetable information in this sub-section. If including additional information please include the following statement as **standard text**:*

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

#### 1.5 Lecture Capture

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*It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's Lecture Capture Policy.*

*By selecting 'Edit' in Section 1.5 the Course Convenor may, under certain conditions, change the status of Lecture Capture for this course.*

*Options are as follows, and one of these will be forward facing to students:*

- *This course is compliant with the automatic recording practice*
- *The Dean (Learning and Teaching) has approved that this course will not use automatic recording*
- *There are no lectures in this course.*

*If there are substantive reasons for not recording a lecture series in enabled facilities, the Course Convenor may apply to the Dean (Learning and Teaching) of the relevant Group for an exemption from the above requirement. The Course Convenor must seek this exemption prior to the commencement of the course and the publication of the Course Profile.*

*To obtain approval for an exemption to this requirement, when 'submitting' the Profile the Course Convenor selects the 'Lecture Capture' box on the Status and Settings page, and other relevant items, if any. Provide a justification in the text box for not recording the lectures, along with all other details about how the course has changed since the last offering, as appropriate.*

*Note, if a teaching space does not have lecture capture facilities the default "This course is compliant..." is selected; if the space is equipped with the technology during the trimester lectures will be recorded.*

#### 1.6 Technical Specifications

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*Convenors are required to provide computer technical specifications that students should adhere to with regard to studying online. The minimum requirements for students studying online can be found at <https://www.griffith.edu.au/online/about-us/minimum-it-requirements>*

## 2.0 Aims, Outcomes and Graduate Attributes

### 2.1 Course Aims

The course aims to address the combined impact of the curriculum, the pedagogy, and the assessment of the various course components. Within this context Convenors are:

- encouraged to first state why this course is important to the learner.
- required to specify the overall, big-picture vision for students' learning for the course.
- encouraged to detail the contribution of this course to the program/s in which it appears.

### 2.2 Learning Outcomes

Convenors are required to specify measurable learning outcomes that the student will have the opportunity to develop and demonstrate during the course. When writing learning outcomes please be mindful that the outcome should fit with the following statement: "After successfully completing this course you should be able to....."

Separate Outcomes need to be added for each item so that appropriate mapping is available later in the preparation of the Profile.

### 2.3 Graduate Attributes

Convenors are required to indicate where each of the Griffith Graduate Attributes is taught, practised or assessed in their course, by selecting the relevant check boxes below. More than one check box can be selected. Only those attributes that have been selected will be displayed to students.

Convenors are encouraged to refer to the Griffith Graduate policy which provides details of the forms of evidence relating to each Griffith Graduate Attribute.

<b>University wide attributes: Griffith University prepares influential graduates to be:</b>			
<b>GRADUATE ATTRIBUTE</b>	<b>TAUGHT</b>	<b>PRACTISED</b>	<b>ASSESSED</b>
Knowledgeable and skilled, with critical judgement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective communicators and collaborators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Innovative, creative and entrepreneurial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socially responsible and engaged in their communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culturally capable when working with First Australians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective in culturally diverse and international environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Professional Graduate Attributes (Optional)

Where a course is offered predominantly in a professional program that requires accreditation against Professional Graduate Attributes, the learning outcomes may be mapped against these attributes. Please list any Professional Graduate Attributes and then map them to the learning outcomes.

Professional Graduate Attribute	Learning Outcomes (2.2 above)

(Add rows above as required.)

Note: Only staff in Academic Services with the role of 'Sysadmin' are able to edit/add professional attribute sets in the Course Profile System. Schools/Departments are required to advise the System Administrator about any new Professional Graduate Attribute sets to be created in the System, and to which particular courses these Professional Attributes will be mapped. Schools/Departments will be asked to update this content regularly.

### Additional School/Department Information on Graduate Attributes (Optional)

A School/Department may choose to include information in this section. This information will appear in **all** school/department course profiles.

Note: Only staff in Academic Services with the role of 'SysAdmin' are able to edit/add School/Department graduate attributes. Schools/Departments are required to advise the System Administrator if they wish to add or make changes to the information in this section of the course profile. If left blank, this section will not appear in the course profile.

### Additional Course Information on Graduate Attributes (Optional)

Course convenors may wish to include more information in this section, relevant to this particular course, which does not appear in the above two sections.

## 3.0 Learning Resources

Course Convenors will be required to provide a list of the Learning Resources for their course via the Reading List Service to support student learning in each course of study.

Reading Lists will be available from Week 5 of the preceding trimester. Reading Lists will be based on the previous trimester's published list. Academic staff should review and update the list no later than Week 12 of the previous trimester to allow adequate time for the library to acquire or digitise resources for Week 1 of Trimester.

There are two learning resource types within the Reading List Service: Required Resources and Recommended Resources

### 3.1 Required Learning Resources

**Standard text** will appear in all course profiles:

<p><b>Required Resources:</b> A required resource is essential to student learning in the course and includes information, activities and tasks that facilitate student achievement of the course's learning outcomes.</p> <p>A required resource may be authored, co-authored, edited, published or developed by a staff member provided that (a) the Head of School/Department approves the setting of the resource via the Course Profile System and (b) the required learning resources are currently available through Library and Learning Services and accessible in the appropriate format for the course.</p> <p>The Course Convenor is required to select the 'Learning Resources' check box on the Status and Settings page to seek Head of School/Department approval.</p>
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Notes:

The required reading list can also be accessed via the Learning@Griffith 'Reading' link and via the Library website.

Refer to [Learning Resources and Reading Lists](#) for guidance in establishing and updating a reading list of required learning resources.

Reading Lists ensure that Griffith University is able to comply with Australian Copyright Law for digitised resources.

The University may not charge students for learning resources which are essential for undertaking the course, but they may be given the opportunity to purchase materials which may be helpful but not critical to the course, particularly when this additional material is available by several modes, such as available in the library, or by downloading from the Web.

Refer to [Charges for Learning Resources and Other Items for Students](#) in the Policy Library to ensure compliance with Commonwealth Government legislation and University policy.

### 3.2 Recommended Learning Resources (Optional)

**Standard text** will appear in all course profiles:

**Recommended Resources:** A recommended resource is a resource recommended by the teaching team which provides additional background or current information relevant to the course's learning outcomes.

### 3.3 University Learning Resources

**Standard text** will appear in all course profiles providing information to students under the following headings about: Readings, Learning@Griffith, Student Services, Library and Learning Services (Workshops and Training), Support for Learning, and Code of Practice.

### 3.4 School/Group Learning Resources (Optional)

Convenors are encouraged to

- advise students about the use of the Academic Integrity Tutorial, text matching software, and Learning Services within this course.
- provide advice about School/Group based resources e.g. GBS Resource Bank.

### 3.5 Other Learning Resources & Information (Optional)

Convenors are encouraged to provide other information about resources that are available for the course, for example hardware and software requirements, information on workshops or labs, etc.

## 4.0 Teaching and Learning Activities

### 4.1 Learning Activities

Course Convenors are required to include a structured summary of the learning activities in the course. These activities may include lectures, tutorials, laboratories, practicals, self-directed learning, reading and other student-centred activities. The summary is provided as a weekly teaching schedule, sequenced to demonstrate the inter-relationships between the learning activities. These activities are to be mapped to the learning outcomes (contained in Section 2.2) that are being developed through the activity. This section is to include statements of the expectations on students, such as which activities are compulsory and which are optional. Attendance and participation requirements should also be included.

The following table may be of assistance to Convenors:

Week Commencing:	Activity :	Learning Outcomes
Enter the specific date  <i>Notes: by entering the Monday date this will automatically change in subsequent years to the correct date for the specific calendar year. If the specific date of the lecture is inserted and the timetable is</i>	Include information here about:  <b>The type of learning activity:</b> An extensive list of activities is available in the Course Profile System.	Map each activity to a Learning Outcome (see section 2.2)  e.g. 1, 4, 7



not the same the following year this will need to be adjusted manually next time a profile is produced.	Convenors are encouraged to list Readings/references/resources in the Activity Description text box.	
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## 4.2 Other Teaching & Learning Activities Information (Optional)

Course Convenors are encouraged to include a description of the teaching and learning methods, approaches/philosophy and learning mode used in the course.

Course Convenors are encouraged to include statements about:

- the relevance and currency of the content of the course
- integration of theory and practice within the course
- breadth of coverage or degree of choice within the course
- relationship of the course to the students' professional needs
- other Teaching and Learning activities information.

Course Convenors are also encouraged to reference the Griffith University Disclosure Form so students with disabilities and/or health conditions may identify the need for and negotiate with the teaching team any necessary and reasonable accommodations that are required for the learning activities. The Griffith University Disclosure Statement is provided to all students for the purpose of enabling access to a safe environment with appropriate adjustments, minimising students' exposure to risk and risk to others.

## 5.0 Assessment Plan

### 5.1 Assessment Summary

In Section 5.1 Convenors are required to:

- provide a summary of both formative and summative assessment items in the course, including the number, type, weighting, the due date and the assessment criteria and processes be applied in marking each item of assessment; students must not be advised that a course has pre-determined grade cut-offs;
- map the assessment items to the Learning Outcomes specified in section 2.2;
- specify the method for the submission and return of each assessment item, including the use of text matching software, for either formative or summative purposes;
- ensure that the total assessment weighting totals 0\* or 100% (\* 0 may be used for multi-component courses, except the final component which must have a weighting of 100%);
- specify an assessment item/s, with a due date prior to week 8, that is used for the Tier 1 Assessment process as outlined in Section 3.1 of the Academic Standing, Progression and Exclusion Policy. This assessment item/s is to identify students at risk of failing the course and losing their good academic standing status of green. The Tier 1 assessment items are to provide opportunities for academic recovery using either resubmit or reattempt.
- ensure that where there is a final examination, no major assessment items fall due after Week 11 of the trimester (the definition of "major assessment items" is one worth 20% or more of the total assessment); any deviation from this requirement must be approved by the Dean (Learning and Teaching);
- ensure that an end of trimester centrally organised exam is of standard duration (120 minutes and 10 minutes perusal) or request an exemption that must be approved by the Dean (Learning and Teaching);
- ensure that school based exams or 'test or quiz' assessment tasks that have a submission date within the official exam period are organised as school based activities for which the School/Department is responsible.

Notes:

- A 10 credit point course is required to involve more than a single assessment item, and normally includes 2 - 4 summative assessment items.
- In the Course Profile System the Student View of the Profile will present this information as 2 separate items: 5.1, Assessment Summary and 5.2, Assessment Detail.

Course Convenors are required to submit proposals to alter the assessment requirements of a course (constituting a major change) to the Dean, Learning and Teaching for approval. The Dean shall determine whether the proposed revised assessment requirements are consistent with those originally approved in terms of their relationship to learning outcomes and its overall demands on the students.

After commencement of the course only in exceptional circumstances can the Dean (Learning and Teaching), on the advice of the Course Convenor, approve a variation of detail in the assessment requirements of a course, providing any such variation maintains the relationship between the assessment methods and the learning outcomes expected for the course. Notification of the change must be provided to students in written and/or electronic form. In giving approval for the change, the Dean (Learning and Teaching), must be satisfied that students are not disadvantaged by the change or the timing of it.

## 5.2 Assessment Detail

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In this section of a profile published on the Course Profile System, students will see detailed information about each assessment item (i.e. assessment type, weighting, task description, criteria and marking, etc.). Convenors cannot enter content into section 5.2 in the Course Profile System.

## 5.3 Late Submission

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The following **standard text** will appear in all course profiles. A Course Convenor wishing to vary this provision must seek approval from the Dean, Learning and Teaching. If such approval is given a clear statement of the variation to the Late Submission policy for this course is required to be provided in the Profile.

An assessment item submitted after the due date, without an approved extension from the Course Convenor, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

## 5.4 Other Assessment Information

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Convenors are required to provide details as follows:

- **Feedback on each Assessment Item** (Section 4 of the [Assessment Submission and Return Procedures](#)):  
Provide information relating to the availability (e.g. on Learning@Griffith), methods and a timeframe for providing students with feedback on each assessment item, including the management of the Tier 1 Assessment process (Section 3.1 of the [Academic Standing, Progress and Exclusion Policy](#)).
- **Supplementary Assessment (Section 8 of the Assessment Policy):**  
Convenors are required to indicate by selecting the appropriate response below, whether supplementary assessment is available in this course in accordance with section 8 of the University Assessment Policy. A pass mark must be achieved in the supplementary assessment or exam to achieve the grade of 4. This information will be extracted from this System for advice to the School Assessment Board when finalising results. This information will be forward-facing to students on the Student View of the profile.  
Changing the status of your profile from Draft to Submitted will not be possible if this section is not completed.  
Is supplementary assessment available in this course?  
- Change to: Yes / No
- **Reassessment** (Section 7 of the [Assessment Policy](#)):  
Resubmission is where a student is permitted to make substantial changes to a nominated assessment task which they have failed, within a specified timeframe for re-examination by the original examiner to achieve a mark no greater than the minimum for a pass standard for the assessment task. The student has five working days from return of the assessment task to resubmit for re-

examination. *Only one opportunity to resubmit the assessment task is to be awarded. Resubmission is not to be offered for research projects or dissertations.*

Re-attempt is where a student is given a second opportunity to demonstrate their achievement of one or more of the course's key learning outcomes before they can progress to new learning, or participate in subsequent learning activities. A student who is given the opportunity to re-attempt assessment may achieve a mark no greater than the minimum for a pass standard for the assessment.

*The Course Convenor, following consultation with the Program Convenor, is responsible for awarding students the opportunity to resubmit or re-attempt assessment and advises the student of the decision on return of the assessment, the fail mark and feedback.*

*Convenors are required to indicate whether resubmission or re-attempt is available for an assessment task by selecting the appropriate response below:*

*Is resubmission available for this assessment task?*

Yes

No

*If yes, Convenors are required to specify the conditions under which the assessment item is to be resubmitted.*

OR

Are students able to re-attempt this assessment task?

Yes

No

If yes, Convenors are to specify the conditions under which the assessment item can be re-attempted.

- **Notification of Marks and Grades** (Section 12 of the [Assessment Policy](#)):  
*Examiners are responsible for recording the marks of all students enrolled in a course for each assessment task in one place, but students are to have access only to their own individual marks and not to marks of other students, other than for group assignments. Students' marks should normally be published in **My Marks** on Learning@Griffith.*

## 6.0 Policies and Guidelines

### 6.1 Assessment Related Policies and Guidelines

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*Content in this section is provided by Academic Services as approved by the Learning and Teaching Committee. It appears as **standard text** in all Course Profiles.*

*Information is provided to students under the following headings; please refer to the related policies for further details:*

#### **University Policies and Guidelines**

**Academic Integrity**

**Reasonable Adjustments for Assessments – Students with Disabilities**

**Griffith University Disclosure statement**

**Application for Special Consideration, Extension or Deferred Assessment**

**Text Matching Software**

**Related links [to relevant Assessment Policies]**

## School Assessment Guidelines (Optional)

Course Convenors are encouraged to provide details of and/or links to any relevant school assessment guidelines. If School Assessment guidelines are inconsistent with the University's Assessment Policy and its related procedures, it is invalid to the extent of the inconsistency.

Note: Only staff in Academic Services with the role of 'SysAdmin' are able to edit/add School Assessment Guidelines information to course profiles. Schools/Departments **are required** to advise the System Administrator if they wish to add or make changes to the information in this section.

## 6.2 Other Policies & Guidelines

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Content in this section is provided by Academic Services as approved by the Learning and Teaching Committee. The following **standard text** will appear in all course profiles:

### University Policies & Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile/s for the course/s in which they are enrolled in any enrolment period. The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted, except in exceptional circumstances and will be advised in writing via the Course Profile System Student Notice board and Learning@Griffith. Additional information regarding the content of this course may be published on Learning@Griffith.

#### Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General and laboratory health and safety information is available on the Griffith Safe and Well website.

#### Other Key-Student Related policies

All University policy documents are accessible to students via the Griffith Policy Library and links to key policy documents are included for easy reference. [list provided]

### Group/ School Guidelines

Content in this section is approved by the Dean (Learning and Teaching) and Head of School and must not contravene University policy. If Group/School guidelines are inconsistent with the University's policies and procedures, it is invalid to the extent of the inconsistency.

Note: Only staff in Academic Services with the role of 'SysAdmin' are able to edit/add Group/School Guidelines information to course profiles. Schools/Departments are required to advise the System Administrator if they wish to add or make changes to the information in this section.

### Other Course Guidelines

If no additional course information is to be included in this Section, Course Convenors are required to include the following statement:

"Students should refer to the course's Learning@Griffith site for further information about this course."

## 7.0 Curriculum Initiatives Tracking

This content is not included in published Course Profiles available to students.

Convenors are required to respond to the following for their course:

- Does it contain internationalisation specific learning experiences?
- Does it contain Aboriginal and/or Torres Strait Islander content?

- Does it contain blended learning strategies or resources that are used in the teaching of the course?
- Does it involve significant elements of work integrated learning or professional placement/
- Identify the types of consensus moderation practices you have used to ensure that academic standards are appropriate and consistent.

### 7.1 Internationalisation and Cultural Diversity

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When your course contains internationalisation specific learning experience that aims to develop respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts and/or contain global and international perspectives on a discipline complete the following:

Describe these experiences

- International perspectives e.g. History, culture, language, literature, religion, philosophy, economics and/or politics of other country/countries
- Requires an overseas exchange, placement or experience
- Activity specifically to foster intercultural sensitivity, cultural understanding, and/or teach intercultural communication skills
- Involves study of a foreign language

Please list any other internationalisation activities

OR

- There are no internationalisation and cultural diversity specific learning experiences in this course.

### 7.2 Aboriginal and/or Torres Strait Islander learnings

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Does this course contain elements relating to Aboriginal and/or Torres Strait Islander content?

- Yes
- No

**If no: delete remaining text for this section.**

**If yes:**

How much course content focuses specifically on Indigenous content (eg. History, culture, language, knowledge, literature, or health)?

- Whole course
- A component

Is this course convened or taught by an Aboriginal and/or Torres Strait Islander lecturer?

- Yes
- No

What is the percentage of the course taught by Aboriginal and/or Torres Strait Islander lecturers/tutors \_\_\_\_\_ (e.g. Number of hours in course that includes Indigenous content/total hours of the course x 100)

### 7.3 Blended Learning

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This section has been designed to determine the extent to which you currently use information and communication technologies in the delivery of your course.

Please tick any of the following blended learning strategies or resources that you are using in the teaching of this course.

To provide learning content

- Online lecture notes or PowerPoints
- Links to scholarly information (readings) and content resources
- Interactive resources
- Downloadable recordings of lectures

To communicate with or between students

- Real-time online text communication
- Announcements

- Discussion board
- Email
- Blogs
- Wikis
- Virtual classroom
- Voice-based communication

To assess student learning outcomes

- Electronic Learning Journals or ePortfolios
- Online assignment submission
- Online quizzes or tests
- Grade Centre
- Templates or practice activities or past exams
- Online Surveys

To provide explicit support to assist student learning

- Text matching software
- Additional online learning support

Use of Information and Communication Technologies in its delivery

- This course does not use any Information Communication Technology methods for communication or teaching.

#### 7.4 Work Integrated Learning

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Does this course involve 4 hours or more of work integrated learning or professional placement?

- Yes
- No

***If no: delete remaining text for this section.***

***If yes:***

More Information

- 10 days or more off-campus in work or professional setting
- less than 10 days off-campus in work or professional setting
- all activities based on campus

Describe key activities

The following outcomes are assessed:

- discipline knowledge only
- professional / work skills / competencies only
- both
- none of the above

Access to this course is:

- compulsory for all students in the program
- limited by some criteria (eg GPA, English language, prerequisite, quota)
- free elective (neither compulsory nor limited)
- other (please specify)

Do students have a learning contract for their WIL experience?

- Yes
- No

Workplace Health and Safety for the WIL activities in this course are covered (please tick those responses that apply):

- through students completing the online WH&S module or other discipline-specific safety module
- through use of information, forms and letters on the University's "Students and Insurance" website

- not covered
- other (please specify)

## 7.5 Consensus Moderation Practices

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This section has been designed to determine the extent to which you have used consensus moderation practices to ensure that the academic standards used in your course are appropriate and consistent. We need this information so that we demonstrate our maintenance of assessment standards when it comes to reporting for our university accreditation. Students do not see these data.

Please tick any of the following (more than one can be selected in any section, at least one must be selected in each section)

### 1. Course-level planning to ensure the use of appropriate assessment items and assessment regime

- Self-review of the assessment plan (i.e. timing & sequence of assessment items, sequence, content, and instructions to students against good practice principles).
- Internal peer-review of the assessment plan (e.g. by HOS/Dean/Discipline head/Colleagues/teaching team members)
- External peer review of the assessment plan (e.g. by a colleague from another university nationally or internationally or from relevant professional body)
- National or international benchmarking of the assessment plan by comparison with similar courses elsewhere
- Benchmarking of the assessment plan using an internationally recognised text that includes assessment items
- None

### 2. Setting appropriate and consistent standards for marking individual pieces of students' work

- Cross marking of samples of students work internally or externally by peers<sup>1</sup> [NB: this can be prior to marking, during marking, after marking]
- Development and use of marking guides/rubrics, specifying predetermined criteria for marking, which are communicated to students and markers
- Benchmarking of standards through the use of an internationally recognised text with exemplar marking guides
- None

### 3. Reviewing the standard of the final course grades to ensure they are appropriate and consistent

- Internal or external peer-review<sup>1</sup> of all the assessed work that was completed by several students selected from across different grades
- Internal or external peer-review<sup>1</sup> of marks for all students graded at all grade boundaries
- Internal or external peer-review<sup>1</sup> of marks for all students awarded failing grades and 'High Distinction'
- Student performance against predetermined criteria are used to recommend final course grades
- None

### 4. Ensuring appropriate and consistent standards between your course and other cognately similar courses (at Griffith or Other Institutions)

- Review of samples of students' work by peers from cognate area, such as by other (related) Griffith course convenors, discipline convenor, program convenor, head of school, school assessment board, or subject interest group. [NB: this can be prior to, during or after marking/grading]
- External peer review of marks from samples of students' work, or final grades, by (for example) convenors of related courses from other institutions; industry liaison groups; or through professional accreditation processes
- None

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<sup>1</sup> Peers may include appropriately qualified colleagues in related courses locally, nationally or internationally; HOS; Discipline Head, and/or other teaching team members.

5. Ensuring appropriate and consistent assessment standards over time.

- Individual or peer<sup>1</sup> review of the marks awarded to examples of current students' work, compared with marks awarded to comparable examples of students work from previous course offerings.
- None