

Subject Lifecycle

This guide maps an overview of key points from a range of JCU teaching, learning and assessment related policies and procedures to the subject lifecycle.

Please refer to the policy library for a full description of the policy or procedure.

The subject lifecycle consists of four stages:



Abbreviations: CAI - Coursework Academic Integrity | CP - Core principle
LTA - Learning, Teaching and Assessment | Proc. - Procedure | SO - Subject Outline.

Plan

Assessment

LTA Proc 3.1.3 Assessment methods must be the same across study mode and campus

LTA Proc. 3.1.2 Ensure transparent assessment descriptions and rubrics that contain criteria or scales that define the standards expected of students' work.

CAI Proc. 3.2 Staff and affiliates must complete JCU's staff Coursework Academic Integrity Education Modules where directed by the University.

LTA Proc. 3.2.5 Examination papers for the examination period are securely prepared, approved and submitted to the College Administration and Examinations Unit in a timely manner in order to meet deadlines, as outlined in the Examinations Procedure.

Subject Outline

Prepare the subject outline according to the SO Procedure.

LTA Proc. 2.4.2. d Communicate the actions taken in response to a subject review to other staff and students.

SO Proc. 3.1 Make available on Learning Management System (LearnJCU), five university working days before the start of the study period.

Prepare LearnJCU Site

Prepare the LearnJCU site according to the Student Digital Experience Policy.

LTA Proc. 1.4.1. a Ensure that LearnJCU provides access to core learning materials and extension options through technologies where appropriate.

LTA Proc. 4.2.1 Face-to-face and online teaching environments have up-to-date and relevant equipment and resources that enhance a range of different teaching approaches.

Teaching

LTA Proc. 1.3.1 Students are offered a variety of resources, teaching methods, and flexible approaches to learning in recognition to their learning needs and acknowledging their social and culturally diverse backgrounds.

LTA Policy CP4 Student learning is facilitated by inspiring, motivating and research-informed teaching.

LTA Proc. 1.2.3 Students receive explicit learning and teaching information using commonly accepted terminology and language appropriate to the discipline.

LTA Proc. 4.1 Teaching requirements.

LTA Proc. 4.2.2. a Learning activities and teaching strategies cater for, and encourage, student equity, diversity and inclusion.

CAI Proc 1 Staff responsibilities.

Consultation

LTA Proc. 4.3.1 Consultation arrangements communicated in subject outline.

Assessment

LTA Policy CP3 Assessment is valid, fair, authentic, developmental, transparent, and varied.

LTA Proc. 3.2 Assessment methods.

LTA Proc 3.1.7 Early assessment (pre- census) must be used to monitor student progress against subject learning outcomes and to identify additional support requirements.

CAI Proc. 4.1. a Breach by a student - report as directed in the Student Academic Misconduct Procedure.

LTA Proc. 3.2.5 Examination papers for the examination period are securely prepared,

approved and submitted to the College Administration and Examinations Unit in a timely manner in order to meet deadlines, as outlined in the Examinations Procedure.

Moderation

LTA Proc. 3.6 Moderation.

Grading/marking

LTA Proc. 3.7 Grades and results.

Providing Feedback

LTA Proc. 3.5 Feedback on assessment.

LTA Proc. 3.5.2. a Students receive feedback on early assessment item before census date.

LTA Proc. 3.5.2. c Feedback on assessment provided in timely manner relative to study period:

- within 15 university working days for 13-week subject
- within 7 university working days for 7-week subject.

LTA Proc 3.5.1 Feedback on examinations available in LearnJCU GradeCentre or by student request after results release date.

Special Consideration

LTA Proc. 3.2.7 A deferred assessment (including an examination) is a delay (postponement) to the start date of an assessment item. A deferral can be requested by a student due to extenuating circumstances under the Special Consideration Procedure.

Encourage Student Feedback on Subject

Promote YourJCU survey in accordance with the Student Experience of Learning and Teaching Policy.

Review

Student Feedback

LTA Proc. 2.4 Course and subject feedback and review.

LTA Proc. 2.4.2. a Conduct an annual review of student feedback.

LTA Proc. 2.4.2. c Subject Coordinators undertake a biannual peer review of a subject that includes YourJCU student feedback, learning analytics data, assessment plans, moderation processes and grading practices.

Peer and Self-reflection

LTA Proc. 2.4.2. c Utilise elements of the 4Q model of evaluation for peer review and self-reflection.

Subject Learning Outcomes (SLO)

LTA Proc. 2.3 Learning outcomes.

LTA Proc 2.3.3 Course and subject learning outcomes are written from the point-of-view of student learning.

LTA Proc. 3.1.4 Every subject learning outcome must be assured through assessment.

Assessment

LTA Proc. 3.2.2 Assessment methods are balanced.

LTA Proc. 3.1.2 Learning outcomes and assessment are aligned.

CAI Proc. 1.1. a Ensure assessment items are varied and intentionally designed to promote academic integrity.

Learning Materials

LTA Policy CP2 Students participate in engaging and futures-orientated subjects.

LTA Proc. 2.1 Curriculum design.

LTA Proc. 2.1.1. c Ensuring course and subject design is inclusive and anticipates student diversity without lowering academic standards.

Improve

Use Data Sources

LTA Proc. 2.4.2. b Monitor and consider survey and learning analytics data to improve current and future subject content.

LTA Proc. 2.1.1. g Incorporate changes as a result of student feedback.

Curriculum Design

LTA Policy CP2 Students participate in engaging and futures-orientated subjects.

LTA Proc. 2.1 Curriculum design.

LTA Proc. 2.2 Skills development.

LTA Proc. 3.1.4. e Staff must assess English language and numeracy proficiency. Refer to the English Language and Numeracy Policy.