Table of Contents

Module 1 - Course Profiles Explained ..................................................................................................... 4
What is a course profile? ......................................................................................................................... 4
Course Profiles States .............................................................................................................................. 4
Key Events............................................................................................................................................... 5
Module 2 - Course Profiles Overview ................................................................................................... 6
Navigating to Course Profiles ................................................................................................................. 6
Course Profiles Help .................................................................................................................................. 6
Using the Online Editor ............................................................................................................................ 7
Pasting from Microsoft Word .................................................................................................................... 9
Module 3 - Editing a Course Profile ..................................................................................................... 10
Section 1 Course Introduction .............................................................................................................. 12
1.1 Course Details ......................................................................................................................................... 12
1.2 Course Introduction - mandatory .......................................................................................................... 12
1.3 Course Staff - mandatory ....................................................................................................................... 13
1.4 Course Timetable .................................................................................................................................. 16
1.5 Lecture Capture ..................................................................................................................................... 16
1.6 Technical Specifications ....................................................................................................................... 18
Section 2 Aims, Outcomes and Graduate Attributes ........................................................................... 19
2.1 Course Aims (mandatory) ...................................................................................................................... 19
2.2 Learning Outcomes (mandatory) ........................................................................................................... 19
2.3 Graduate Attributes .............................................................................................................................. 21
Professional Graduate Attributes - optional ............................................................................................ 23
Section 3 Learning Resources ............................................................................................................... 24
3.1 Required Learning Resources .............................................................................................................. 24
3.2 Recommended Learning Resources ...................................................................................................... 24
3.3 University Learning Resources - optional .......................................................................................... 25
3.4 School Learning Resources - optional ............................................................................................... 25
3.5 Other Learning Resources and Information - optional ........................................................................ 25
Section 4 Learning Activities ................................................................................................................. 27
4.1 Learning Activities.................................................................................................................................. 27
4.2 Other Teaching and Learning Activities Information (optional) .................................................... 31
Section 5 Assessment .............................................................................................................................. 32
5.1 Assessment Summary........................................................................................................................... 32
Edit Assessment Task ............................................................................................................................... 37
Delete an Assessment Item ...................................................................................................................... 37
Assessment Views....................................................................................................................................... 37
5.2 Assessment Detail (student view) ......................................................................................................... 38
5.3 Late Submission ..................................................................................................................................... 39
5.4 Other Assessment Information ............................................................................................................ 39
Section 6 Policies and Guidelines ........................................................................................................... 41
6.1 Assessment Related Policies and Guidelines ...................................................................................... 41
6.2 Other Policies and Guidelines .............................................................................................................. 41
Section 7 Curriculum Initiatives Tracking ............................................................................................... 42
7.1 Internationalisation and Cultural Diversity ....................................................................................... 42
7.2 Aboriginal and/or Torres Strait Islander Learnings ............................................................................ 43
7.3 Blended Learning .................................................................................................................................. 44
7.4 Work Integrated Learning ................................................................................................................... 45
7.5 Consensus Moderation Practices ....................................................................................................... 46
Learning Summary .................................................................................................................................. 47
Module 4 - Submitting a Course Profile ................................................................................................. 49
Course convenor – Steps to Submit a Profile ........................................................................................... 49
4.1 Approval Process Steps ......................................................................................................................... 49
4.2 Changing the Status of a Profile to Submitted .................................................................................... 50
Sample Emails – these emails are system generated ............................................................................ 52
Module 5 - Publishing and Clone a Profile ........................................................................................... 56
5.1 Manually clone a profile ....................................................................................................................... 56
5.2 Withdraw a Profile ............................................................................................................................... 59
Module 6 - Student View ......................................................................................................................... 61
Navigating Student View ................................................................. 61
Print View ......................................................................................... 62
Module 7 – Groups ........................................................................ 64
  7.1 Learning Outcome Groups ...................................................... 64
  7.2 Learning Activities Groups ....................................................... 65
  7.3 Learning Activities Streams .................................................... 67
  7.4 Displaying Assessment Tasks in Groups ................................. 69
Module 8 - Profile Reports................................................................. 71
  8.1 Assessment Report ............................................................... 71
  8.2 Learning Activities Report .................................................... 72
  8.3 Graduate Attributes Report .................................................. 72
  8.4 Internationalisation and Cultural Diversity Report .................. 72
  8.5 Aboriginal and/or Torres Strait Islander Learnings Report ....... 73
  8.6 Blended Learning Strategies Report ....................................... 73
  8.7 Work Integrated Learning ...................................................... 74
  8.8 Consensus Moderation Report .............................................. 75
  8.9 Learning outcomes to assessment items report ...................... 75
  8.10 Learning outcomes to assessment items and graduate attributes (to only be used for profiles pre 2017) .................. 76
  8.11 Development Board Report ............................................... 77
  8.12 Combined Events Log ......................................................... 77
  8.13 Learning Outcomes Report ................................................ 78
  8.14 Technical Specifications Report ......................................... 78
  8.15 Resubmission Report .......................................................... 78
  8.16 Supplementary Assessment Report ..................................... 79
  8.17 Exporting Reports to Excel .................................................. 79
Appendix ......................................................................................... 81
  Appendix 1 Course Profiles - Administrative Checklist ............. 81
Module 1 - Course Profiles Explained

What is a course profile?
Course Profiles are online documents that provide an overview of a course at Griffith and include learning outcomes, learning resources, learning activities and assessment.

Information is organised into seven sections:
- Course Information
- Aims, Outcomes and Graduate Attributes
- Learning Resources
- Learning Activities
- Assessment Plan
- Policies and Guidelines
- Curriculum Initiatives Tracking.

A learning summary is available to view the relationship between the learning outcomes for this course and the broader graduate attributes developed, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

As Course Convenor you will be able to edit and submit the profile for review by the Head of School, and in the case of major changes or a new course, by the Dean, Learning and Teaching.

The School Administrative Officer or Program Service Officers have been granted the role of School Administrator. Staff with this role, are able to view and edit any course profile within the School until the profile is published, with the exception of the assessment plan. Upon publication, all staff will no longer have editing rights to assessment detail. Should there be a change to the published information in this section, you will need to seek approval from the Dean (Learning and Teaching).

School Administrators will also Publish profiles following a review recommendation from the Head of School or Dean, Learning and Teaching and clone the approved content into all iterations of profiles with the same course code.

If you have problems with accessing the course profile system, please contact your School Administrative Officer or Program Service Officer who will investigate this problem on your behalf.

The Head of School and Dean, Learning and Teaching are given the Approver role within the system. Approvers are responsible for the approval of the course in Course Profiles.

Program Directors and Technical staff have Moderator access to the system. Moderators are able to view course profiles at the University level prior to publishing. Staff with this role are unable to edit profiles.

Course Profile access will be granted according to Course Profile Roles which are maintained by Academic Services within the Application Portal.
Contact your School Administrative Officer (School Administrator) if you require assistance.

Course Profiles States
Course Profiles pass through a series of states which control the abilities of different users on that profile.

<table>
<thead>
<tr>
<th>State</th>
<th>Convenor</th>
<th>Moderator</th>
<th>Approver</th>
<th>School Admin</th>
<th>Sys Admin</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SEEDED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. DRAFT</td>
<td>VIEW/EDIT</td>
<td>VIEW</td>
<td>VIEW</td>
<td>VIEW/EDIT</td>
<td>VIEW/EDIT</td>
<td></td>
</tr>
<tr>
<td>3. SUBMITTED</td>
<td>VIEW/EDIT</td>
<td>VIEW</td>
<td>VIEW</td>
<td>VIEW/EDIT</td>
<td>VIEW/EDIT</td>
<td></td>
</tr>
<tr>
<td>4. PUBLISHED</td>
<td>VIEW</td>
<td>VIEW</td>
<td>VIEW</td>
<td>VIEW/EDIT (except for</td>
<td>VIEW/EDIT</td>
<td>VIEW</td>
</tr>
</tbody>
</table>
Profiles frequently move from one state to another automatically based on a series of milestone dates (e.g., Archive Date, Removal Date). To check the actual setting of these dates on a profile, visit the profile’s Status and Settings page.

**Key Events**

The production of course profiles runs to a regular schedule. The following table illustrates the usual cycle of profile availability and completion through the year.

Please note, actual dates will change from year to year. School Administrative Officers will be sent an email from Academic Services identifying the actual dates for the upcoming trimester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week of February</td>
<td>Publishing of Trimester 1 profiles complete</td>
</tr>
<tr>
<td>Week 5 of T1</td>
<td>T2 profiles available for development</td>
</tr>
<tr>
<td>Week 12 of T1</td>
<td>Publishing of T2 profiles</td>
</tr>
<tr>
<td>Week 5 T2</td>
<td>T3 profiles available for development</td>
</tr>
<tr>
<td>Week 12 of T2</td>
<td>Publishing of T3 profiles</td>
</tr>
<tr>
<td>Week 12 of T3</td>
<td>Publishing of T1 2019 profiles</td>
</tr>
</tbody>
</table>

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’.
Module 2 - Course Profiles Overview

Navigating to Course Profiles
To access Course Profiles, log into Griffith Portal, and choose Learning and Teaching, Course Profiles.

![Figure 1 Accessing Course Profiles from Griffith Portal](image1)

The Course Profiles Latest News page will be displayed.

![Figure 2 Course Profiles Latest News](image2)

Course Profiles Help
Course Profiles System Help is designed to guide the user step-by-step through the process of developing a course profile.

As you work through each section, links to content sensitive Help are available.
Accessing Help

Choose 🔄 Help (Help).
Links to help are next to each section within Course Profiles System.
Help will open in a separate window / tab, enabling the user to move back and forth between the help and the area of the Course Profile System being used.

Using the Online Editor

The online editor is used throughout Course Profiles for fields that may need text entered.

<table>
<thead>
<tr>
<th>Button</th>
<th>Meaning</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>🔄 Source</td>
<td>Source</td>
<td>View and / edit the HTML source directly. Click (Source) again to return to normal view.</td>
</tr>
<tr>
<td>🇺🇸 Cut</td>
<td>Cut</td>
<td>Cut the selected text to the clipboard.</td>
</tr>
<tr>
<td>🇺🇸 Copy</td>
<td>Copy</td>
<td>Copy the selected text to the clipboard.</td>
</tr>
<tr>
<td>🇺🇸 Paste as plain text</td>
<td>Paste as plain text</td>
<td>Paste text only with no formatting.</td>
</tr>
<tr>
<td>🇺🇸 Paste from Word</td>
<td>Paste from Word</td>
<td>Filters out Word code before pasting into profile.</td>
</tr>
<tr>
<td>🇺🇸 Spellcheck</td>
<td>Spellcheck</td>
<td>Download, install and run a spellcheck application which can run within the editor. (Only available within Internet Explorer.)</td>
</tr>
<tr>
<td>🇺🇸 Undo</td>
<td>Undo</td>
<td>Undo the last action.</td>
</tr>
<tr>
<td>🇺🇸 Redo</td>
<td>Redo</td>
<td>Redo the last undone action.</td>
</tr>
<tr>
<td>🇺🇸 Find</td>
<td>Find</td>
<td>Find specified text.</td>
</tr>
<tr>
<td>Button</td>
<td>Meaning</td>
<td>Function</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td><img src="image" alt="Replace" /></td>
<td>Replace</td>
<td>Replace the text with the text to be replaced.</td>
</tr>
<tr>
<td><img src="image" alt="Select All" /></td>
<td>Select All</td>
<td>Select all content in the Editor.</td>
</tr>
<tr>
<td><img src="image" alt="Image Button" /></td>
<td>Image Button</td>
<td>Import image from URL</td>
</tr>
<tr>
<td><img src="image" alt="Link" /></td>
<td>Link</td>
<td>Apply URL link to selected text</td>
</tr>
<tr>
<td><img src="image" alt="Unlink" /></td>
<td>Unlink</td>
<td>Remove selected link</td>
</tr>
<tr>
<td><img src="image" alt="Bold" /></td>
<td>Bold</td>
<td>Changes text to <strong>bold</strong>.</td>
</tr>
<tr>
<td><img src="image" alt="Italics" /></td>
<td>Italics</td>
<td>Changes text to <em>italics</em>.</td>
</tr>
<tr>
<td><img src="image" alt="Underline" /></td>
<td>Underline</td>
<td>Underlines selected text.</td>
</tr>
<tr>
<td><img src="image" alt="Strikethrough" /></td>
<td>Strikethrough</td>
<td>Place horizontal line through centre of selected text.</td>
</tr>
<tr>
<td><img src="image" alt="Subscript" /></td>
<td>Subscript</td>
<td>Reduces size of selected text and places it slightly below a letter or number (eg H₂O).</td>
</tr>
<tr>
<td><img src="image" alt="Superscript" /></td>
<td>Superscript</td>
<td>Reduces size of selected text and places it slightly above a letter or number (eg E=mc²).</td>
</tr>
<tr>
<td><img src="image" alt="Numbered list" /></td>
<td>Numbered list</td>
<td>Apply numbered list formatting to the selected paragraphs.</td>
</tr>
<tr>
<td><img src="image" alt="Bulleted list" /></td>
<td>Bulleted list</td>
<td>Apply bulleted list formatting to the selected paragraphs.</td>
</tr>
<tr>
<td><img src="image" alt="Decrease Indent" /></td>
<td>Decrease Indent</td>
<td>Decrease the indenting applied to selected paragraph/s.</td>
</tr>
<tr>
<td><img src="image" alt="Increase Indent" /></td>
<td>Increase Indent</td>
<td>Increase the indenting applied to selected paragraph/s.</td>
</tr>
<tr>
<td><img src="image" alt="Block quote" /></td>
<td>Block quote</td>
<td>Indents the relevant text.</td>
</tr>
<tr>
<td><img src="image" alt="Left justified" /></td>
<td>Left justified</td>
<td>Left justify selected paragraphs.</td>
</tr>
<tr>
<td><img src="image" alt="Centre justified" /></td>
<td>Centre justified</td>
<td>Centre justify selected paragraphs.</td>
</tr>
<tr>
<td><img src="image" alt="Right justified" /></td>
<td>Right justified</td>
<td>Right justify selected paragraphs.</td>
</tr>
<tr>
<td><img src="image" alt="Fully justified" /></td>
<td>Fully justified</td>
<td>Paragraph text is justified to both left and right margins.</td>
</tr>
<tr>
<td><img src="image" alt="Insert table" /></td>
<td>Insert table</td>
<td>Insert a table of specific dimensions (columns and rows).</td>
</tr>
<tr>
<td><img src="image" alt="Insert Horizontal Line" /></td>
<td>Insert Horizontal Line</td>
<td>Insert a horizontal link below text</td>
</tr>
<tr>
<td><img src="image" alt="Insert special character" /></td>
<td>Insert special character</td>
<td>Insert an unusual character not normally found on the keyboard.</td>
</tr>
</tbody>
</table>

Table 3 Online editor icons
Pasting from Microsoft Word

**DO NOT PASTE DIRECTLY FROM WORD USING CTRL+V, USE THE PASTE BUTTONS:**

When pasting text into the Editor from Microsoft Word, avoid using **CTRL+V**. **CTRL+V** will paste not only the text, but a lot of invisible code and formatting. Use **(Paste as plain text)** or **(Paste from Word)** buttons.

**Paste as Plain Text**

This method will paste the text only — any formatting will be lost. Use only when **(Paste from Word)** achieves undesirable results. Any required formatting can be applied using the formatting buttons in the Editor.

**Paste from Word**

This method will filter out most of the Word code before pasting it into the Editor. This is usually the best option.

**Remember**

Use **(Paste from Word)** every time you paste text.

**Track changes and comments**

Text which is copied from Word with “Track Changes” will cause problems when pasted into the Editor.

Before copying and pasting into Course Profiles, remember to:

- Accept all changes in the Word document
- Turn off Track Changes
- Delete all comments.
Module 3 - Editing a Course Profile

To edit a course profile

Search for the required course profile by selecting **I’m a convenor** from the left hand navigation bar:

![Diagram of Griffith University website interface showing how to edit a course profile](image)

Figure 5 Latest course profile news

Choose **Edit/View** (Edit / View).
When you choose Edit / View from your initial search, Section 1 Course Information will be displayed. Navigate to each section of the course profile using the left navigation.

The content of any section within the profile may be edited when (Edit) is visible. Choose (Edit). The Editor window will be displayed.

Make the required changes.

Choose (Save) to save your changes or Choose (Cancel) to close the screen without saving the changes.

Use the Help icon to find out the requirements for each section.

Note
Section 1 Course Introduction

1.1 Course Details
Course details are drawn from the PeopleSoft course catalogue every night. This information cannot be updated in the course profile and must be changed by the person in the School/Department who is responsible for updating the course catalogue (in most instances this will be the School Administrative Officer or the Program Service Officer).

Data drawn from PeopleSoft includes: Course code and title, academic organisation, trimester of offer, mode (eg In Person), level (eg UG, PG), location, credit points, restrictions, course description.

Any changes made to the course catalogue will be reflected in this section of the course profile at least 24 hours after the changes have been made.

Assumed Background - optional
This field is used 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 courses list.

Assumed background is an optional field. If no information is displayed, the heading will not be visible in Student view.

Note
Any pre-requisites entered into the PeopleSoft Course Catalogue > Offerings tab > Enrolment Requirement Group will be listed as Restrictions on a Course Profile. A small number of academic organisations have approval to use this functionality.

Any prerequisites entered into the course description field WILL NOT appear as Restrictions in the Course Profile.

1.2 Course Introduction - mandatory
This section should elaborate on the brief description and include additional information on the course.

You are encouraged to include sub-sections such as ‘Contact summary’ and ‘Campus-specific arrangements’.

Research-based projects of less than 30CP – Coursework Masters degrees
For research-based projects of less than 30CP offered in coursework masters degrees, and where the supervision is group or tutorial based, the roles and responsibilities of both students and staff are to be set out explicitly in the course profile, and provided to examiners. This information should include, where appropriate, the number of hours of group supervision students can expect to receive.

Previous Student Feedback - mandatory
This field is mandatory for existing courses; it is not applicable for new courses.

You are required to report on Previous Student Feedback obtained within the last calendar year from Student Evaluations 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 on student feedback in a Course Profile when the course is taught in consecutive trimesters; as a minimum, feedback is to be provided annually.
This section should not include any numerical values or actual student quotations.

As this feedback may change from trimester to trimester, previous student feedback will not be included when the profile is cloned.

Every time this section is updated Head of School approval is required. You are asked to select ‘Other’ as the Changed section and ‘No Change’ as the Change type when submitting your profile via the Status and Settings page.

Head of School **must** approve the Previous Student Feedback before publishing.

### 1.3 Course Staff - mandatory

Details of all staff teaching in the course and details of their consultation times should be included in this section. You **are required** to provide information to students about how to communicate with you and/or any other member of the teaching team.

Issues such as staff availability for face to face consultations, the use of email and what issues to address to the teaching team via email should be addressed.

You **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. You **are also required** to include the details of additional members of the teaching or, if unknown by Week 4, details of where, when and how this information will be provided to students.

When Schools are appointing staff to moderate assessment in courses, you may wish to include the name of a Course Moderator in the Course Profile. This role name is available when inserting staff details. Examples of the tasks a Course Moderator may undertake are as 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.

**Notes**

Please do not change the Primary Course Convenor details in the Course Profile System without making the same changes in the PeopleSoft Course Catalogue. The role of Course Convenor is entered into the Course Catalogue on PeopleSoft; this ‘role permission’ in PeopleSoft provides the appropriate person with access to the Course Profile System. Campus Convenors are also entered into the Course Catalogue on PeopleSoft.

Please contact your School Administrator to make any changes to PeopleSoft.

All appropriate engagement and induction forms must be completed for sessional staff who are Convenors to ensure they will have Convenor access to the Course Profile System to produce or edit a Course Profile.
Adding staff

Choose (Add). The Course Staff - Add window will be displayed.
Enter known data into the search fields.
Choose (Search).

Staff matching the criteria will be listed.
Select the required staff member.
Choose (Next). (You may need to scroll down the page).

The Related staff information window will be displayed.
Complete the details.
Choose (Save) to save your changes or
Choose (Cancel) to close the screen without saving the changes.
The Course Convenor details will be viewable by all users including the public, however the contact details of other teaching team members will only be available to Griffith staff and students.

**Edit Course Staff**

If the contact details for a staff member changes, it is important to update the details in Course Profiles.

*Editing course staff*

Choose **Edit** (Edit).

The course staff edit window will be displayed.

Make the required changes.

Choose **Save** (Save) to save your changes or

Choose **Cancel** (Cancel) to close the screen without saving the changes.

**Delete Course Staff**

When there are changes to the teaching team, delete the record you wish to remove and add the details of the new staff member. [Note earlier advice about the need to request the School Administrative Officer to change the Course Convenor in PeopleSoft.]

*Deleting course staff*

Choose **Delete** (Delete).

The confirmation dialog box will be displayed.

Choose **OK** (OK) to confirm the deletion.

The staff member will be removed from the course staff list.
1.4 Course Timetable

This section provides a link to the Griffith timetable web site. The timetable will be displayed in a new window/tab of your browser.

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

**NB:** 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. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

Additional Timetable Information

Any additional timetable information regarding the course profile may be added in this section. For example, information about workshop details, laboratory schedules.

You may include additional timetable information in this sub-section. If including additional information please include the abovementioned statement as standard text:

1.5 Lecture Capture

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](#).

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 please complete the New Notice in the Status and Settings page in the Course Profile System, selecting the ‘Lecture Capture’ box, which will automatically set the ‘Change type’ to ‘major change made’ and other relevant ‘change types’, 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.

By selecting ‘Edit’ you 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.

![Figure 12 - Lecture Capture options page](image)

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

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

If left blank, this section will not appear in the course profile.
Section 2 Aims, Outcomes and Graduate Attributes

This section includes a statement of broad aims for the course and specific learning outcomes. Some courses may be required to map learning outcomes to a set of professional attributes.

Note
Only the System Administrator can add, edit and delete information on the University’s Graduate Attributes.

The School Administrative Officer can provide advice on how to include additional School level information on Professional Graduate Attributes – this will be undertaken by Academic Services staff – remember that details entered into this section will appear on all profiles for the School.

The Course Convenor can include additional Course level information on Professional Graduate Attributes.

2.1 Course Aims (mandatory)
In this section you are required to state why this course is important to the learner. You are required to specify the overall, big-picture vision for students’ learning for the course. You may wish to detail the contribution of this course to the program/s in which it appears. The course aims relate to the combined impact of the curriculum, the pedagogy, and the assessment of the various course components.

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

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

2.2 Learning Outcomes (mandatory)
You 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 ….”.

Learning outcomes are statements of what you expect your students to learn as a result of studying your course.

By including learning outcomes you will help your students to clearly focus on what they need to learn and to demonstrate.

Outcomes should be listed in order of:

- Content based outcomes;
- Cognitive outcomes (eg. understanding, analysis, evaluation) and/or effective outcomes (eg. attitudes, values, ethics); and
- Application outcomes. (ie. skills-based outcomes eg. problem solving)

The balance between these three will vary from course to course, depending on its role in the program.

The learning outcomes detailed in this profile are mapped to the learning activities and assessment tasks and professional graduate attributes where they exist.
Adding an Outcome

Before you add the Learning Outcomes – consider whether you wish to use group functionality. If so, please proceed to Module 7 - if not then continue with the instructions below.

Adding an Outcome

Choose [Add Outcome]. The Learning Outcomes window will be displayed. Enter the learning outcome in the Learning Outcome text box. Select the required Learning Outcome Group (if created) from the drop-down list.

Choose [Save] (Save) to save your changes or
Choose [Cancel] (Cancel) to close the screen without saving the changes.
Edit an Outcome
Choose (Edit Outcome) for the required outcome. The Learning Outcomes window will be displayed. Make the required changes.
Choose (Save) to save your changes or Choose (Cancel) to close the screen without saving the changes.

Delete an Outcome
Choose (Delete Outcome) for the required outcome. The confirmation dialog box will be displayed. Choose (OK) to confirm the deletion.

Move an Outcome
Choose (Move up) or (Move down) for the required outcome until the required position is obtained.

2.3 Graduate Attributes
You will be required to indicate where each of the Griffith Graduate Attributes is taught, practised or assessed in the course, by selecting the relevant check boxes displayed in this section. 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.

For further details on the Griffith Graduate please click here

Griffith University prepares influential graduates to be:

- Knowledgeable and skilled, with critical judgement
- Effective communicators and collaborators
• Innovative, creative and entrepreneurial
• Socially responsible and engaged in their communities
• Culturally capable when working with First Australians
• Effective in culturally diverse and international environments

### University wide attributes:
Griffith University prepares influential graduates to be:

<table>
<thead>
<tr>
<th>GRADUATE ATTRIBUTE</th>
<th>TAUGHT</th>
<th>PRACTISED</th>
<th>ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledgeable and skilled, with critical judgement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective communicators and collaborators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovative, creative and entrepreneurial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socially responsible and engaged in their communities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culturally capable when working with First Australians</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective in culturally diverse and international environments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 16: Griffith Graduate Attribute table displays in section 2.3 Graduate Attributes

1. Select the Edit icon on the staff view of 2.3 Graduate Attributes
2. Select the relevant check boxes displayed
3. Select the Save button

**NB:** only those attributes selected will display on the Student View of the course profile.

Figure 17: The Edit icon takes the user to the edit page to enable staff to make their selections.
Professional Graduate Attributes - optional

Where a course is predominantly in a professional program that requires accreditation against Professional Graduate Attributes the learning outcomes may also be mapped against these attributes.

<table>
<thead>
<tr>
<th>Professional Graduate Attribute</th>
<th>Learning Outcomes (2.2 above)</th>
</tr>
</thead>
</table>

(Add rows above as required.)

NB: Only staff in Academic Services with the role of System Administrator are able to add/edit 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, and to which particular courses these Professional Attributes will be mapped.

Additional School Level Information on Graduate Attributes - optional

The School responsible for teaching the course may choose to add School information on graduate attributes which will appear in all of the School’s course profiles. This information may include or refer to specific program attributes.

Staff with System Administrator access (Academic Services staff) are able to add School level graduate attributes. Please liaise with your School Administrative Officer/Program Services Officer for information about updating this section. If left blank, this section will not appear in the course profile.

Additional Course Level Information on Graduate Attributes – optional

You may wish to include more information on graduate attributes, not appearing in the University or School-level sections in this section.
Section 3 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 to Course Convenors for review from Week 5 of the preceding trimester. Reading lists will be based on the previous trimester’s published list. Academic staff are required to review and update the list no later than the University’s date for publication of the Course Profiles as specified in the Course Profile Requirements. This will allow adequate time for the Library to acquire or digitise resources for Week 1 of teaching.

3.1 Required Learning Resources

**Required Resources:** 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.

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 Information Services and accessible in the appropriate format for the course.

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.

3.2 Recommended Learning Resources

Convenors are encouraged to provide information on recommended texts, readings, online and electronic resources using the appropriate referencing style for the discipline.
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.

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

For further information on how to add resources and make changes to the Reading List refer to Reading List Service.

Also refer to the Charges for Learning Resources and Other Items for Students policy.

3.3 University Learning Resources - optional
The University has the option of including learning resources which will be included in all course profiles.

Standard text will appear in all course profiles providing information to students about Readings, Learning@Griffith, Academic Integrity Tutorial, Student Services, Careers and Employment Service, Information Services (Study), Support for learning, Code of Practice.

If you believe any content changes should be made, please contact Academic Services.

3.4 School Learning Resources - optional
This section can be used to refer students to services and learning resources available across the School / Department to all students. It may include information on laboratories, printing facilities, etc. You are not able to edit this section.

School Administrative Officers are able to add School learning resources.

If left blank, this section will not appear in the course profile.

3.5 Other Learning Resources and Information - optional
You may use this section to include information about hardware or software requirements, appropriate information on workshops or laboratories, or any other relevant support materials.

If left blank, this section will not appear in the course profile.
3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

**Reading Lists:** Reading lists provide students with a list of required and recommended learning resources for their course. It allows students to access readings online, quickly locate and request items in the library and enables students to prioritise their readings and make study notes.

Reading lists are accessible via Course Readings on the library website and through the Readings link within Learning@Griffith course sites.

Access to all Reading Lists.

**Learning@Griffith:** there is a dedicated website for this course via the Learning@Griffith student portal.

**Student Services:** facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Services; Health Service; Student Equity Services (incorporating the Disabilities Service) and the Welfare Office.

**Information Services (Workshops and Training):** provides learning skills support in three key areas: academic skills, computing skills and library research skills. The study skills resources on this website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing and time management.

**Support for learning:** the University provides access to common use computing facilities for educational purposes.

**Code of Practice:** Griffith Information Technology Resources.

3.4 QCA Queensland College of Art Learning Resources

No information has been entered. This is optional.

3.5 Other Learning Resources & Information

Recommended reading for this course includes the magazines SciFi Now, Empire and game design publications.

Figure 20: University Learning Resources| School Resources| Other Learning Resources and Information
Section 4 Learning Activities

You 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 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 summary should be in the form of a weekly teaching schedule. The structured summary should be supplemented with an indication of sequence, development, and inter-relationships between the different elements of the course content.

The following table may be of assistance:

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Activity:</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter the specific date</td>
<td>Include information here about: The type of learning activity: An extensive list of alternatives is available in the Course Profile System. Convenors are encouraged to list Readings/references/resources in the Activity Description text box.</td>
<td>Map each activity to a Learning Outcome (see section 2.2) eg 1, 4, 7</td>
</tr>
<tr>
<td>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 not the same the following year this will need to be adjusted manually next time a profile is produced.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 Learning Activities

4.1 Learning Activities

When adding an activity you can enter the details for individual activities or as a series (i.e. a lecture series with a start and end date.)
Before you add the Learning Activities – consider whether you wish to use group functionality. If so, please proceed to Module 7 - if not then continue with the instructions below.

Choose Add (Add).

The Learning Activity: Add window will be displayed.

Select the type of Learning Activity from the drop-down list (a vast range of options is available).

Enter the required details.

Enter the date / time for the activity.

Select an activity order number

You MUST enter a Week Commencing date for a learning activity.

Entering a finish date is optional. Times are optional. It is recommended to keep it simple with the detail in this section of the profile.

If you need to enter multiple learning activities for the same ‘week commencing’ date (and do not need to indicate start and finish times) you can choose to display the order by selecting an activity order from the drop down.
Select check boxes for the relevant learning outcomes.

Choose **Save** (Save) to save your changes or Choose **Cancel** (Cancel) to close the screen without saving the changes.

Figure 22: Learning Activity: Add window

### Display Views

The default display setting is in chronological order. You may select other layout options by using the pull down menu. Other values available are as follows:

- Matrix of Activities by Week
- Activities and Assessment by Week.

Figure 23: Select required learning activity layout

**Note**

Students will **not** be able to change how the Learning Activities are viewed.

*To change the display view*

Select the required layout option from the pull down menu.

Choose **Preview** (Preview) to see a preview of the layout.

Choose **Save Layout for Student View** (Save Layout for Student View) to select this layout.
Chronological List

**Figure 24:** Chronological List display setting

Matrix of Activities by Week

**Figure 25:** Matrix of Activities by Week display setting
Activities and Assessment by Week will not be available if groups or streams have been created.

4.2 Other Teaching and Learning Activities Information (optional)

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

You 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 student’s professional needs
- Other Teaching and Learning activities information

You 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 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 student’s exposure to risk and risk to others.

The following information may be included in 4.2 of the course profile:

*Reasonable Adjustments for Assessment - Students with Disabilities*

If any student has a disability and/or health condition that may impact on their ability to successfully undertake required learning activities in this course, they are encouraged to complete the Griffith University Disclosure Statement and advise their Course Convenor.
Section 5 Assessment

5.1 Assessment Summary

This section should include details of all the assessment items used to measure the attainment of the learning outcomes of the course.

In Section 5.1 you 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;

- ensure that the total assessment weighting total 0% or 100% (*0 may be used for the first part of multi-component courses, except the final component which must have a weighting of 100%);

- 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;

- 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, Course Assessment Plan and 5.2, Assessment Detail.

You 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.

When preparing your Course Profile please refer to the 10 Steps to Finalising Your Marks Entry Spreadsheet (MESS) document.

Add a New Assessment Item

Before you add Assessment items – consider whether you wish to use group functionality. If so, please proceed to Module 7 - if not then continue with the instructions below.

Please ensure the total weighting of your assessment plan adds up to either 0 (for multi component courses) or 100% – otherwise you will be unable to change the status of your profile from draft to submit.

Staff are reminded to ensure that where an assessment item has multiple components for which separate marks are awarded and aggregated to a total mark, please ensure the Criteria and Marking text box for that item contains this information.

Note Assessment Types in Use at Griffith University are outlined in Schedule A of the Assessment Policy.
Adding a non-exam type

Choose [Add Assessment] (Add Assessment). The Assessment Summary: Add Task window will be displayed.

Select the required assessment type from the drop-down list.

Choose [Next] (Next). The Assessment Summary: Add Task window will be displayed.

Select whether the item is a group or individual activity.
Select if there is a self-assessment activity included in the assessment item
Indicate whether the item can be resubmitted
Complete the required fields.

Choose [Save] (Save) to save your changes.
Check the Student View of the profile to ensure the item displays as required.

Note
Always check the Student View of the profile for each assessment item to ensure that it displays correctly.
Adding an exam type

Choose  
(Add Assessment)
The Assessment Summary: Add Task window will be displayed.
Select the required assessment type from the drop down list.

Choose   (Next)
The Assessment Summary: Add Task details window will be displayed.
Select whether the item is centrally organised or a school based activity.
Selecting the school based activity value will display additional timing of exam and due date fields.
Selecting the centrally organised activity value will display additional standard duration or exemption required fields.
Complete the required fields.
Map the activity to the appropriate Learning Outcomes by selecting the required checkboxes.

Choose   (Save) to save your changes or
Choose   (Cancel) to close the screen without saving the changes.

Assessment Fields

Assessment details | Explanation
--- | ---
Select Type | The assessment type chosen in previous window will be displayed.
Individual or Group Activity | Select appropriate radio button - is the item a group or individual activity?
Self- Assessment | Select appropriate radio button in response to the question - Does the item contain self-assessment? Self-assessment may be used to develop in students the ability to think critically about their learning, to determine what criteria should be used in judging their work and to apply these objectively to their own work in order to facilitate their continuing learning.
Resubmission | Select an appropriate radio button in response to the question ‘Is resubmission available for this 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. Where ‘Yes’ has been selected the conditions under which the item is to be submitted are to be provided in the text field on the page. Course convenors must advise the student of the decision on return of the assessment task.
Re-attempt | Select an appropriate radio button in response to the question ‘Are students able to re-attempt this assessment task? The student has a second opportunity to demonstrate their achievement of one or more of the course’s key learning outcomes. Re-attempt assessment may achieve a mark no greater than the minimum for pass standard for the assessment. Where ‘Yes’ has been selected the conditions under which the item is to be re-
### Assessment details

<table>
<thead>
<tr>
<th>Assessment details</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>attempted are to be provided in the text field on the page. You must advise the student of the decision on return of the assessment, the fail mark and feedback.</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Title of assessment item.</td>
</tr>
<tr>
<td>Weight</td>
<td>Percentage of assessment item. Numerals only (e.g. 70) Note, total of all assessment items needs to add to 100.</td>
</tr>
<tr>
<td>Marked out of</td>
<td>Enter total marks for assessment item to assist with completion of MESS report.</td>
</tr>
<tr>
<td>Task Description</td>
<td>Summary of the assessment item.</td>
</tr>
<tr>
<td>Due Dates</td>
<td>“Start Due Date” is mandatory and refers to the date the assessment item is due. Time may also be added. If you wish to use a date range (e.g., group presentations may be due over several weeks), then enter the Start and Finish due dates. Time may also be added. “And/Or Other Due Information” is a free-text field and is optional. You may wish to include other details (e.g., due at end of lab session) in this field.</td>
</tr>
<tr>
<td>Criteria and Marking</td>
<td>This field is not visible to non-enrolled students. This field should include the criteria for each piece of assessment. Only brief outline of the criteria and marking should be included. Additional details should be provided on Learning@Griffith.</td>
</tr>
<tr>
<td>Submission Guidelines</td>
<td>Identify if the assessment item is to be submitted. Refer below.</td>
</tr>
</tbody>
</table>

#### Additional Examination Fields

<table>
<thead>
<tr>
<th>Examination field</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination Details - Centrally organised activity or a School based activity</td>
<td>Select the appropriate radio button – is this examination to be centrally organised – i.e., End of Trimester Examination, centrally organised (Standard Duration or Exemption Required) or a School based activity (Timing of Exam).</td>
</tr>
<tr>
<td>Total Duration – Reading Time</td>
<td>For end of trimester exams, reading time is 10 minutes standard duration. If an exam is school based or if an exemption has been granted, select the required reading time.</td>
</tr>
<tr>
<td>Total Duration – Exam Working Time (excludes reading time)</td>
<td>For end of trimester exams, exam working time is 120 minutes standard duration. If an exam is school based or if an exemption has been granted, select the required exam working time.</td>
</tr>
<tr>
<td>Examination Format</td>
<td>Check the appropriate examination format checkbox.</td>
</tr>
</tbody>
</table>

*Note: If the exam is centrally organised and not of standard duration, an exemption is required. The reading time and exam working time for centrally organised exams, regardless if an exemption was granted in the previous trimester, will default to the standard duration. This data interfaces with the exams management system.*
If the exam is a school based activity, indicate if the exam will be offered during the trimester and if so if the exam will be proctored. All school based exams offered during the trimester require Exams and Timetabling to be notified as they organise accessible exams for students with disabilities.

As some assessment types have different fields that require information, it is important to note that when editing assessment details from a previous offering and you want to replace an assessment item such as an essay with a mid-trimester examination you will need to create a new assessment item and delete the one you are replacing.

Note, changes to assessment requirements for a course constitute a major change which requires both Head of School and Dean (Learning and Teaching) approval.

Submission Guidelines
The course profile and course site should clearly indicate the process that students must follow for assessment submission.

Information on submitting assessment items electronically can be updated in the following sections of the course profile:

- Section 5.1 Assessment Summary - note the content in this section is edited against each particular assessment item
- Section 5.4 Other Assessment Information

How individual assessment tasks should be submitted is indicated for each assessment task in the Submission Guidelines field. Choose ‘Is the assessment task required to be submitted?’ ‘If yes how is this assessment task to be submitted?’ Provide a description on the specific submission.

The Course Convenor is to provide advice to students where they are required to submit an assessment task using text-matching software, for example, Turnitin or SafeAssign. This information is also posted onto the Learning@Griffith course site. Insert details in section 5.4 Other Assessment Information text box about the software to be used and any other specific requirements.

Edit Assessment Task
Choose (Edit Assessment Item) for the required assessment item. The Assessment Summary: Add Task window will be displayed. Make the required changes.
Choose (Save) to save your changes or Choose (Cancel) to close the screen without saving the changes.

Delete an Assessment Item
Choose (Delete Assessment Item) for the required assessment item. The confirmation dialog box will be displayed. Choose (OK) to confirm the deletion.

Assessment Views
The numbering in staff view will skip 5.2.

In student view, assessment is renumbered.
5.2 Assessment Detail (student view)

In this section of a profile published on the course profile, students will see detailed information about each assessment item (i.e. assessment type, weighting, task description, criteria and marking, etc.). The section also outlines whether the item is a school based activity or centrally organised, whether it is a group or individual activity and whether the item includes a self-assessment activity. Convenors cannot edit content into section 5.2 as this only appears in the student view. This is the display of all of the entered information on the add assessment page under
section 5.1. Following entry of information in section 5.1, convenors should always check the student view which shows as section 5.2.

5.3 Late Submission

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 day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than five days after the due date are awarded zero marks.

5.4 Other Assessment Information

You 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.

You 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 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 student’s exposure to risk and risk to others.

The following information may be included in 5.4 of the course profile:

Reasonable Adjustments for Assessment - Students with Disabilities

If any student has a disability and/or health condition that may impact on their ability to successfully undertake required learning activities in this course, they are encouraged to complete the Griffith University Disclosure Statement and advise their Course Convenor.

Supplementary Assessment responses – will not be copied across to the next offering of the course. This section must be completed as you will not be able to change the status of your profile from ‘draft’ to ‘submitted’.
Section 6 Policies and Guidelines

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.

6.1 Assessment Related Policies and Guidelines

Information is provided to students under the following headings:

- 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]

6.2 Other Policies and Guidelines

Information is provided to students under the following headings:

- University Policies and Guidelines
- Copyright matters
- Health and Safety
- Other Key Student-Related Policies
- Related links (to relevant Policies)

Other Course Guidelines – optional

This section allows you to provide information to students regarding any particular guidelines relevant to this course. This may include additional information eg. Request for an extension, Late assignment submission, Special consideration, Review of Grade and Assessment grades and final results.

Figure 31: Policies and guidelines window
Section 7 Curriculum Initiatives Tracking
This information is not forward facing to students. NB: this information will not be copied across to a subsequent teaching session. You are required to respond to the following questions about whether your course:

- Contains internationalisation specific learning experiences
- Contains Aboriginal and/or Torres Strait Islander content
- Contains blended learning strategies or resources that are used in the teaching of the course, and
- Involves significant elements of work integrated learning or professional placement
- Uses appropriate and consistent consensus moderation practices.

Complete all questions regarding curriculum initiatives. Where all questions have not been completed users will be unable to save the content and exit the section. NB: respond to the questions in the order they are displayed.

You are also asked to indicate that they have reviewed the responses in this section by selecting the relevant check box.

Choose **Save** (Save) to save your changes.

7.1 Internationalisation and Cultural Diversity
Select the required check boxes - “This section has been designed to determine the extent to which the course contains internationalisation specific learning experiences that aim to develop respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts, and/or contain global and international perspectives in a discipline.”

Add details of any other internationalisation and cultural diversity objectives activities, teaching strategies and assessment in the text box provided.

More than one tick box can be selected. Where no internationalisation and cultural diversity specific learning experiences is selected you will be unable to check other internationalisation activities.
Remember

When you have reviewed your responses in the Curriculum Initiatives Tracking section remember to check the tick box for each section indicating they you have reviewed your responses.

---

7.2 Aboriginal and/or Torres Strait Islander Learnings

Select the required Yes / No button in answer to the question “Does this course contain elements relating to Aboriginal and/or Torres Strait Islander content?”

If you choose “Yes” further questions are displayed.

Select the required answers.

Enter the number of hours in the course which includes Indigenous content (e.g. 100).

---

Figure 33: Section 7.1 Internationalisation and Diversity

Figure 34: Section 7.2 Aboriginal and/or Torres Strait Islander Learnings
### 7.3 Blended Learning

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

Select the required checkboxes to identify blended learning strategies or resources used in this course.

<table>
<thead>
<tr>
<th>7.3 Blended learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have reviewed 7.3 responses for this teaching period</td>
</tr>
</tbody>
</table>

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.

*Note*

More than one tick box can be selected in each section. Where this course does not use any Information Communication Technology methods for communication or teaching is selected you will be unable to check other blended learning strategies or resources.
7.4 Work Integrated Learning

Select the required Yes / No button in answer to the question “Does this course involve 4 hours or more of work integrated learning or professional placement?”

If you choose “Yes” further questions are displayed.
Select the required answers.
Provide further detail in the text boxes as required.

![Figure 36: Section 7.4 Work integrated learning](image)
7.5 Consensus Moderation Practices

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 can demonstrate our maintenance of assessment standards when it comes to reporting for our university accreditation. Students do not see these data.

Convenors are asked to tick any of the following (more than one can be selected in any section, at least one must be selected in each section).

<table>
<thead>
<tr>
<th>7.5 Consensus moderation practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You must complete these responses before submitting your profile.</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Please tick any of the following (more than one can be selected in any section, at least one must be selected in each section).</td>
</tr>
<tr>
<td>1. Courses-level planning to ensure the use of appropriate assessment items and assessment regimes</td>
</tr>
<tr>
<td>- Self-review of the assessment plan (i.e. timing &amp; sequence of assessment items, sequence, content, and instructions to students against good practice principles)</td>
</tr>
<tr>
<td>- Internal peer-review of the assessment plan (e.g. by HOD/ Dean/ Discipline Head / Colleagues / teaching team members)</td>
</tr>
<tr>
<td>- External peer review of the assessment plan (e.g. by a colleague from another university nationally or internationally or from relevant professional body)</td>
</tr>
<tr>
<td>- Benchmarking of the assessment plan by comparison with similar courses elsewhere</td>
</tr>
<tr>
<td>- Benchmarking of the assessment plan using an internationally recognised test that includes assessment items</td>
</tr>
<tr>
<td>- None</td>
</tr>
<tr>
<td>2. Setting appropriate and consistent standards for marking individual pieces of students’ work</td>
</tr>
<tr>
<td>- Cross marking of samples of students work internally or externally by peers (NB: this can be prior to marking, during marking, after marking)</td>
</tr>
<tr>
<td>- Development and use of marking guides/nbures, specifying predetermined criteria for marking, which are communicated to students and markers</td>
</tr>
<tr>
<td>- Benchmarking of standards through the use of an internationally recognised test with examiner marking guides</td>
</tr>
<tr>
<td>- None</td>
</tr>
<tr>
<td>3. Reviewing the standard of the final course grades to ensure they are appropriate and consistent</td>
</tr>
<tr>
<td>- Internal or external peer-review of all the assessed work that was completed by several students selected from across different grades</td>
</tr>
<tr>
<td>- Internal or external peer-review of marks for all students graded at all grade boundaries</td>
</tr>
<tr>
<td>- Internal or external peer-review of marks for all students awarded failing grades and ‘High Distinction’</td>
</tr>
<tr>
<td>- Benchmarking of marking against predetermined criteria is used to recommend final course grades.</td>
</tr>
<tr>
<td>- None</td>
</tr>
<tr>
<td>4. Ensuring appropriate and consistent standards between your course and other cognate courses (at Griffith or other Institutions)</td>
</tr>
<tr>
<td>- Review of samples of students’ work by peers from cognate area, such as by other (related) Griffith courses 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)</td>
</tr>
<tr>
<td>- External peer review of marks from samples of students’ work, or final grades, e.g. (for example) convenors of related courses from other institutions; industry liaison groups; or through professional accreditation processes</td>
</tr>
<tr>
<td>- None</td>
</tr>
<tr>
<td>5. Ensuring appropriate and consistent assessment standards over time</td>
</tr>
<tr>
<td>- Individual or peer 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.</td>
</tr>
<tr>
<td>- None</td>
</tr>
</tbody>
</table>

---

Figure 37: Section 7.5 Consensus Moderation questions
**Learning Summary**

The Learning Summary will be included in the Student View. Learning Summary shows the relationship between learning outcomes and assessment tasks and learning activities; and between learning outcomes and professional graduate attributes (where they exist).

Information is not able to be edited in this section.
# Learning Summary

## Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Assessment

- **Assessment Type:**
  - Written Assignment (25%)
  - Online Quiz (5%)
  - Group Presentation (10%)

## Assessment Tasks

- **Task 1:**
  - Require submission of a report on the effectiveness of an accounting system in a business.
  - Due date: Week 12

---

**Graduate Attributes**

- Griffith University develops all graduates to be:
  - Knowledgeable and skilled, with critical judgement.
  - Effective communicators and collaborators.
  - Innovative, creative and entrepreneurial.
  - Socially responsible and engaged in their communities.
  - Culturally capable when working with first Australians.
  - Effective in culturally diverse and international environments.

---

**WMAA Working and McTavish Standards for the Workplace**

- 1. Functions in accordance with legislation and common law affecting midwifery practice.
- 2. Adopts accountability and responsibility for own actions within midwifery practice.
- 3. Communicates information to facilitate decision-making by the woman.
- 4. Prioritises safe and effective midwifery care.
- 5. Addresses, plans, provides and evaluates safe and effective midwifery care.
- 6. Advocates safe and effective midwifery care for the woman and/or baby with complex needs.
- 7. Advocates the rights of women, families and communities in relation to midwifery care.
- 8. Develops effective strategies to implement and support collaborative midwifery practice.
- 10. Ensures midwifery practice is culturally safe.
- 12. Identifies personal beliefs and develops these in ways that enhance midwifery practice.
- 14. Uses research to inform midwifery practice.
Module 4 - Submitting a Course Profile

Course convenor – Steps to Submit a Profile

- Navigate to Status and Settings, review warnings.
- Indicate what sections have changed and the type of changes that have been made to the course since the last offering.
- Indicate if you propose to use staff authored resources
- Indicate if the changes made to the profile are in response to any University review
- Elaborate on the changes.
- Select the Head of School in the email template.
- Select the Set button.

4.1 Approval Process Steps

- The Course Convenor indicates changes made, i.e. the sections that have changed and the type of change, provides details of the changes and submits the profile. An email is forwarded to notify the Head of School (Approver) and School Administrative Officer or Program Services Officer whether a new course has been submitted or whether the changes made are major/ minor or there have been no changes made to the profile with the exception of the updated Previous Student Feedback section.

- If a minor change or no change, the Head of School adds a review (via the Development Board page) to approve, approve with minor change or requests changes required; - an email is automatically forwarded to notify the Course Convenor and School Administrative Officer or Program Services Officer of the review recommendation. (Note every time the Previous Student Feedback section is up-dated, Head of School approval is required).

- If major change or a new course - therefore requiring the Dean (Learning and Teaching), approval - the Head of School either:
  - Selects ‘Dean Approval required’ and an email is automatically forwarded to the Convenor, the School Administrative Officer and Academic Services staff – the School Administrative Officer is responsible for advising the Dean that a profile is awaiting review.
  - Profile is not approved – adds a review (via Development Board) selects the ‘Changes required’ recommendation. An email is automatically forwarded to notify Course Convenor and School Administrative Officer of the decision. The profile status is changed back to ‘draft’.

- Decision by Dean (Learning and Teaching):
  - ‘Approves’ or ‘approves with minor changes’ - adds a review (via Development Board page) to notify Course Convenor and the School Administrative Officer of decision.
  - Profile is not approved ‘Changes required’ - adds a review (via Development Board) to notify the Course Convenor and the School Administrative Officer of decision.
4.2 Changing the Status of a Profile to Submitted

Once you have completed editing the course profile details you will be required to address any warnings identified for the profile. Make any required changes. Indicate the sections of the profile that have changed and the type of change that has been made. Provide further details about the change/s, select email recipients and Set the status to Submitted – these steps are all undertaken at the Status and Settings page of the profile.

Submit a Profile for Review

(Completed by Course Convenor)

Choose Status and Settings from the left navigation.
Consider the warnings identified for the profile. Make any required changes.
Select the sections of the profile where changes have been made.
Select the type of change – NB: major change will be automatically selected for you if one of Aims and Outcomes | Assessment | Content | Lecture Capture | Examination Duration Exemption has been chosen.
Indicate whether you propose to use staff authored/edited
Indicate whether any changes were made in response to any University review process
Provide further details about any of the changes in the text box provided.
Select intended email recipients.

Choose Set (Set).
Figure 39: Status and settings

Note

Warnings in **bold** identify mandatory information.
**Minor Changes to a Profile**

Where revisions to the Course Profile are **minor** - updating dates for assignments, updating texts and reference materials, and adjusting the sequence of the course content - the Course Convenor submits the Course Profile via the Course Profile System to the Head of School (Approver) as a minor change for approval and publication.

Any changes to requirements for laboratory/studio activities and/or technical staff support require agreement from the Technical Services staff where relevant.

Changes to the Previous Student Feedback section require Head of School (Approver) approval.

The decision on whether the course change is sufficiently major (other than those referred to below) to warrant approval by the Dean is at the discretion of the Head of School, or the Head of School in conjunction with the Program Director in the case where the course is a core component of programs.

**Major Changes to a Profile**

Where revisions to the Course Profile are **major** – a change in the course content, teaching methods, assessment strategy and/or resource requirements, lecture capture changes, examination duration exemption - the revised Course Profile and Statement of Resources must proceed through Steps 2 to 5 of the approval process for a new course.

**Sample Emails – these emails are system generated**

![Sample Submission email](image)

Figure 40: Sample Submission email
Review of a Profile - Minor changes to Profile
(Completed by Head of School – Approver)
Choose Status and Settings from the left navigation.
Consider the warnings identified for the profile.
Review content entered within Course Profile.
Choose the Development Board from the left navigation.

Review any notices added by the Convenor.
Choose Add Review (Add Review) This records the decision and forwards an email to the Course Convenor and School Administrative Officer.
Choose the required recommendation from the drop down list:
Approve or Approve with minor change, Dean Approval Required or Changes Required (return to draft)
Enter explanation in Body text box.

Choose  Save  (Save) to save your changes or
Choose  Cancel  (Cancel) to close the screen without saving the changes.
The Review will be added to the Development board.

Review of a Profile - Major changes to a Profile
Completed by Head of School (Approver) and referred to Dean (L&T) (Approver)

Choose Status and Settings from the left navigation.
Consider the warnings identified for the profile.
Review content entered within Course Profiles.
Choose the Development Board from the left navigation.
Review any notices added by the Convenor.
Add a new notice.
Enter explanation in the Body text box.

Choose  Save  (Save) to save your changes or
Choose  Cancel  (Cancel) to close the screen without saving the changes.
The notice will be added to the Development board.

Completed by Dean (L&T) (Approver)
Choose Status and Settings from the left navigation.
Consider the warnings identified for the profile.
Review content entered within Course Profiles.
Choose the Development Board from the left navigation.
Review any notices added by the Convenor and Head of School.
Choose  Add Review  (Add Review) This records the decision.
Choose the required recommendation from the drop down list:
Approve or Approve with minor change or changes required.
Enter explanation in Body text box.

Choose  Save  (Save) to save your changes or
Choose  Cancel  (Cancel) to close the screen without saving the changes.
The Review will be added to the Development board.
Changes to Previous Student Feedback and Course Staff can be made to a profile up to Week 4 of Trimester.

Variations to the Course Profile during the trimester are not permitted, except in exceptional circumstances, where the Dean, after advice from both the Course and Program Director, may approve a variation that will be notified to students in writing.

School Administrative Officers are automatically selected to receive email notifications of submitted profiles.

Where a major change is being made, requiring approval by the Dean (Learning and Teaching), the Convenor will initially select the Head of School as Approver.

When the profile has been submitted and the Head of School has added a review of Approved with minor changes or Changes required - Course Convenors are able to ‘Add Notice’ to the Development Board to convey to the Approver and/or School Administrative Officer that any changes required following the review process have been completed.
Module 5 - Publishing and Clone a Profile
(This process is undertaken by the School Administrative Officer/Program Service Officer)

Choose Status and Settings from the left navigation.
Consider the warnings identified for the profile.
Choose Published from the drop-down list.
Choose Set (Set).
The profile is immediately locked down and will be viewable by students the following day.

![Figure 44: Status and Settings](image)

Note
Once approved, the School Administrative Officer /Program Services Officer will publish the profile and clone it to remaining course codes.

5.1 Manually clone a profile
Completed by the School Administrative Officer (School Administrator)
Course profiles are required for each instance of the course (e.g. different campus, different modes).

The Course Convenor will work on one instance of the course and provide all relevant details for each instance, within the one Course Profile. It will then be processed for approval, if changes are proposed.

Once approved the School Administrator will publish the approved Course Profile and then clone for the different instances of the course.

Note
One version of the Course Profile is to be approved and published BEFORE cloning for the other instances of the course.
Cloning a profile
Open the profile where the data is to be copied into. (Target profile)
Choose Clone from Wizard from the left navigation.

Search for the profile which contains the entered data.
Choose (Search).
Select the required profile from the search results (Source profile).
Figure 47: Select required profile

Choose (Select as Source).
The Content selection window will be displayed.

Figure 48: Clone from wizard - step 2 - select content

Remember

The profile which is opened first – the target – will be overwritten with the new cloned information.

Choose (Select All), or
Click the check box for the required content fields.

Choose (Proceed).
The results for the clone will be displayed.
Course profile content may now be modified for individual profile instance.
5.2 Withdraw a Profile

For any minor change (which affects students) required after publication, School administrative staff will be required to contact Academic Services to request access to the profile.
Choose Status and Settings from the left navigation.
Choose **Withdraw** (Withdraw).
The Course Profile list will identify the status as Published Withdawn.
The profile will not be visible to students.

**Note**
Course profile must be published to be able to see the option to Withdraw.

Figure 51: Course profile withdrawn
Module 6 - Student View

At any time while working in Course Profiles, you may see the Student View. It is important to check the student view regularly while updating a course profile. Course convenors are advised to 'print' a copy of the Student View of the full Course Profile to ensure accuracy of information prior to publication (see Appendix 1).

To view Student View

Choose (Student View) from the top right corner of Course Profiles. The Student View of the current page will be displayed in a new tab/window in your browser.

Navigating Student View

Students will access Course Profiles via Course Search on the University’s Courses and Programs web site, or Learning@Griffith. Once open, students will be able to navigate through Course Profiles via left navigation.
**Print View**

Students are able to customise the course profile view by selecting the required options in Print/Save View.

**Select required sections**

Choose the check-boxes for the sections of the profile required.

**New page for each section**

These two options will produce identical results on the screen. When printed, however, the “New page for each section” option will start a new page for each new section, while selecting “No” will minimise the amount of paper used.

**Add Table of Contents**

A table of contents page will be added to the front of the profile if this option is selected.

To save a profile

Display the student view.
Choose Print View from left navigation.
The print view window will be displayed.
Select the required options.
Select (Save as PDF).
The Opening Course Profile window will be displayed.
Choose Save File.
Follow prompts to save the profile to the required destination.
To print a profile
Display the student view.
Choose Print View from left navigation.
The print view window will be displayed.
Select the required options.
Select (View as PDF) or (View as Web page).
The profile will be displayed in a new tab or window in your browser.
Choose File, Print.
Module 7 – Groups

As the course profile is to include the information for all instances of a course (including different campuses and different modes) you may wish to create a group for each instance.

If the course has more than one content area and is taught by more than one person you are able to display these details in a learning summary as an example “train building” and “ship building”. You can also have a learning summary for different people (a) for Dr Smith and (b) for Dr Jones.

You are able to create groups. Please refer to the relevant section in Section 4 Learning Activities and Section 5 Assessment in relation to Groups and Streams on how to add, delete or move a group.

Student Streams

Student streams are an advanced feature useful for courses which have groups of students rotating through a set of activities. This feature may be useful for large classes where students are doing problem-based learning and are rotating through a set of activities.

Streams may also be useful where courses have different loads.

Each activity needs an associated date for each stream.

Streams which are set up under Learning Activities Section 4.1 will also be available under Assessment Plan.

7.1 Learning Outcome Groups

You are able to list all your learning outcomes in one group or to separate them into multiple groups under several sub-headings or topic headings.

Group headings may relate to the type of learning objects (eg knowledge, attitude) or the content area of the course (eg woodwind, brass) or even a location or even a period of time (eg Weeks 1 – 6 or Weeks 7 – 12).

Add a Group

Choose (Add Group). The Learning Outcomes: Add Group/Category window will be displayed. Enter a group name in the Group/Category Title text box.

Choose (Save) to save your changes or

Choose (Cancel) to close the screen without saving the changes. The group will be displayed in the Learning Outcomes.
Edit a Group
Choose Edit for the required group. The Learning Outcomes: Add Group/ Category window will be displayed. Change the group name in the Group/Category Title text box.
Choose Save (Save) to save your changes or Choose Cancel (Cancel) to close the screen without saving the changes.

Delete a Group
Choose Delete for the required group. The confirmation dialog box will be displayed. Choose OK (OK) to confirm the deletion.

Move a Group
Choose (Move up) or (Move down) for the required group until the required position is obtained.

Figure 57 Moving outcome groups

7.2 Learning Activities Groups
In the Learning Activities section you are able to use either the Group or Stream functionality.
Choose (Edit Groups & Streams). The Learning Activity: Edit Groups/Streams window will be displayed.

Add a Group

Enter the required group title.

Choose (Save) to save your changes or Choose (Cancel) to close the screen without saving the changes.

Delete a Group

Choose (Delete Group) for the required group. The confirmation dialog box will be displayed.

Choose (OK) to confirm the deletion.
Move a Group

Choose ▲ (Move up) or ▼ (Move down) for the required group until the required position is obtained.

In Section 4 Learning Activities and Section 5 Assessment, it is possible to organise into streams and groups.

7.3 Learning Activities Streams

Add a stream

Choose Edit Groups & Streams (Edit Groups & Streams).

The Edit Groups/Streams window will be displayed.

Select Add Stream (Add Stream),

The Add / Edit Group fields will be displayed on the lower section of the window.
Enter the required stream title.
Enter the required stream short title.

Choose [Save] (Save) to save your changes or
Choose [Cancel] (Cancel) to close the screen without saving the changes.

Note: There must always be at least one stream – where there is only one stream – these will not be visible.

When adding multiple streams, add the details of the second stream first, save and the Default Title appears. You will then be able to edit the name of the Default Title and change the details for your first stream.

Note: If streams are established in Learning Activities, then streams will be automatically created for assessment items. Convenors will need to consider due dates for each assessment item in each stream.

Delete a Stream

Choose [Delete Stream] (Delete Stream) for the required stream. The confirmation dialog box will be displayed. Choose [OK] (OK) to confirm the deletion.

Move a Stream

Choose [Move up] (Move up) or [Move down] (Move down) for the required stream until the required position is obtained.

Note: Student streams must be set up by the School Administrator.
7.4 Displaying Assessment Tasks in Groups

If this course has more than one content area and is taught by more than one person you can group the assessment tasks according to the person or area.

![Assessment window]

Figure 62: Assessment window

**Add Group**

Select ![Add/Edit Groups](Add/Edit Groups). The Assessment Summary: View Groups window will be displayed.

![Assessment Summary: View Groups]

Figure 63: Assessment Summary: View Groups

Select ![Add Group](Add Group). The Assessment Summary: View Groups window will display the Add / Edit Group field.
Enter the required group title.
Choose **Save** (Save) to save your changes or
Choose **Cancel** (Cancel) to close the screen without saving the changes.

**Delete a Group**
Choose **X** (Delete Group) for the required group.
The confirmation dialog box will be displayed.
Choose **OK** (OK) to confirm the deletion.

**Move a Group**
Choose **Move up** or **Move down** for the required group until the required position is obtained.

<table>
<thead>
<tr>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>There must always be at least one group and stream – where there is only one group or stream – these will not be visible. When adding multiple groups, add the details of the second group first, save and the Default Title appears. You will then be able to edit the name of the Default Title and change the details for your first group.</td>
</tr>
</tbody>
</table>
Module 8 - Profile Reports

A number of reports are available for any search or set. You can obtain reports to view a summary of assessment, technical specifications, resubmission and supplementary assessment, learning activities, graduate attributes and curriculum initiatives tracking across a group of profiles.

The available reports are listed above the search / set results.

8.1 Assessment Report

View the required group of profiles using search or set.

Choose (Assessment).

A summary of assessment items will be displayed in a new window / tab of your browser.
8.2 Learning Activities Report

View the required group of profiles using search or set.

Choose Learning Activities (Learning Activities).
A summary of learning activities, dates and readings / reference will be displayed in a new window / tab of your browser.

![Figure 67 Learning activities report](image)

8.3 Graduate Attributes Report

View the required group of profiles using search or set.

Choose Graduate Attributes (Graduate Attributes).
A summary of Graduate Attributes (including professional attributes) will be displayed in a new window/tab of your browser. The mapping of learning outcomes to professional attributes will also be displayed in a new window / tab of your browser.

![Figure 68 Graduate Attributes report](image)

8.4 Internationalisation and Cultural Diversity Report

View a summary of responses to Internationalisation and Cultural Diversity in Section 7 of the Course Profiles for the required group of profiles using search or set.

Choose Internationalisation (Internationalisation).
A summary of internationalisation responses will be displayed in a new window / tab of your browser.
8.5 Aboriginal and/or Torres Strait Islander Learnings Report

View a summary of responses to Aboriginal and/or Torres Strait Islander Learnings in Section 7 of the Course Profiles for the required group of profiles using search or set.

Choose Aboriginal and/or Torres Strait Islander Learnings (Aboriginal and/or Torres Strait Islander Learnings).

A summary of Aboriginal and/or Torres Strait Islander Learnings responses will be displayed in a new window / tab of your browser.

8.6 Blended Learning Strategies Report

View a summary of responses to Blended Learning Strategies in Section 7 of the Course Profiles for the required group of profiles using search or set.

The Blended Learning Strategies report divides the results under four headings:

- Learning content
- Communication with or between students
- Assess learning outcomes
- Support to assist student learning.

Choose Blended Learning Strategies (Blended Learning Strategies).

A summary of Blended Learning Strategies responses will be displayed in a new window / tab of your browser.
8.7 Work Integrated Learning

View a summary of responses to Work Integrated Learning in Section 7 of the Course Profiles for the required group of profiles using search or set.

The Work Integrated Learning report divides the results into three tables:

- Course involves 4 or more hours of work integrated learning or professional placement
- Access to the course
- Work Health and Safety for WIL Activities covered.

Choose (Work Integrated Learning).

A summary of Work Integrated Learning responses will be displayed in a new window / tab of your browser.
8.8 Consensus Moderation Report

View the required group of profiles using search or set.

Choose (Consensus Moderation).
A summary of the Consensus Moderation will be displayed in a new window/tab of your browser.

![Consensus Moderation Report](image)

8.9 Learning outcomes to assessment items report

View the mapping of course assessment to learning outcomes of the Course Profiles for the required group of profiles using search or set.

Choose (Learning outcomes to assessment items).
A summary of the assessment items, weighting, type of assessment, whether the item is self assessed, a group or individual activity, whether the assessment is a centrally organised or school based and the learning outcomes that have been mapped to these items.
8.10 Learning outcomes to assessment items and graduate attributes (to only be used for profiles pre 2017)

View the mapping of course assessment to learning outcomes to graduate attributes of the Course Profiles for the required group of profiles using search or set.

Choose Learning outcomes to assessment items and graduate attributes.

A summary of the assessment items, weighting, type of assessment, whether the item is self assessed, a group or individual activity, whether the assessment is a centrally organised or school based and the learning outcomes that have been mapped to these items. Included in this report is the detail of the graduate attribute mapping to learning outcomes.
8.11 Development Board Report

View the data recorded in the Development Board for the submission and review process for the required group of profiles using search or set.

Choose  (Dev Board [Development Board])

A summary of actions taken in the review and submission process including: type of notice added, time, author, subject, body [details from the emails added via Status and Settings and add a Review] Course review type, changed content and the review recommendation.

![Development board report](Figure 76: Development Board Report)

8.12 Combined Events Log

View the events created (status changes) within the profile for the required group of profiles using search or set.

Choose  (Combined events log report)

A summary of created events including the date of the event, the person who made the change, the type of change made, description of change. Also include are course identifying details.

![Combined events log](Figure 77: Combined events log)
8.13 Learning Outcomes Report

View the learning outcomes for the required group of profiles using search or set.

Choose ![Learning Outcomes Report]

A summary of the learning outcomes for each of the listed profiles is displayed.

![Figure 78: Learning Outcomes Report]

8.14 Technical Specifications Report

View the Technical Specifications for the required group of profiles using search or set.

Choose ![Technical Specifications Report]

A summary of the technical specifications for each of the listed profiles is displayed.

![Figure 79 Technical Specifications Report]

8.15 Resubmission Report

View the resubmission details for the required group of profiles using search or set.

Choose ![Resubmission Report]

A summary of the assessment tasks with resubmission and the conditions under which assessment tasks are to be resubmitted display for the listed profiles

78
8.16 Supplementary Assessment Report

View the resubmission details for the required group of profiles using search or set.

Choose

A summary of the courses with Supplementary Assessment display for the listed profiles

8.17 Exporting Reports to Excel

It is possible to export the Assessment and Learning Activities reports and the four Curriculum Initiatives Tracking Reports to Excel.

To export a report

Display the required report.

Choose “View this report in Excel”.

---

79
A Save As dialog box will be displayed. Enter in the required file name and choose where to save the report.

Choose \(\text{Save}\) (Save). Open the required file from the selected directory.
Appendix

Appendix 1 Course Profiles - Administrative Checklist

### COURSE PROFILES - ADMINISTRATIVE CHECKLIST

Print a ‘Student View’ copy of the Course Profile. Attach completed Checklist to copy of the Course Profile. * Required information is starred.

<table>
<thead>
<tr>
<th>1.0 General Course Information</th>
<th>✓, ✗, or -</th>
<th>✓, ✗, or -</th>
</tr>
</thead>
</table>
| **1.1 Course Details** | Details are entered into PeopleSoft by the School Administrative Officer and extracted into the Course Profile System.  
- Course Code, Course Title, Academic Organisation, Trimester, Mode, Level, Location, Credit Point Value | Check | Approve |
| **Course Description** | Included in the PeopleSoft Course Catalogue; include relevant information about pre-requisite, co-requisite and prior-assumed courses.  
- Brief course description | | |
| **Assumed Background** | This is a descriptive field that supplements and expands the prerequisite course list.  
- Background students require prior to starting the course | | |
| **1.2 Course Introduction** | • Elaborate on brief course description  
• * Contact summary  
• Campus-specific arrangements  
• Research-based project advice to students | | |
| **Previous Student Feedback** | Obtained within the last calendar year from Student Experience of the Course (SEC) (any changes require approval).  
• * Previous Student Feedback | | HoS/D |
| **1.3 Course Staff** | • * Primary Convenor/Campus Convenor/Other Teaching Team Details  
• Title, Full Name, Phone, Email, Building, Room, Consultation times | | |
| **1.4 Course Timetable** | Standard text | | |
| Additional Timetable Information | Standard text to be included with any additional information. | | |
| **1.5 Lecture Capture** | Standard text (any exemption to this requires approval) | Dean (L&T) |
| **1.6 Technical Specifications** | • * Computer specifications | | |

### 2.0 Aims, Outcomes and Graduate Attributes

| 2.1 Course Aims | • Importance to learner  
• Overall vision for student’s learning  
• Contribution to program | | |
<p>| <strong>2.2 Learning Outcomes</strong> | • * Measureable learning outcomes | | |
| <strong>2.3 Graduate Attributes</strong> | • * Indicate attributes taught | | |
| <strong>Professional Graduate Attributes</strong> | • Map professional graduate attributes to learning outcomes (accreditation) | Sysadmin |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
<th>Approver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional School/Department Information on Graduate Attributes</td>
<td>• Information for all School/Department Course Profiles</td>
<td>Sysadmin</td>
</tr>
<tr>
<td>Additional Course Information on Graduate Attributes</td>
<td>• Any other information not recorded above</td>
<td>Sysadmin</td>
</tr>
<tr>
<td>3.0 Learning Resources</td>
<td>✓, ✗, or - Must provide check before approval</td>
<td></td>
</tr>
<tr>
<td>3.1 Required Resources</td>
<td>Standard text (use of staff publications requires approval)</td>
<td>HoS/D</td>
</tr>
<tr>
<td>3.2 Recommended Resources</td>
<td>Standard text</td>
<td></td>
</tr>
<tr>
<td>3.3 University</td>
<td>Standard text</td>
<td></td>
</tr>
<tr>
<td>3.4 School/Group Learning Resources</td>
<td>• Academic Integrity Tutorial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School/Group based resources</td>
<td></td>
</tr>
<tr>
<td>3.5 Other Learning Resources and Information</td>
<td>• Information on workshops or labs</td>
<td></td>
</tr>
<tr>
<td>4.0 Teaching and Learning Activities</td>
<td>✓, ✗, or - Must provide check before approval</td>
<td></td>
</tr>
<tr>
<td>4.1 Learning Activities</td>
<td>• * Structured summary of learning activities – Week Commencing, Activity, Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>4.2 Other Teaching and Learning Activities Information</td>
<td>• Teaching and learning methods, approaches/philosophies and learning modes</td>
<td></td>
</tr>
<tr>
<td>5.0 Assessment Plan</td>
<td>✓, ✗, or - Must provide check before approval</td>
<td></td>
</tr>
<tr>
<td>5.1 Course Assessment Plan</td>
<td>• * Summary of assessment items to include: number, type, weighting, due date, criteria, marking process (any changes require approval)</td>
<td>Dean (L&amp;T)</td>
</tr>
<tr>
<td></td>
<td>•Mapped to learning outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Task description</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Method for submission and return</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Total weightings 100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tier 1 assessment items (pre Week 8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No major assessment (&gt;20%) after Week 11 (if there is an end of trimester exam)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 2-4 summative assessment items for 10CP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School based/Centrally based (must align with assessment type – test or quiz school based only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Individual/Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Self assessment activity or not</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Resubmission/reattempt or not (must align with assessment type)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Standard exam duration (120 mins + 10 mins) for end of trimester exams</td>
<td></td>
</tr>
<tr>
<td>5.2 Assessment Details</td>
<td>Drawn from 5.1 – no content entry to 5.2</td>
<td></td>
</tr>
<tr>
<td>5.3 Late Submission</td>
<td>Standard text (any variation requires approval)</td>
<td>Dean (L&amp;T)</td>
</tr>
<tr>
<td>5.4 Other Assessment Information</td>
<td>• * Feedback on each Assessment Item</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• * Supplementary Assessment (Y/N)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• * Resubmission of Assessment (Y/N)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Notification of Marks and Grades</td>
<td></td>
</tr>
</tbody>
</table>