

# Course Profiles

## Course Convenor - Workbook Extract

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# Introduction

This extract has been designed to provide a snapshot of the overall process of editing, submitting, reviewing and publishing course profiles. This document should only be used as a 'refresher' for staff who may not have completed a course profile recently. Those staff who are new to the role of Course Convenor, are urged to use the **Course Convenor Workbook** also located on this site. The **Course Convenor Workbook** will provide you with a more comprehensive understanding of the system, processes and policy around course profiles.

## Module 1 – How do I find my course profile?

To access Course Profiles, log into the Griffith Portal and choose Learning and Teaching>Course Profiles.

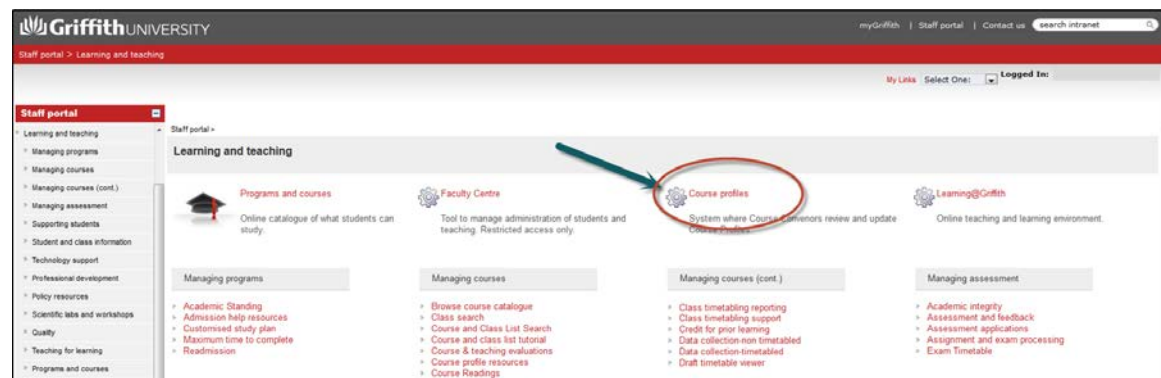


Figure 1 Accessing Course Profiles from the Staff Portal

The Course Profiles Latest News page will be displayed.

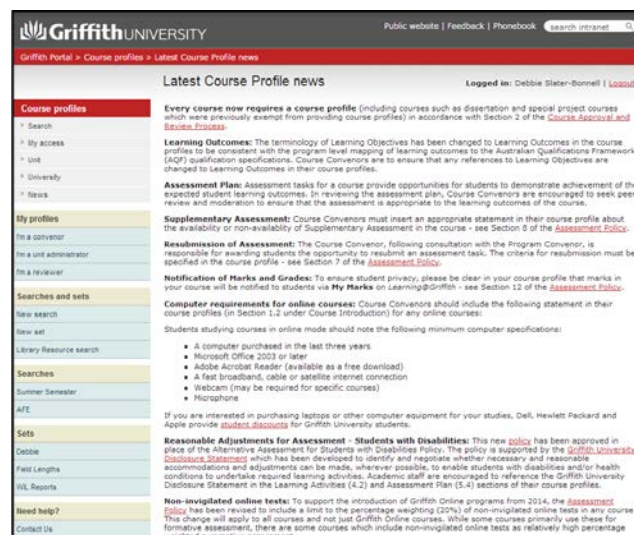


Figure 2 Course Profiles Latest News

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

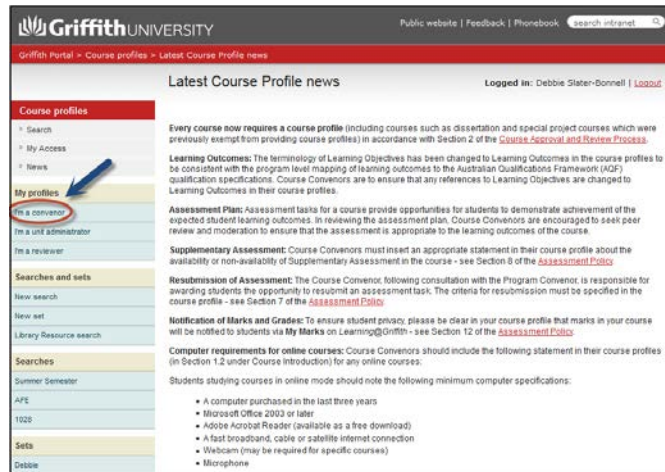


Figure 3: I'm a Convenor link

Choose  (Edit / View).

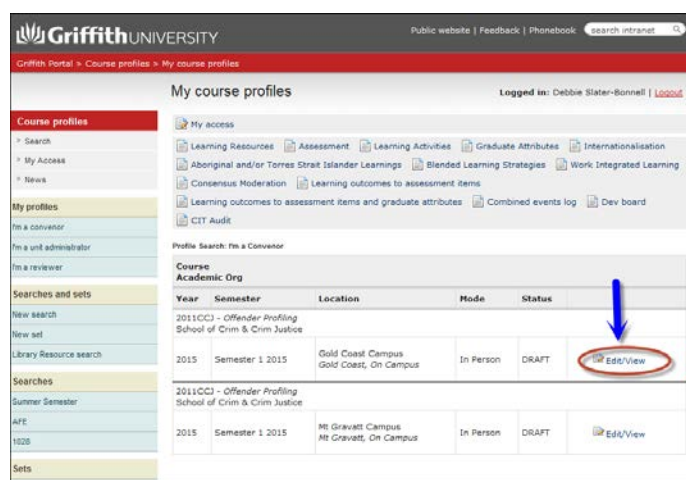


Figure 4: Edit / View icon

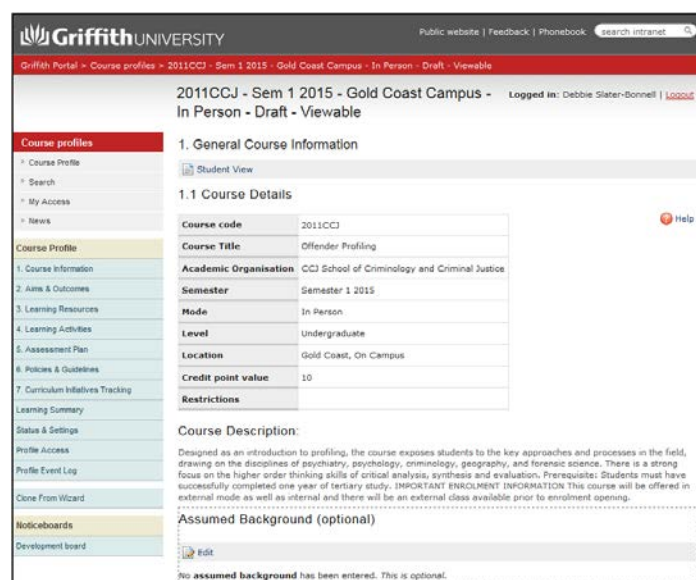




Figure 5 Edit view of a course profile

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.

# Module 2 – How do I edit my Course Profile?

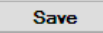
## Editing Course Profiles

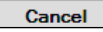
The content of any section within the profile may be edited when  (Edit) is visible.

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.

## Using the Online Editor

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

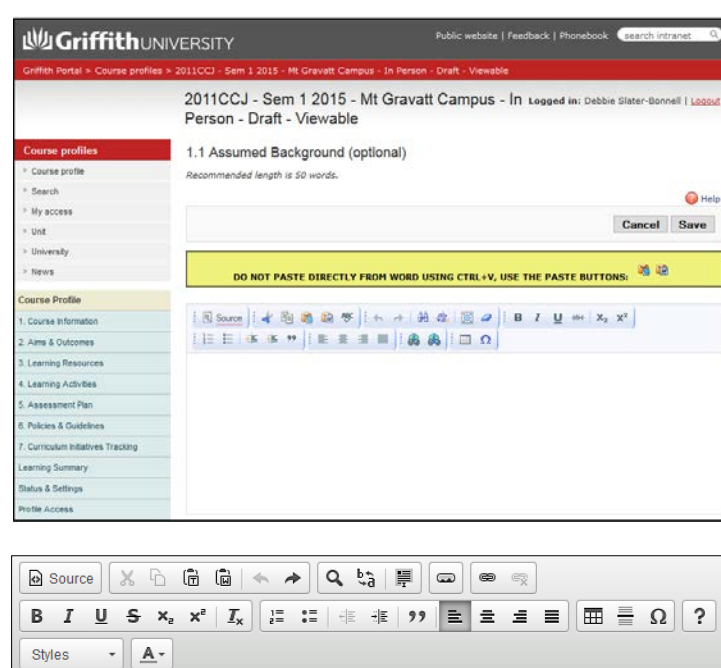





Figure 6 Online Editor buttons

**Remember**

 Use  (Paste from Word) every time you paste text

## 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).

## 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.

## 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.



1. No requirement to report on student feedback when the course is taught in consecutive trimesters – as a minimum feedback is to be provided annually.
2. Do not include numerical values or actual student quotations.
3. Details from this section are not included when the profile is cloned from trimester to trimester. When this section is updated – Head of School approval is required.

Please select 'Other' as the Changed section and 'No Change' as the Change type when submitting your profile via the Status and Settings page.

## 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.

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



Enter staff details for each offering. Where details of teaching staff are unknown by Week 4, include where, when and how this information will be provided to students.

## Adding staff

Choose  (Add).

The Course Staff - Add window will be displayed.

Enter known data into the search fields.

Choose  (Search).

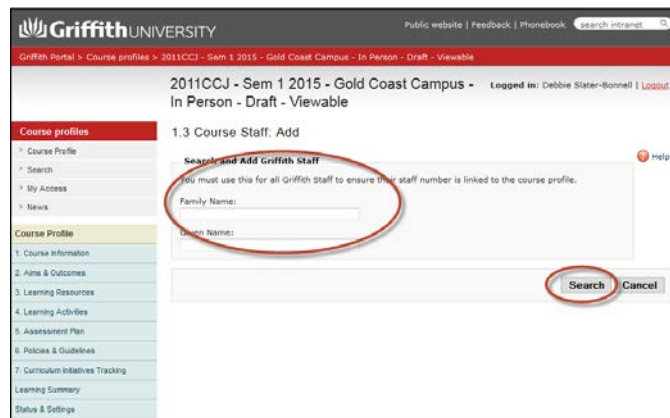



Figure 7 Course staff add window

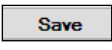
Staff matching the criteria will be listed.

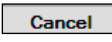
Select the required staff member.

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.



### Note

Changes may be made to the Course staff section up to **Week 4** of trimester. Adding staff to this section does NOT give them access to the course profile system.

Only current Griffith staff can be included in the course staff section in a profile.

## 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.

### 1.4 Course Timetable

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




The Griffith Business School expects students enrolling in an on-campus course to have the capacity and commitment to attend class. Students should be prepared to commit approximately 10 hours per week for each course throughout the semester. These 10 hours include class attendance, reading and revision, and the preparation of items for assessment. For courses delivered in alternative modes, such as intensive, on-line and summer, this equates to 130 hours of study per course, including private study and class time.

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.

Figure 8 Link to view Griffith timetable site.

## 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 following statement as standard text:

***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 above link.***

## 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, you may apply to the Dean (Learning and Teaching) of the relevant Group for an exemption from the above requirement. You must seek this exemption prior to the commencement of the course and the publication of the Course Profile.

To obtain approval, you will need to 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.

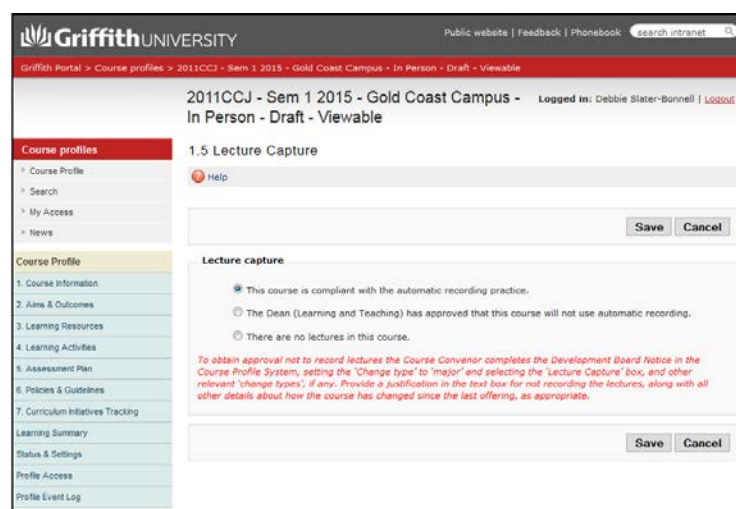


Figure 9 Lecture capture



**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. Only the option selected will be forward facing to students.

## 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 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 (School Administrator) 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)



You are encouraged to state why the course is important to the learner and to detail the contribution of the course to the programs in which it appears. You are also required to specify the overall, big picture vision for student's learning for the course.

### 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.



**Hint**

Resources on curriculum mapping from a curriculum design perspective are available on the Learning and Teaching website at:  
<http://www.griffith.edu.au/learning-teaching/teaching-and-learning/curriculum-design>

## Adding Outcomes

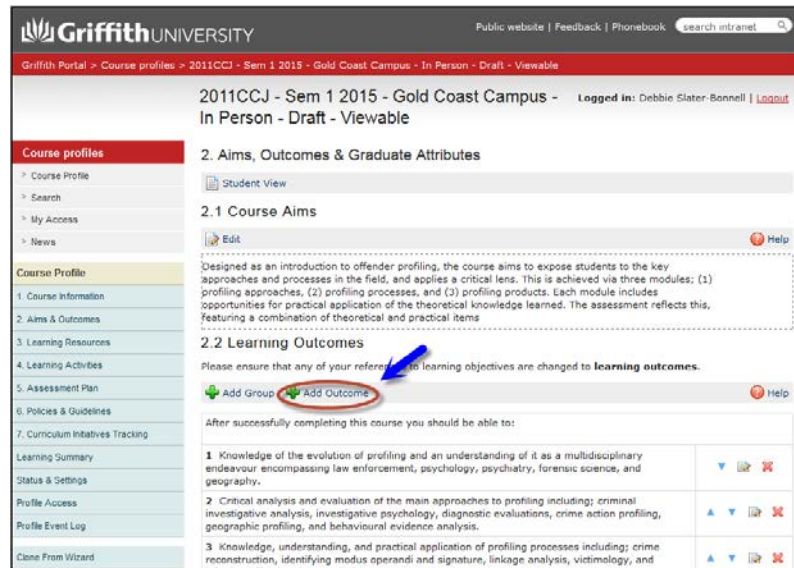
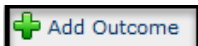


Figure 10 Add learning outcome



Before you add the Learning Outcomes – consider whether you wish to use group functionality. If so, please refer to the Course Convenor Workbook - if not then continue with the instructions below.

### Add Outcome

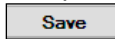


Choose **Add Outcome** (Add Outcome).

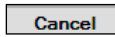
The Learning Outcomes window will be displayed.

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.

Figure 11 Learning Outcome window

## 2.3 Graduate Attributes

You will, however, 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.

### 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.

Professional Graduate Attribute	Learning Outcomes (2.2 above)

*(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-level 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 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.

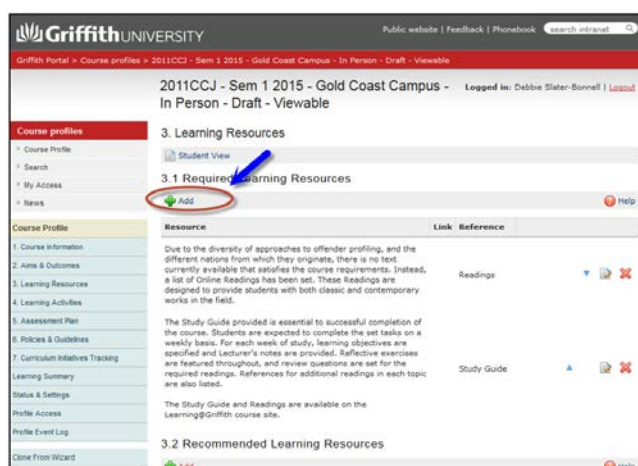


Figure 12 Learning Resources window

### 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.**

## 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.

### 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).

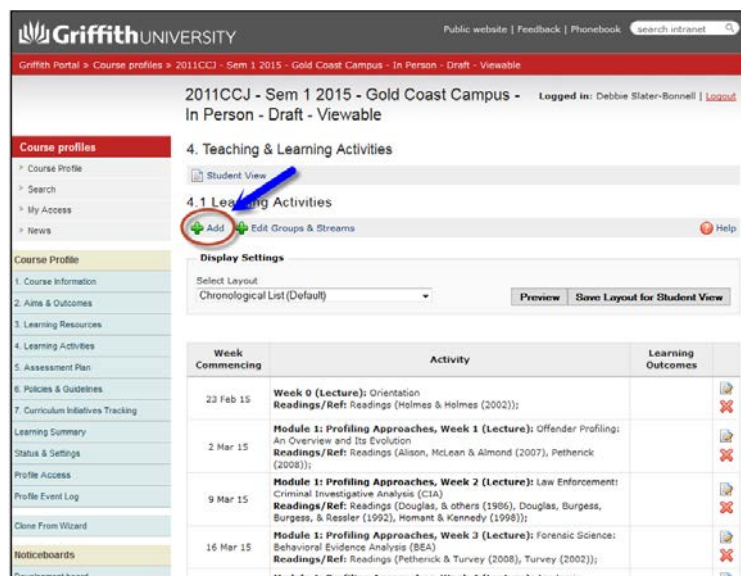


Figure 13 Learning Activities window

## Add a Learning Activity



Before you add the Learning Activities – consider whether you wish to use group functionality. If so, please refer to the Course Convenors Workbook - if not then continue with the instructions below.

Choose  (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



**Note**

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

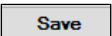
Entering a finish date is optional. Times are optional. It is recommended to keep it simple with the detail in this section of the profile.

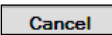


**Note**

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) to save your changes or

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



**Note**

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.

## 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.

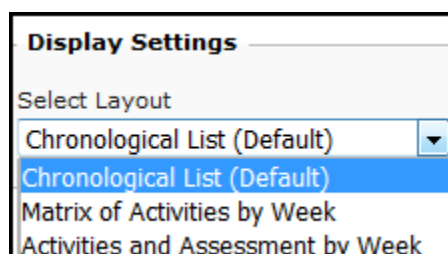


Figure 14 Select required learning activity layout




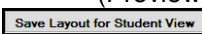
### Note

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) to see a preview of the layout.

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



### Note

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 may wish 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:

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 to 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.

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

After commencement of the course only in exceptional circumstances can the Dean (Learning and Teaching), on the advice of the Course Convenor, approve a variation of detail in the assessment requirements of a course, providing any such variation maintains the relationship between the assessment methods and the learning outcomes expected for the course. Notification of the change must be provided to students in written and/or electronic form. In giving approval for the change,

the Dean (Learning and Teaching), must be satisfied that students are not disadvantaged by the change or the timing of it.

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 refer to the Course Convenor Workbook - 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.

Griffith UNIVERSITY myGriffith Staff portal Contact us search website

Course profiles > 2011CCJ - Sem 1 2015 to Sem 1 2015 - Gold Coast Campus - In Person - Draft - Viewable

2011CCJ - Sem 1 2015 to Sem 1 2015 - Gold Coast Campus - In Person - Draft - Viewable

Logged in: Debbie Slater-Bonnell | Logout

**Course profiles**

- Course profile
- Search
- My access
- People
- Unit
- University
- News

**5. Assessment Plan**

Student View

**5.1 Assessment Summary**

+ Add Assessment + Add/Edit Groups Help

Assessment Task	Due Date	Weighting / Marked out of	Learning Outcomes
Assignment - Written Assignment Summarize article	20 Apr 15 17:00 Monday, Week 7	20%/20	2, 3
Assignment - Written Assignment Constructing a Profile	22 May 15 17:00 Friday, Week 11	40%/40	3, 4, 5
Exam - selected response Multiple Choice Exam	13 Jun 15 - 27 Jun 15 Examination Period	40%/40	1, 3, 5, 6

Figure 15 Assessment window

## 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

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 (see Appendix 1).

## Adding an 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 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** (Save) to save your changes or

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



**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.



**Note**

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.



**Note**

If 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 as some of the fields are different.

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 of Assessment

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 (Refer to Figure 4) about the software to be used and any other specific requirements.

## Assessment Views

The numbering in staff view will skip 5.2. Section 5.2 previously included details of Course Grading.

In student view, assessment is renumbered.

Griffith UNIVERSITY myGriffith Staff portal Contact us search website

Course profiles > 2011CCJ - Sem 1 2015 to Sem 1 2015 - Gold Coast Campus - In Person - Draft - Viewable

2011CCJ - Sem 1 2015 to Sem 1 2015 - Gold Coast Campus - In Person - Draft - Viewable Logged in: Debbie Slater-Bonnell | Logout

**Course profiles**

- > Course profile
- > Search
- > My access
- > People
- > Unit
- > University
- > News

**Course Profile**

1. Course Information
2. Aims & Outcomes
3. Learning Resources
4. Learning Activities
5. Assessment Plan
6. Policies & Guidelines
7. Curriculum Initiatives Tracking

Learning Summary

Status & Settings

Profile Access

Profile Event Log

Clone From Wizard

**Noticeboards**

Student board

**5. Assessment Plan**

Student View

**5.1 Assessment Summary**

Add Assessment Add/Edit Groups Help

Assessment Task	Due Date	Weighting / Marked out of	Learning Outcomes
Assignment - Written Assignment Summarize article	20 Apr 15 17:00 Monday, Week 7	20%/20	2, 3
Assignment - Written Assignment Constructing a Profile	22 May 15 17:00 Friday, Week 11	40%/40	3, 4, 5
Exam - selected response Multiple Choice Exam	13 Jun 15 - 27 Jun 15 Examination Period	40%/40	1, 3, 5, 6

**5.3 Late Submission**

Help

No late submission has been entered. Submission requirements **must** be provided.

**5.4 Other Assessment Information**

Convenors are required to indicate the timeframe and methods by which feedback on each assessment item will be provided to students.

Edit Help

Figure 16 Assessment - staff view

Griffith UNIVERSITY myGriffith Staff portal Contact us search website

Course profiles > Offender Profiling 2011CCJ - Sem 1 2015 to Sem 1 2015 - Gold Coast Campus - In Person

Offender Profiling 2011CCJ - Sem 1 2015 to Sem 1 2015 - Gold Coast Campus - In Person Logged in: Debbie Slater-Bonnell | Logout

The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

**5. Assessment Plan**

**5.1 Assessment Summary**

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

Assessment Task	Due Date	Weighting/Marked out of	Learning Outcomes
Assignment - Written Assignment Summarize article	20 Apr 15 17:00 Monday, Week 7	20%/20	2, 3
Assignment - Written Assignment Constructing a Profile	22 May 15 17:00 Friday, Week 11	40%/40	3, 4, 5
Exam - selected response Multiple Choice Exam	Examination Period	40%/40	1, 3, 5, 6

**5.2 Assessment Detail**

Summarize article  
**Type:** Assignment - Written Assignment  
**Learning Outcomes Assessed:** 2, 3  
**Due Date:** 20 Apr 15 17:00 Monday, Week 7  
**Weight:** 20%  
**Marked out of:** 20  
**Task Description:**

Figure 17 Assessment in student view

## 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 (ie. assessment type, weighting, task description, criteria and marking, 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. You 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:

- **Feedback on each Assessment Item** (Section 4 of the [Assessment Submission and Return procedures](#)):  
Provide information relating to the availability (eg 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.

## 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.

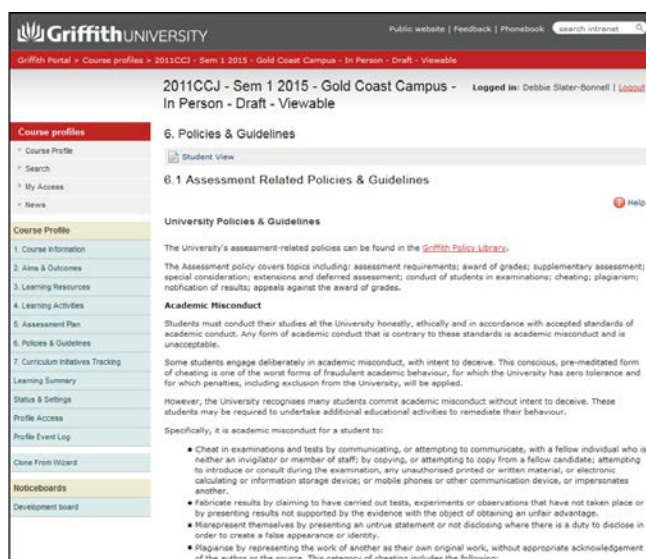


Figure 18 Policies and guidelines window

## Section 7 Curriculum Initiatives Tracking

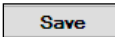
**This information is not forward facing to students.** NB: this information will not be copied across to a subsequent teaching session. You **are required** to respond to the following questions about whether your course:

- 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 you will be unable to save the content and exit the section. NB: respond to the questions in the order they are displayed.

Where the course has been offered in a previous trimester, you are asked to indicate if you have reviewed the responses in this section by selecting the relevant check box.

Figure 19 Curriculum Initiatives Tracking – review check box

Choose  (Save) to save your changes.

### 7.1 Internationalisation and Cultural Diversity

You **are required** to select the required check boxes in this section. Add details of any other internationalisation and cultural diversity objectives activities, teaching strategies and assessment in the text box provided.



**Note**

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).

## 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.



**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.

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



**Note:** More than one tick box can be selected in each section. At least one must be selected in each section.

## 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.

## Module 3 - Submitting a Course Profile



**Note**

### Course convenor – Steps to Submit a Profile

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

### 3.1 Approval Process Steps

1. The Course Convenor indicates changes made, ie 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 and School Administrative 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.
2. 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 of the review recommendation. **(Note every time the Previous Student Feedback section is updated, Head of School approval is required).**
3. If major change or a new course - therefore requiring the Dean (Learning and Teaching), approval - the Head of School either:
  - a. 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.
  - b. Profile is not approved – adds a review (via the 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'.
4. Decision by Dean (Learning and Teaching):
  - a. '*Approves*' or '*approves with minor changes*' - adds a review (via Development Board page) to notify Course Convenor and the School Administrative Officer of decision.
  - b. Profile is not approved '*Changes required*' - adds a review (via Development Board) to notify the Course Convenor and the School Administrative Officer of decision.

### 3.2 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.

Provide further details about the changes in the text box provided.

Select intended email recipients.

Choose  (Set).



**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 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 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.

## Reviewing 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.

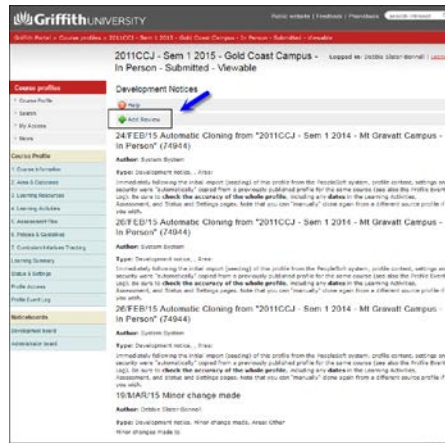


Figure 20 Development notices

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.

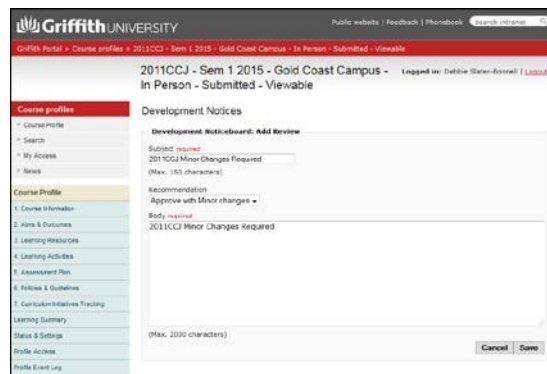


Figure 21 Add review

## Reviewing 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.

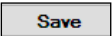
Review any notices added by the Convenor and Head of School.

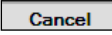
Choose  (Add Review) This records the decision.

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) to save your changes or

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

The Review will be added to the Development board.



#### Remember

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 Convenor and Program Director, may approve a variation that will be notified to students in writing.



#### Note

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.


## Module 4 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).

The profile is immediately locked down and will be viewable by students the following day.

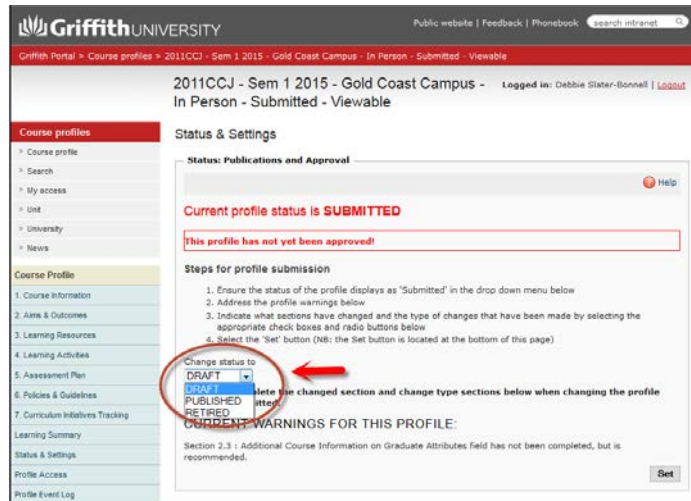


Figure 22 Status and Settings



**Note**

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

## 4.1 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.



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.

Griffith UNIVERSITY

Public website | Feedback | Phonebook | search intranet

Griffith Portal > Course profiles > 2011CCJ - Sem 1 2015 - Gold Coast Campus - In Person - Published - Viewable

2011CCJ - Sem 1 2015 - Gold Coast Campus - In Person - Published - Viewable

Logged in: Debbie Slater-Bonnell | Logout

**Course profiles**

- Course profile
- Search
- My access
- Unit
- University
- News

**Course Profile**

- Course Information
- Aims & Outcomes
- Learning Resources
- Learning Activities
- Assessment Plan
- Policies & Guidelines
- Curriculum Initiatives Tracking

Learning Summary

Status & Settings

Profile Access

Profile Event Log

**Clone from Wizard**

Noticeboards

- Student board
- Development board
- Administrator board

**Status & Settings**

**Status: Publications and Approval**

Current profile status is **PUBLISHED**

This profile has not yet been approved!

**Steps for profile submission**

- Ensure the status of the profile displays as 'Submitted' in the drop down menu below
- Address the profile warnings below
- Indicate what sections have changed and the type of changes that have been made by selecting the appropriate check boxes and radio buttons below
- Select the 'Set' button (NB: the Set button is located at the bottom of this page)

Change status to: DRAFT

You must complete the changed section and change type sections below when changing the profile status to Submitted.

**CURRENT WARNINGS FOR THIS PROFILE:**

Section 2.3 : Additional Course Information on Graduate Attributes field has not been completed, but is recommended.

Current profile visibility status **VIEWABLE** [Withdraw](#)

**Settings**

Edit Profile Settings

Griffith CCJ School of Criminology and Criminal Justice 2011CCJ - Sem 1 2015 - Gold Coast Campus - In Person

Figure 23 – Clone from Wizard

Griffith UNIVERSITY

Public website | Feedback | Phonebook | search intranet

Griffith Portal > Course profiles > 2011CCJ - Sem 1 2015 - Gold Coast Campus - In Person - Published - Viewable

2011CCJ - Sem 1 2015 - Gold Coast Campus - In Person - Published - Viewable

Logged in: Debbie Slater-Bonnell | Logout

**Clone from Wizard**

Stage 1 Stage 3 Stage 3 Result

Search Select Source Select Content

**WARNING! WARNING! WARNING! WARNING! WARNING!**

>>> THIS PROCESS WILL REPLACE OR APPEND DATA IN THE PROFILE YOU ARE CURRENTLY VIEWING <<<

**Profile search: criteria**

Course number (At least 4 Characters)

Academic organisation

Semester

Location

Mode

Status

Latest notice status

Course Review Type

Search

Figure 24 Clone a profile wizard - step 1

Search for the profile which contains the entered data.


Choose **Search** (Search).

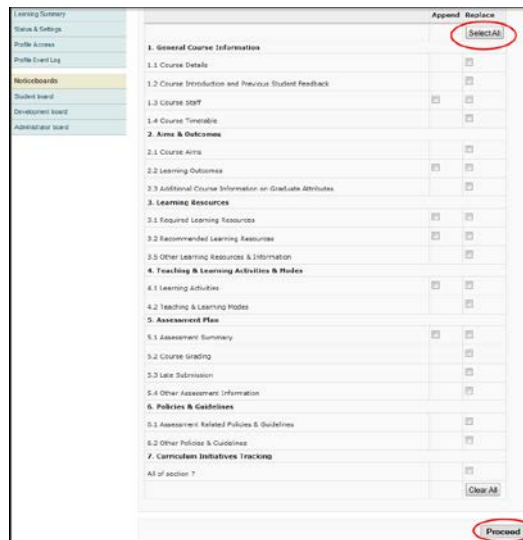
Select the required profile from the search results (Source profile).

Profile search: new search results

Year	Semester	Location	Mode	Status	
2011CCJ Offender Profiling School of Crim & Crim Justice					
2015	Semester 1 2015	Gold Coast Campus Gold Coast, On Campus	In Person	PUBLISHED	Select as Source
2011CCJ Offender Profiling School of Crim & Crim Justice					
2015	Semester 1 2015	Mt Gravatt Campus Mt Gravatt, On Campus	In Person	DRAFT	Select as Source
2011CCJ Offender Profiling School of Crim & Crim Justice					
2014	Semester 1 2014	Mt Gravatt Campus Mt Gravatt, On Campus	In Person	PUBLISHED	Select as Source

Figure 25 Select required profile

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





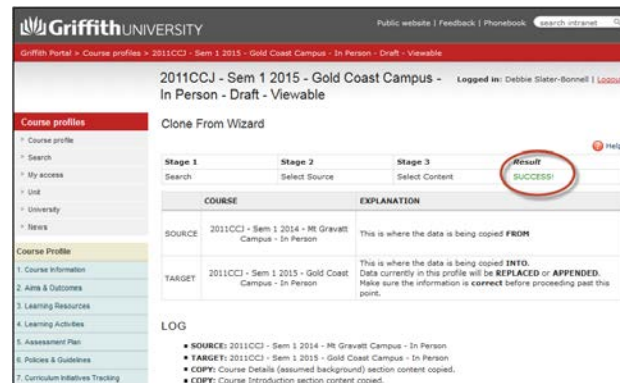
Content Field	Append	Replace
1. General Course Information	<input type="checkbox"/>	<input type="checkbox"/>
1.1 Course Details	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Course Introduction and Previous Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Course Staff	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Course Timetable	<input type="checkbox"/>	<input type="checkbox"/>
2. Aims & Outcomes	<input type="checkbox"/>	<input type="checkbox"/>
2.1 Course Aims	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Learning Outcomes	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Additional Course Information on Graduate Attributes	<input type="checkbox"/>	<input type="checkbox"/>
3. Learning Resources	<input type="checkbox"/>	<input type="checkbox"/>
3.1 Required Learning Resources	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Recommended Learning Resources	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Other Learning Resources & Information	<input type="checkbox"/>	<input type="checkbox"/>
4. Teaching & Learning Activities & Modes	<input type="checkbox"/>	<input type="checkbox"/>
4.1 Learning Activities	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Teaching & Learning Modes	<input type="checkbox"/>	<input type="checkbox"/>
5. Assessment Plan	<input type="checkbox"/>	<input type="checkbox"/>
5.1 Assessment Summary	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Course Grading	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Late Submission	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Other Assessment Information	<input type="checkbox"/>	<input type="checkbox"/>
6. Policies & Guidelines	<input type="checkbox"/>	<input type="checkbox"/>
6.1 Assessment-related Policies & Guidelines	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Other Policies & Guidelines	<input type="checkbox"/>	<input type="checkbox"/>
7. Curriculum Initiatives Tracking	<input type="checkbox"/>	<input type="checkbox"/>
All of section ?	<input type="checkbox"/>	<input type="checkbox"/>

Figure 26 Clone from wizard - step 2 - select content



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.



Stage 1	Stage 2	Stage 3	Result
Search	Select Source	Select Content	<b>SUCCESS!</b>

COURSE	EXPLANATION
SOURCE: 2011CCJ - Sem 1 2014 - Mt Gravatt Campus - In Person	This is where the data is being copied FROM
TARGET: 2011CCJ - Sem 1 2015 - Gold Coast Campus - In Person	This is where the data is being copied INTO. Data currently in this profile will be REPLACED or APPENDED. Make sure the information is correct before proceeding past this point.

**LOG**

- SOURCE: 2011CCJ - Sem 1 2014 - Mt Gravatt Campus - In Person
- TARGET: 2011CCJ - Sem 1 2015 - Gold Coast Campus - In Person
- COPY: Course Details (assumed background) section content copied.
- COPY: Course Introduction section content copied.

Figure 27 Clone a profile wizard - step 3 - result window

## 4.2 Withdraw a Profile

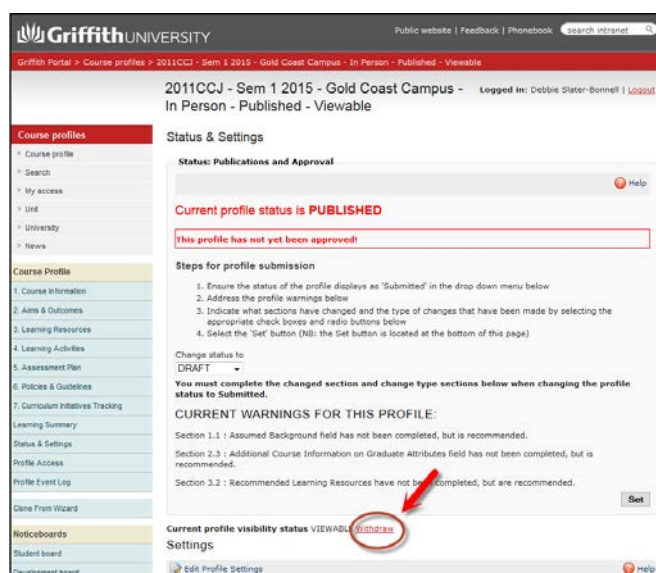


Figure 28 Withdraw profile



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 Withdrawn.

The profile will not be visible to students.



**Note**

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

Profile Search: New Search Results (21 profiles found)

Course: Academic Org

Course	Semester	Location	Mode	Status	Action
1001EHR <i>Employment Relations</i> Dept Empl Rel & Human Resource	Semester 1 2014	Gold Coast Campus Gold Coast, On Campus	In Person	PUBLISHED	Edit/View
1001EHR <i>Employment Relations</i> Dept Empl Rel & Human Resource	Semester 1 2014	Nathan Campus Nathan, On Campus	In Person	PUBLISHED	Edit/View
1001EHR <i>Employment Relations</i> Dept Empl Rel & Human Resource	Semester 2 2014	Gold Coast Campus Gold Coast, On Campus	In Person	PUBLISHED WITHDRAWN	Edit/View

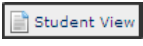
Figure 29 Course profile withdrawn

## Module 5 - 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.

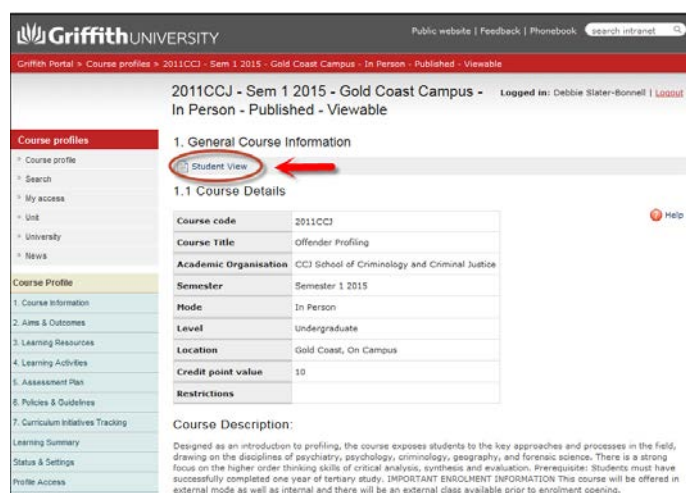


Figure 30 Selecting to view Student View

## 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.

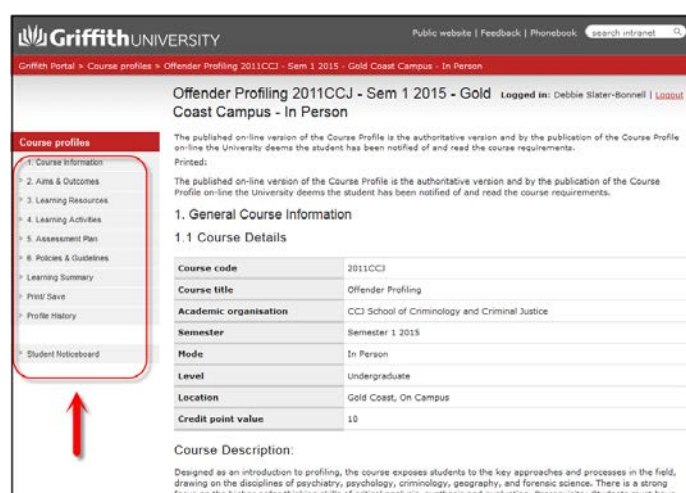


Figure 31 Student View window

## 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.

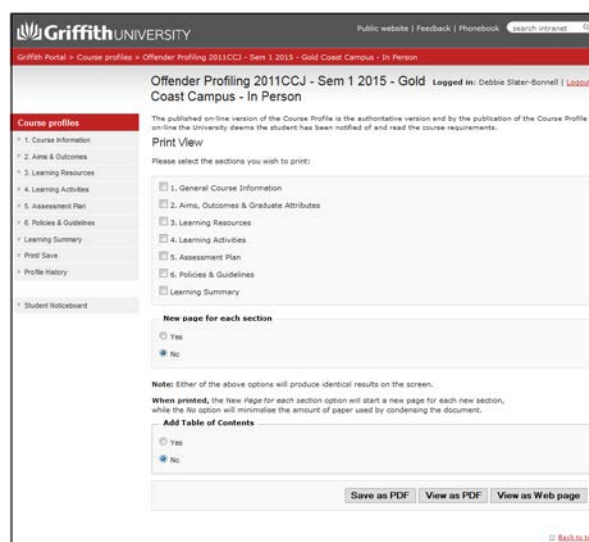


Figure 32 Student print view

## 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** (Save as PDF).

The Opening Course Profile window will be displayed. (Refer Figure )

Choose Save File.

Follow prompts to save the profile to the required destination.

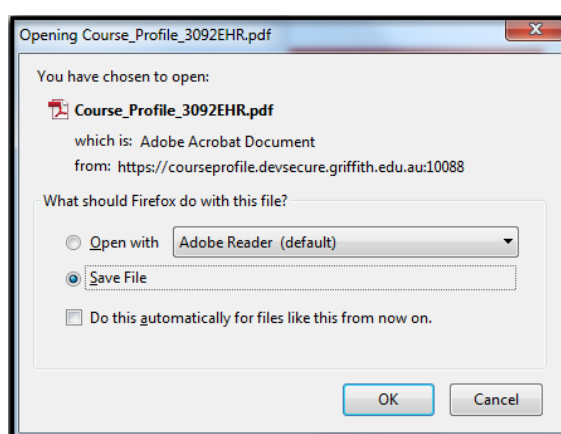


Figure 33 Opening course profile window

## 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** (View as PDF) or **View as Web page** (View as Web page).

The profile will be displayed in a new tab or window in your browser.

Choose File, Print.

# 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.

1.0 General Course Information		✓, ✗, or -	✓, ✗, or -
		Check	Approve
1.1 Course Details	<i>Details are entered into PeopleSoft by the School Administrative Officer and extracted into the Course Profile System.</i> <ul style="list-style-type: none"> <li>Course Code, Course Title, Academic Organisation, Trimester, Mode, Level, Location, Credit Point Value</li> </ul>		
Course Description	<i>Included in the PeopleSoft Course Catalogue; include relevant information about pre-requisite, co-requisite and prior-assumed courses.</i> <ul style="list-style-type: none"> <li>Brief course description</li> </ul>		
Assumed Background	<i>This is a descriptive field that supplements and expands the prerequisite course list.</i> <ul style="list-style-type: none"> <li>Background students require prior to starting the course</li> </ul>		
1.2 Course Introduction	<ul style="list-style-type: none"> <li>Elaborate on brief course description</li> <li>* Contact summary</li> <li>Campus-specific arrangements</li> <li>Research-based project advice to students</li> </ul>		
Previous Student Feedback	<i>Obtained within the last calendar year from Student Experience of the Course (SEC) (any changes require approval).</i> <ul style="list-style-type: none"> <li>* Previous Student Feedback</li> </ul>		HoS/D
1.3 Course Staff	<ul style="list-style-type: none"> <li>* Primary Convenor/Campus Convenor/Other Teaching Team Details</li> <li>Title, Full Name, Phone, Email, Building, Room, Consultation times</li> </ul>		
1.4 Course Timetable	<i>Standard text</i>		
Additional Timetable Information	<i>Standard text to be included with any additional information.</i>		
1.5 Lecture Capture	<i>Standard text (any exemption to this requires approval)</i>		Dean (L&T)
1.6 Technical Specifications	<ul style="list-style-type: none"> <li>* Computer specifications</li> </ul>		
2.0 Aims, Outcomes and Graduate Attributes		✓, ✗, or -	✓, ✗, or -
		Check	Approve
2.1 Course Aims	<ul style="list-style-type: none"> <li>Importance to learner</li> <li>Overall vision for student's learning</li> <li>Contribution to program</li> </ul>		
2.2 Learning Outcomes	<ul style="list-style-type: none"> <li>* Measureable learning outcomes</li> </ul>		
2.3 Graduate Attributes	<ul style="list-style-type: none"> <li>* Indicate attributes taught</li> </ul>		
Professional Graduate Attributes	<ul style="list-style-type: none"> <li>Map professional graduate attributes to learning outcomes (accreditation)</li> </ul>		Sysadmin

Additional School/Department Information on Graduate Attributes	<ul style="list-style-type: none"> <li>Information for all School/Department Course Profiles</li> </ul>		Sysadmin
Additional Course Information on Graduate Attributes	<ul style="list-style-type: none"> <li>Any other information not recorded above</li> </ul>		Sysadmin
<b>3.0 Learning Resources</b>		✓, ✗, or -	✓, ✗, or -
		<b>Check</b>	<b>Approve</b>
3.1 Required Resources	<i>Standard text (use of staff publications requires approval)</i>		HoS/D
3.2 Recommended Resources	<i>Standard text</i>		
3.3 University	<i>Standard text</i>		
3.4 School/Group Learning Resources	<ul style="list-style-type: none"> <li>Academic Integrity Tutorial</li> <li>School/Group based resources</li> </ul>		
3.5 Other Learning Resources and Information	<ul style="list-style-type: none"> <li>Information on workshops or labs</li> </ul>		
<b>4.0 Teaching and Learning Activities</b>		✓, ✗, or -	✓, ✗, or -
		<b>Check</b>	<b>Approve</b>
4.1 Learning Activities	<ul style="list-style-type: none"> <li>* Structured summary of learning activities – Week Commencing, Activity, Learning Outcomes</li> </ul>		
4.2 Other Teaching and Learning Activities Information	<ul style="list-style-type: none"> <li>Teaching and learning methods, approaches/philosophies and learning modes</li> </ul>		
<b>5.0 Assessment Plan</b>		✓, ✗, or -	✓, ✗, or -
		<b>Check</b>	<b>Approve</b>
5.1 Course Assessment Plan	<ul style="list-style-type: none"> <li>* Summary of assessment items to include: number, type, weighting, due date, criteria, marking process (<i>any changes require approval</i>)</li> <li>Mapped to learning outcomes</li> <li>Task description</li> <li>Method for submission and return</li> <li>Total weightings 100%</li> <li>Tier 1 assessment items (pre Week 8)</li> <li>No major assessment (&gt;20%) after Week 11 (if there is an end of trimester exam)</li> <li>2-4 summative assessment items for 10CP</li> <li>School based/Centrally based (must align with assessment type – test or quiz school based only)</li> <li>Individual/Group</li> <li>Self assessment activity or not</li> <li>Resubmission/reattempt or not (must align with assessment type)</li> <li>Standard exam duration (120 mins + 10 mins) for end of trimester exams</li> </ul>		Dean (L&T)
5.2 Assessment Details	<i>Drawn from 5.1 – no content entry to 5.2</i>		
5.3 Late Submission	<i>Standard text (any variation requires approval)</i>		Dean (L&T)
5.4 Other Assessment Information	<ul style="list-style-type: none"> <li>* Feedback on each Assessment Item</li> <li>* Supplementary Assessment (Y/N)</li> <li>* Resubmission of Assessment (Y/N)</li> <li>Notification of Marks and Grades</li> </ul>		