Course Profiles
Workbook for Course Convenors– Trimester 3, 2019 and for the Year 2020

Updated September 2019

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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 Academic Support Officer has 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 Academic Support 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.

Note

Course Profile access will be granted according to Course Profile Roles which are maintained by Academic Services within the Application Portal.

Contact your Academic Support 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.

State	Convenor	Moderator	Approver	School Admin	Sys Admin	Students
1. SEEDED						
2. DRAFT	VIEW/EDIT	VIEW	VIEW	VIEW/EDIT	VIEW/EDIT	
3. SUBMITTED	VIEW/EDIT	VIEW	VIEW	VIEW/EDIT	VIEW/EDIT	
4. PUBLISHED	VIEW	VIEW	VIEW	VIEW/EDIT (except for	VIEW/EDIT	VIEW

				the Assessment Plan page)		
5. ARCHIVED	VIEW	VIEW	VIEW	VIEW	VIEW	VIEW
6. RETIRED	VIEW	VIEW	VIEW	VIEW	VIEW	

Table 1 Course profile states

Profiles frequently move from one state to another automatically based on a series of milestone dates (eg 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. Academic Support Officers will be sent an email from Academic Services identifying the actual dates for the upcoming trimester.

Date	Task
First week of February	Publishing of Trimester 1 profiles complete
Week 5 of T1	T2 profiles available for development
Week 12 of T1	Publishing of T2 profiles
Week 5 T2	T3 profiles available for development
Week 12 of T2	Publishing of T3 profiles
Week 12 of T3	Publishing of T1 2019 profiles

Table 2 Key events

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.

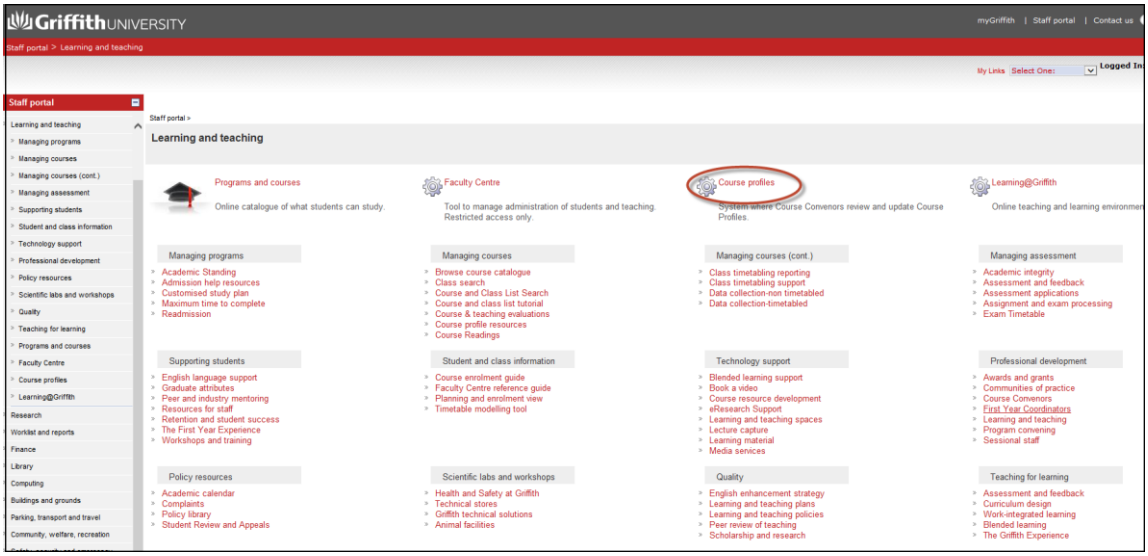


Figure 1 Accessing Course Profiles from Griffith Portal

The Course Profiles Latest News page will be displayed.

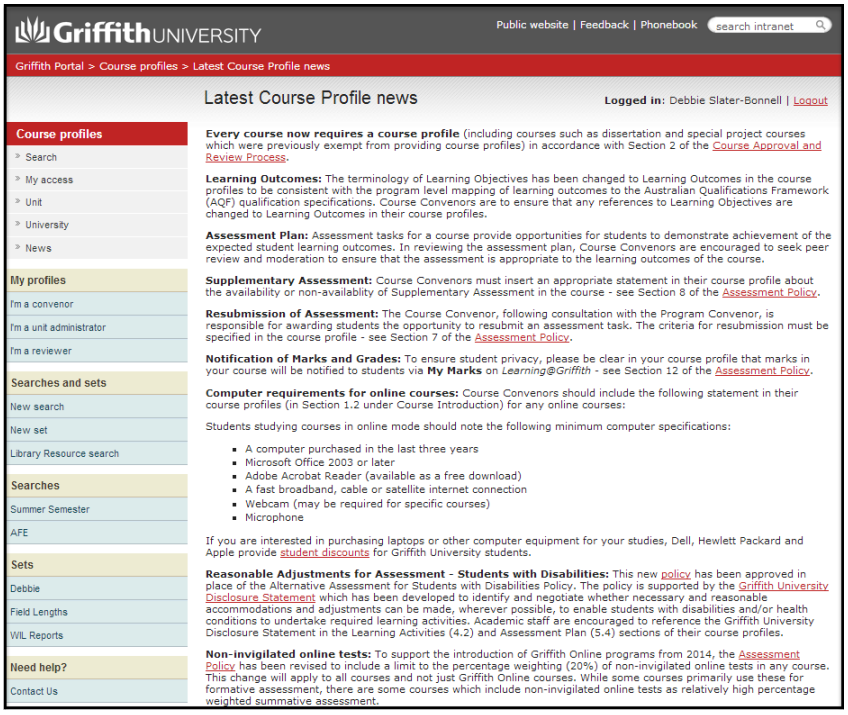


Figure 2 Course Profiles Latest News

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).
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.

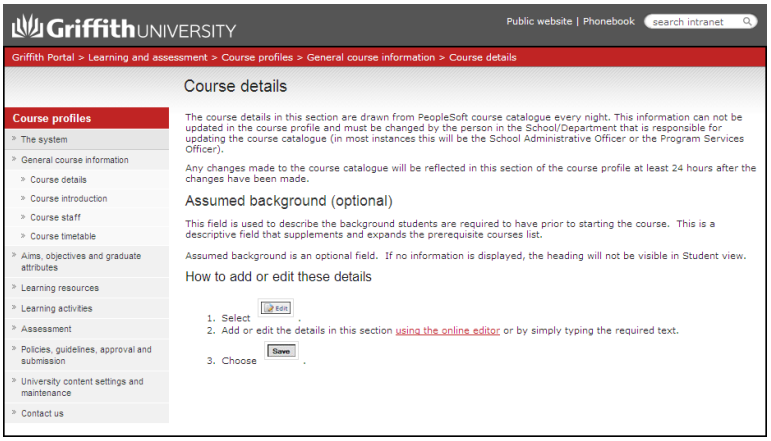


Figure 3 Help window

Using the Online Editor

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

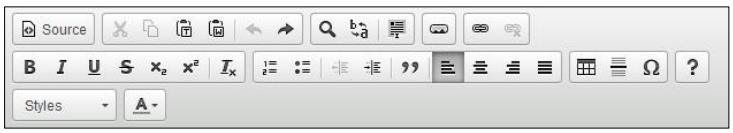
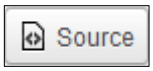
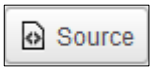


Figure 4 Online Editor buttons

Button	Meaning	Function
	Source	View and / edit the HTML source directly. Click  (Source) again to return to normal view.
	Cut	Cut the selected text to the clipboard.
	Copy	Copy the selected text to the clipboard.
	Paste as plain text	Pastes text only with no formatting.
	Paste from Word	Filters out Word code before pasting into profile.
	Spellcheck	Download, install and run a spellcheck application which can run within the editor. (Only available within Internet Explorer.)
	Undo	Undo the last action.
	Redo	Redo the last undone action.
	Find	Find specified text.

Button	Meaning	Function
	Replace	Replace the text with the text to be replaced.
	Select All	Select all content in the Editor.
	Image Button	Import image from URL
	Link	Apply URL link to selected text
	Unlink	Remove selected link
	Bold	Changes text to **bold**.
	Italics	Changes text to *italics*.
	Underline	Underlines selected text.
	Strikethrough	Place horizontal line through centre of ~~selected text~~.
	Subscript	Reduces size of selected text and places it slightly below a letter or number (eg H_2O).
	Superscript	Reduces size of selected text and places it slightly above a letter or number (eg $E=mc^2$).
	Numbered list	Apply numbered list formatting to the selected paragraphs.
	Bulleted list	Apply bulleted list formatting to the selected paragraphs.
	Decrease Indent	Decrease the indenting applied to selected paragraph/s.
	Increase Indent	Increase the indenting applied to selected paragraph/s.
	Block quote	Indents the relevant text.
	Left justified	Left justify selected paragraphs.
	Centre justified	Centre justify selected paragraphs.
	Right justified	Right justify selected paragraphs.
	Fully justified	Paragraph text is justified to both left and right margins.
	Insert table	Insert a table of specific dimensions (columns and rows).
	Insert Horizontal Line	Insert a horizontal link below text
	Insert special character	Insert an unusual character not normally found on the keyboard.

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.

Note

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:

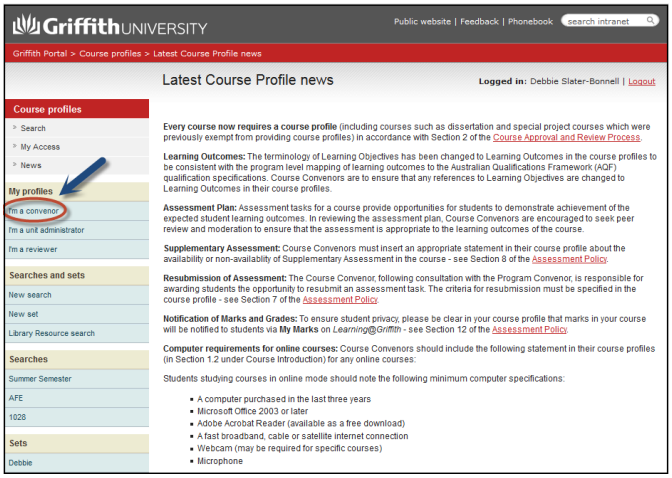
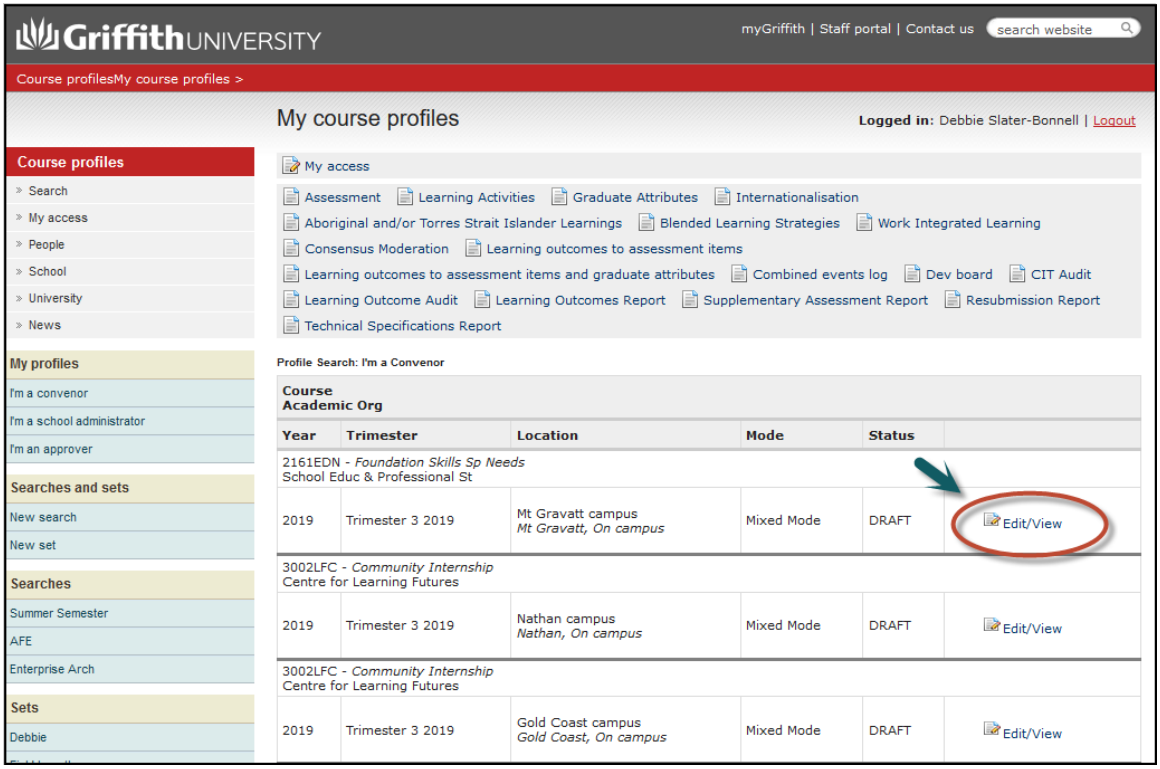


Figure 5 Latest course profile news

Choose

(Edit / View).



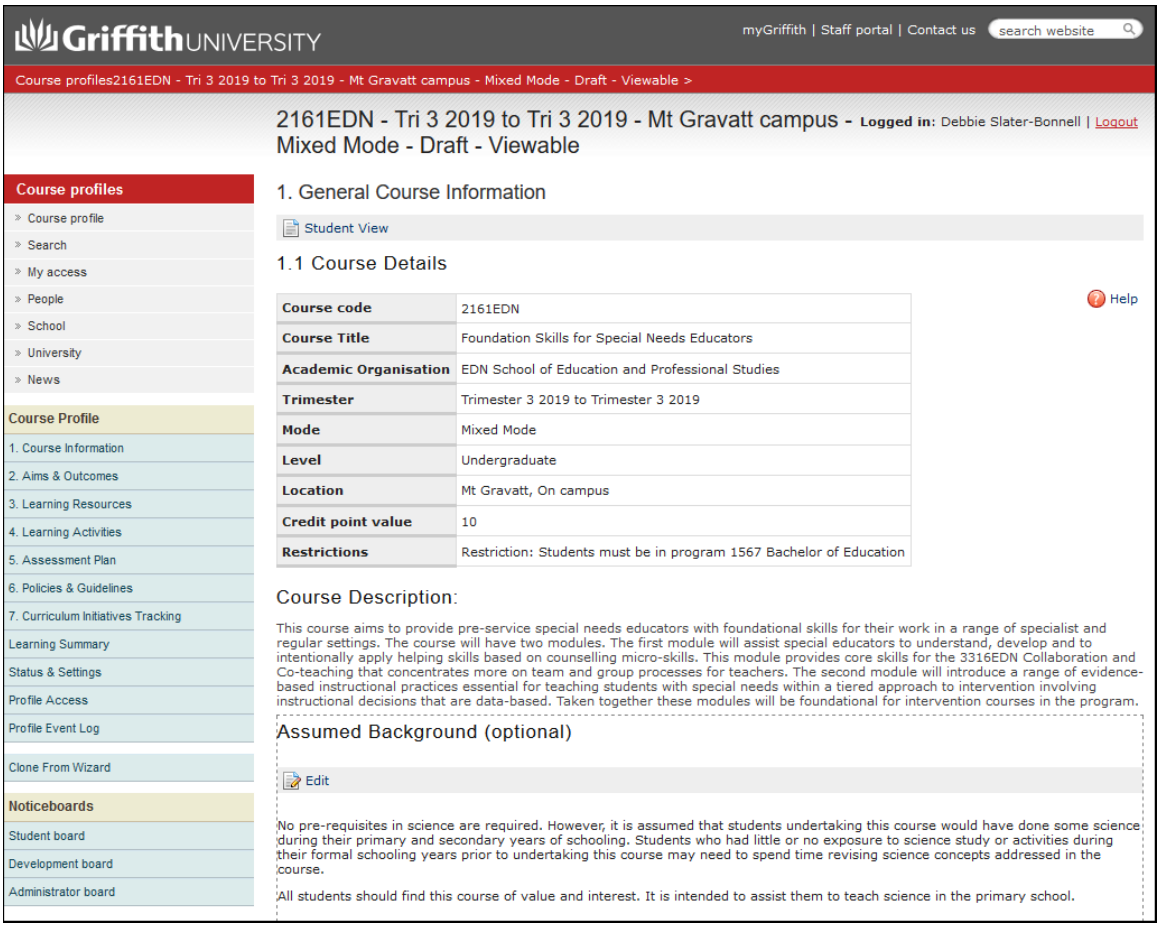


Figure 6: Edit view of a course profile

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.

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

Note

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

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 Academic Support 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.

Note

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 configured in the Course Catalogue on PeopleSoft.

Please contact your Academic Support Officer 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.

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.

Adding staff

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

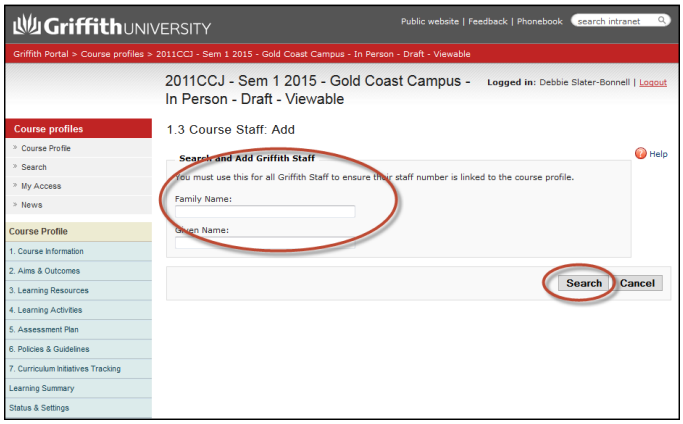


Figure 7 Course staff add window

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

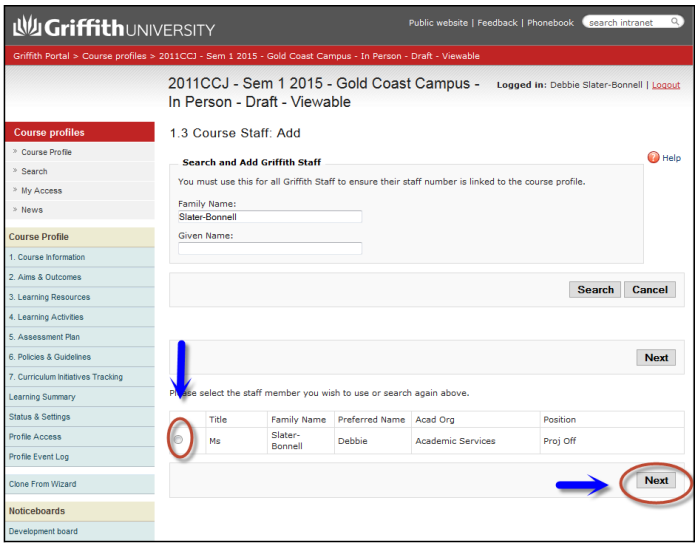


Figure 8 Course staff edit window

The Related staff information window will be displayed.
Complete the details.
Choose [Save] (Save) to save your changes or
Choose [Cancel] (Cancel) to close the screen without saving the changes.

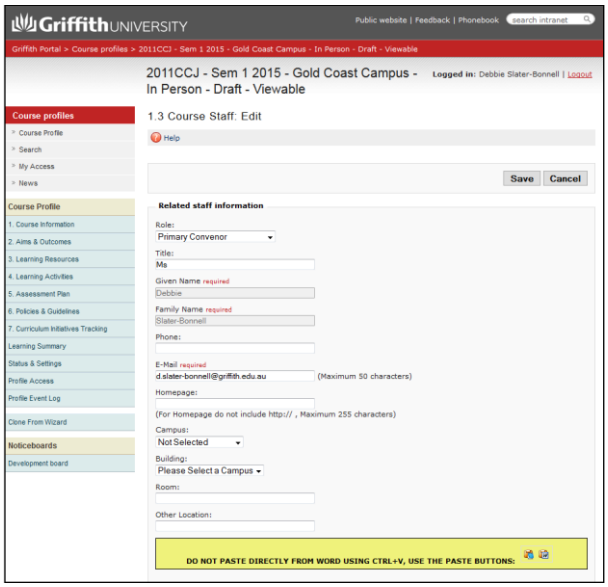


Figure 9 Entering related staff information

Note

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 Academic Support 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.

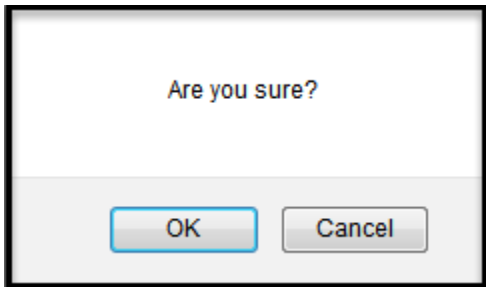


Figure 10 Delete staff confirmation dialogue box

Note

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.

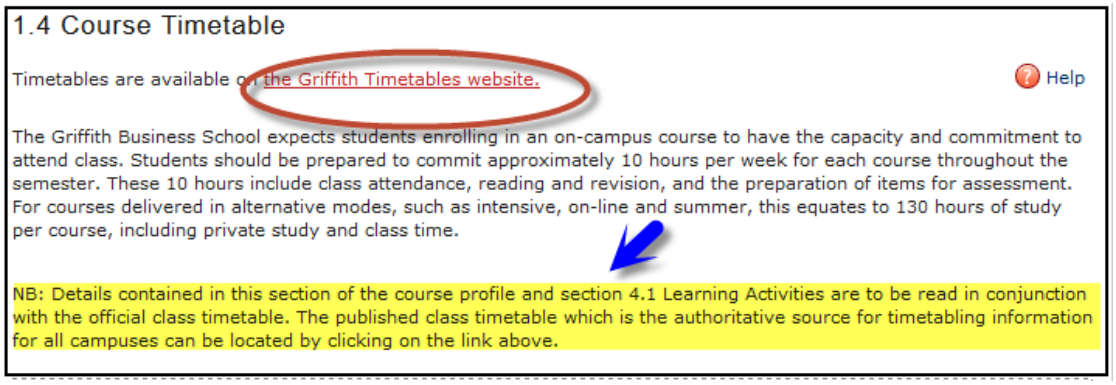


Figure 11 Link to view Griffith timetable site.

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.

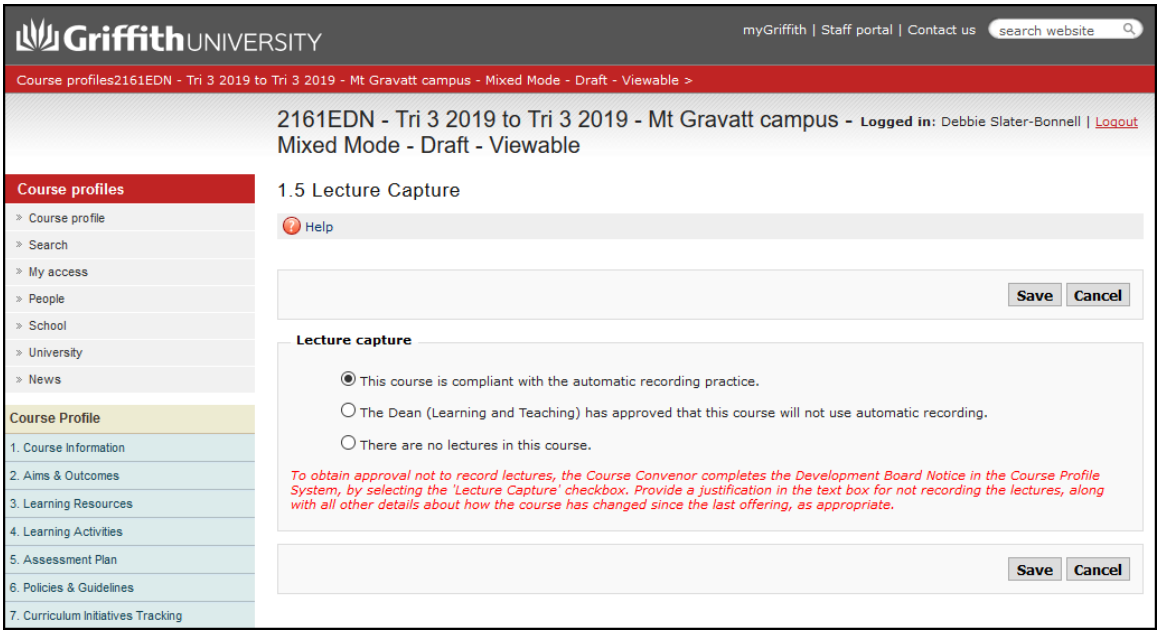
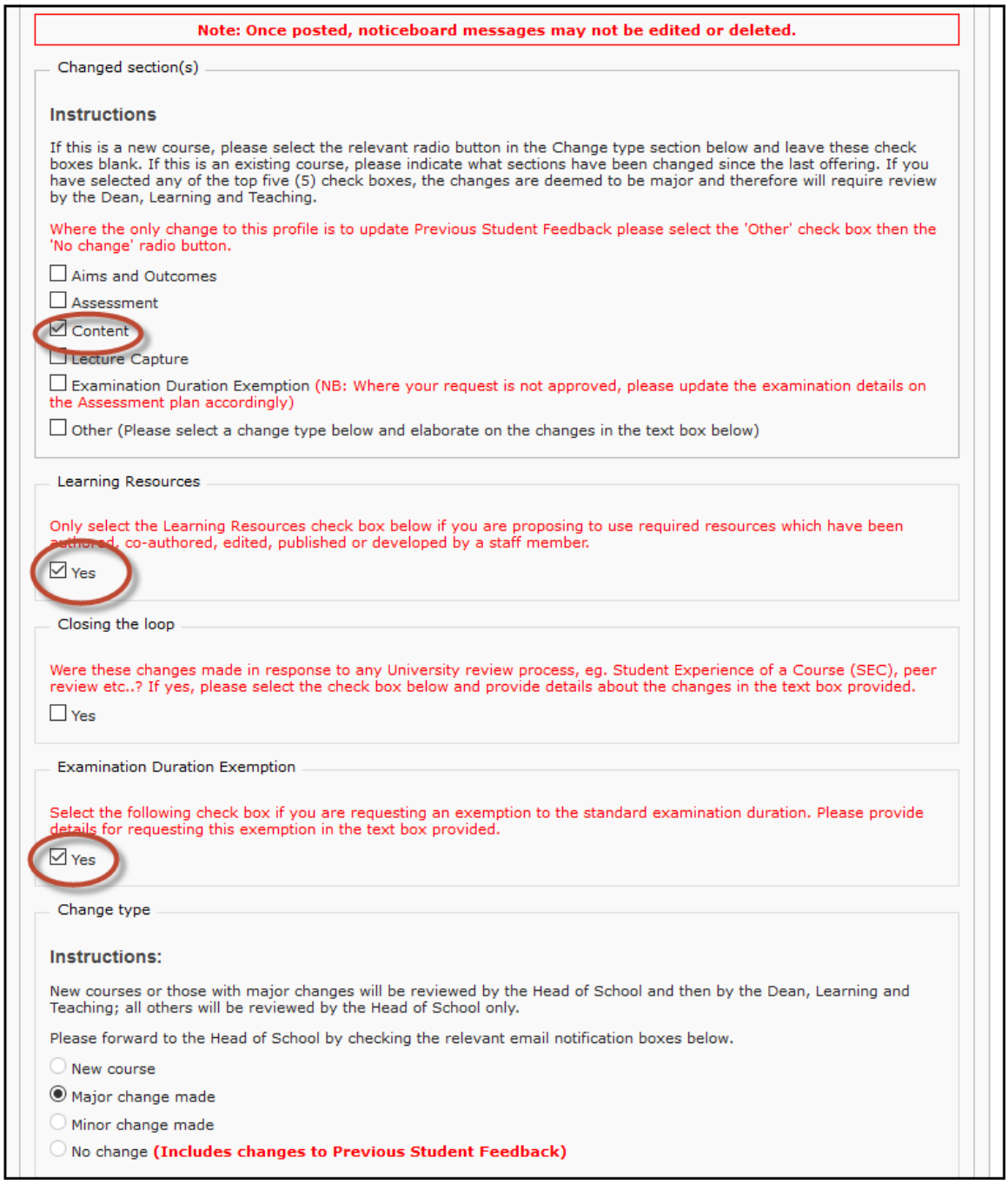


Figure 12 - Lecture Capture options page

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.



Note: Once posted, noticeboard messages may not be edited or deleted.

Changed section(s)

Instructions

If this is a new course, please select the relevant radio button in the Change type section below and leave these check boxes blank. If this is an existing course, please indicate what sections have been changed since the last offering. If you have selected any of the top five (5) check boxes, the changes are deemed to be major and therefore will require review by the Dean, Learning and Teaching.

Where the only change to this profile is to update Previous Student Feedback please select the 'Other' check box then the 'No change' radio button.

- [ ] Aims and Outcomes
- [ ] Assessment
- [x] Content
- [ ] Lecture Capture
- [ ] Examination Duration Exemption (NB: Where your request is not approved, please update the examination details on the Assessment plan accordingly)
- [ ] Other (Please select a change type below and elaborate on the changes in the text box below)

Learning Resources

Only select the Learning Resources check box below if you are proposing to use required resources which have been authored, co-authored, edited, published or developed by a staff member.

- [x] Yes

Closing the loop

Were these changes made in response to any University review process, eg. Student Experience of a Course (SEC), peer review etc..? If yes, please select the check box below and provide details about the changes in the text box provided.

- [ ] Yes

Examination Duration Exemption

Select the following check box if you are requesting an exemption to the standard examination duration. Please provide details for requesting this exemption in the text box provided.

- [x] Yes

Change type

Instructions:

New courses or those with major changes will be reviewed by the Head of School and then by the Dean, Learning and Teaching; all others will be reviewed by the Head of School only.

Please forward to the Head of School by checking the relevant email notification boxes below.

- ( ) New course
- (•) Major change made
- ( ) Minor change made
- ( ) No change **(Includes changes to Previous Student Feedback)**

Figure 13 – Status and Settings page

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/about-griffith/campuses-facilities/digital/it-requirements
For details on what students require when studying 100% online

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 Academic Support 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.

Note

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 an Outcome

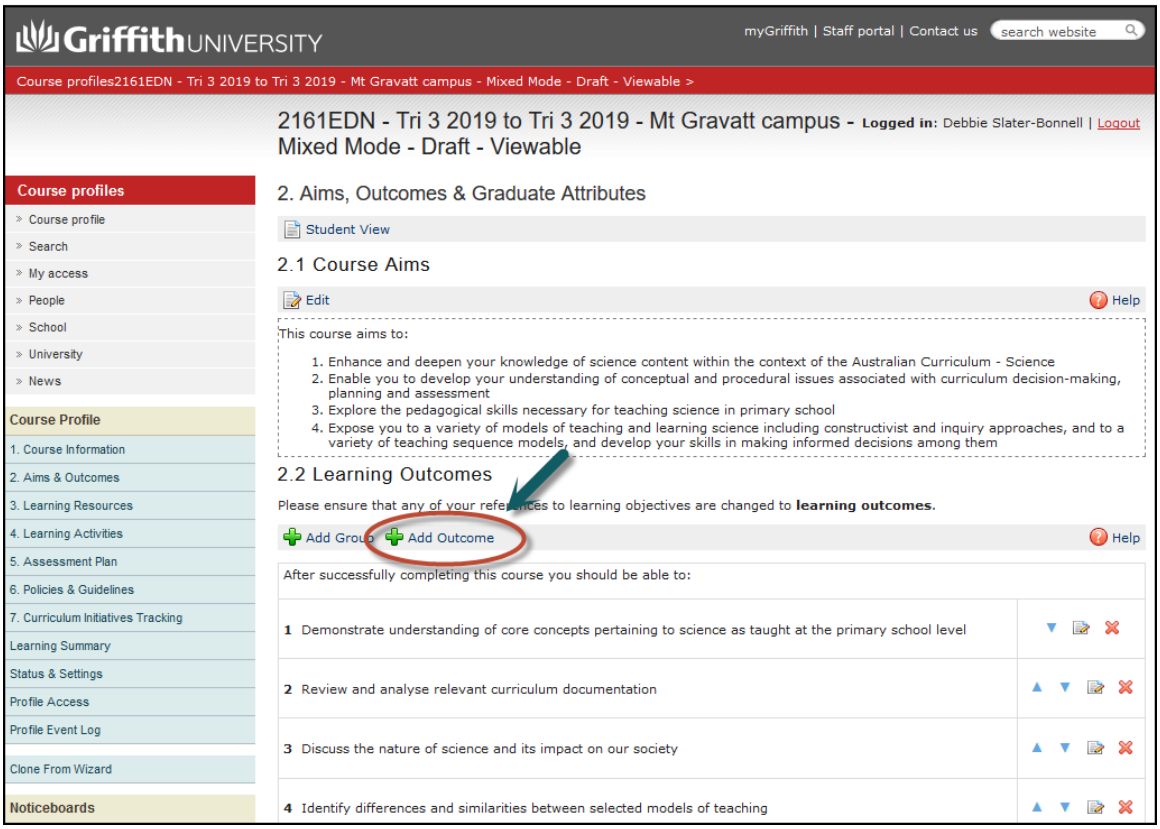


Figure 14 Add learning outcome

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] (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.

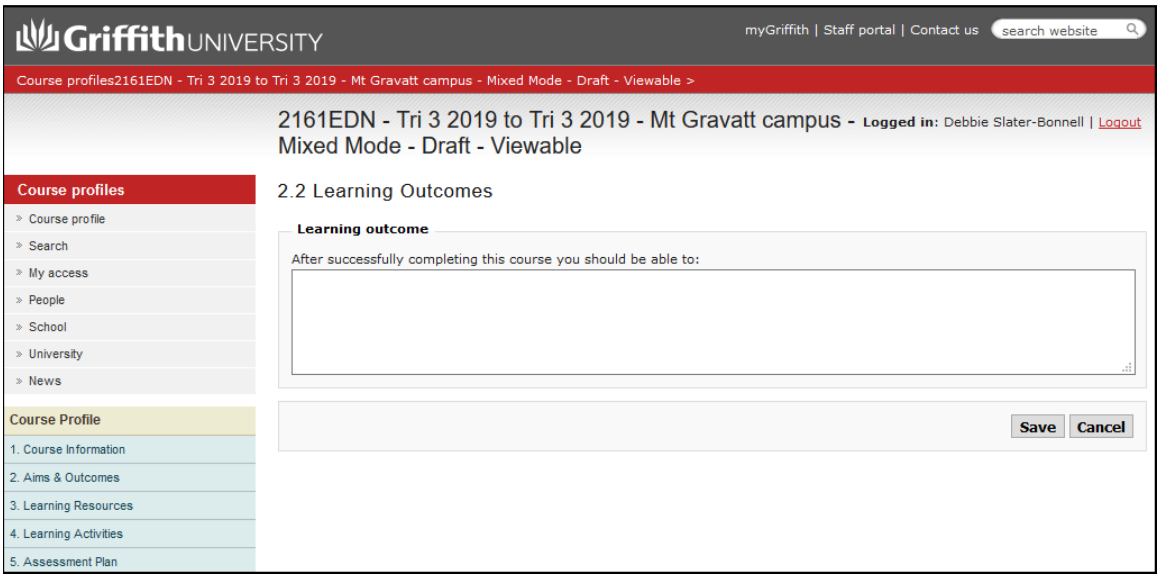


Figure 15 Learning Outcome window

Edit an Outcome

Choose (Edit Outcome) for the required outcome.
The Learning Outcomes 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 an Outcome

Choose (Delete Outcome) for the required outcome.
The confirmation dialog box will be displayed.
Choose OK (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:**			
GRADUATE ATTRIBUTE	**TAUGHT**	**PRACTISED**	**ASSESSED**
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	☐	☐	☐

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

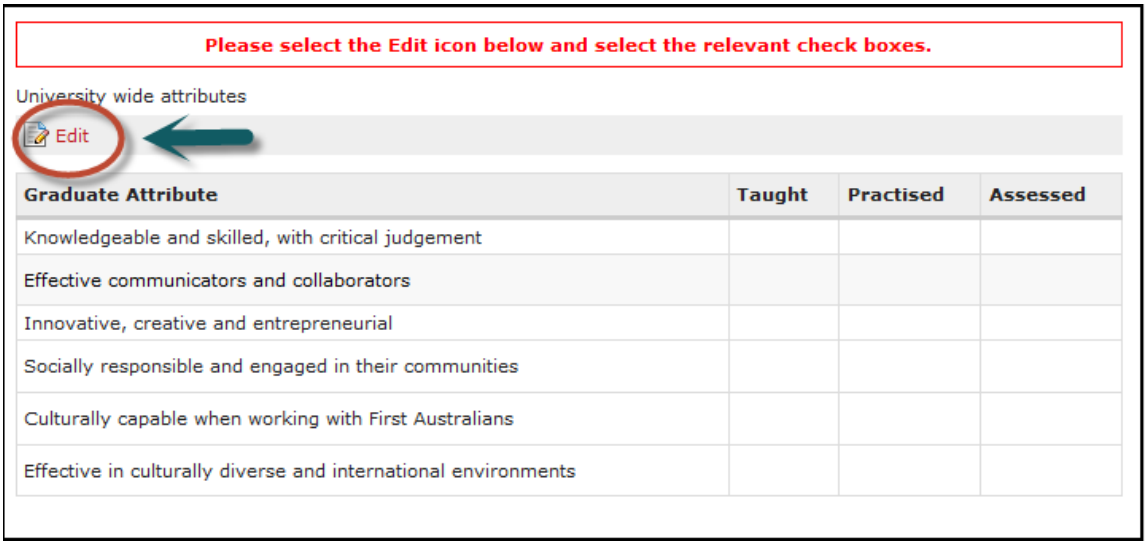


Figure 17: The Edit icon takes the user to the edit page to enable staff to make their selections

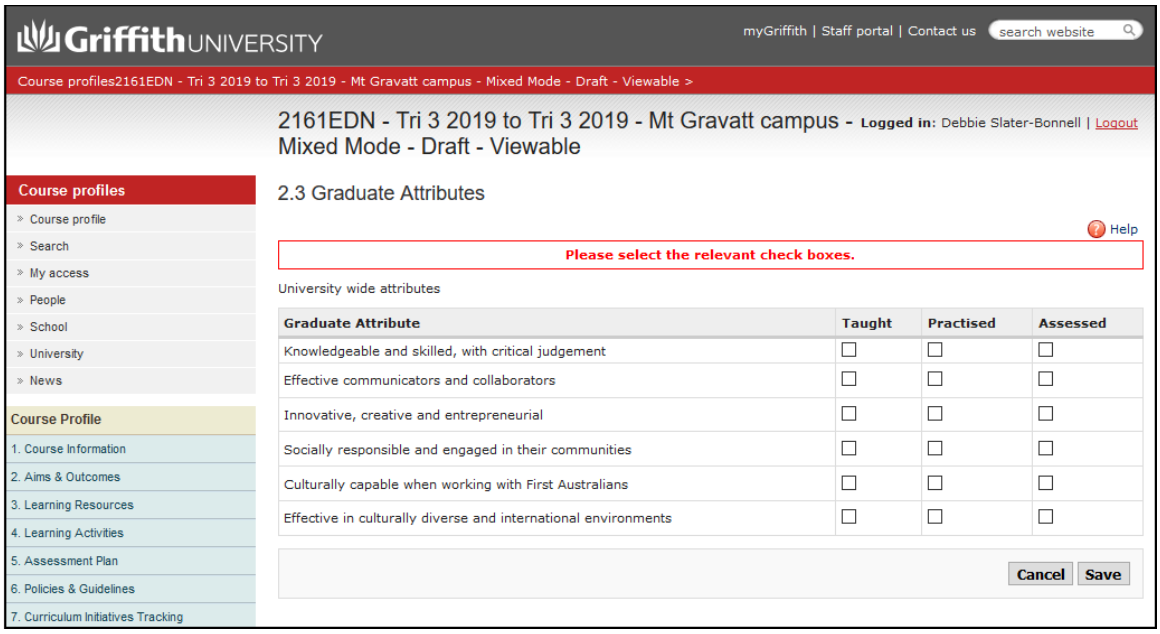


Figure 18: Edit view of section 2.3 Graduate Attributes

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 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 Academic Support 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 1of teaching.

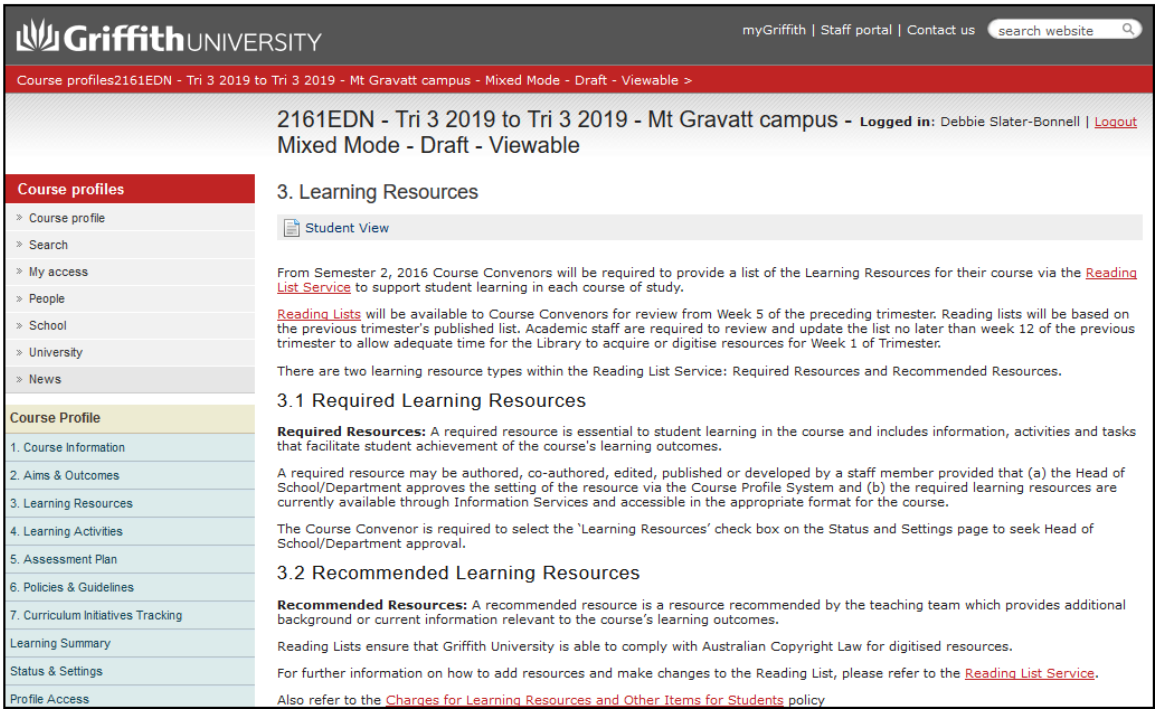


Figure 19: Learning Resources page

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 the 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.

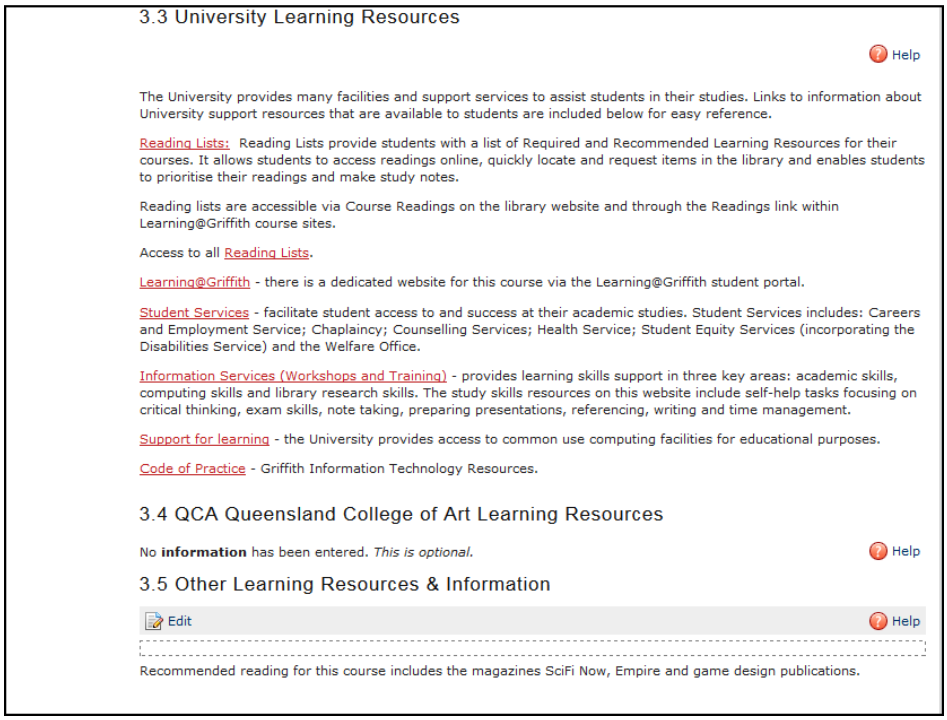
Academic Support Officers are able to add School learning resources.

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

Help

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 courses. 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.*

Help

3.5 Other Learning Resources & Information

Edit

Help

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:

Week Commencing:	**Activity :**	**Learning Outcomes**
Enter the specific date 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.	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.	Map each activity to a Learning Outcome (see section 2.2) eg 1, 4, 7

Table 4 Learning Activities

4.1 Learning Activities

When adding a learning activity you can enter the details for individual activities or as a series (i.e. a lecture series with a start and end date.)

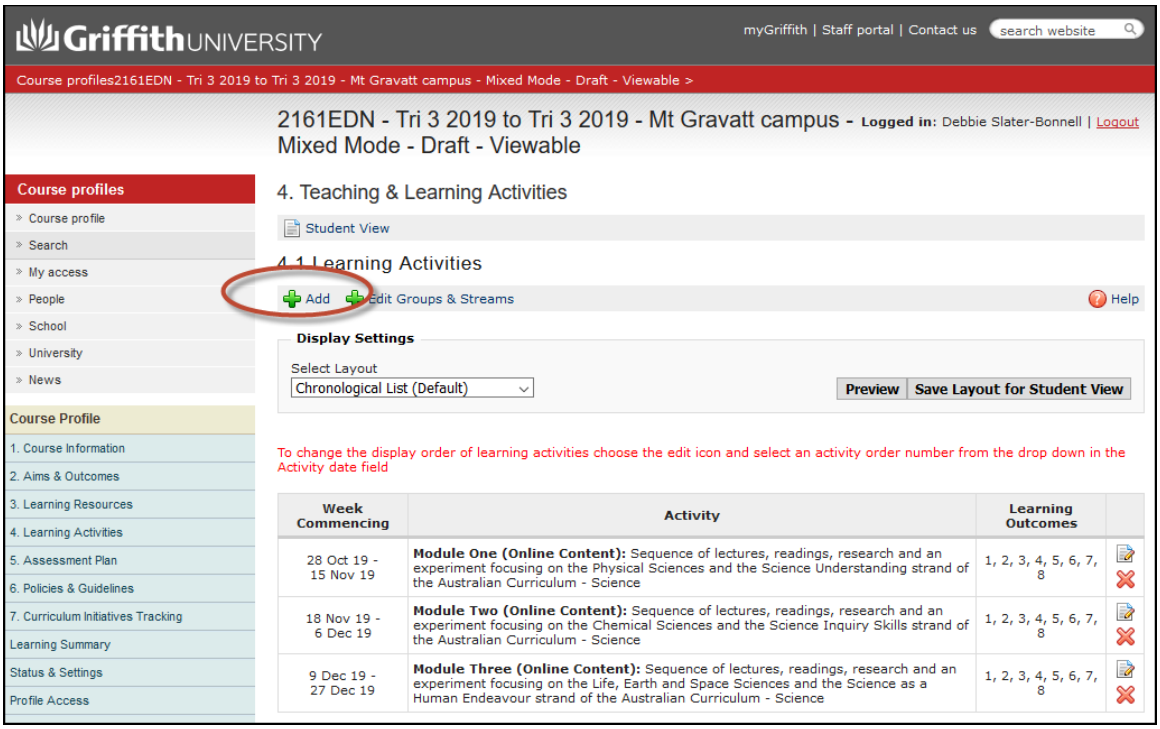


Figure 21: Learning Activities window

Add a Learning Activity

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

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 (Save) to save your changes or

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

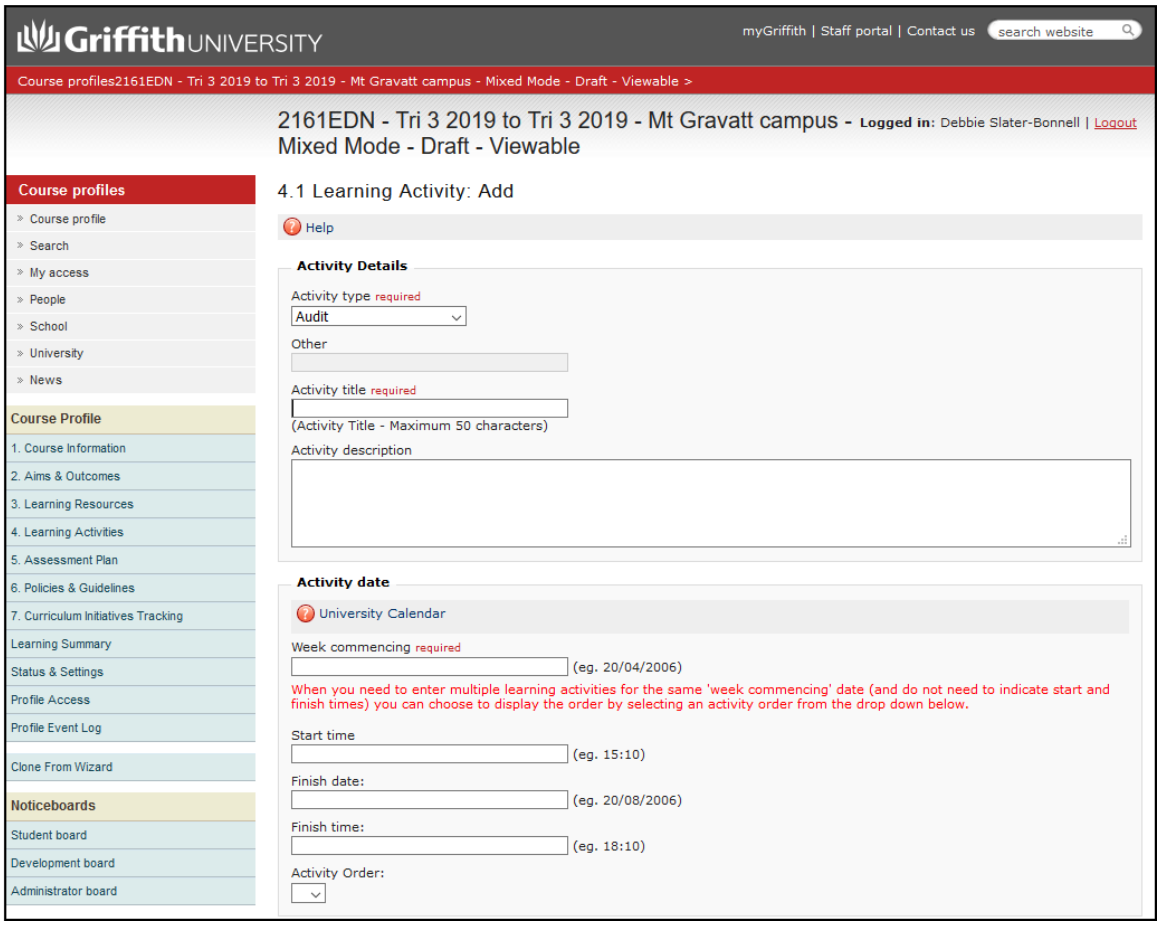


Figure 22: Learning Activity: Add window

Display Views

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

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

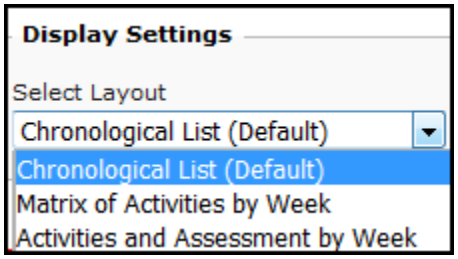


Figure 23: Select required learning activity layout

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

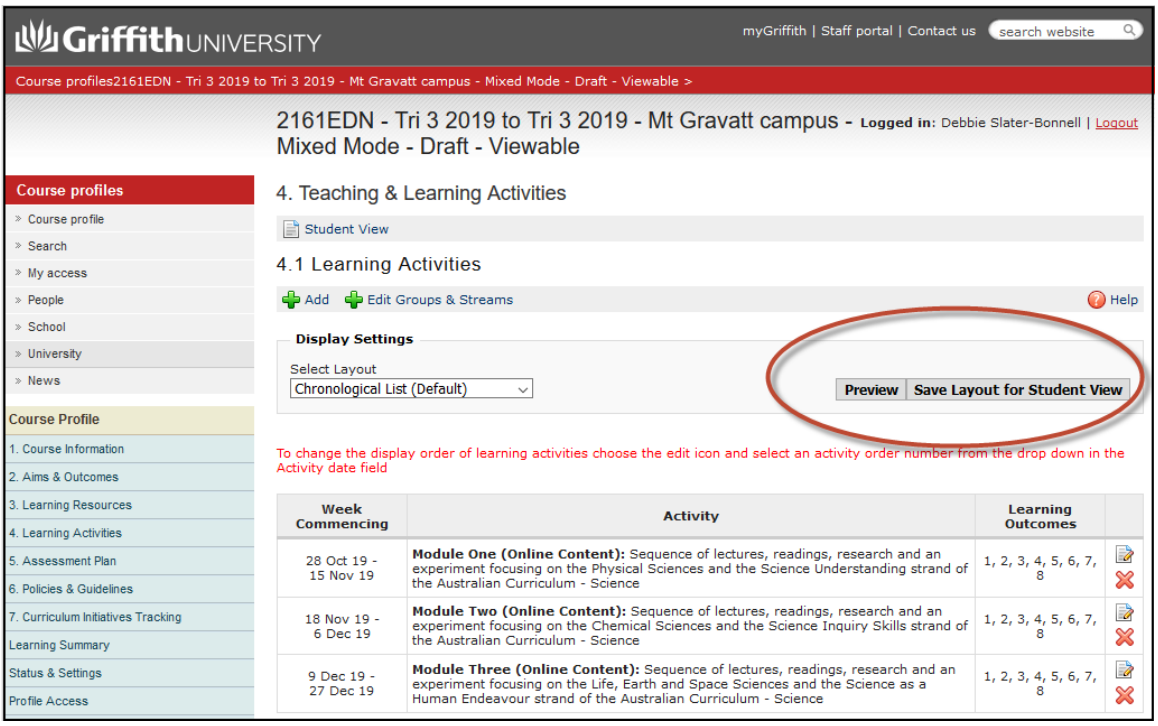


Figure 24: Chronological List display setting

Matrix of Activities by Week

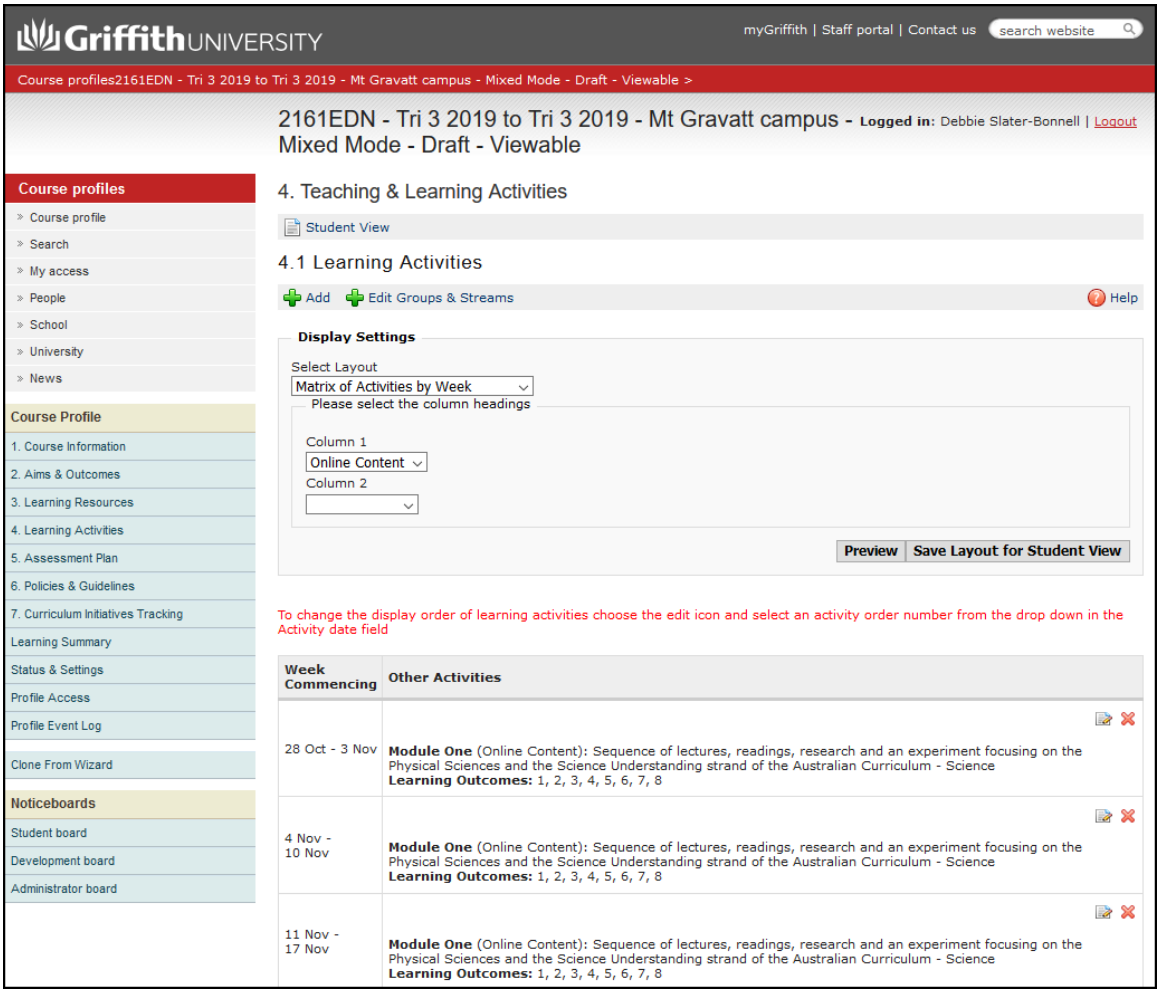


Figure 25: Matrix of Activities by Week display setting

Activities and Assessment by Week

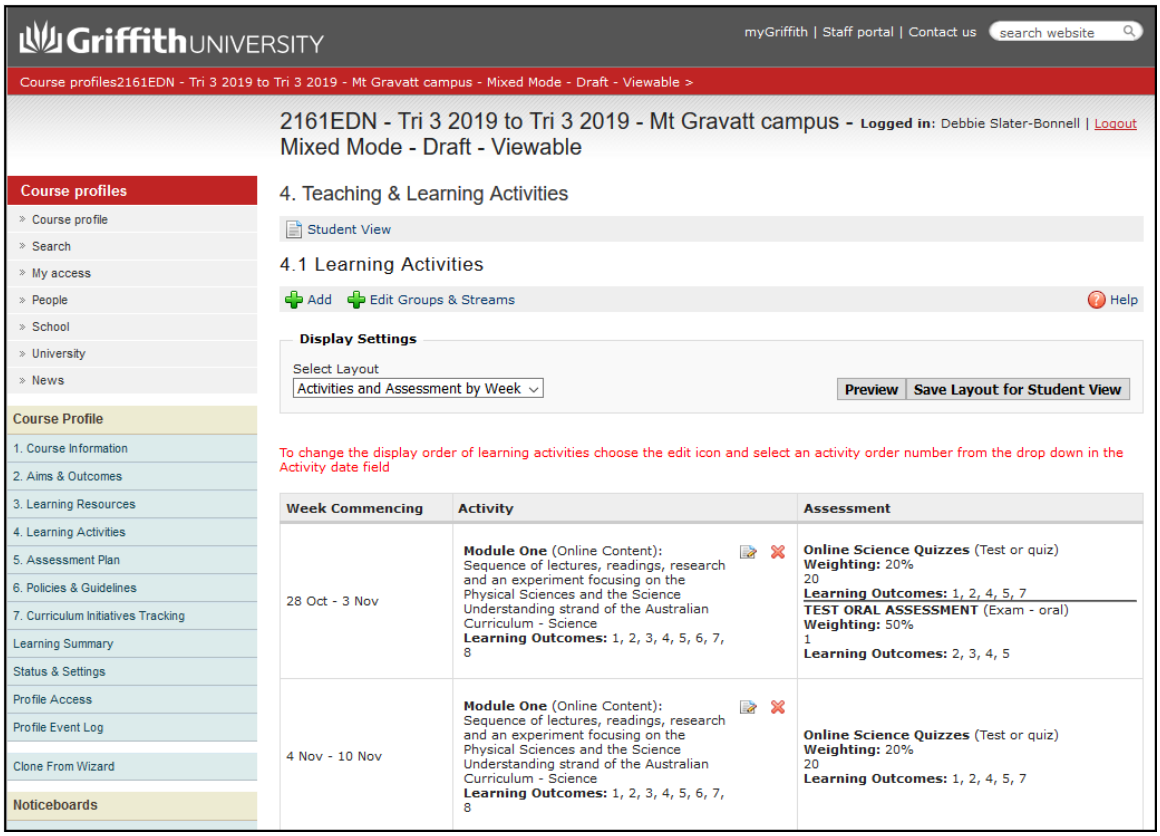


Figure 26: Activities and Assessment By Week display setting

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 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.

- **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.

- **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 <u>are required</u> 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.

•

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.

New functionality and other changes - Set of Tasks and Mandatory Pass Component (with effect from Trimester 3, 2019)

With the implementation of the new Grade Management module in Trimester 3, 2019 there have been a number of changes in the course profile system in support of this new solution.

The following information provides an overview of these changes:

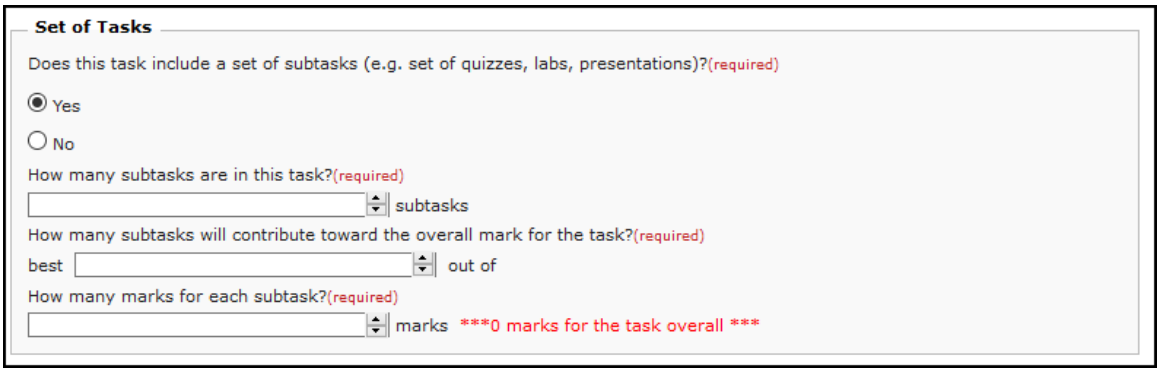
Set of Tasks

Where an assessment item which has multiple components for which separate marks are awarded and where the possible marks to be awarded are of equal value (eg: Test or Quiz, Lab Reports etc..) these items should be configured as a Set of Tasks in the assessment plan.

The new functionality allows you to include the number of sub-tasks, how many sub-tasks will contribute to the overall mark for the task, indicate the 'best of' number of tasks to be completed and the marks which can be awarded for each sub-task.

Using this functionality will ensure the application and calculation of the marks for the item will be less complicated. It will also make the 'mapping of assessment' in the Grade Management module easier and most importantly the information provided to students will be much clearer.

Where the **'marked out of' value for the sub-tasks are not the same**, a separate row should be configured for each sub-task. Configuring these tasks as a one-line item will make the calculation of the final grade complex.



Guidance Note for setting "Mandatory Pass Components" within Courses across Programs

Why would you choose to set a 'mandatory pass component' in a course?

Mandatory Pass Components (MPCs), or 'assessment hurdles', are most often applied in summative assessment tasks, they usually mandate a minimum level of performance as a condition of passing the course and are often used to ensure students can demonstrate the learning outcomes of a course.

The purpose of having a range of assessment tasks in a course is to allow students to demonstrate their knowledge in a range of ways over the duration of the course. The rationale is that students can often demonstrate their learning outcomes some types of assessment tasks better than others due to personal circumstances. Multiple assessment items spread over the course allows for these variations. This is the way an employee's performance in professional life is assessed by managers, ie. over time and in a range of ways. So, an authentic assessment regime should allow for these kinds of variations in skills and peaks/troughs in performance. This is not possible when an MPC becomes a 'make or break' hurdle.

In some disciplines mastery of a particular skill(s) can be argued as essential for a qualification to be awarded, and that a particular assessment task is required to assess this skill, in which case a MPC may be justified. MPCs are also often implemented in courses on the grounds of professional accreditation requirements. Similarly, it is sometimes argued that a MPC is the only way that the achievement of certain learning outcomes can be assured.

Guidelines for mapping Mandatory Pass Components across a Program

Program Directors need to be aware of the MPCs in effect across their Programs and the implications of these MPCs for student progression. Where MPCs are used within Programs, Program Directors should take a program view and work with Course Convenors to ensure there is consistency in the application of MPCs or they are only used in specific courses where they may assist in ensuring Program Learning outcomes.

What are the implications of setting Mandatory Pass Components in a course?

The implications of setting MPCs in courses can be severe for the student. For example, if a student achieves an overall mark of 50 or above but does not meet an MPC, the student will either:

1. fail the course if the MPC was a 'must submit' or
2. achieve a Grade of 3 or 4 if the MPC related to obtaining a minimum threshold which was not met in the case where a Supplementary Assessment is offered.

The more MPCs set within a course the higher the risk to the student of not passing. MPCs that include a 'must submit' component are the most severe as students who do not meet this MPC are unable to sit Supplementary Assessment (if offered) as per Assessment Policy.

Guidelines for using Mandatory Pass Components in a course

Assessment Policy does not provide information about the MPCs in general or types of MPCs. Cognisant of the background information above, these Guidelines are provided to assist Course Convenors in making decisions when choosing to implement MPCs in courses.

If setting MPCs, Course Convenors **should** consider the following broad principles:

1. MPCs are typically used to meet minimum competency standards or to demonstrate 'fitness to practice' for courses related to professional practice
2. The use of MPCs should be minimised. For example, it would generally not be appropriate to have an MPC on the final exam AND on any weekly knowledge quizzes.
3. MPCs should be avoided where possible for assessment tasks weighted at less than 20% of the total assessment.
4. Any summative assessment task specified as a MPC should be clearly identified as such within the Course Profile.
5. The consequences of not meeting a MPC should be made explicit to students.

Mandatory Pass Component

A mandatory pass component (otherwise known as a hurdle) is an additional requirement mandating a minimum level of performance as a condition of passing a course. This requirement is in addition to achieving a pass overall for the course.

Does this assessment task have a mandatory pass component?(required)

- (●) Yes
- ( ) No

Is this assessment task required to be submitted to pass this course?(required)

- ( ) Yes, all tasks
- ( ) Yes
- (●) No (standard practice)

Is a minimum percentage mark required for this task to pass this course?(required)

- ( ) Yes
- (●) No

This course contains a mandatory pass component.

To be eligible to pass this course, students must:

i. achieve an overall pass mark for this course.

Other:

Assessment Groups:

With effect from Trimester 3, 2019 the assessment plan in your course profile will interface with the new grade management module, as will the student marks recorded in the mark centre - Learning@Griffith.

Whilst the assessment group functionality is available in the course profile system, the new grade management module does not accommodate assessment grouping, as it adds complexity to the calculation process and as such requires one assessment plan per profile.

Therefore we ask where there are no differences in the assessment groups - please remove all redundant assessment groups **OR** where there are differences in offerings of the same course code, configure the assessment plan for the relevant profile ie: include the Nathan assessment plan in the Nathan iteration of the profile, Logan assessment in the Logan profile etc..

Add a New Assessment Item

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.

Note

Assessment Types in Use at Griffith University are outlined in Schedule A of the Assessment Policy

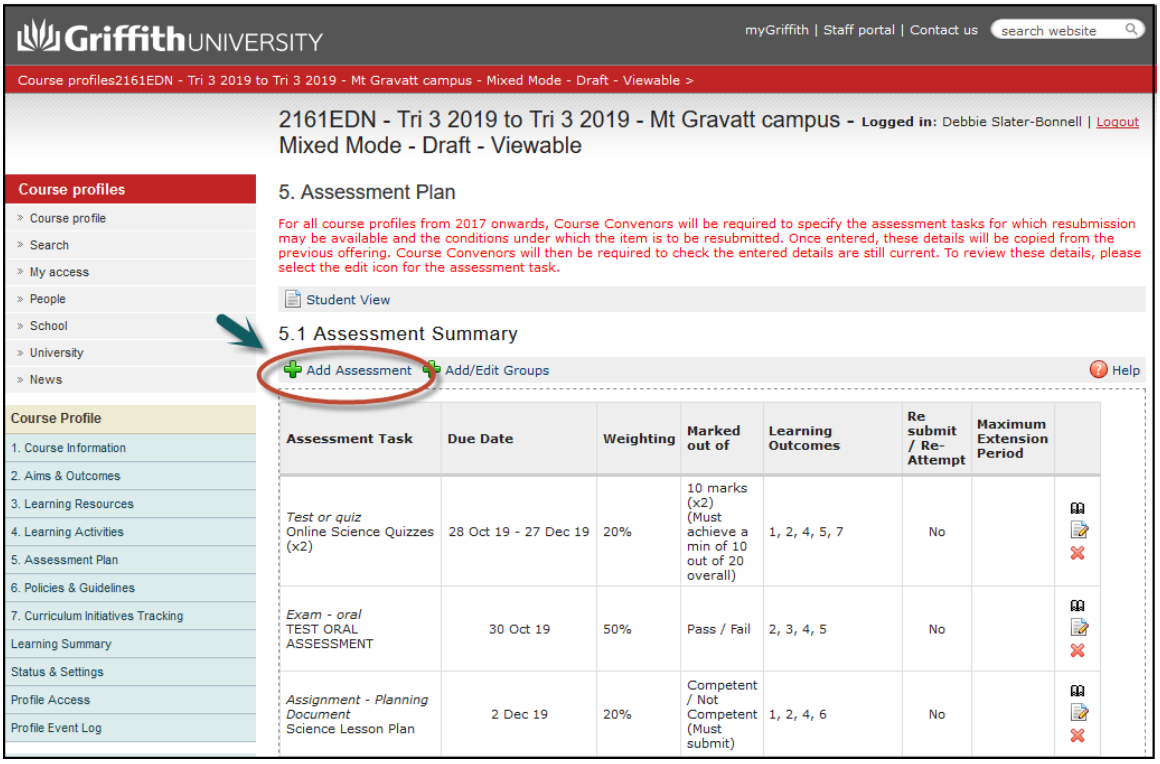


Figure 27 Assessment window

Adding a non-exam type

Choose

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

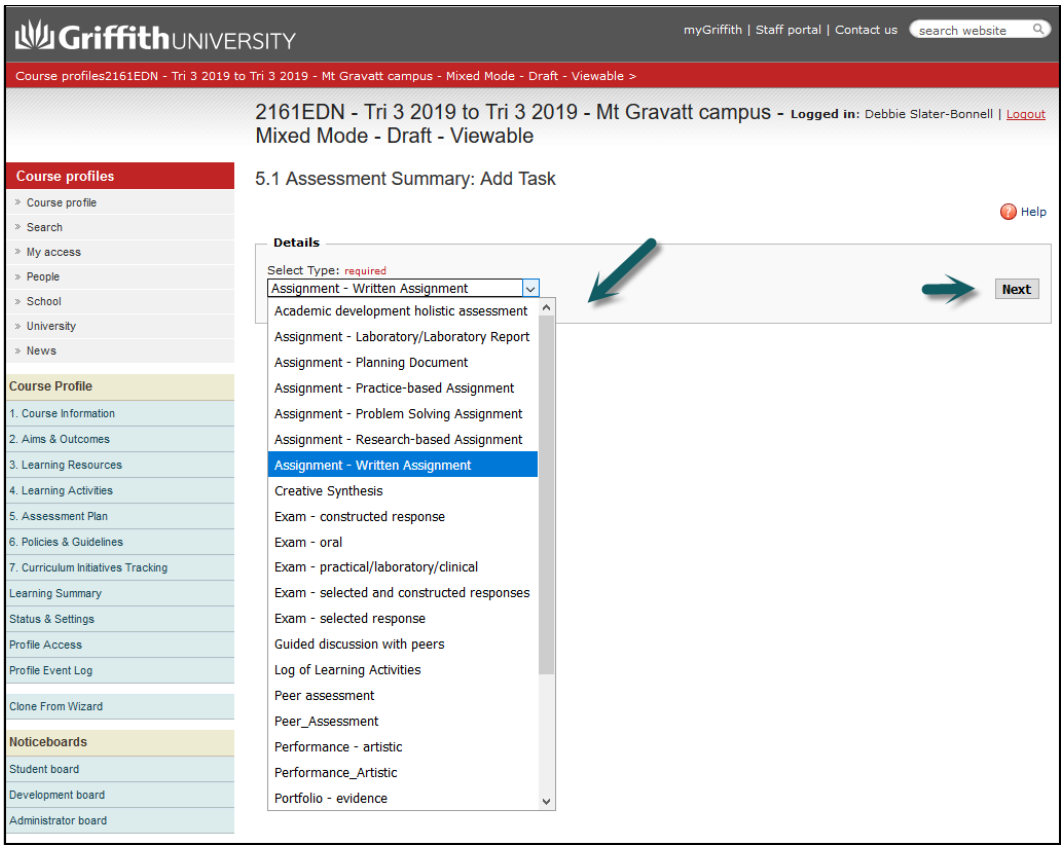


Figure 28 Assessment Summary: Add Task window

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 or reattempted – where yes is selected for either of these please ensure the conditions under which the task is to be resubmitted or reattempted are provided in the free text field provided
- Add an appropriate assessment task title
- Add the weighting of the task
- Select an appropriate mark type (score which is standard); Pass/Fail; Complete/Not Complete; Competent/Not Competent
- Indicate what the assessment task will be marked out of (NB: where the mark types of Pass/Fail; Complete/Not Complete; Competent/Not Competent have been selected the marked out of field will automatically populate with '1'
- Configure Task Description details in the free text field provided
- Provide the due date details – these include Start Due Date, time, finish due date, and/or other due information and the maximum period for an extension
- Map the activity to the appropriate Learning Outcomes by selecting the required check-boxes
- Provide the criteria and marking details for each piece of assessment
- Indicate whether the task includes a set of tasks (eg: set of quizzes, labs, presentations etc) – where Yes is selected you will need to indicate the number of sub tasks in the task; how many sub tasks will contribute to the overall mark for the task and how many marks will be

allocated for each sub task. The system will automatically calculate the marks to be awarded for the task overall. Where there are no sub tasks included please continue on to complete the details for the assessment task

- Mandatory Pass Component – A mandatory pass component (hurdle) is an additional requirement mandating a minimum level of performance as a condition of passing a course. This requirement is in addition to achieving a pass overall for the course.
- Where required Select Yes to the question 'does this assessment task have a mandatory pass component?

If Yes is selected, indicate whether this assessment task is required to be submitted to pass the course by selecting one of:

1. Yes, all tasks
2. Yes
3. No (standard practice)

- Where Yes has been selected in response to 'Does this assessment task have a mandatory pass component?' select Yes or No to 'Is a minimum percentage mark required for this task to pass the course? If Yes, indicate the minimum percentage mark in the field provided as well as indicating how the min. percentage mark is to be applied – either to the Overall Task mark or to the Individual Sub Task Mark.
- Each selection will generate a standard statement which will populate in section 5.4 of the Assessment Plan
- Choose (save) to save your changes
- Check the Student View of the profile to ensure the item displays as required

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 (also refer to the details above)

- 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.

Assessment Fields

Remember

Depending on the assessment type selected, different fields will be displayed.

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-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.
Title	Title of assessment item.
Weight	Percentage of assessment item. Numerals only (eg 70) Note, total of all assessment items needs to add to 100.
Marked out of	Enter total marks for assessment item
Task Description	Summary of the assessment item.
Due Dates	"Start Due Date" is mandatory and refers to the date the

Assessment details	Explanation
	assessment item is due. Time may also be added. If you wish to use a date range (eg 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 (eg due at end of lab session) in this field.
Criteria and Marking	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.
Set of Tasks	New functionality with effect from Trimester 3, 2019 – use where an assessment item has multiple components for which separate marks are awarded and where the possible marks to be awarded are of equal value. NB: where the possible marks to be awarded are not of equal value a separate row for each item must be configured.
Mandatory Pass Components	Mandatory Pass Components (MPCs), or 'assessment hurdles', are most often applied in summative assessment tasks, they usually mandate a minimum level of performance as a condition of passing the course and are often used to ensure students can demonstrate the learning outcomes of a course.
Submission Guidelines	Identify if the assessment item is to be submitted. Refer below.

Table 5 Assessment fields

Additional Examination Fields

Examination field	Explanation
Examination Details - Centrally organised activity or a School based activity	Select the appropriate radio button – is this examination to be centrally organised – ie. End of Trimester Examination, centrally organised (Standard Duration or Exemption Required) or a School based activity (Timing of Exam).
Total Duration – Reading Time	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.
Total Duration – Exam Working Time (excludes reading time)	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.
Examination Format	Check the appropriate examination format checkbox.

Table 6 Additional examination fields

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	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.

How individual assessment tasks should be submitted is indicated for each assessment task in the Submission Guidelines section of the profile by selecting an appropriate check box – NB: more than one check box can be selected:

1. Via the 'Assignments' tool in Learning@Griffith
2. Text Matching Tool – Turnitin
3. Text Matching Tool – SafeAssign
4. Submitting in person at the School/Department
5. Via Australia Post

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@Grifffith course site.

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 (Save) to save your changes or
Choose Cancel (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 (OK) to confirm the deletion.

Assessment Views

The numbering in staff view will skip 5.2.

In student view, assessment is renumbered.

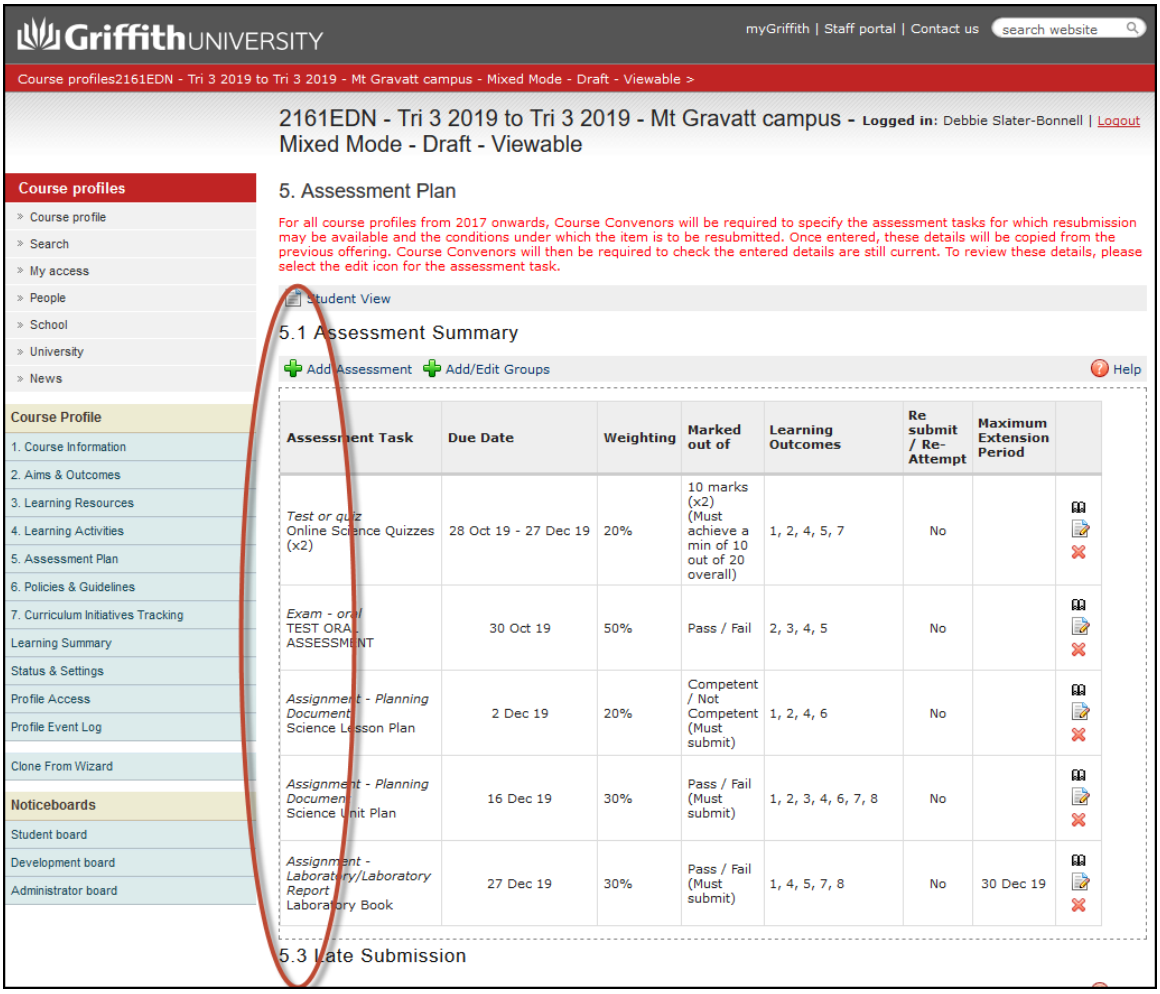


Figure 29 Assessment - staff view

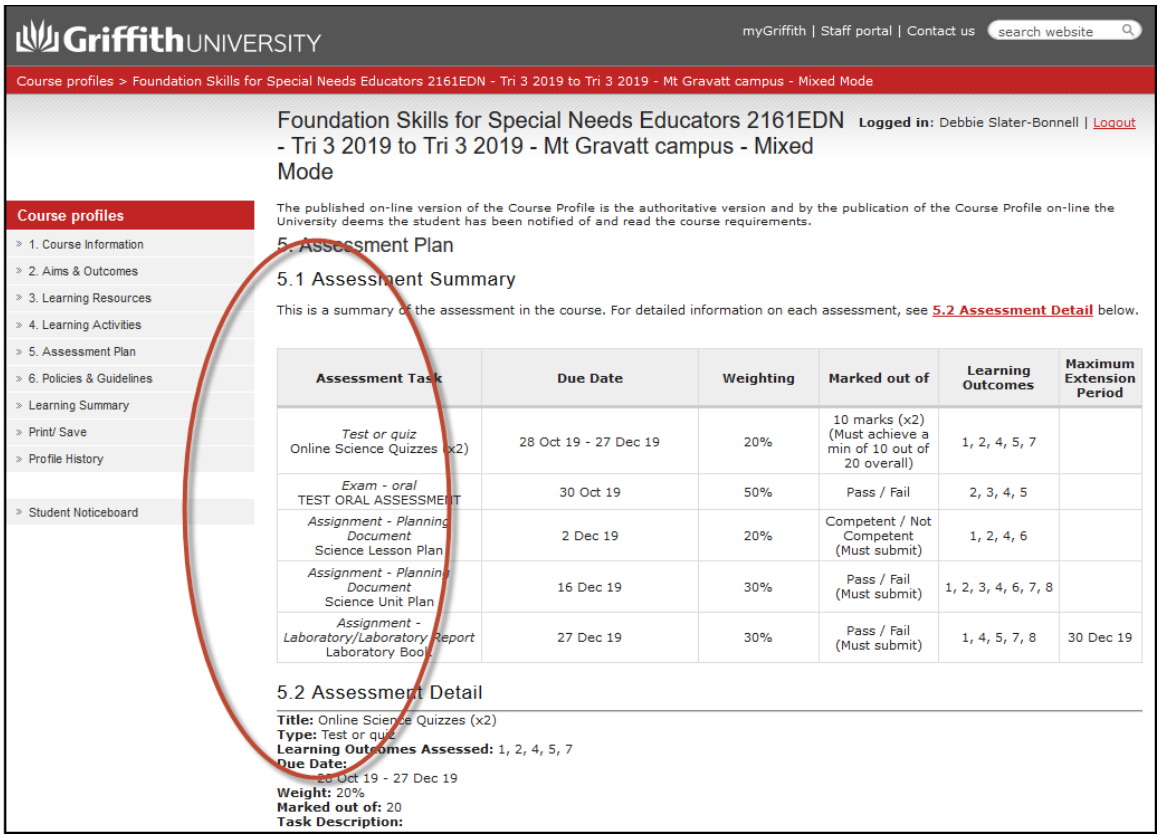


Figure 30 Assessment in student view

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, 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.

In accordance with University policy, the following statement is to be included:

‘An assessment item submitted after the due date, without an approved extension, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the total weighted mark for the assessment item, for each working day that the item is late. A working day will be defined as Monday to Friday. Assessment items submitted more than five working days after the due date will be awarded zero marks.

5.4 Other Assessment Information

- **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

With effect from Trimester 3, 2019 the grading basis for the course is exposed in this section of the course profile.

Each course is linked to the applicable Grading Basis – the options are:

Graded: full set of grades (7,6,5,4,3,2,1,FNS, SUP, SSP, RW, DEF, DEC, W, WF, UNF)
No Supplementary: identical to Graded but without Supplementary Assessment (SUP, SSP)
Honours Dissertation: identical to No Supplementary but without deferred assessment (DEF). This grading basis must be selected for all dissertation courses offered in the Bachelor Honours degree
Pass/Not Pass: where Non-graded pass (NGP) is the only passing grade available
Multi Term Course: used for a non-final component of a multi-term course where a grade of Continuing (CTG) is the normal outcome
No Grade: where no grade is associated with the course outcome

If the course does not have a grading basis of 'Graded' or "Medical School Grades' you will not be able to offer Supplementary. If you believe the grading basis to be incorrect, you will need to speak with the Academic Support Officer in your School/Department.

Where sub-tasks or mandatory pass components exist, standard sentences which have been generated from the responses provided or selected will populate this section. These statements cannot be edited as they are system generated. To remove these statements, you will need to edit the details provided or selected for sub-tasks for mandatory pass components.

Griffith University Disclosure Form for students with disabilities and/or health conditions who may wish to 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

Remember

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**'. Yes/No flags will only display for courses where the grading basis is either 'Graded' or 'Medical School Grades'.

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.

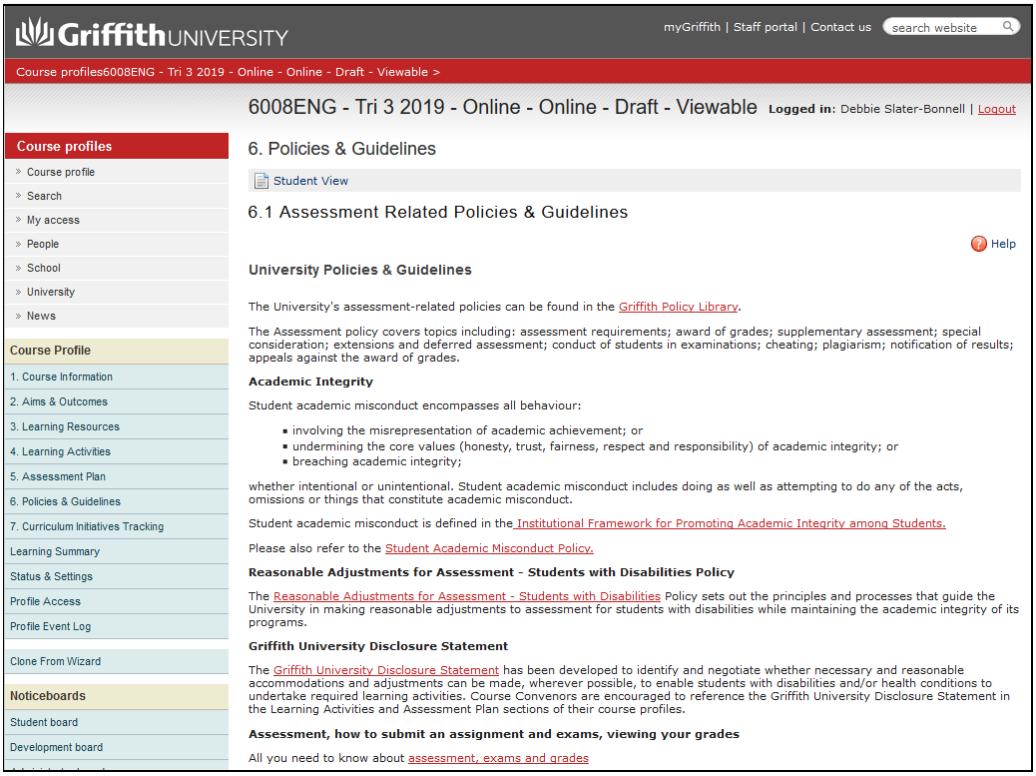


Figure 31: Policies and guidelines window

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.

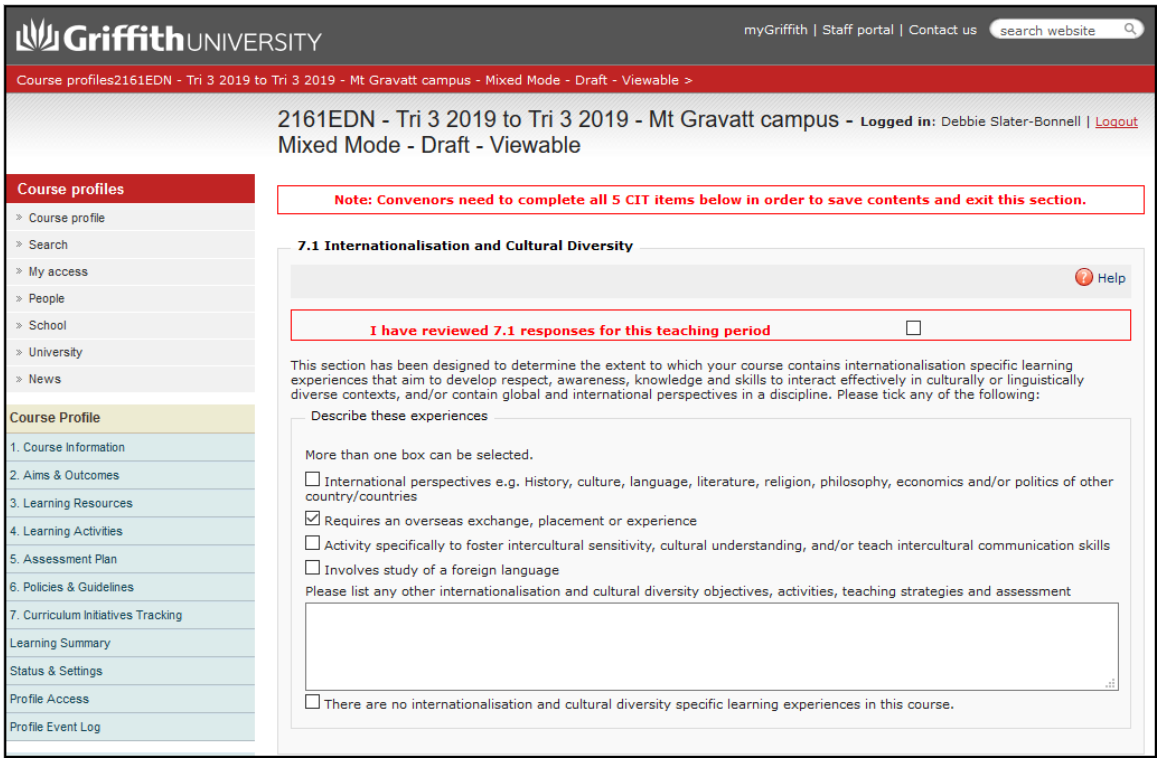


Figure 32: Curriculum Initiatives Tracking – review check box

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.

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.

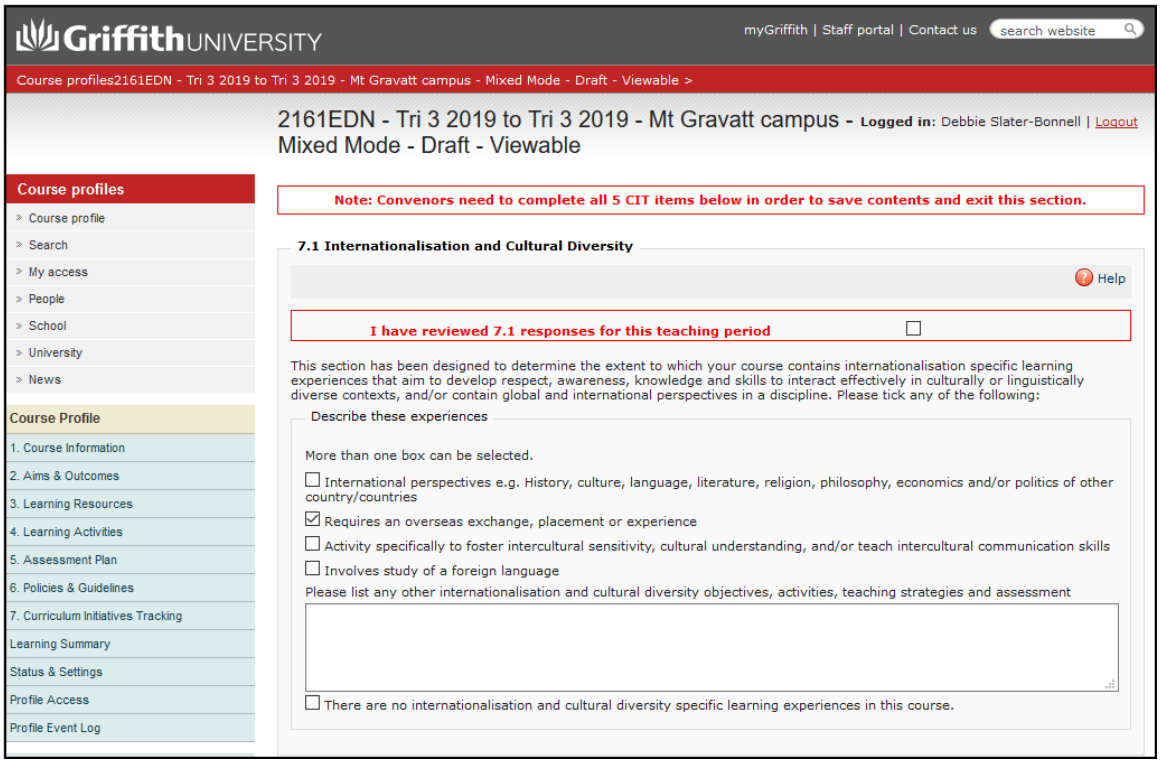


Figure 33: Section 7.1 Internationalisation and Diversity

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).

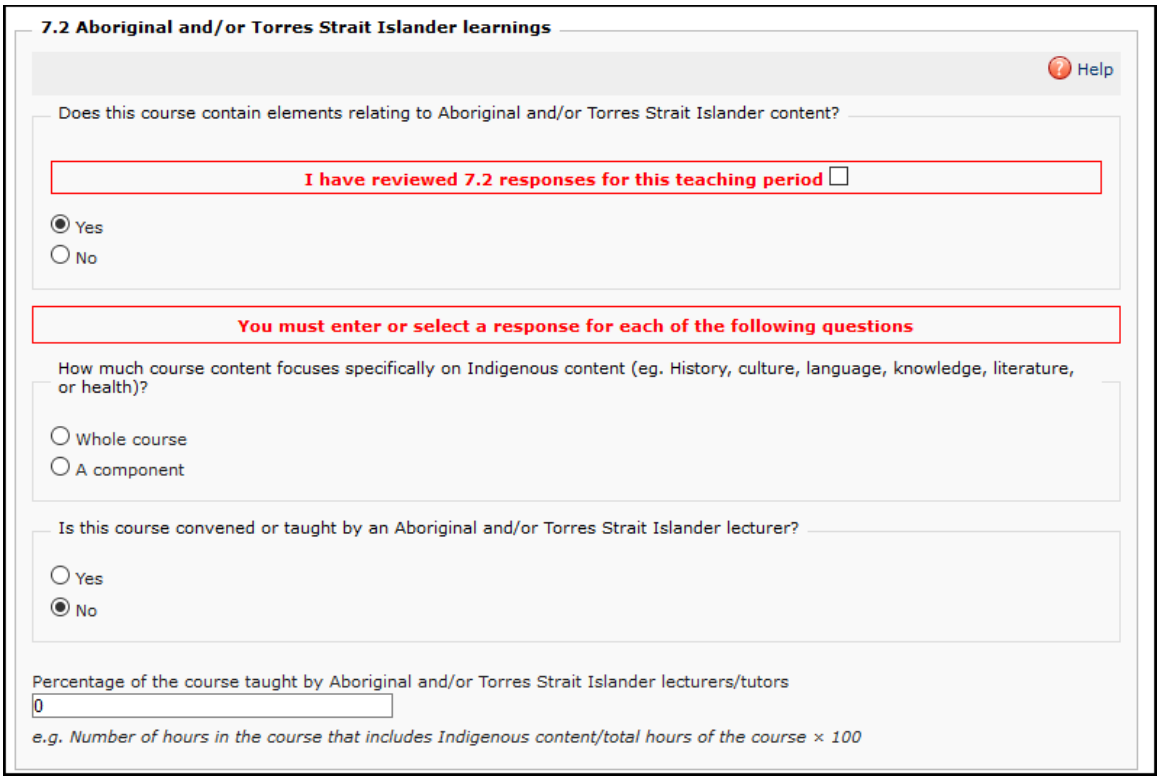
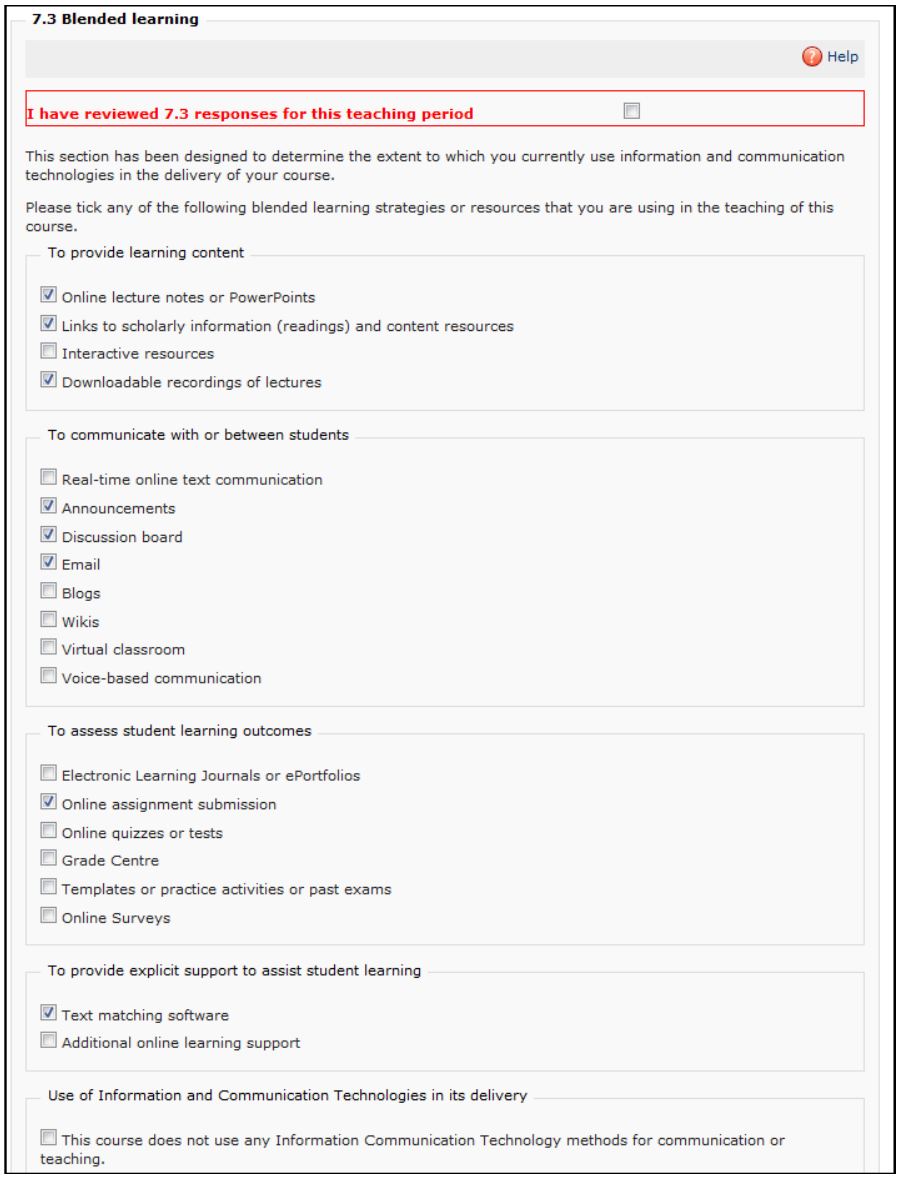


Figure 34: Section 7.2 Aboriginal and/or Torres Strait Islander Learnings

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.



7.3 Blended learning

Help

I have reviewed 7.3 responses for this teaching period ☐

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.

Figure 35: Section 7.3 Blended learning

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.

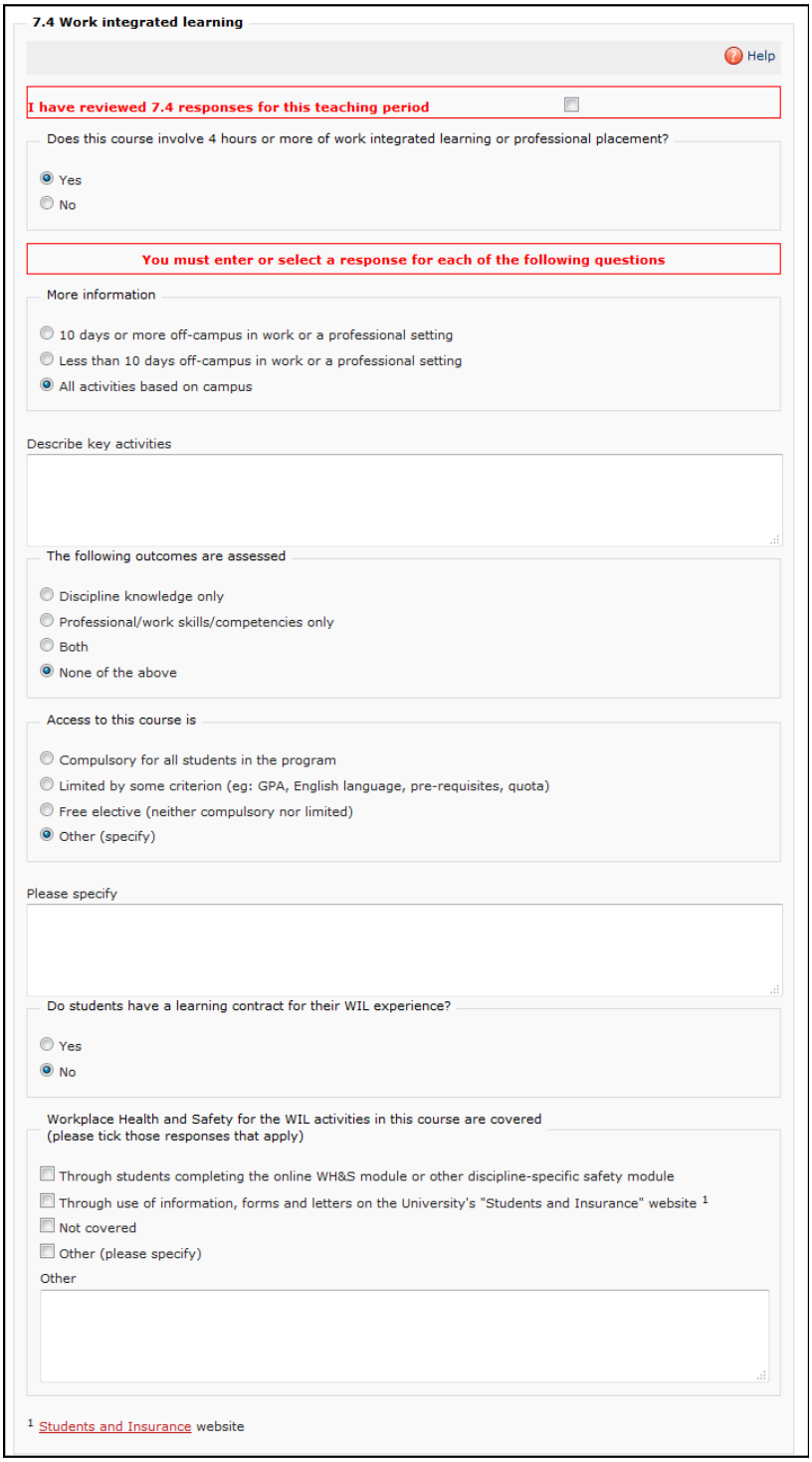


Figure 36: Section 7.4 Work integrated learning

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).

7.5 Consensus moderation practices

Help

You must complete these responses before submitting your profile.

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.

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

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

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

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

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

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

- [x] Internal or external peer-review[1] of all the assessed work that was completed by several students selected from across different grades
- [ ] Internal or external peer-review1 of marks for all students graded at all grade boundaries
- [ ] Internal or external peer-review1 of marks for all students awarded failing grades and 'High Distinction'
- [ ] Student performance against predetermined criteria are used to recommend final course grades.
- [ ] None

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

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

5. Ensuring appropriate and consistent assessment standards over time.

- [x] Individual or peer[1] review of the marks awarded to examples of current students' work, compared with marks awarded to comparable examples of students work from previous course offerings.
- [ ] None

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

Save

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.

Griffith UNIVERSITY

myGriffith | Staff portal | Contact us | search website

Course profiles2161EDN - Tri 3 2019 to Tri 3 2019 - Mt Gravatt campus - Mixed Mode - Draft - Viewable >

2161EDN - Tri 3 2019 to Tri 3 2019 - Mt Gravatt campus - Mixed Mode - Draft - Viewable

Logged in: Debbie Slater-Bonnell | Logout

Course profiles

- Course profile
- Search
- My access
- People
- School
- 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
- Development board
- Administrator board

Learning Summary

Student View

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

The relationships shown here can be edited in sections 4 (Learning Activities) and 5 (Assessment Tasks).

Learning outcomes

After successfully completing this course you should be able to:

1 Demonstrate understanding of core concepts pertaining to science as taught at the primary school level
2 Review and analyse relevant curriculum documentation
3 Discuss the nature of science and its impact on our society
4 Identify differences and similarities between selected models of teaching
5 Gain the conceptual understandings and skills necessary to teach science
6 Plan, implement and evaluate science lessons that also assist in the development of appropriate literacy and numeracy skills and recognise diversity
7 Use equipment and analyse and present data in ways that reflect understanding of numeracy and mathematical literacy
8 Work safely with science materials in the primary classroom

Assessment and learning activities

	Learning Outcomes							
	1	2	3	4	5	6	7	8
Learning Activities								
Module One (Online Content)	●	●	●	●	●	●	●	●
Module Two (Online Content)	●	●	●	●	●	●	●	●
Module Three (Online Content)	●	●	●	●	●	●	●	●
Assessment Tasks								
Online Science Quizzes	●	●		●	●		●	
TEST ORAL ASSESSMENT		●	●	●	●			
Science Lesson Plan	●	●		●		●		
Science Unit Plan	●	●	●	●		●	●	●
Laboratory Book	●			●	●		●	●

Graduate Attributes

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

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

Graduate Attribute	Taught	Practised	Assessed
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			

Back to top

Privacy | Copyright matters

Figure 38: Learning Summary

Module 4 - Submitting a Course Profile

Note

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, 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 (Approver) and Academic Support 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 Academic Support 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 Academic Support Officer and Academic Services staff – the Academic Support Officer is responsible for advising the Dean that a profile is awaiting review.

    - 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 Academic Support 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 Academic Support Officer of decision.

    - Profile is not approved '*Changes required'* - adds a review (via Development Board) to notify the Course Convenor and the Academic Support 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).

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myGriffith | Staff portal | Contact us | search website

Course profiles2161EDN - Tri 3 2019 to Tri 3 2019 - Mt Gravatt campus - Mixed Mode - Draft - Viewable >

2161EDN - Tri 3 2019 to Tri 3 2019 - Mt Gravatt campus - Mixed Mode - Draft - Viewable **Logged in:** Debbie Slater-Bonnell | Logout

Course profiles

- Course profile
- Search
- My access
- People
- School
- 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
- Development board
- Administrator board

Status & Settings

Status: Publications and Approval

Help

Current profile status is **DRAFT**

This profile has not yet been approved!

Steps for profile submission

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

Change status to

SUBMITTED

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

CURRENT WARNINGS FOR THIS PROFILE:

Section 1.6: Technical Specifications has not been completed, but it is recommended.

Section 2.3: Graduate Attribute details **must be completed**.

Section 3.5 : Other Learning Resources and Information have not been completed, but are recommended.

Section 5: Total assessment weighting must equal 0 or 100%. Each group must equal 100%

You must enter a development board notice when changing the profile status to Submitted.

New notice content

Note: Once posted, noticeboard messages may not be edited or deleted.

Changed section(s)

Instructions

If this is a new course, please select the relevant radio button in the Change type section below and leave these check boxes blank. If this is an existing course, please indicate what sections have been changed since the last offering. If you have selected any of the top five (5) check boxes, the changes are deemed to be major and therefore will require review by the Dean, Learning and Teaching.

Where the only change to this profile is to update Previous Student Feedback please select the 'Other' check box then the 'No change' radio button.

- ☐ Aims and Outcomes
- ☐ Assessment
- ☐ Content
- ☐ Lecture Capture
- ☐ Examination Duration Exemption (NB: Where your request is not approved, please update the examination details on the Assessment plan accordingly)
- ☐ Other (Please select a change type below and elaborate on the changes in the text box below)

Learning Resources

Only select the Learning Resources check box below if you are proposing to use required resources which have been authored, co-authored, edited, published or developed by a staff member.

- ☐ Yes

Closing the loop

Were these changes made in response to any University review process, eg. Student Experience of a Course (SEC), peer review etc..? If yes, please select the check box below and provide details about the changes in the text box provided.

- ☐ Yes

Examination Duration Exemption

Select the following check box if you are requesting an exemption to the standard examination duration. Please provide details for requesting this exemption in the text box provided.

- ☐ Yes

Change type

Instructions:

New courses or those with major changes will be reviewed by the Head of School and then by the Dean, Learning and Teaching; all others will be reviewed by the Head of School only.

Please forward to the Head of School by checking the relevant email notification boxes below.

- ○ New course
- ○ Major change made
- ○ Minor change made
- ○ No change **(Includes changes to Previous Student Feedback)**

* Subject:

(Max. 150 characters)

* Body: (Please provide details for all of the check boxes that you have selected above)

(Max. 2000 characters)

E-mail notification

BCC Email to these Users:

Enter text here to search for users to notify

SCHOOL ADMIN

- ☑ Ms Diane Burns
- ☑ Mrs Catherine Dennett
- ☑ Mrs Kristina Mattar
- ☑ Ms Joan Mikkelson
- ☑ Ms Jeanette Steer
- ☑ Mr Adam Stodden
- ☑ Ms Ruth Watkins

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.

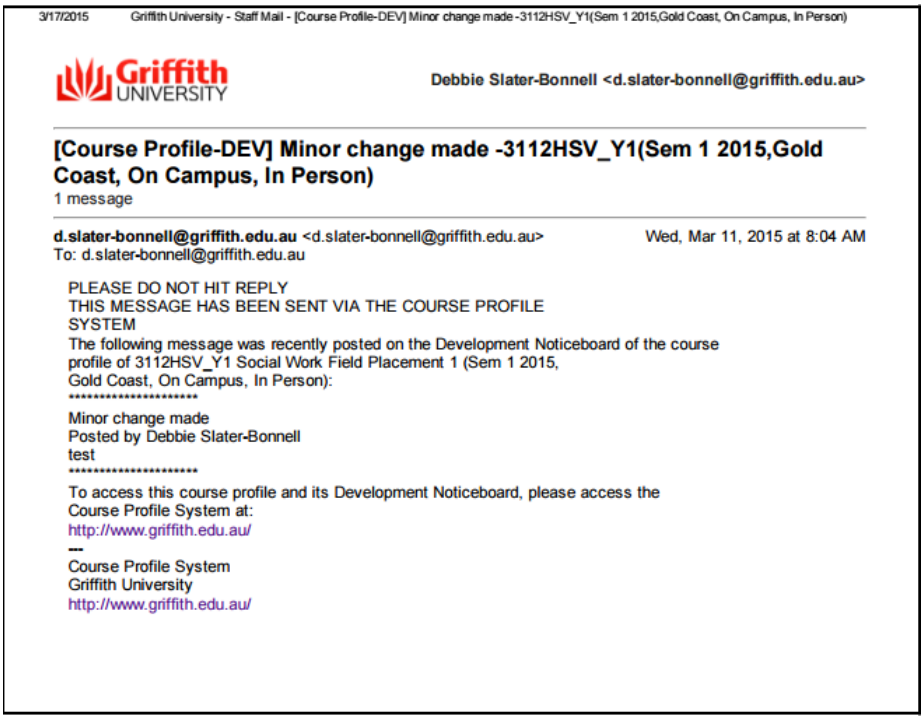
Changes to the Previous Student Feedback section require Head of School (Approver) approval.

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



3/17/2015 Griffith University - Staff Mail - [Course Profile-DEV] Minor change made -3112HSV_Y1(Sem 1 2015,Gold Coast, On Campus, In Person)

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Debbie Slater-Bonnell <d.slater-bonnell@griffith.edu.au>

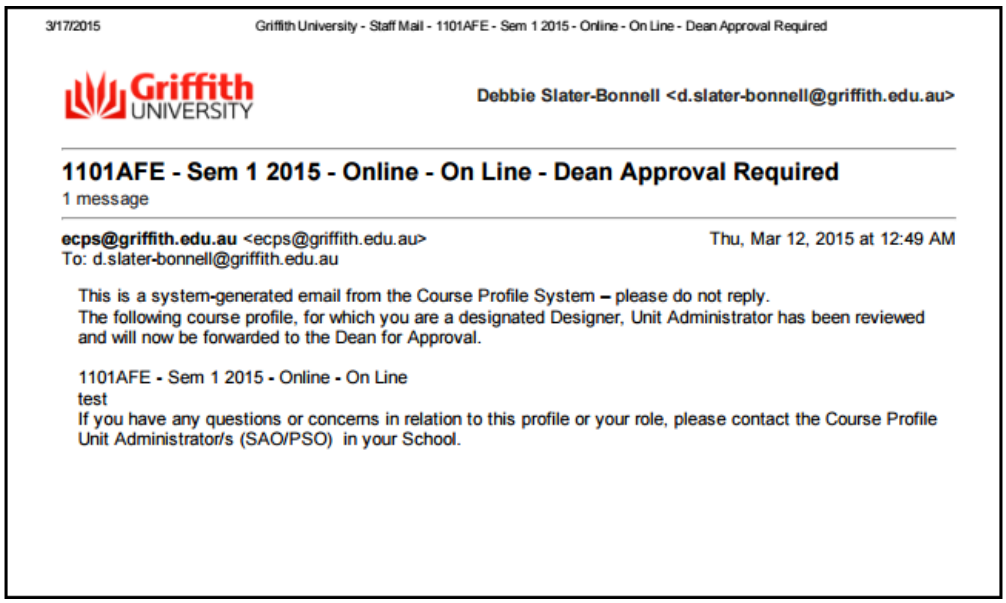
[Course Profile-DEV] Minor change made -3112HSV_Y1(Sem 1 2015,Gold Coast, On Campus, In Person)

1 message

d.slater-bonnell@griffith.edu.au <d.slater-bonnell@griffith.edu.au> Wed, Mar 11, 2015 at 8:04 AM
To: d.slater-bonnell@griffith.edu.au

PLEASE DO NOT HIT REPLY
THIS MESSAGE HAS BEEN SENT VIA THE COURSE PROFILE SYSTEM
The following message was recently posted on the Development Noticeboard of the course profile of 3112HSV_Y1 Social Work Field Placement 1 (Sem 1 2015, Gold Coast, On Campus, In Person):
****
Minor change made
Posted by Debbie Slater-Bonnell
test
****
To access this course profile and its Development Noticeboard, please access the Course Profile System at:
http://www.griffith.edu.au/
--
Course Profile System
Griffith University
http://www.griffith.edu.au/

Figure 40: Sample Submission email



3/17/2015 Griffith University - Staff Mail - 1101AFE - Sem 1 2015 - Online - On Line - Dean Approval Required

Griffith UNIVERSITY

Debbie Slater-Bonnell <d.slater-bonnell@griffith.edu.au>

1101AFE - Sem 1 2015 - Online - On Line - Dean Approval Required

1 message

ecps@griffith.edu.au <ecps@griffith.edu.au> Thu, Mar 12, 2015 at 12:49 AM
To: d.slater-bonnell@griffith.edu.au

This is a system-generated email from the Course Profile System – please do not reply.
The following course profile, for which you are a designated Designer, Unit Administrator has been reviewed and will now be forwarded to the Dean for Approval.

1101AFE - Sem 1 2015 - Online - On Line
test
If you have any questions or concerns in relation to this profile or your role, please contact the Course Profile Unit Administrator/s (SAO/PSO) in your School.

Figure 41: Sample Dean Approval Required 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.

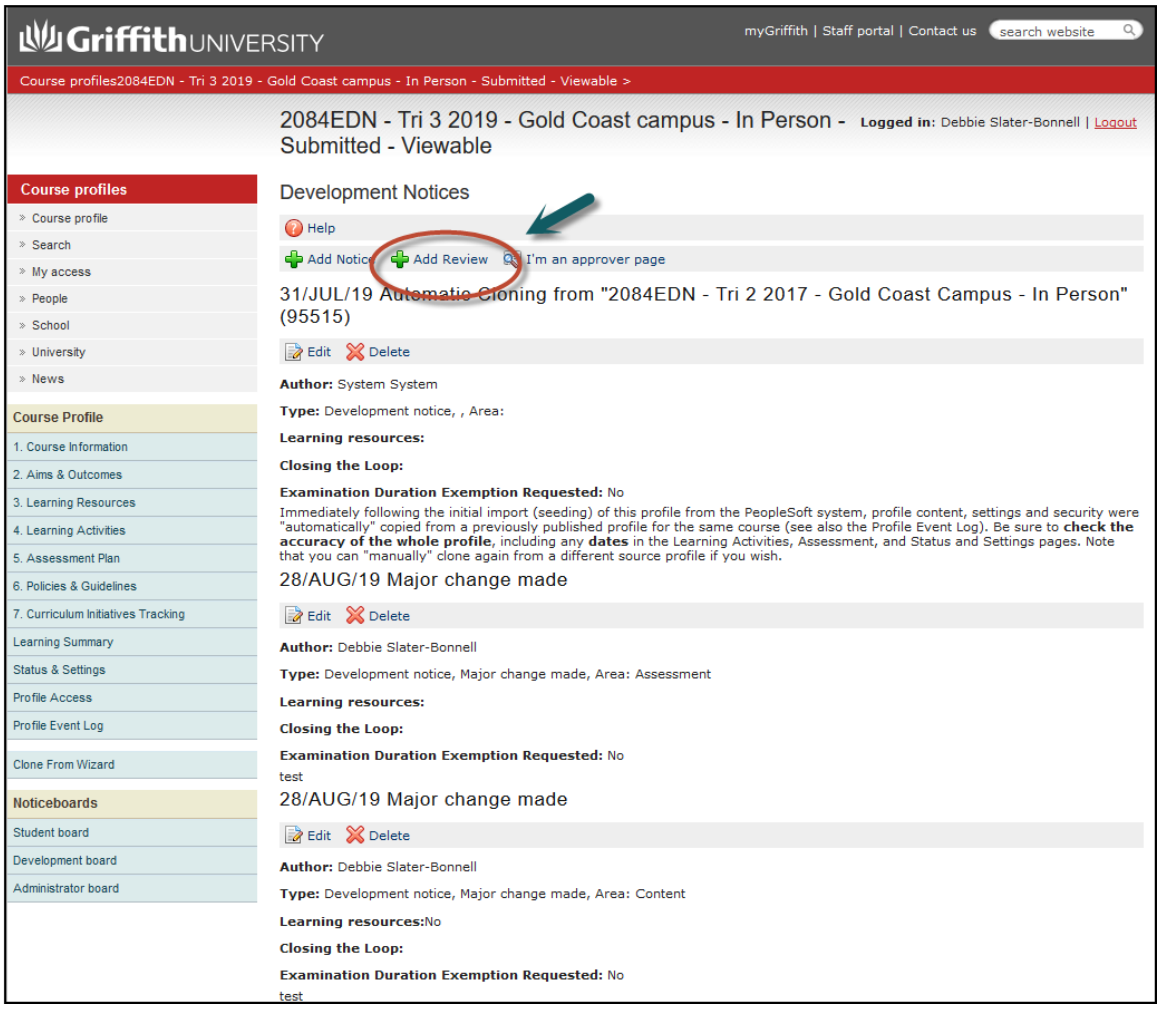


Figure 42: Development notices

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 Academic Support 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.

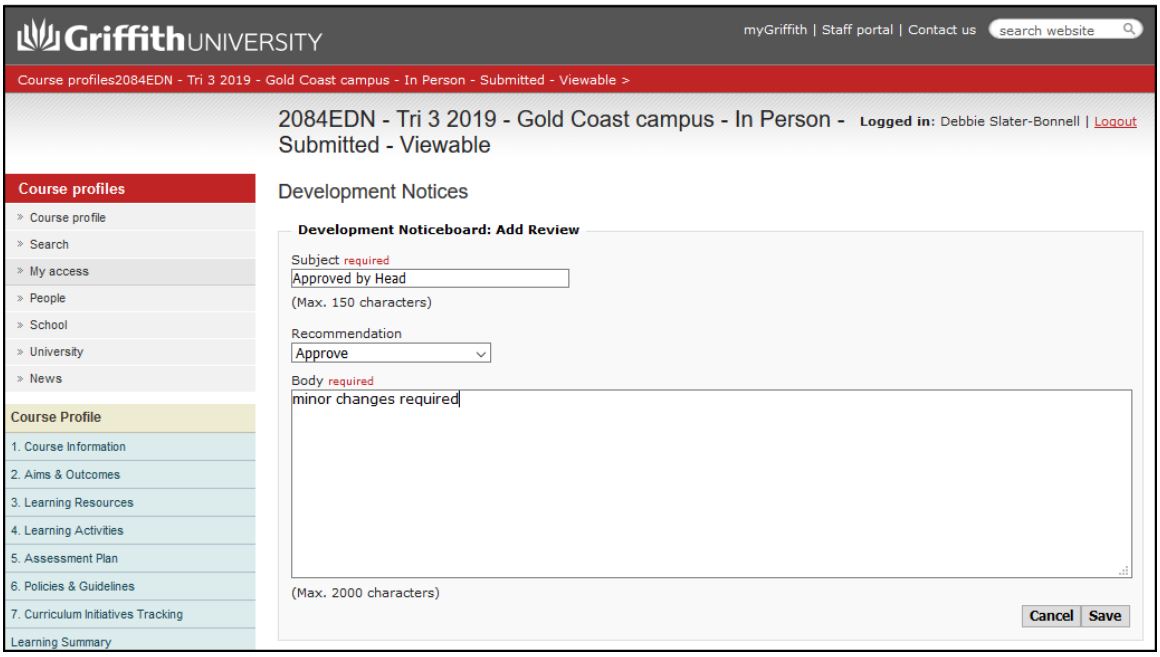


Figure 43: Add review

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.

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

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

Note	Academic Support 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.

Note	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 Academic Support 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 Academic Support 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.

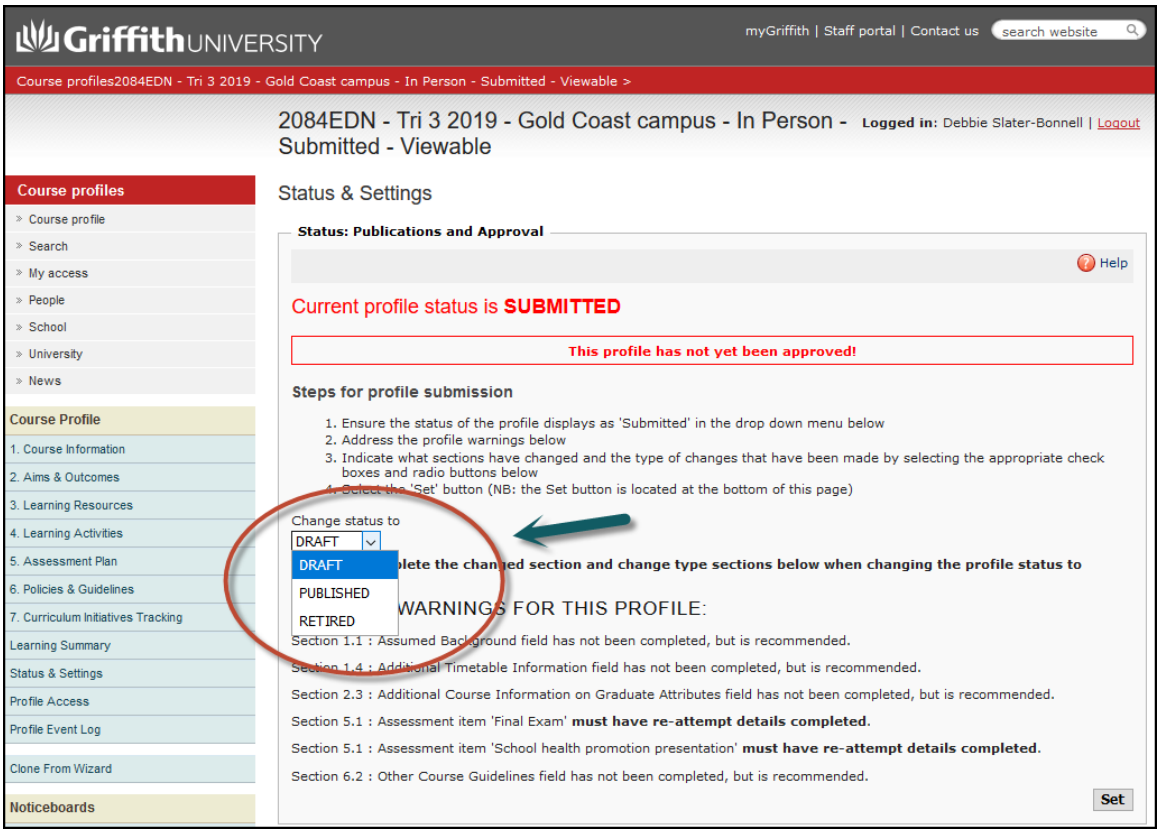


Figure 44: Status and Settings

Note

Once approved, the Academic Support Officer will publish the profile and clone it to remaining course codes.

5.1 Manually clone a profile

Completed by the Academic Support 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 Academic Support Officer 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.

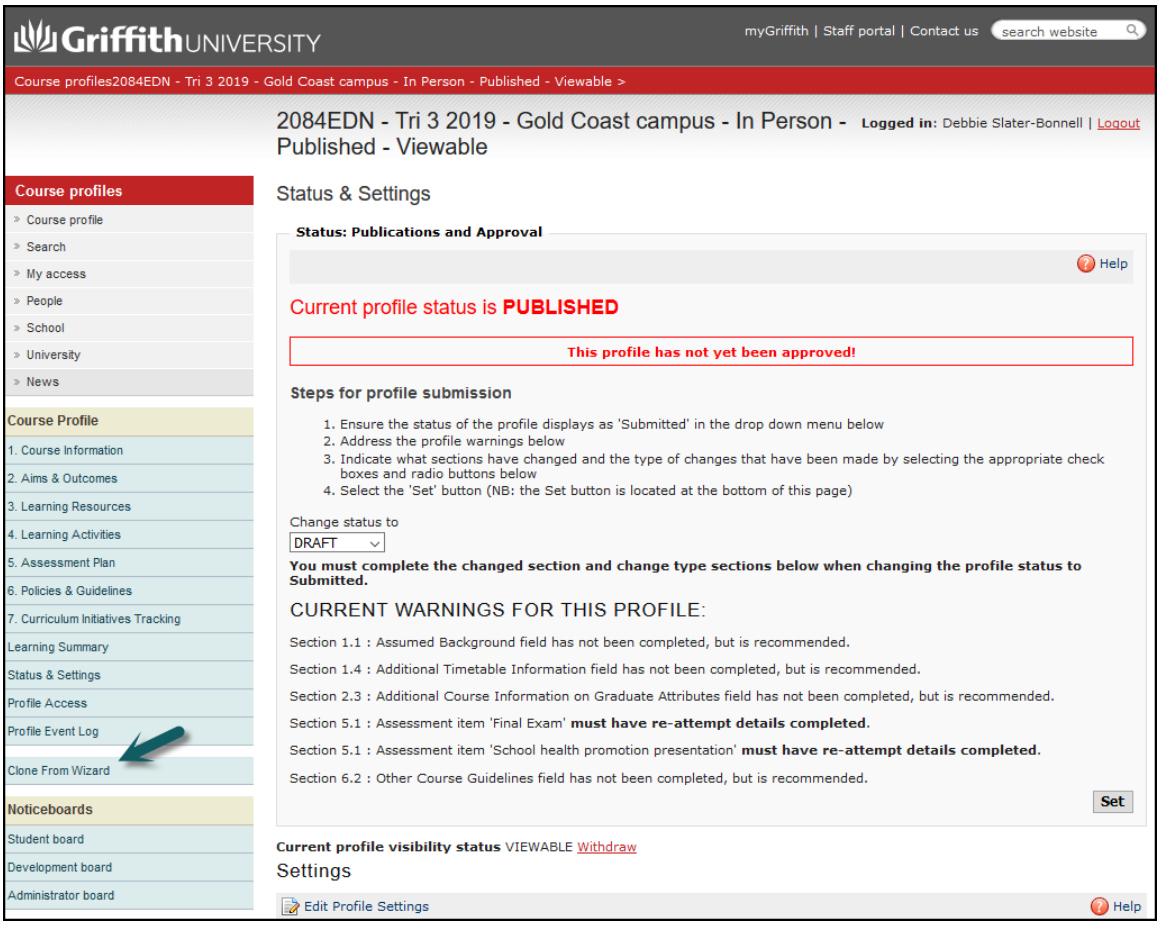


Figure 45 – Clone from Wizard

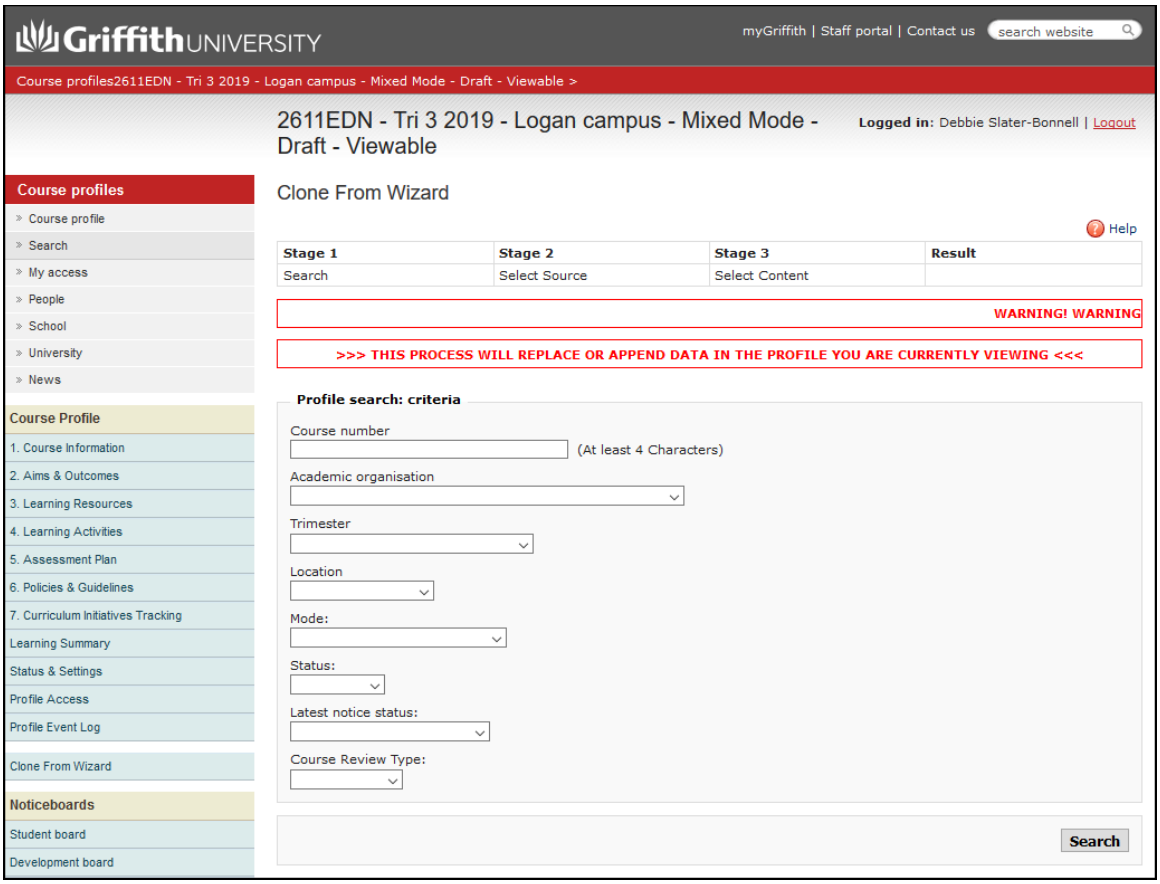


Figure 46: Clone a profile wizard - step 1

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

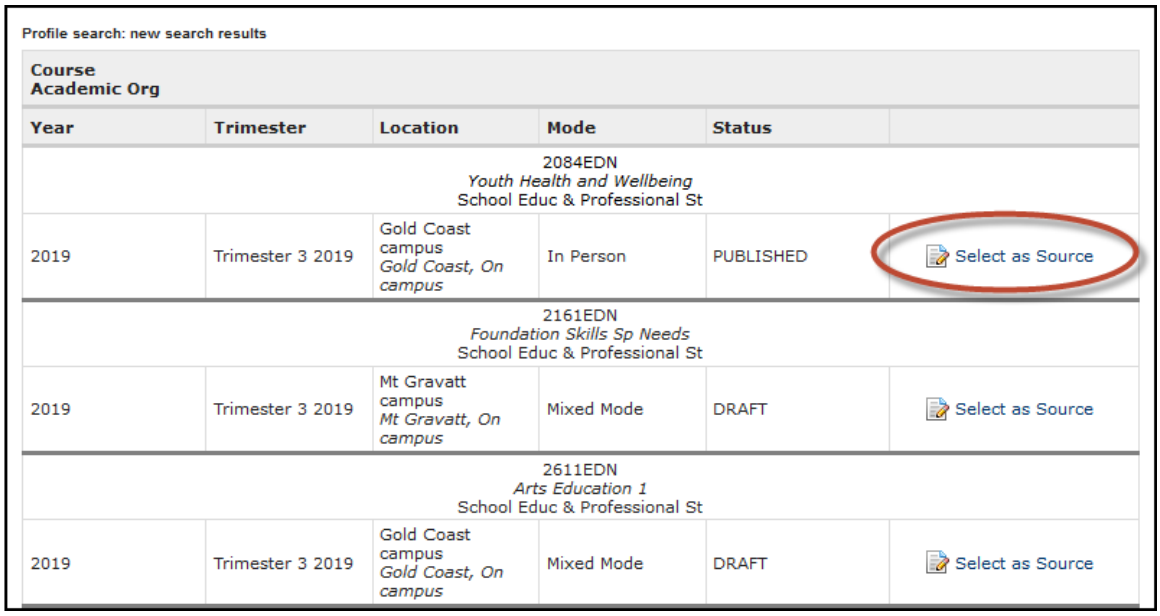


Figure 47: Select required profile

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

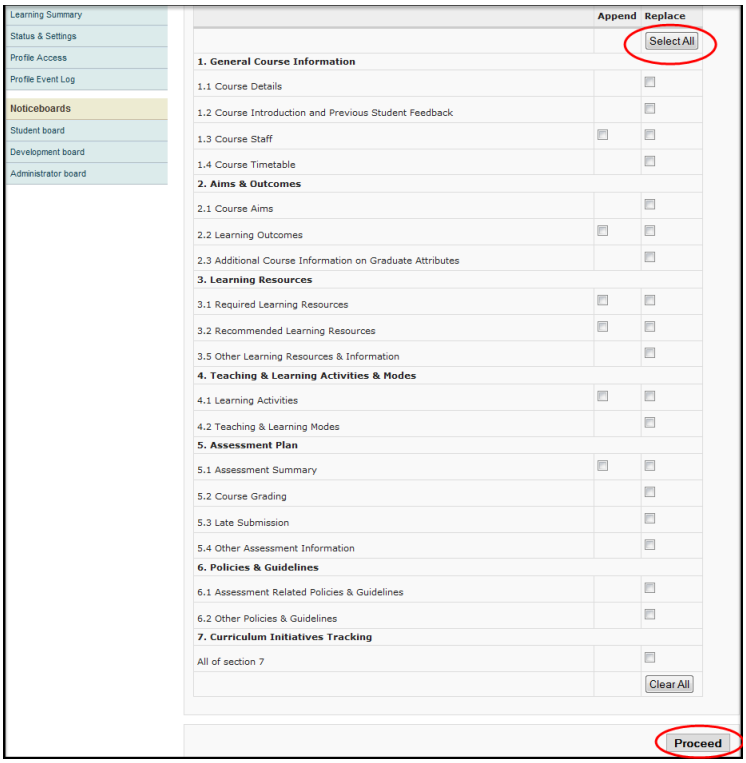


Figure 48: Clone from wizard - step 2 - select content

Remember

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

Choose Select All (Select All), or
Click the check box for the required content fields.
Choose Proceed (Proceed).
The results for the clone will be displayed.
Course profile content may now be modified for individual profile instance.

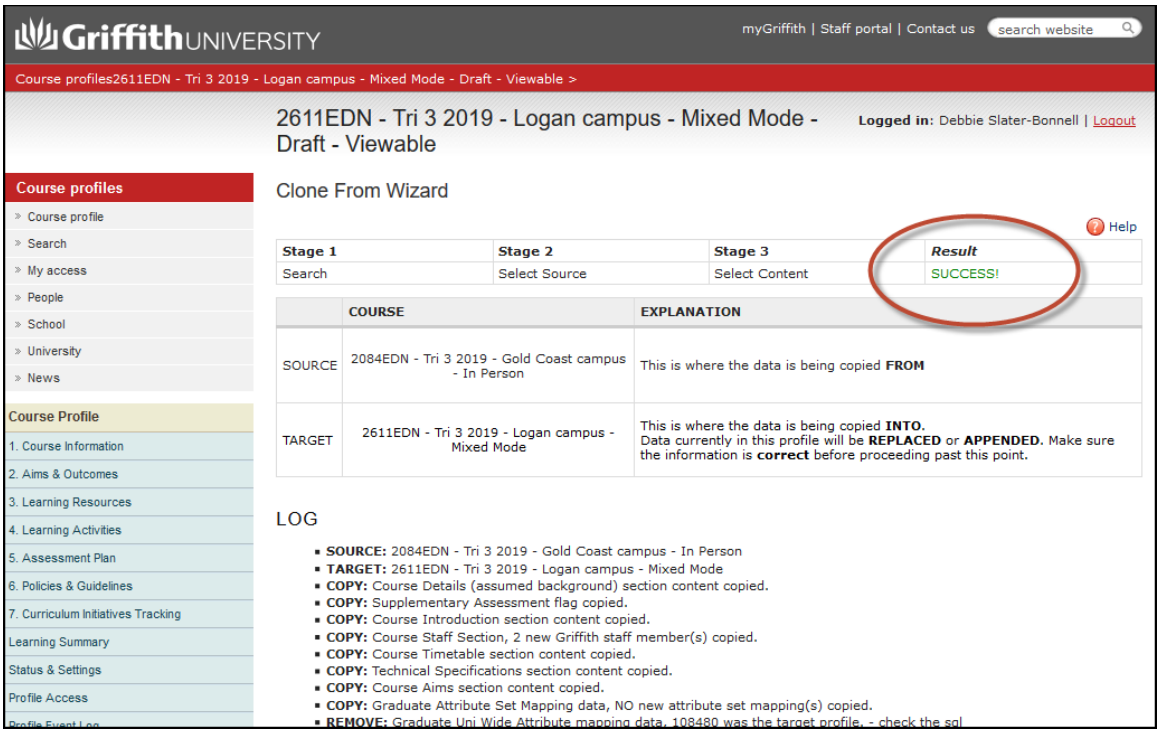


Figure 49: Clone a profile wizard - step 3 - result window

5.2 Withdraw a Profile

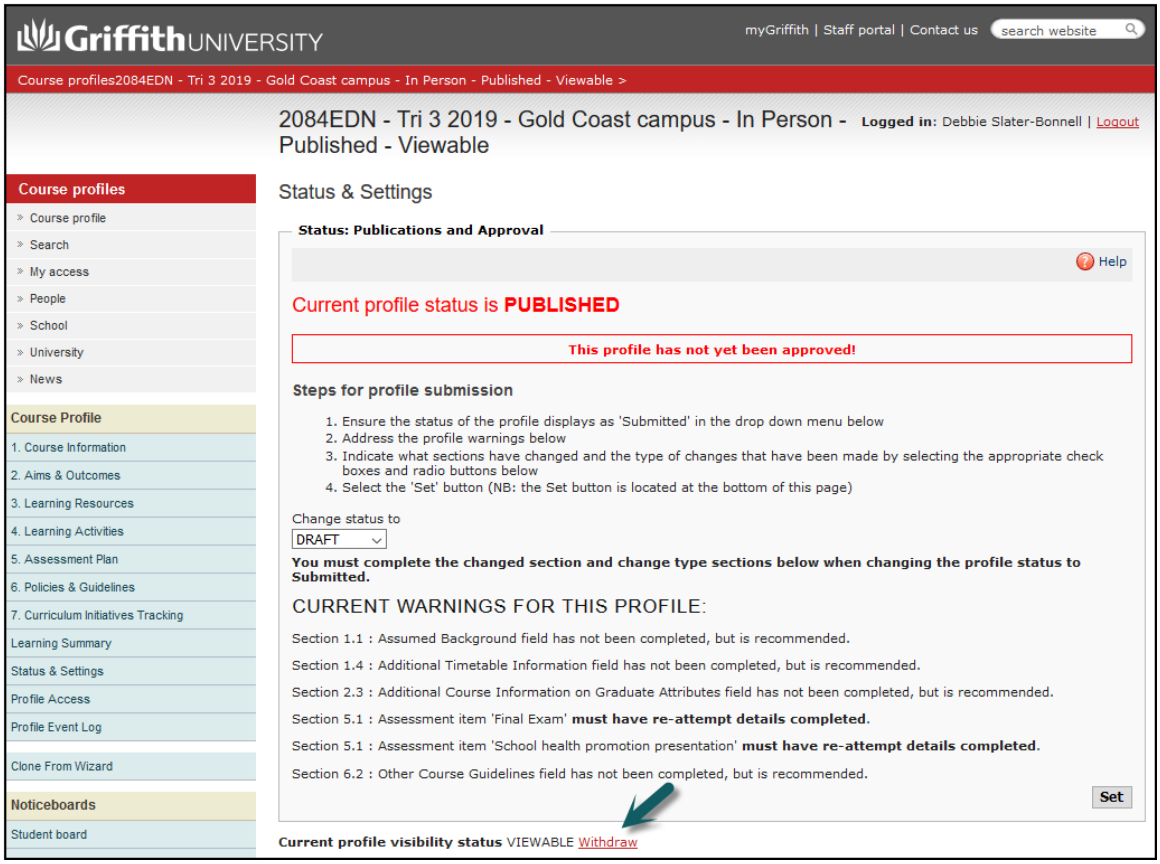


Figure 50: Withdraw profile

For any minor change (which affects students) required after publication, School administrative staff will be required to contact Academic Services to request

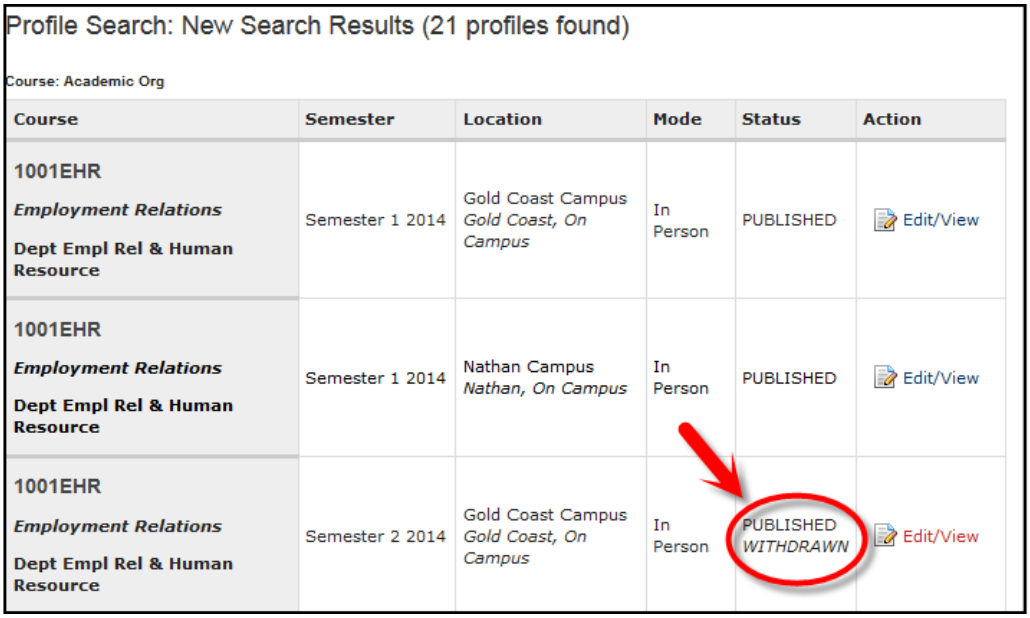
Remember	access to the profile.

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 *Employment Relations* Dept Empl Rel & Human Resource	Semester 1 2014	Gold Coast Campus *Gold Coast, On Campus*	In Person	PUBLISHED	Edit/View
1001EHR *Employment Relations* Dept Empl Rel & Human Resource	Semester 1 2014	Nathan Campus *Nathan, On Campus*	In Person	PUBLISHED	Edit/View
1001EHR *Employment Relations* Dept Empl Rel & Human Resource	Semester 2 2014	Gold Coast Campus *Gold Coast, On Campus*	In Person	PUBLISHED *WITHDRAWN*	Edit/View

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 (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.

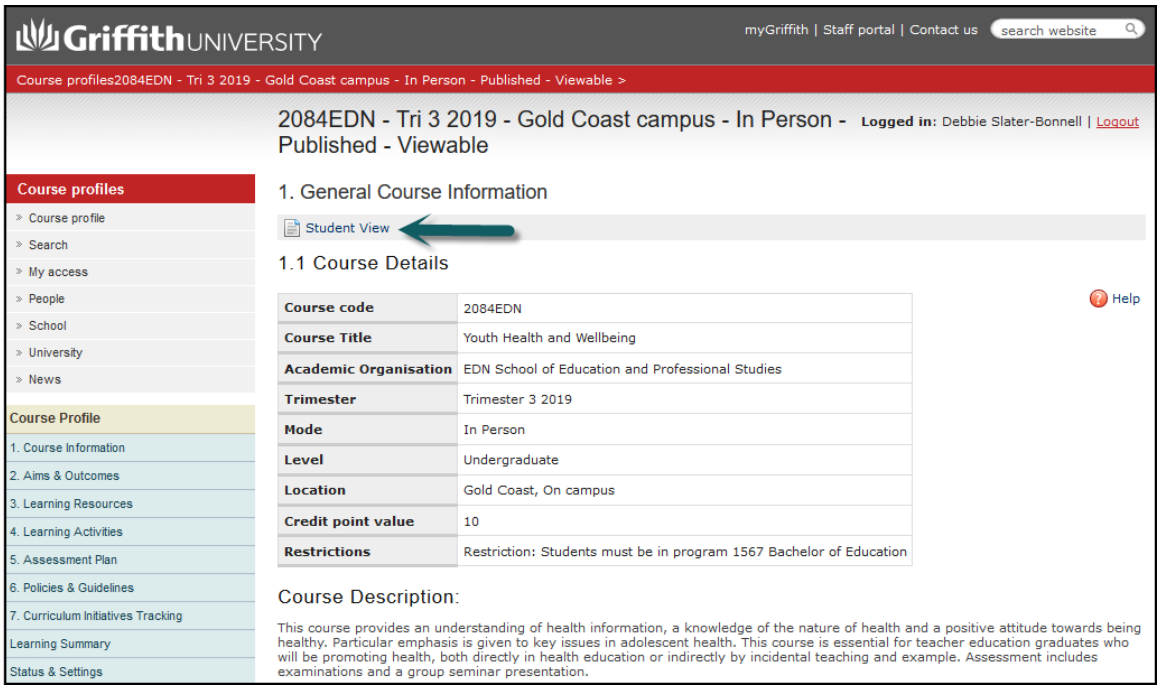


Figure 52: Selecting to view Student View

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.

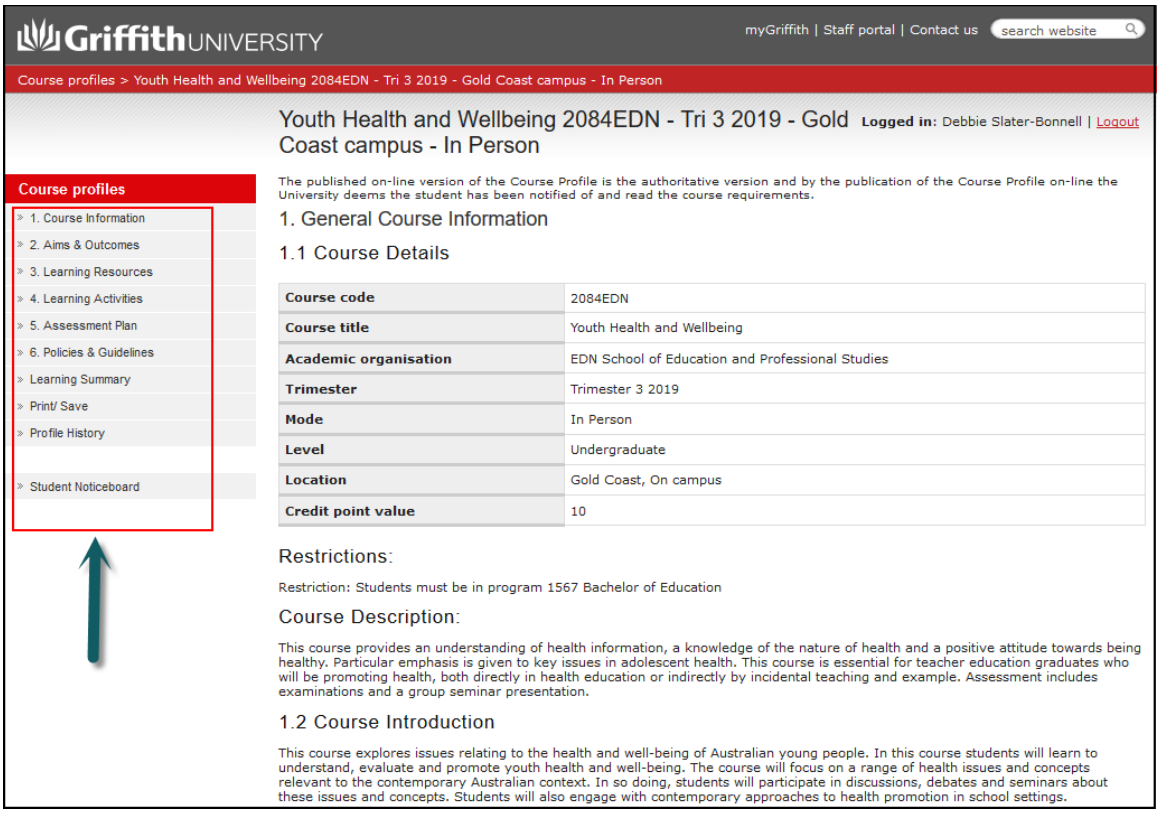


Figure 53 Student View window

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.

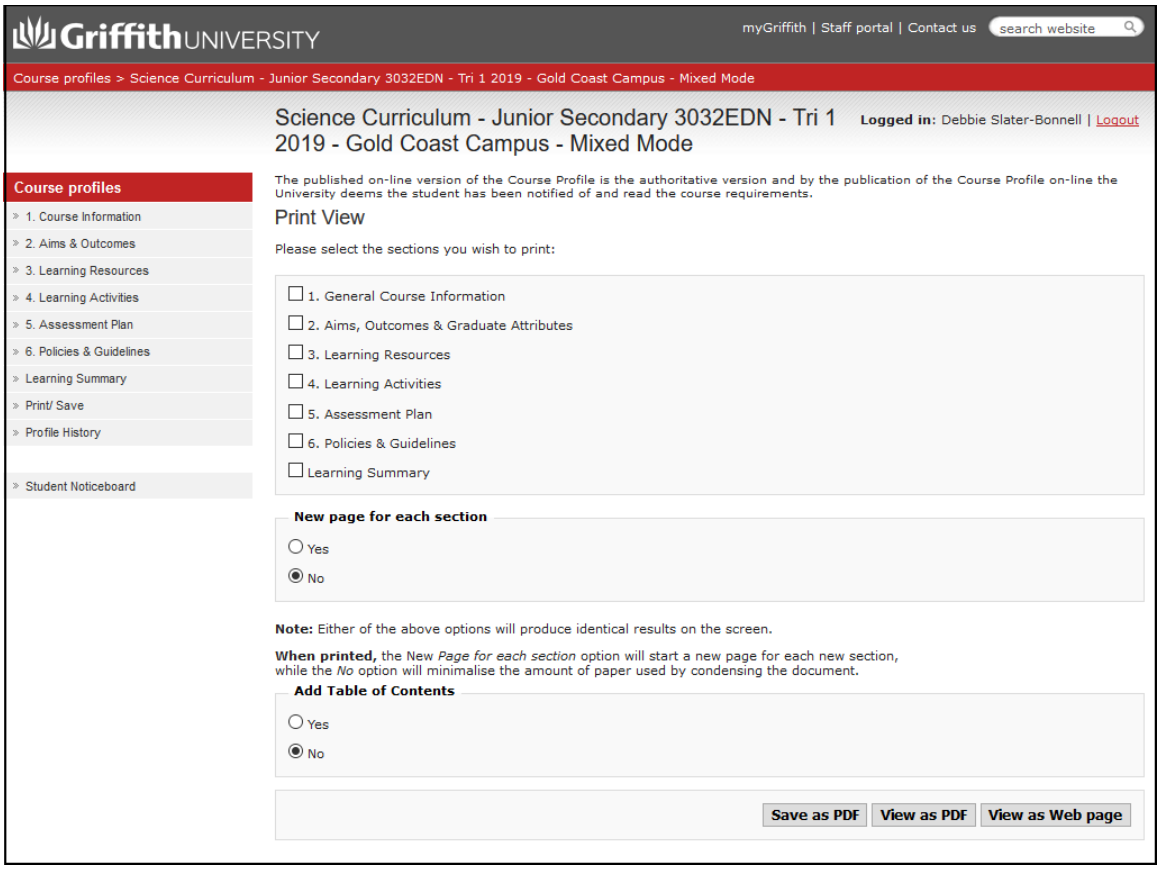


Figure 54: Student print view

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.
Choose Save File.
Follow prompts to save the profile to the required destination.

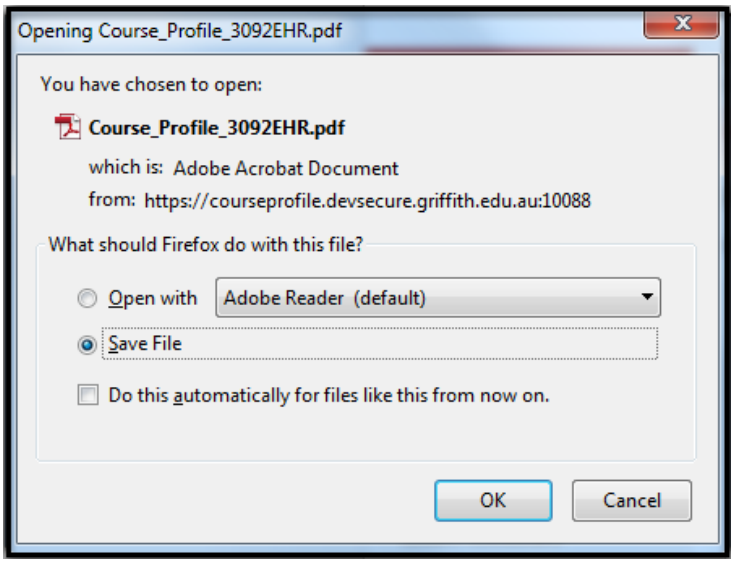


Figure 55 Opening course profile window

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.

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 in relation to Groups and Streams on how to add, delete or move a group.

NB: With effect from Trimester 3, 2019 you are unable to configure assessment groups to display differences between locations. This is as a result of the introduction of the new grade management module which is not able to accommodate groups. Therefore, where there are differences in the assessment plan for the one course code, you are asked to configure the assessment plan relevant to the profile ie. Assessment plan to be configured in the Nathan profile, the assessment for Logan campus in the Logan profile etc…

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

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).

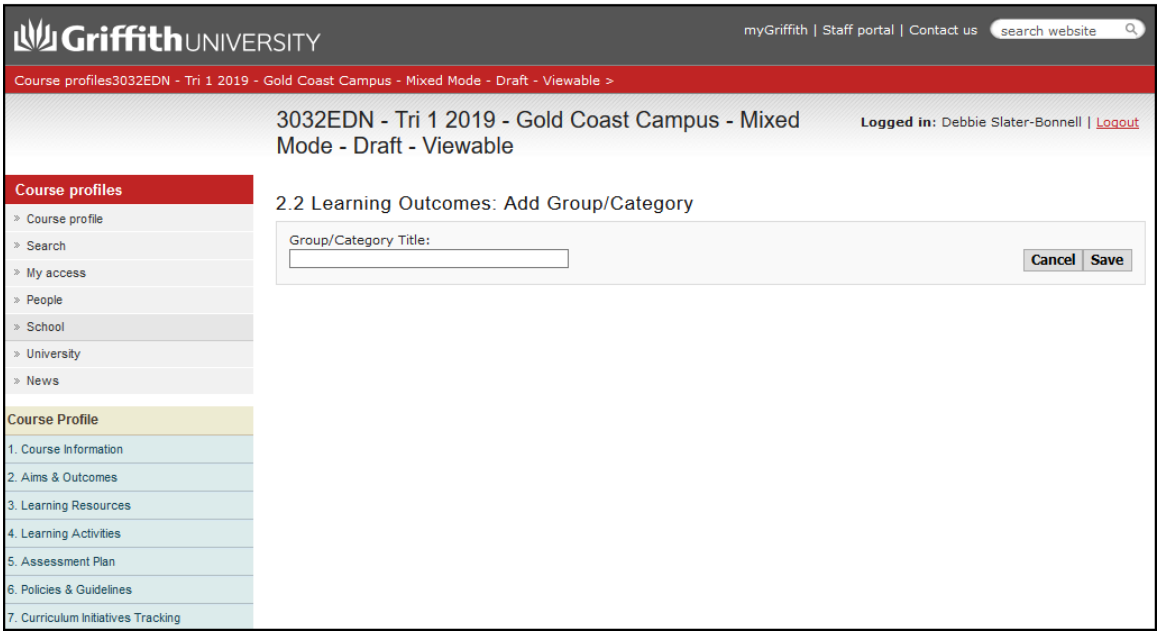


Figure 56: Learning Outcomes: Add Group/Category window

Add a Group

Choose Add Group (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 (Save) to save your changes or
Choose Cancel (Cancel) to close the screen without saving the changes.
The group will be displayed in the Learning Outcomes.

Note

When adding a group - add the details for the second group, save and the default title appears. You will then be able to go and edit the name of the default title and change the details as desired.

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.

Note

You are not able to delete a group which contains learning outcomes. Delete the learning outcomes and then delete the group.

Move a Group

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

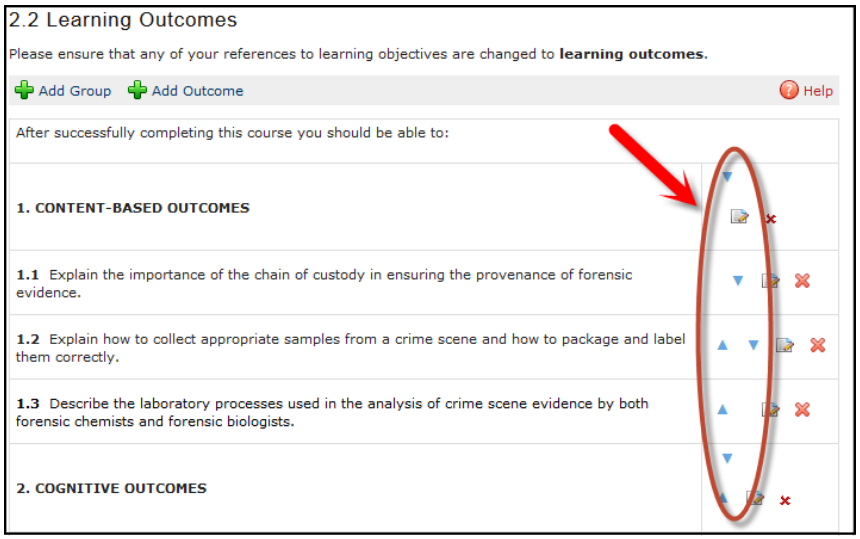


Figure 57 Moving outcome groups

7.2 Learning Activities Groups

In the Learning Activities section you are able to use either the Group or Stream functionality.

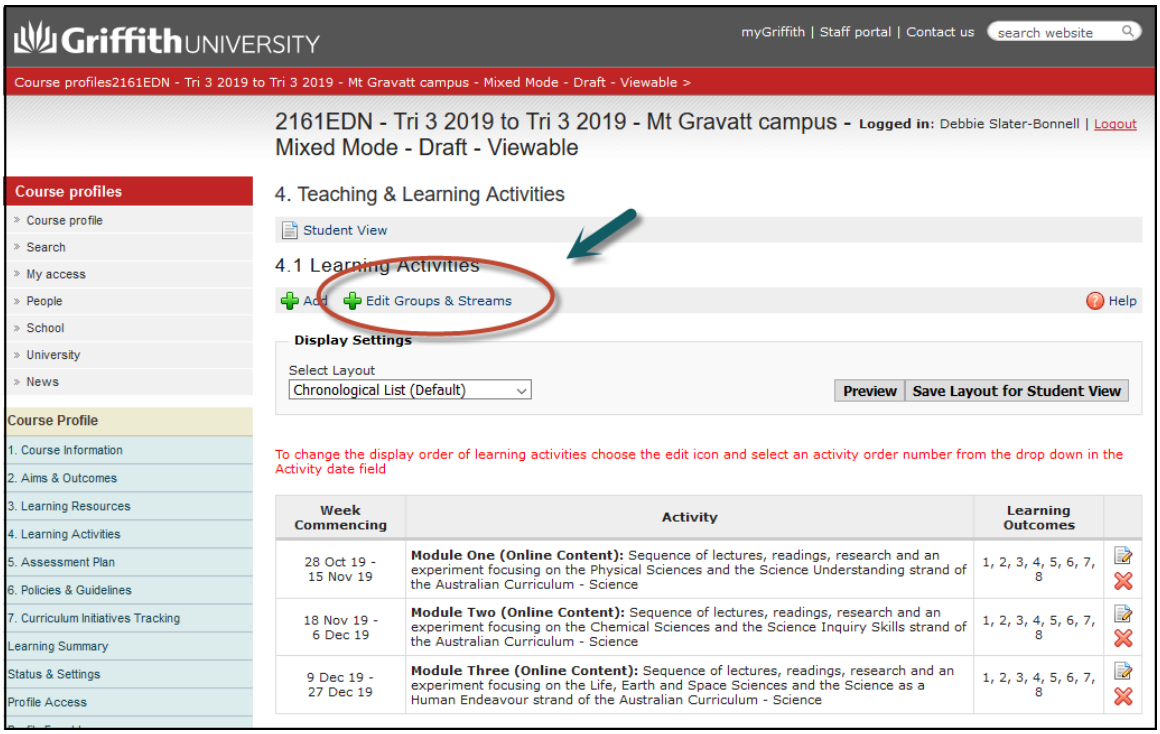


Figure 58 Select Edit Groups & Streams

Choose

(Edit Groups & Streams).
The Learning Activity: Edit Groups/Streams window will be displayed.

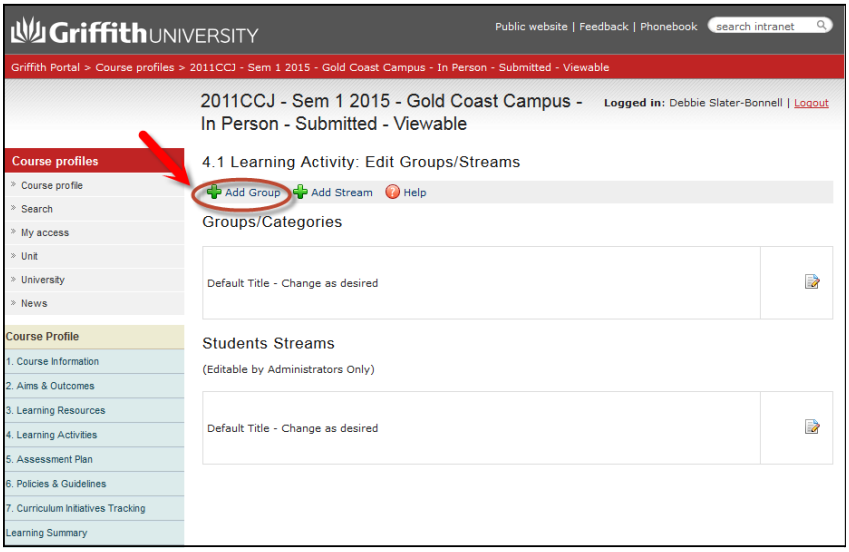


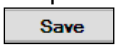
Figure 59 Learning Activity: Edit Groups/Streams

Choose

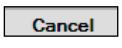
(Add Group).

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 (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).

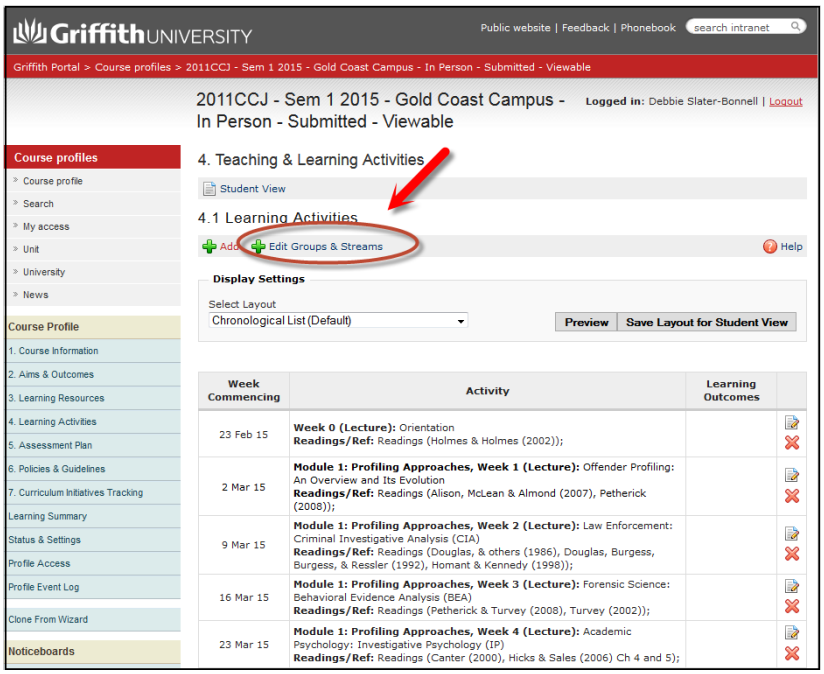


Figure 60 Adding a stream

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.

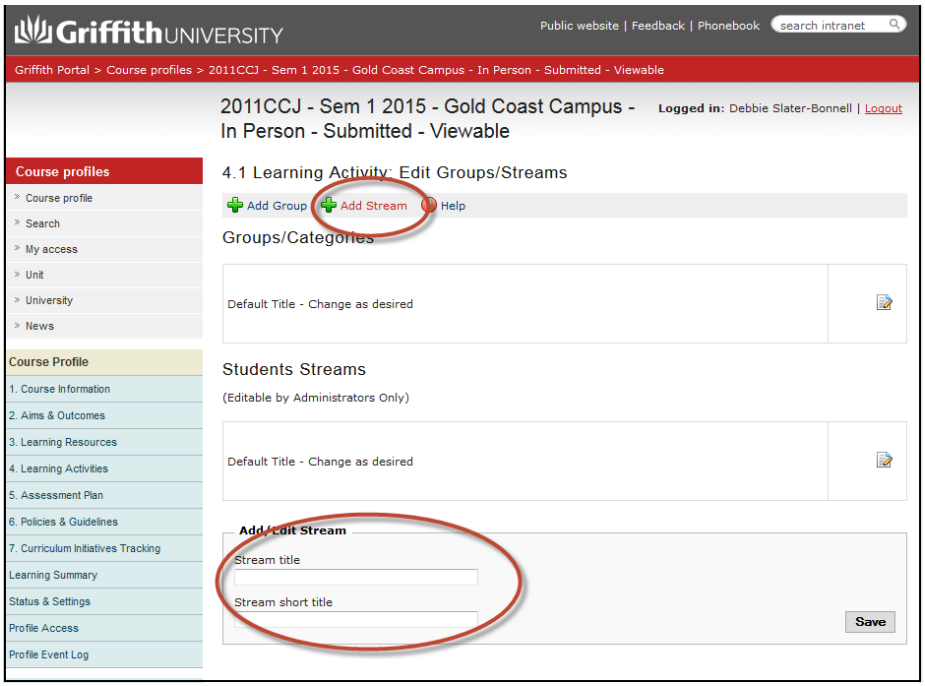


Figure 61: Adding a stream

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

Move a Stream

Choose (Move up) or (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

With effect from Trimester 3, 2019 – assessment tasks should not be displayed in groups. Whilst the assessment group functionality is available in the course profile system, the new grade management module does not accommodate assessment grouping, as it adds complexity to the calculation process and therefore requires one assessment plan per profile. DOH and MED are exempt from this advice.

Figure 62: Assessment window

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.

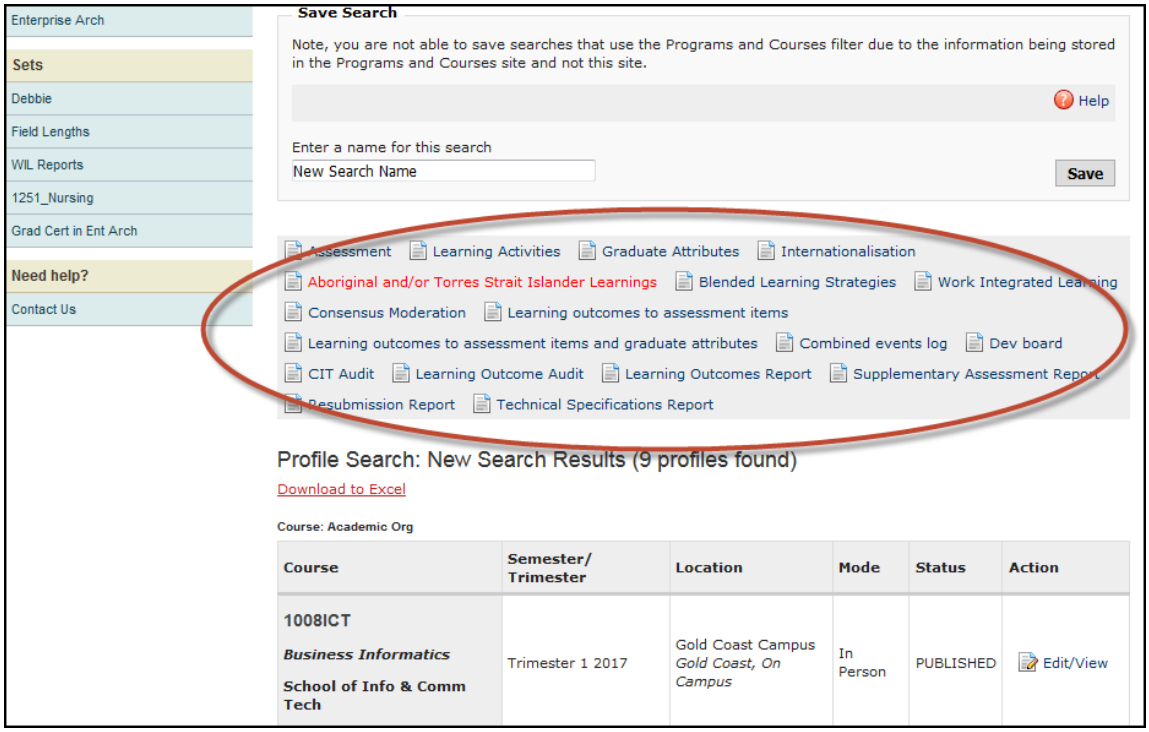
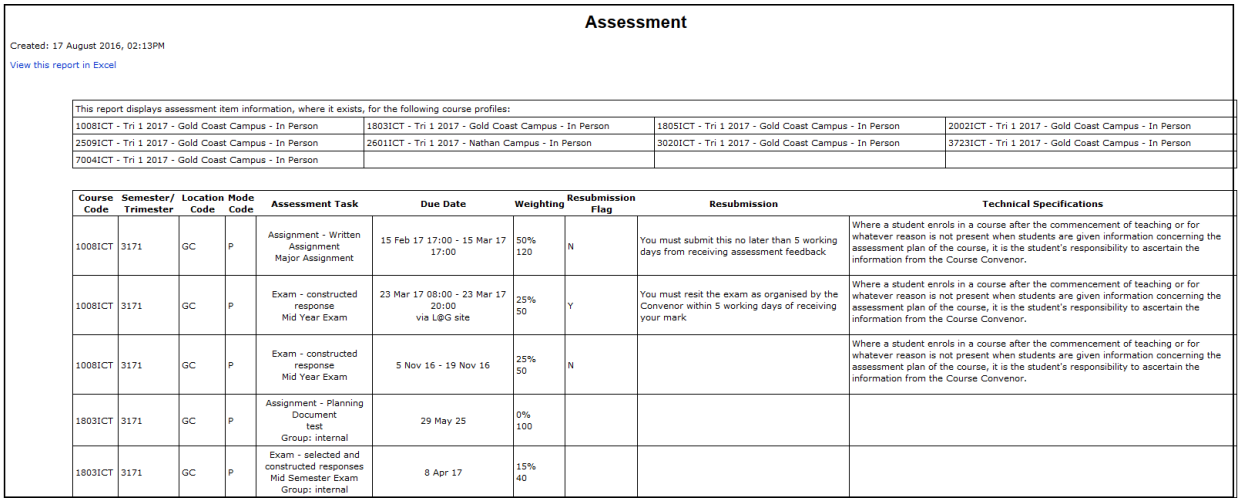


Figure 65 Available profile reports

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 (Assessment).
A summary of assessment items will be displayed in a new window / tab of your browser.



Assessment

Created: 17 August 2016, 02:13PM

View this report in Excel

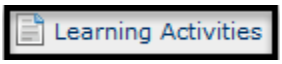
This report displays assessment item information, where it exists, for the following course profiles:			
1008ICT - Tri 1 2017 - Gold Coast Campus - In Person	1803ICT - Tri 1 2017 - Gold Coast Campus - In Person	1805ICT - Tri 1 2017 - Gold Coast Campus - In Person	2002ICT - Tri 1 2017 - Gold Coast Campus - In Person
2509ICT - Tri 1 2017 - Gold Coast Campus - In Person	2601ICT - Tri 1 2017 - Nathan Campus - In Person	3020ICT - Tri 1 2017 - Gold Coast Campus - In Person	3723ICT - Tri 1 2017 - Gold Coast Campus - In Person
7004ICT - Tri 1 2017 - Gold Coast Campus - In Person			

Course Code	Semester/ Trimester	Location Code	Mode Code	Assessment Task	Due Date	Weighting	Resubmission Flag	Resubmission	Technical Specifications
1008ICT	3171	GC	P	Assignment - Written Assignment Major Assignment	15 Feb 17 17:00 - 15 Mar 17 17:00	50% 120	N	You must submit this no later than 5 working days from receiving assessment feedback	Where a student enrols in a course after the commencement of teaching or for whatever reason is not present when students are given information concerning the assessment plan of the course, it is the student's responsibility to ascertain the information from the Course Convenor.
1008ICT	3171	GC	P	Exam - constructed response Mid Year Exam	23 Mar 17 08:00 - 23 Mar 17 20:00 via L@G site	25% 50	Y	You must resit the exam as organised by the Convenor within 5 working days of receiving your mark	Where a student enrols in a course after the commencement of teaching or for whatever reason is not present when students are given information concerning the assessment plan of the course, it is the student's responsibility to ascertain the information from the Course Convenor.
1008ICT	3171	GC	P	Exam - constructed response Mid Year Exam	5 Nov 16 - 19 Nov 16	25% 50	N		Where a student enrols in a course after the commencement of teaching or for whatever reason is not present when students are given information concerning the assessment plan of the course, it is the student's responsibility to ascertain the information from the Course Convenor.
1803ICT	3171	GC	P	Assignment - Planning Document test Group: internal	29 May 25	0% 100			
1803ICT	3171	GC	P	Exam - selected and constructed responses Mid Semester Exam Group: internal	8 Apr 17	15% 40			

Figure 66 Assessment report

8.2 Learning Activities Report

View the required group of profiles using search or set.

Choose 

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

Learning Activities

Created: 17 August 2016, 02:17PM

View this report in Excel

This report displays learning activity information, where it exists, for the following course profiles:			
1008ICT - Tri 1 2017 - Gold Coast Campus - In Person	1803ICT - Tri 1 2017 - Gold Coast Campus - In Person	1805ICT - Tri 1 2017 - Gold Coast Campus - In Person	2002ICT - Tri 1 2017 - Gold Coast Campus - In Person
2509ICT - Tri 1 2017 - Gold Coast Campus - In Person	2601ICT - Tri 1 2017 - Nathan Campus - In Person	3020ICT - Tri 1 2017 - Gold Coast Campus - In Person	3723ICT - Tri 1 2017 - Gold Coast Campus - In Person
7004ICT - Tri 1 2017 - Gold Coast Campus - In Person			

Course Code	Semester/ Trimester	Location Code	Mode Code	Learning Activity	Date
1008ICT	3171	GC	P	Online Content Week 1-13 Group: Nathan	27 Feb 17 - 2 Jun 17
1008ICT	3171	GC	P	Computer Exercise Week 2-12 Group: Nathan	27 Feb 17 - 26 May 17
1008ICT	3171	GC	P	Workshop Week 1-7, 9-13 Group: Nathan	27 Feb 17 - 2 Jun 17
1008ICT	3171	GC	P	Lecture Week 1-13 (Workshop) Group: Gold Coast	27 Feb 17 - 2 Jun 17
1008ICT	3171	GC	P	Computer Exercise Week 2-12 Group: Gold Coast	6 Mar 17 - 26 May 17
1008ICT	3171	GC	P	Computer Exercise Week 2-12 Group: Logan	27 Feb 17 - 2 Jun 17
1008ICT	3171	GC	P	Workshop Week 1-13 Group: Logan	27 Feb 17 - 2 Jun 17
1008ICT	3171	GC	P	Online Content Weeks 2-13 Group: Online	27 Feb 17 - 2 Jun 17

Figure 67 Learning activities report

8.3 Graduate Attributes Report

View the required group of profiles using search or set.

Choose

(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.

Graduate Attributes

Created: 17 August 2016, 02:24PM

Course	University Wide Attributes																	
	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		
	TAUGHT	PRACTISED	ASSESSED	TAUGHT	PRACTISED	ASSESSED	TAUGHT	PRACTISED	ASSESSED	TAUGHT	PRACTISED	ASSESSED	TAUGHT	PRACTISED	ASSESSED	TAUGHT	PRACTISED	ASSESSED
1008ICT	0	0	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1
1803ICT	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	1	0	0
1805ICT	0	0	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	1

Figure 68 Graduate Attributes report

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).
A summary of internationalisation responses will be displayed in a new window / tab of your browser.

Internationalisation and Cultural Diversity

Created: 17 August 2016, 02:24PM

View this report in Excel

Course Code	Semester/ Trimester	Location Code	Mode Code	Internationalisation learning experience	International perspectives	International exchange	Intercultural experience	Foreign language	Other
1008ICT	3171	GC	P	Yes	Yes	No	No	No	International perspective on business information systems and analysis following international standards, with case studies provided by Australian and non-Australian businesses, language and financial approaches. The assignment focuses on global communications using information systems for decision making in an Australasian distributed organisation.
1803ICT	3171	GC	P	Yes	Yes	No	Yes	No	The student's items"
1805ICT	3171	GC	P	No	No	No	No	No	
3723ICT	3171	GC	P	Yes	Yes	No	No	No	
7004ICT	3171	GC	P	No	No	No	No	No	
2002ICT	3171	GC	P	Yes	Yes	No	No	No	
2509ICT	3171	GC	P	No	No	No	No	No	
2601ICT	3171	NA	P	No	No	No	No	No	
3020ICT	3171	GC	P	No	No	No	No	No	

Figure 69: Internationalisation and Cultural Diversity report

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

Aboriginal and/or Torres Strait Islander Learnings

Created: 17 August 2016, 02:26PM

View this report in Excel

Course Code	Semester/ Trimester	Location Code	Mode Code	Elements of Aboriginal and/or Torres Strait Islander Content	Aboriginal and/or Torres Strait Islander Content	Aboriginal and/or Torres Strait Islander Teaching Staff	Percentage Aboriginal and/or Torres Strait Islander Teaching
1008ICT	3171	GC	P	No	None	No	0%
1803ICT	3171	GC	P	No	None	No	0%
1805ICT	3171	GC	P	No	None	No	0%
3723ICT	3171	GC	P	No	None	No	0%
7004ICT	3171	GC	P	No	None	No	0%
2002ICT	3171	GC	P	No	None	No	0%
2509ICT	3171	GC	P	No	None	No	0%
2601ICT	3171	NA	P	No	None	No	0%
3020ICT	3171	GC	P	No	None	No	0%

Figure 70 Aboriginal and/or Torres Strait Islander Learnings Report

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

Blended Learning Strategies

Set:
Created: 20 May 2014, 02:55PM

View this report in Excel

	Learning content					Communication with or between students								Assess learning outc			
Course	ICT	Online	Scholarly information	Interactive resources	Downloadable recordings	Real time	Announcements	Discussion board	Email	Blogs	Wikis	Virtual class	Voice based	Elec learning	Online assignment submission	Online quizzes	Grade centre
1101AFE - Sem 1 2010 - Gold Coast Campus - In Person	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1101AFE - Sem 1 2010 - Nathan Campus - In Person	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1101AFE - Sem 2 2010 - Gold Coast Campus - In Person	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Figure 71 Blended Learning Strategies report

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.

Work Integrated Learning

Set:
Created: 20 May 2014, 02:58PM

View this report in Excel

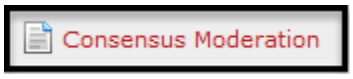
Table Legend		
Course involves 4 or more hours of work integrated learning or professional placement	10 days or more off campus in a work or professional setting; Less than 10 days off campus in a work or a professional setting; All activities based on campus.	Table 1
Outcomes are assessed	Discipline knowledge only; Professional/work skills/competencies only; Both; None of the above	
Access to the course	Compulsory for all students in the program; Limited by some criterion (eg: GPA, English language, pre-requisites, quota); Free elective (neither compulsory nor limited); Other	Table 2
WH&S for WIL Activities covered by	Online WH&S Use of Information Not Covered	Table 3

Course	Includes WIL	Off Campus/ On Campus	Key Activities	Outcomes are Assessed
1101AFE - Sem 1 2010 - Nathan Campus - In Person	-	-	-	-
1101AFE - Sem 1 2010 - Gold Coast Campus - In Person	-	-	-	-
1101AFE - Sem 2 2010 - Gold Coast Campus - In Person	-	-	-	-
1101AFE - Sem 2 2010 - Nathan Campus - In Person	-	-	-	-
1101AFE - Sem 1 2011 - Gold Coast Campus - In Person	No	-	-	-
1101AFE - Sem 1 2011 - Nathan Campus - In Person	No	-	-	-

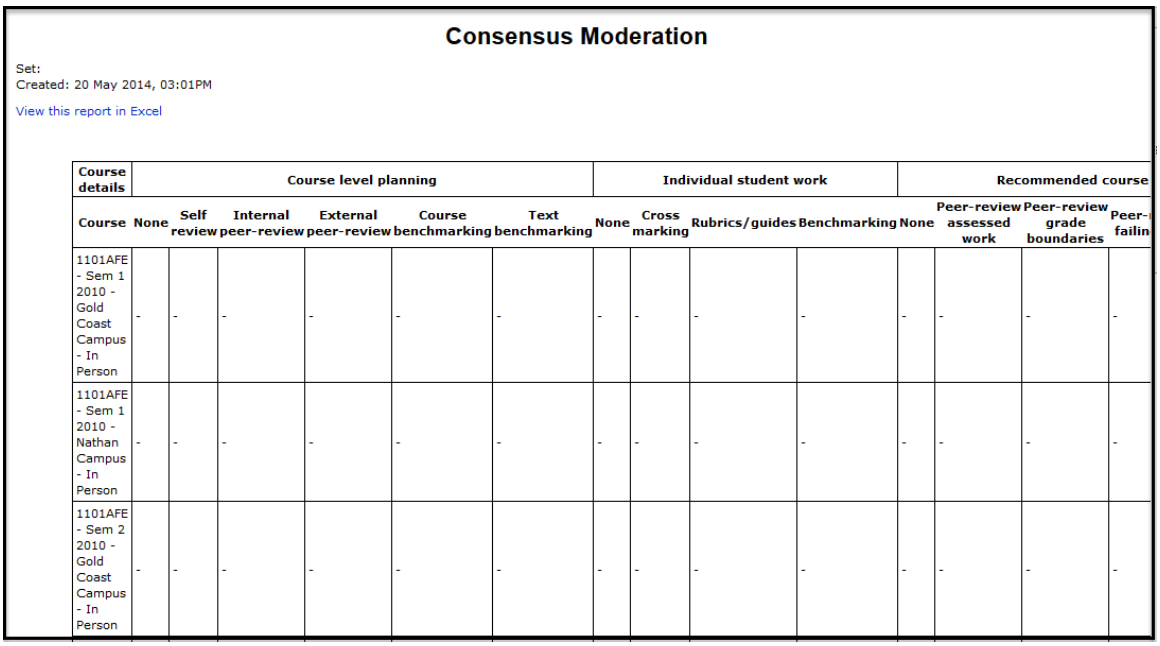
Figure 72 Work Integrated Learning report

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

Set:
Created: 20 May 2014, 03:01PM

View this report in Excel

Course details	Course level planning						Individual student work				Recommended course			
Course	None	Self review	Internal peer-review	External peer-review	Course benchmarking	Text benchmarking	None	Cross marking	Rubrics/guides	Benchmarking	None	Peer-review assessed work	Peer-review grade boundaries	Peer-failin
1101AFE - Sem 1 2010 - Gold Coast Campus - In Person	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1101AFE - Sem 1 2010 - Nathan Campus - In Person	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1101AFE - Sem 2 2010 - Gold Coast Campus - In Person	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Figure 73 Consensus Moderation Report

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.

Learning Outcomes to Assessment Items

Set:
Created: 18 March 2015, 06:24PM

View this report in Excel

This report displays learning outcomes to assessment item information, where it exists, for the following course profiles:

1101AFE - Sem 2 2014 - Gold Coast Campus - In Person | 1101AFE - Sem 2 2014 - Nathan Campus - In Person

Course code	Semester	Campus	Mode	Title	Assessment name	Weighting	Exam	Type	Self assessed	Group or Individual	Where activity based	Learning outcomes
					MyAccountingLab Homework	10	N	Log of Learning	N	Individual	School	*1: Demonstrate an understanding of the accounting profession, and accounting concepts and principles underlying transaction analysis. *2: Demonstrate an understanding of the accounting cycle and the application of double-entry principles and procedures that produce financial statements. *3: Demonstrate an understanding of the accrual basis of accounting and the use of a worksheet to complete the accounting cycle. *4: Demonstrate the application of the accounting principles and methods to retail businesses. *5: Demonstrate an understanding of the purpose and use of subsidiary ledgers and special journals. *6: Demonstrate knowledge of accounting treatments for inventory and receivables. *7: Demonstrate an understanding of internal controls and how to achieve them. *8: Demonstrate the preparation of a bank reconciliation and the application of internal controls to cash receipts and payments. *9: Demonstrate an understanding of accounting for non-current asset acquisition and depreciation. *10: Demonstrate an understanding of accounting for partnerships. *11: Demonstrate an understanding of financial statement ratios, their uses and limitations. 12: Demonstrate an understanding of the tools employed by external decision-makers in analysing the financial performance and health of a firm.
					Study Smart Quiz	5	N	Acad dev holistic	N	Individual	School	
					Mid Semester Exam	15	Y	Exam sel and cons	N	Individual	School	*1: Demonstrate an understanding of the accounting profession, and accounting concepts and principles underlying transaction analysis. *2: Demonstrate an understanding of the accounting cycle and the application of double-entry principles and procedures that produce financial statements. *3: Demonstrate an understanding of the accrual basis of accounting and the use of a worksheet to complete the accounting cycle. 4: Demonstrate the application of the accounting principles and methods to retail businesses. 5: Demonstrate an understanding of the purpose and use of subsidiary ledgers and special journals. 6: Demonstrate knowledge of accounting treatments for inventory and receivables. 7: Demonstrate an understanding of internal controls and how to achieve them. 8: Demonstrate the preparation of a bank reconciliation and the application of internal controls to cash receipts and payments. 9: Demonstrate an understanding of accounting for non-current asset acquisition and

Figure 74 Learning Outcomes to Assessment Items report

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.

Course code	Semester	Campus	Mode	Title	Assessment name	Weighting	Exam	Type	Self assessed	Group or Individual	Where activity based	Learning outcomes	Graduate attributes
					MyAccountingLab Homework	10	N	Log of Learning	N	Individual	School	120300 *1: Demonstrate an understanding of the accounting profession, and accounting concepts and principles underlying transaction analysis. *2: Demonstrate an understanding of the accounting cycle and the application of double-entry principles and procedures that produce financial statements. *3: Demonstrate an understanding of the accrual basis of accounting and the use of a worksheet to complete the accounting cycle. *4: Demonstrate the application of the accounting principles and methods to retail businesses. *5: Demonstrate an understanding of the purpose and use of subsidiary ledgers and special journals. *6: Demonstrate knowledge of accounting treatments for inventory and receivables. *7: Demonstrate an understanding of internal controls and how to achieve them. *8: Demonstrate the preparation of a bank reconciliation and the application of internal controls to cash receipts and payments. *9: Demonstrate an understanding of accounting for non-current asset acquisition and depreciation. *10: Demonstrate an understanding of accounting for partnerships. *11: Demonstrate an understanding of financial statement ratios, their uses and limitations. 12: Demonstrate an understanding of the tools employed by external decision-makers in analysing the financial performance and health of a firm.	A1,A3,A4 A1,A3,A4 A1,A3,A4 A1,A3,A4 A1,A3,A4 A1,A3,A4 A1,A3,A4 A1,A3,A4 A1,A3,A4 A1,A4 A1,A3
					Study Smart Quiz	5	N	Acad dev holistic	N	Individual	School		
					Mid Semester Exam	15	Y	Exam sel and cons	N	Individual	School	120300 *1: Demonstrate an understanding of the accounting profession, and accounting concepts and principles underlying transaction analysis. *2: Demonstrate an understanding of the accounting cycle and the application of double-entry principles and procedures that produce financial statements. *3: Demonstrate an understanding of the accrual basis of accounting and the use of a worksheet to complete the accounting cycle. 4: Demonstrate the application of the accounting principles and methods to retail businesses. 5: Demonstrate an understanding of the purpose and use of subsidiary ledgers and special journals. 6: Demonstrate knowledge of accounting treatments for inventory and receivables. 7: Demonstrate an understanding of internal controls and how to achieve them. 8: Demonstrate the preparation of a bank reconciliation and the application of	A1,A3,A4 A1,A3,A4 A1,A3,A4

Figure 75 Assessment Items to Learning outcomes to Graduate Attributes report

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

Set:
Created: 29 April 2015, 11:19AM

View this report in Excel

This report displays development board entries for the following course profiles:

56631 - 1101AFE - Accounting Principles - PUBLISHED - Sem 2 2010 - In Person - Gold Coast, On Campus

Id	Type	Time	Author	Subject	Body	Review flag	Email sent flag	Course review type	Change area	Changed content type(s)	Review Recommendation
18914	Development notice	21/MAY/10	System System	Automatic Cloning from "1101AFE - Sem 2 2009 - Gold Coast Campus - In Person" (53594)	Immediately following the initial import (seeding) of this profile from the PeopleSoft system, profile content, settings and security were "automatically" copied from a previously published profile for the same course (see also the Profile Event Log). Be sure to **check the accuracy of the whole profile**, including any **dates** in the Learning Activities, Assessment, and Status and Settings pages. Note that you can "manually" clone again from a different source profile if you wish.	N	N				
21199	Development notice	23/JUN/10		problem with profile showing as published	PSO noticed that the profile has been put through as published which can not be identified by the Eagle team as to who has done this as it had not even been submitted through the system to be approved. Eagle team has advised that I should put a message on the development board to advise that I had to take it back to show submitted as that is the only option available (that way students can not see anything)	N	N				
21476	Development notice	28/JUN/10		Dean approval required	Please note Dean approval will be required re changes to assessment profile.	N	N				

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.

Event log

Set:
Created: 29 April 2015, 11:29AM

View this report in Excel

This report displays event log entries for the following course profiles:

1101AFE - Sem 1 2010 - Gold Coast Campus - In Person	1101AFE - Sem 1 2010 - Nathan Campus - In Person	1101AFE - Sem 1 2011 - Gold Coast Campus - In Person	1101AFE - Sem 1 2011 - Nathan Campus - In Person
1101AFE - Sem 1 2012 - Gold Coast Campus - In Person	1101AFE - Sem 1 2012 - Nathan Campus - In Person	1101AFE - Sem 1 2013 - Gold Coast Campus - In Person	1101AFE - Sem 1 2013 - Nathan Campus - In Person
1101AFE - Sem 1 2014 - Gold Coast Campus - In Person	1101AFE - Sem 1 2014 - Logan Campus - In Person	1101AFE - Sem 1 2014 - Nathan Campus - In Person	1101AFE - Sem 1 2014 - Online - On Line
1101AFE - Sem 1 2015 - Gold Coast Campus - In Person	1101AFE - Sem 1 2015 - Logan Campus - In Person	1101AFE - Sem 1 2015 - Nathan Campus - In Person	1101AFE - Sem 1 2015 - Online - On Line
1101AFE - Sem 2 2009 - Gold Coast Campus - In Person	1101AFE - Sem 2 2009 - Nathan Campus - In Person	1101AFE - Sem 2 2010 - Gold Coast Campus - In Person	1101AFE - Sem 2 2010 - Nathan Campus - In Person
1101AFE - Sem 2 2011 - Gold Coast Campus - In Person	1101AFE - Sem 2 2011 - Nathan Campus - In Person	1101AFE - Sem 2 2012 - Gold Coast Campus - In Person	1101AFE - Sem 2 2012 - Nathan Campus - In Person
1101AFE - Sem 2 2013 - Gold Coast Campus - In Person	1101AFE - Sem 2 2013 - Nathan Campus - In Person	1101AFE - Sem 2 2014 - Gold Coast Campus - In Person	1101AFE - Sem 2 2014 - Nathan Campus - In Person

Date	Person	Type	Description	Session Id	Unit	Profile Id	Course profile
26 Nov 09		Status	Profile was SEEDED from data imported from the SI-net system.	UGRD-3101-1	AFE	51970	1101AFE - Sem 1 2010 - Nathan, On Campus - In Person - Retired - Viewable
26 Nov 09		Status	Profile was SEEDED from data imported from the SI-net system.	UGRD-3101-1	AFE	51971	1101AFE - Sem 1 2010 - Gold Coast, On Campus - In Person - Retired - Viewable
26 Nov 09		Status	Profile Status was changed from "SEEDED" to "DRAFT".	UGRD-3101-1	AFE	51970	1101AFE - Sem 1 2010 - Nathan, On Campus - In Person - Retired - Viewable
26 Nov 09		Status	Profile Status was changed from "SEEDED" to "DRAFT".	UGRD-3101-1	AFE	51971	1101AFE - Sem 1 2010 - Gold Coast, On Campus - In Person - Retired - Viewable
21 May 10		Status	Profile was SEEDED from data imported from the Griffith Portal system.	UGRD-3105-1	AFE	56631	1101AFE - Sem 2 2010 - Gold Coast, On Campus - In Person - Published - Viewable
21 May 10		Status	Profile was SEEDED from data imported from the Griffith Portal system.	UGRD-3105-1	AFE	56632	1101AFE - Sem 2 2010 - Nathan, On Campus - In Person - Published - Viewable

Figure 77: Combined events log

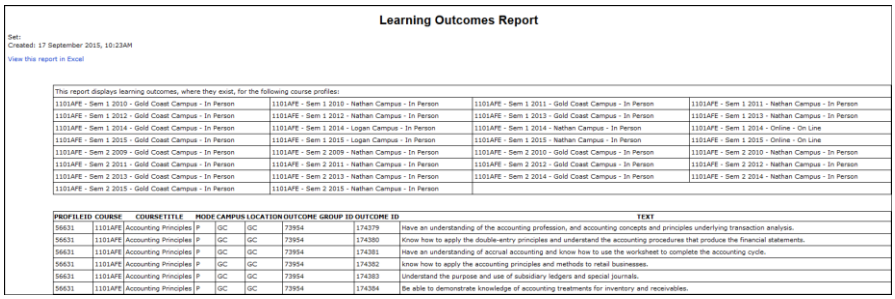
8.13 Learning Outcomes Report

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

Choose

(Learning outcomes)

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



Learning Outcomes Report

Set:
Created: 17 September 2015, 10:23AM
View this report in Excel

This report displays learning outcomes, where they exist, for the following course profiles:

1101AFE - Sem 1 2010 - Gold Coast Campus - In Person	1101AFE - Sem 1 2010 - Nathan Campus - In Person	1101AFE - Sem 1 2011 - Gold Coast Campus - In Person	1101AFE - Sem 1 2011 - Nathan Campus - In Person
1101AFE - Sem 1 2012 - Gold Coast Campus - In Person	1101AFE - Sem 1 2012 - Nathan Campus - In Person	1101AFE - Sem 1 2013 - Gold Coast Campus - In Person	1101AFE - Sem 1 2013 - Nathan Campus - In Person
1101AFE - Sem 1 2014 - Gold Coast Campus - In Person	1101AFE - Sem 1 2014 - Logan Campus - In Person	1101AFE - Sem 1 2014 - Nathan Campus - In Person	1101AFE - Sem 1 2014 - Online - On Line
1101AFE - Sem 1 2015 - Gold Coast Campus - In Person	1101AFE - Sem 1 2015 - Logan Campus - In Person	1101AFE - Sem 1 2015 - Nathan Campus - In Person	1101AFE - Sem 1 2015 - Online - On Line
1101AFE - Sem 2 2009 - Gold Coast Campus - In Person	1101AFE - Sem 2 2009 - Nathan Campus - In Person	1101AFE - Sem 2 2010 - Gold Coast Campus - In Person	1101AFE - Sem 2 2010 - Nathan Campus - In Person
1101AFE - Sem 2 2011 - Gold Coast Campus - In Person	1101AFE - Sem 2 2011 - Nathan Campus - In Person	1101AFE - Sem 2 2012 - Gold Coast Campus - In Person	1101AFE - Sem 2 2012 - Nathan Campus - In Person
1101AFE - Sem 2 2013 - Gold Coast Campus - In Person	1101AFE - Sem 2 2013 - Nathan Campus - In Person	1101AFE - Sem 2 2014 - Gold Coast Campus - In Person	1101AFE - Sem 2 2014 - Nathan Campus - In Person
1101AFE - Sem 2 2015 - Gold Coast Campus - In Person	1101AFE - Sem 2 2015 - Nathan Campus - In Person		

PROFILEID	COURSE	COURSETITLE	MODE	CAMPUS	LOCATION	OUTCOME GROUP ID	OUTCOME ID	TEXT
56631	1101AFE	Accounting Principles	P	GC	GC	73954	174379	Have an understanding of the accounting profession, and accounting concepts and principles underlying transaction analysis.
56631	1101AFE	Accounting Principles	P	GC	GC	73954	174380	Know how to apply the double-entry principles and understand the accounting procedures that produce the financial statements.
56631	1101AFE	Accounting Principles	P	GC	GC	73954	174381	Have an understanding of accrual accounting and know how to use the worksheet to complete the accounting cycle.
56631	1101AFE	Accounting Principles	P	GC	GC	73954	174382	know how to apply the accounting principles and methods to retail businesses.
56631	1101AFE	Accounting Principles	P	GC	GC	73954	174383	Understand the purpose and use of subsidiary ledgers and special journals.
56631	1101AFE	Accounting Principles	P	GC	GC	73954	174384	Be able to demonstrate knowledge of accounting treatments for inventory and receivables.

Figure 78: Learning Outcomes Report

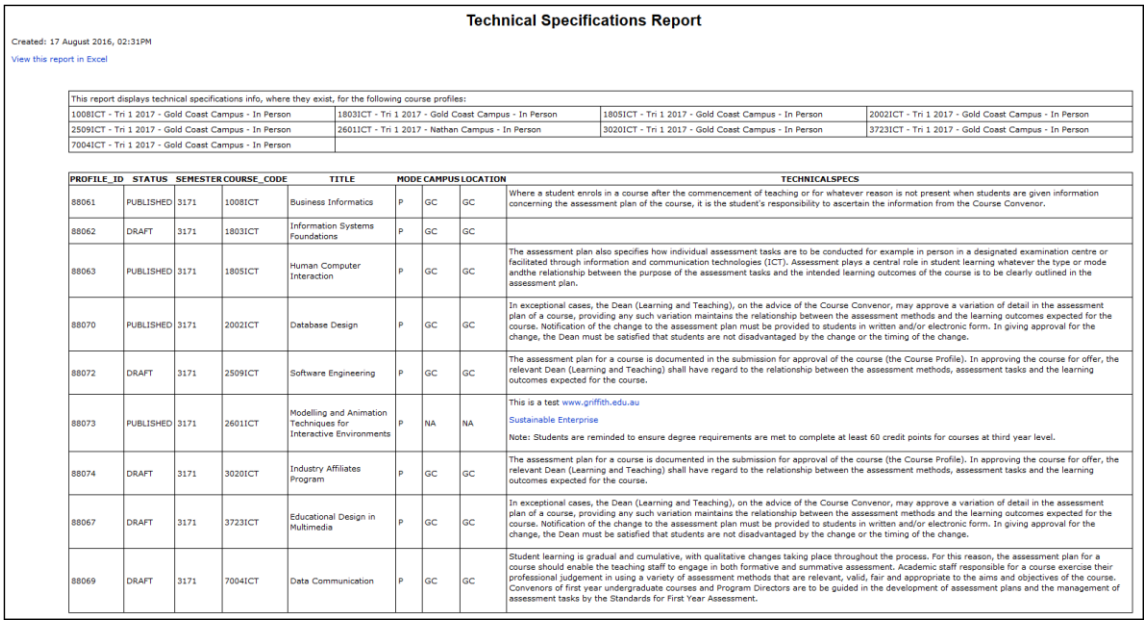
8.14 Technical Specifications Report

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

Choose

(Technical Specifications)

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



Technical Specifications Report

Created: 17 August 2016, 02:31PM
View this report in Excel

This report displays technical specifications info, where they exist, for the following course profiles:

1008ICT - Tri 1 2017 - Gold Coast Campus - In Person	1803ICT - Tri 1 2017 - Gold Coast Campus - In Person	1805ICT - Tri 1 2017 - Gold Coast Campus - In Person	2002ICT - Tri 1 2017 - Gold Coast Campus - In Person
2509ICT - Tri 1 2017 - Gold Coast Campus - In Person	2601ICT - Tri 1 2017 - Nathan Campus - In Person	3020ICT - Tri 1 2017 - Gold Coast Campus - In Person	3723ICT - Tri 1 2017 - Gold Coast Campus - In Person
7004ICT - Tri 1 2017 - Gold Coast Campus - In Person			

PROFILE_ID	STATUS	SEMESTER	COURSE_CODE	TITLE	MODE	CAMPUS	LOCATION	TECHNICALSPECS
88061	PUBLISHED	3171	1008ICT	Business Informatics	P	GC	GC	Where a student enrols in a course after the commencement of teaching or for whatever reason is not present when students are given information concerning the assessment plan of the course, it is the student's responsibility to ascertain the information from the Course Convenor.
88062	DRAFT	3171	1803ICT	Information Systems Foundations	P	GC	GC	
88063	PUBLISHED	3171	1805ICT	Human Computer Interaction	P	GC	GC	The assessment plan also specifies how individual assessment tasks are to be conducted for example in person in a designated examination centre or facilitated through information and communication technologies (ICT). Assessment plays a central role in student learning whatever the type or mode andthe relationship between the purpose of the assessment tasks and the intended learning outcomes of the course is to be clearly outlined in the assessment plan.
88070	PUBLISHED	3171	2002ICT	Database Design	P	GC	GC	In exceptional cases, the Dean (Learning and Teaching), on the advice of the Course Convenor, may approve a variation of detail in the assessment plan 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 to the assessment plan must be provided to students in written and/or electronic form. In giving approval for the change, the Dean must be satisfied that students are not disadvantaged by the change or the timing of the change.
88072	DRAFT	3171	2509ICT	Software Engineering	P	GC	GC	The assessment plan for a course is documented in the submission for approval of the course (the Course Profile). In approving the course for offer, the relevant Dean (Learning and Teaching) shall have regard to the relationship between the assessment methods, assessment tasks and the learning outcomes expected for the course.
88073	PUBLISHED	3171	2601ICT	Modelling and Animation Techniques for Interactive Environments	P	NA	NA	This is a test www.griffith.edu.au Sustainable Enterprise Note: Students are reminded to ensure degree requirements are met to complete at least 60 credit points for courses at third year level.
88074	DRAFT	3171	3020ICT	Industry Affiliates Program	P	GC	GC	The assessment plan for a course is documented in the submission for approval of the course (the Course Profile). In approving the course for offer, the relevant Dean (Learning and Teaching) shall have regard to the relationship between the assessment methods, assessment tasks and the learning outcomes expected for the course.
88067	DRAFT	3171	3723ICT	Educational Design in Multimedia	P	GC	GC	In exceptional cases, the Dean (Learning and Teaching), on the advice of the Course Convenor, may approve a variation of detail in the assessment plan 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 to the assessment plan must be provided to students in written and/or electronic form. In giving approval for the change, the Dean must be satisfied that students are not disadvantaged by the change or the timing of the change.
88069	DRAFT	3171	7004ICT	Data Communication	P	GC	GC	Student learning is gradual and cumulative, with qualitative changes taking place throughout the process. For this reason, the assessment plan for a course should enable the teaching staff to engage in both formative and summative assessment. Academic staff responsible for a course exercise their professional judgement in using a variety of assessment methods that are relevant, valid, fair and appropriate to the aims and objectives of the course. Convenors of first year undergraduate courses and Program Directors are to be guided in the development of assessment plans and the management of assessment tasks by the Standards for First Year Assessment.

Figure 79 Technical Specifications Report

8.15 Resubmission Report

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

Choose

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

Resubmission Report

reated: 17 August 2016, 02:38PM

iew this report in Excel

This report displays assessment item information, where it exists, for the following course profiles:			
1008ICT - Tri 1 2017 - Gold Coast Campus - In Person	1803ICT - Tri 1 2017 - Gold Coast Campus - In Person	1805ICT - Tri 1 2017 - Gold Coast Campus - In Person	2002ICT - Tri 1 2017 - Gold Coast Campus - In Person
2509ICT - Tri 1 2017 - Gold Coast Campus - In Person	2601ICT - Tri 1 2017 - Nathan Campus - In Person	3020ICT - Tri 1 2017 - Gold Coast Campus - In Person	3723ICT - Tri 1 2017 - Gold Coast Campus - In Person
7004ICT - Tri 1 2017 - Gold Coast Campus - In Person			

Profile Id	Status	Semester Code	Course Code	Course Title	Mode	Campus	Location	Assessment type	Assessment Title	School or Centrally Organised	Weighting	Marked out of	Due date	Resubmission flag	Resubmission Conditions	Assessment item id	Assessment Group id
88061	PUBLISHED	3171	1008ICT	Business Informatics	P	GC	GC	Assignment - Written Assignment	Major Assignment	S	50	120	15 Feb 17 17:00 - 15 Mar 17 17:00	N		224928	139377
88061	PUBLISHED	3171	1008ICT	Business Informatics	P	GC	GC	Exam - constructed response	Mid Year Exam	S	25	50	23 Mar 17 08:00 - 23 Mar 17 20:00 via L@G site	Y	You must resit the exam as organised by the Convenor within 5 working days of receiving your mark	224929	139377
88061	PUBLISHED	3171	1008ICT	Business Informatics	P	GC	GC	Exam - constructed response	Mid Year Exam	C	25	50	5 Nov 16 - 19 Nov 16	N		224930	139377
88062	DRAFT	3171	1803ICT	Information Systems Foundations	P	GC	GC	Assignment - Planning Document	test	S	0	100	29 May 25			224990	139462
88062	DRAFT	3171	1803ICT	Information Systems Foundations	P	GC	GC	Exam - selected and constructed responses	Mid Semester Exam	S	15	40	8 Apr 17			224991	139462
88062	DRAFT	3171	1803ICT	Information Systems Foundations	P	GC	GC	Exam - selected and constructed responses	Final Exam	C	55	100	10 Jun 17 - 24 Jun 17			224992	139462

Figure 80 Resubmission Report

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

Supplementary Assessment Report

Created: 17 August 2016, 02:42PM

View this report in Excel

This report displays supplementary assessment info, where they exist, for the following course profiles:			
1008ICT - Tri 1 2017 - Gold Coast Campus - In Person	1803ICT - Tri 1 2017 - Gold Coast Campus - In Person	1805ICT - Tri 1 2017 - Gold Coast Campus - In Person	2002ICT - Tri 1 2017 - Gold Coast Campus - In Person
2509ICT - Tri 1 2017 - Gold Coast Campus - In Person	2601ICT - Tri 1 2017 - Nathan Campus - In Person	3020ICT - Tri 1 2017 - Gold Coast Campus - In Person	3723ICT - Tri 1 2017 - Gold Coast Campus - In Person
7004ICT - Tri 1 2017 - Gold Coast Campus - In Person			

PROFILEID	PROFILESTATUS	SEMESTERCODE	COURSECODE	COURSETITLE	MODECODE	CAMPUSCODE	LOCATIONCODE	SUPPASSESS
88061	PUBLISHED	3171	1008ICT	Business Informatics	P	GC	GC	Y
88062	DRAFT	3171	1803ICT	Information Systems Foundations	P	GC	GC	N
88063	PUBLISHED	3171	1805ICT	Human Computer Interaction	P	GC	GC	Y
88067	DRAFT	3171	3723ICT	Educational Design in Multimedia	P	GC	GC	N
88069	DRAFT	3171	7004ICT	Data Communication	P	GC	GC	N
88070	PUBLISHED	3171	2002ICT	Database Design	P	GC	GC	N
88072	DRAFT	3171	2509ICT	Software Engineering	P	GC	GC	Y
88073	PUBLISHED	3171	2601ICT	Modelling and Animation Techniques for Interactive Environments	P	NA	NA	Y
88074	DRAFT	3171	3020ICT	Industry Affiliates Program	P	GC	GC	N

Figure 81 Supplementary Assessment Report

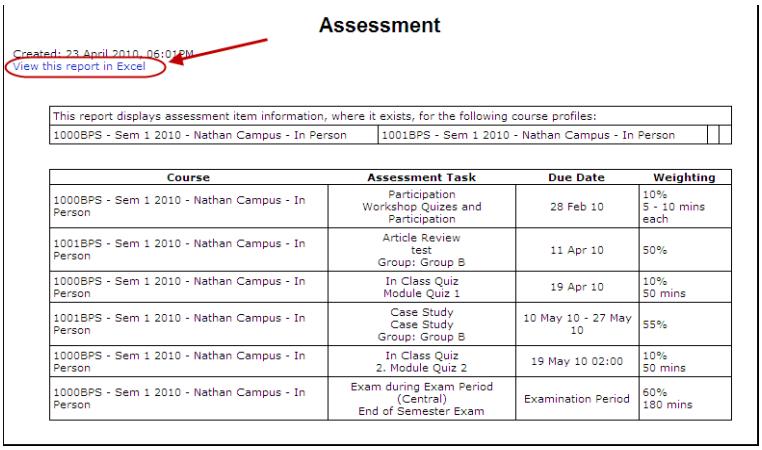
8.17 Exporting Reports to Excel

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”.



Assessment

Created: 23 April 2010, 06:01PM
View this report in Excel

This report displays assessment item information, where it exists, for the following course profiles:	
1000BPS - Sem 1 2010 - Nathan Campus - In Person	1001BPS - Sem 1 2010 - Nathan Campus - In Person

Course	Assessment Task	Due Date	Weighting
1000BPS - Sem 1 2010 - Nathan Campus - In Person	Participation Workshop Quizes and Participation	28 Feb 10	10% 5 - 10 mins each
1001BPS - Sem 1 2010 - Nathan Campus - In Person	Article Review test Group: Group B	11 Apr 10	50%
1000BPS - Sem 1 2010 - Nathan Campus - In Person	In Class Quiz Module Quiz 1	19 Apr 10	10% 50 mins
1001BPS - Sem 1 2010 - Nathan Campus - In Person	Case Study Case Study Group: Group B	10 May 10 - 27 May 10	55%
1000BPS - Sem 1 2010 - Nathan Campus - In Person	In Class Quiz 2. Module Quiz 2	19 May 10 02:00	10% 50 mins
1000BPS - Sem 1 2010 - Nathan Campus - In Person	Exam during Exam Period (Central) End of Semester Exam	Examination Period	60% 180 mins

Figure 82 Choose View this report in Excel

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

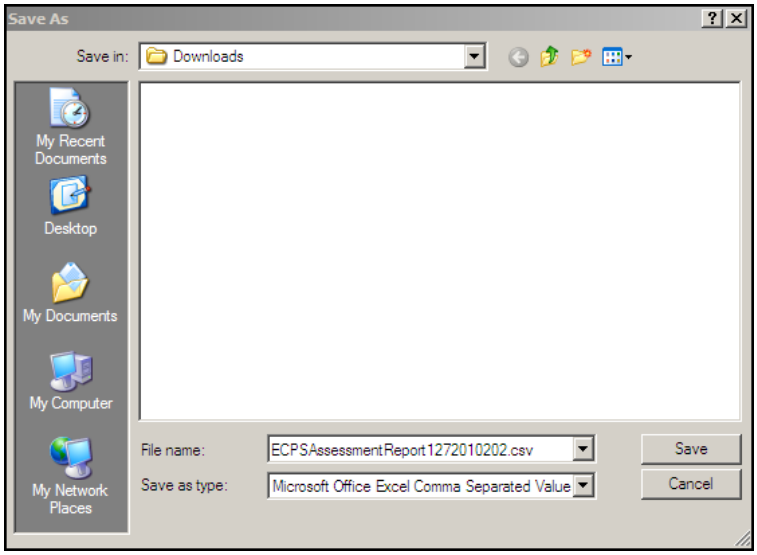
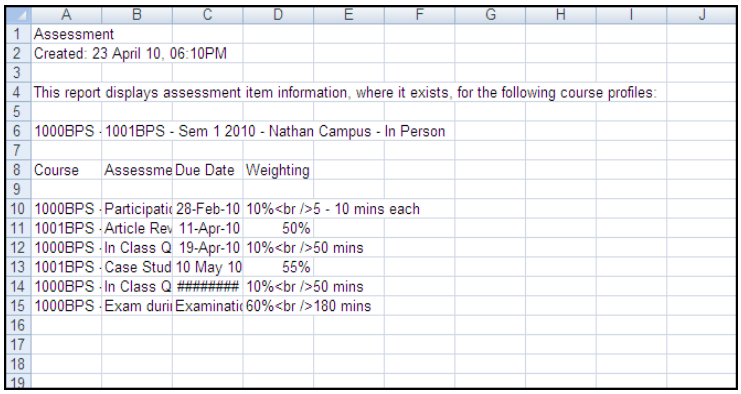


Figure 83 Save the required report

Choose Save (Save).
Open the required file from the selected directory.



	A	B	C	D	E	F	G	H	I	J
1	Assessment									
2	Created: 23 April 10, 06:10PM									
3										
4	This report displays assessment item information, where it exists, for the following course profiles:									
5										
6	1000BPS :	1001BPS - Sem 1 2010 - Nathan Campus - In Person								
7										
8	Course	Assessme	Due Date	Weighting						
9										
10	1000BPS :	Participatic	28-Feb-10	10% 5 - 10 mins each						
11	1001BPS :	Article Rev	11-Apr-10	50%						
12	1000BPS :	In Class Q	19-Apr-10	10% 50 mins						
13	1001BPS :	Case Stud	10 May 10	55%						
14	1000BPS :	In Class Q	########	10% 50 mins						
15	1000BPS :	Exam durir	Examinatic	60% 180 mins						
16										
17										
18										
19										

Figure 84: The saved report opened in Excel