JCU Subject Outline Guide 2020

If you have any queries or suggestions, please contact ltse@jcu.edu.au

We acknowledge the Traditional Owners of the lands and waters where our University is located and actively seek to contribute and support the JCU Reconciliation Statement, which exemplifies respect for Australian Aboriginal and Torres Strait cultures, heritage, knowledge and the valuing of justice and equity for all Australians.

Cairns

Singapore

Townsville

How to use this Subject Outline Guide

The JCU [Charter of Responsibilities for Academic Quality and Governance](#) outlines the responsibilities of the Subject Coordinator, including the responsibility for developing a subject outline (R5). Subject Coordinators are encouraged to engage their teaching team in the development of the subject outline to ensure shared understanding of the requirements of the subject.

The **JCU policies** that inform this guide are as follows:

- [Subject Outlines Policy](#)
- [Learning, Teaching and Assessment (LTA) Policy](#)
- [English Language and Numeracy Policy](#)
- [Student Academic Misconduct Requirements Policy](#)
- [Review of Assessment and Student Access to Examination Scripts and Materials Policy](#)
- [Special Consideration, Supplementary, Deferred and Special Examinations Policy](#)
- [Incidental Fees Policy](#)
- [Student Experience of Learning and Teaching (SELT) Policy](#)

This Subject Outline Guide is also informed by the [Higher Education Standards Framework](#) (Threshold Standards) 2015 (TEQSA Act, 2011). The Subject Outline represents core documentation of subject requirements and, as such, it must provide comprehensive and accurate information to students about *all* requirements to satisfactorily complete the subject. It is your **official communication with students,** serving as a critical document in meeting:

- Higher Education Standards Framework 7.2.1: "Accurate, relevant and timely information for students is publicly available and accessible, including access for students with special needs, to enable informed decision making about educational offerings and experiences" (TEQSA Act, 2011, p. 14).
- Core Principle 8 of the JCU Learning, Teaching and Assessment Policy: "Open communication builds shared understandings".

While colleges and disciplines are able to add components, the Subject Outline Template represents the minimum requirements that must be included in all JCU subject outlines.

The Subject Outline, along with other essential information, must be available to students on the subject's **LearnJCU** site at least **5 University working days prior** to the commencement of the prescribed study period.

If your subject involves **piggybacking across subject codes,** at different levels, as outlined in the [Australian Qualifications Framework](#) (2013), two Subject Outlines are to be produced for the respective subject codes/student cohorts, in light of requirements for differentiated assessment (and other aspects of teaching and learning).

This Subject Outline Guide uses the following:

- Brown text – instructions for the Subject Coordinator to guide completion of subject outline;
- Blue text – policy checks for the Subject Coordinator's consideration;
- Black text – standard text required for all subject outlines (excluding the Appendices).

Subject Outline

Subject Name	Insert subject name, as in the Coursework Subjects Database (CSDB)
Subject Code	Insert subject code, as in the CSDB
Study Period	
Study Mode	
Campus	
Subject Coordinator	Insert name of Subject Coordinator for this offering/study period, as in the Teaching Roles Database (TRDB)

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Pre-requisites

If pre-requisites apply to your subject, provide a link to the subject in [Subject Search](#).

Subject Outline preparation

This Subject Outline has been prepared by [insert your name] for the College of [insert your College], Division of [insert your Division], James Cook University. Updated [insert date last updated].

Q1. This subject is offered across more than one campus and/or mode and/or teaching period within the one calendar year.	Yes ☐ No ☐
Q2. If yes (Q1), the design of all offerings of this subject ensure the same learning outcomes and assessment types and weightings.	Yes ☐ No ☐
Q3. If no (Q2), [insert name] has authorised any variations, in terms of equivalence.	

Policy check:

- LTA Policy 4.4 Where a subject is offered across different campuses and/or modes and/or teaching periods within the one calendar year, the learning outcomes will be the same, and other than in exceptional circumstances, there will be no variation in assessment type or weighting. Any minor variation in assessment type or weighting must be authorised through relevant College/Division processes and by the relevant Heads of Academic Group, and documented in the Subject Outline/s, prior to the commencement of the subject. The design of course content and learning experiences across different campuses and/or modes and/or teaching periods within the one calendar year will ensure equivalent opportunity for students to achieve the stated learning outcomes.
- HESF (2015) 3.1.4. Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery.

Subject Outline peer reviewer

Name	
Position	
Date reviewed	

Staff contact details

If the subject is offered (also) in external or limited mode, you may wish to outline or include in the table further contact instructions or details (e.g. Skype addresses).

Policy check:

- LTA Policy 8.5. Full time staff will normally be available for approximately 4 hours per week during study periods. Where academic staff hold part-time or sessional positions, a pro-rata provision of consultation time must be offered.

Teaching team	Staff member	Room	Phone	Email	Consultation times*
Subject Coordinator					
Lecturer					
Tutor 1					
Tutor 2					

*Other consultation times by appointment only.

1   Subject at a glance

1.1   Student participation requirements

The JCU Learning, Teaching and Assessment Policy (4.3) indicates that, "a **3 credit point subject** will require a **130 hour work load** of study-related participation including class attendance over the duration of the study period, **irrespective of mode of delivery"**.   This work load comprises **timetabled hours** and **other attendance requirements**, as well as **personal study hours,** including completion of online learning activities and assessment requirements.   Note that "attendance at specified classes will be a mandatory requirement for satisfactory completion of some subjects" (Learning, Teaching and Assessment Policy, 5.10); and that additional hours may be required per week for those students in need of **English language, numeracy** or **other learning support.**

Outline the **participation requirements** for this subject in the table:

Key subject activities	Time	Day and date	Room/Location
Insert **relevant subject activities** (e.g. lecture, tutorial, workshop, laboratory, Collaborate session, etc.) and contact hours per week e.g. Lecture (1 hour per week)	Refer to JCU Timetable 2020		
e.g. Tutorial (2 hours per week)	Refer to JCU Timetable 2020		
Other mandatory attendance requirements: Outline any **mandatory attendance requirements** (e.g. clinical practice/professional experience briefing, residential block, etc.)	[Insert time]	[Insert day & date]	[Insert room]

For information regarding class registration, visit the Class Registration Schedule.

Policy check:

- HESF (2015) 7.2.2.b. Information to assist in planning for and participation in educational and other activities, including contact points, advice about orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, timetables, access to learning resources, avenues to participate in decision making and opportunities to participate in student representative bodies.

1.2 Key dates

Insert **assessment methods** in the table below (see **Appendix A** of the **Subject Outline Guide** for listing and definition of assessment methods). Consider **early low-stakes / low-weight assessment** to provide students with feedback.

Key dates	Date
Census date	See 2020 Study Period and Census Dates
Last date to withdraw without academic penalty	See 2020 Study Period and Census Dates
Assessment item 1: [insert method] [insert weighting %]	Due [insert due date]
Assessment item 2: [insert method] [insert weighting %]	Due [insert due date]
Assessment item 3: [insert method] [insert weighting %]	Due [insert due date]
Assessment item 4: [insert method] [insert weighting %]	Due [insert due date]

Policy check:

- English Language and Numeracy Policy: Students will receive feedback on English language and numeracy proficiency through **early learning activities** that identify students' support needs, relevant to the discipline or course of study.
- LTA Policy 8.7.1. Staff will be responsible for **provision of early feedback** on learning activities to allow students an opportunity to **withdraw without academic penalty** and to improve performance **before further assessment**.
- LTA Policy 5.4.2. Assessment must be **varied, distributed and weighted across the duration of the study period** in order to create manageable workloads for staff and students and to enable timely feedback for students. No assessment item worth more than 30% of the total grade in a subject will be given within 3 weeks of the examination period for subjects wherein there is a final (centrally administered) examination, unless the subject is delivered in block mode and the assessment is authorised by the Head of Academic Group.
- LTA Policy 8.7.2. Staff will be responsible for informing students of their grade for every component of assessment in the subject. This will be **within 21 days from the due date of the assessment item**.
- HESF (2015) 1.3.3. Methods of assessment or monitoring that **determine progress within** and between **units of study** or in research training validly assess progress and, in the case of formative assessment, provide students with **timely feedback** that assists in their achievement of learning outcomes.
- HESF (2015) 1.3.4. Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.

2 Subject details

2.1 Subject description

Insert subject description, as in the CSDB. Ensure there is **no variation** on the CSDB entry.

2.2 Subject learning outcomes

Insert outcomes, as in the CSDB. Ensure there is **no variation** on the CSDB entry.

Students who successfully complete this subject will be able to:

- [Type here]
-

These outcomes will contribute to your overall achievement of **course learning outcomes.** Your course learning outcomes can be located in the entry for your course in the electronic [JCU Course and Subject Handbook 2020](#) (click on 'Course Information' bar/ select 'Undergraduate Courses' or 'Postgraduate Courses'/ select relevant course/ scroll down to 'Academic Requirements for Course Completion', 'Course learning outcomes').

Policy check:

- HESF (2015) 1.4.4. On completion of a course of study, students have demonstrated the learning outcomes specified for a course of study, whether assessed at unit level, course level, or in combination.

2.3   Learning and teaching in this subject

Outline key teaching approaches/strategies and learning experiences in which students will engage in the subject. Indicate how the various components of the subject are connected and how LearnJCU will be used. You may briefly address how this subject links to other subjects in a course.

Policy check:

- LTA Policy CP6. Effective teaching is **inspiring, motivating and research-informed**.
  - 6.2. Courses will demonstrate relevance and impact beyond the University, including elements of **work integrated learning**.
  - 6.3. Teaching will **build student research capacity**.
- LTA Policy CP7. Approaches to teaching are **varied and adaptive to new demands in learning**, and will include **effective use of appropriate technologies and innovation**.
  - 7.1. Within all courses, staff will provide a **range of learning opportunities** - for example, problem-based learning, small group enquiry, situated learning and evidence-based practice.
- HESF (2015) 3.1.3. Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.

2.4   Student feedback on subject and teaching

As part of our commitment at JCU to improving the quality of our courses and teaching, we regularly seek feedback on your learning experiences. Student feedback informs evaluation of subject and teaching strengths and areas that may need refinement or change. ***YourJCU Subject and Teaching Surveys*** provide a formal and confidential method for you to provide feedback about your subjects and the staff members teaching within them. These surveys are available to all students through [LearnJCU.](#) You will receive an email invitation when the survey opens. We value your feedback and ask that you provide constructive feedback about your learning experiences for each of your subjects, in accordance with responsibilities outlined in the [Student Code of Conduct](#). Refrain from providing personal feedback on topics that do not affect your learning experiences. Malicious comments about staff are deemed unacceptable by the University.

In response to previous student feedback and other data, the following enhancements to this subject have been made:

- [Outline change]

-

Close the loop by outlining the ways in which you have responded to previous student feedback about this subject. Consider incorporating both quantitative and qualitative feedback from the **YourJCU Subject Survey** of the subject's previous delivery. Examples may include: the student report aggregated frequency graph; mean scores or percentage agreements; a small sample of anonymous student comments; and/or your own narrative summary of student feedback.

Policy check:

- LTA Policy 8.9. Subject Co-ordinators will ensure regular student evaluations of the subject are **presented back to students** and **considered in subsequent subject designs**.
- HESF (2015) 5.3.5. All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.
- HESF (2015) 5.3.6. All teachers and supervisors have opportunities to review feedback on their teaching and research supervision and are supported in enhancing these activities.

2.5 Subject resources and special requirements

All subject readings and resources, including journal articles, book chapters, websites, videos, print and eTextbooks, are available to view online from your *Readings list* via your LearnJCU subject site. Textbooks are listed in your *Readings list*, including links to library holdings. The JCU Library has limited print copies of prescribed textbooks for two-day loan, and options for viewing available eTextbooks online.

Additionally, you can find the most appropriate library subject resources, including dedicated discipline-specific Library Guides, relevant databases and access to library services and staff through the *Your Library* tool, in your LearnJCU subject site.

List prescribed texts (if applicable), according to the referencing style that students are required to use for assessment in this subject. Include prescribed and recommended texts in your *Readings* list, ensuring that you set the 'Importance' to Prescribed Textbook, or Recommended Textbook as appropriate.

Readings and Copyright

Use the **Readings** platform for all your readings and other resources, including prescribed textbooks, eTextbooks, journal articles, digitised chapters, websites, links to Library Guides, LinkedIn Learning, relevant referencing style guides and video content (e.g. YouTube, LinkedIn Learning, Kanopy, Anatomy TV, Vetstream etc.). **Readings** is linked to your LearnJCU site through an LTI in the tools menu. Assistance with using the **Readings** platform is available from the Readings at JCU Guide.

JCU has undertaken to implement systems and practices to ensure copyright compliance as part of its institutional copyright licence agreement. Using **Readings** to create resource lists enables the library to manage copyright risk. Further information is available at the Copyright for teaching staff @ JCU Guide.

Your Library

The **Your Library** LTI tool uses metadata to link the most appropriate library subject resources to your LearnJCU site, including discipline-specific Library Guides, relevant databases, and access to library services and staff.

Direct any queries regarding this section to infohelp@jcu-au.libanswers.com.

Outline additional material or equipment; charges relating to food, transport and accommodation for field trips or other fees; or other mandatory subject requirements. Here you may also direct students to the handbook, if relevant, to remind them of the need to meet post-admission course requirements (e.g. Bachelor of Nursing Science: Hepatitis B immunisation, Suitability to work with Children Card, Australian Federal Police Check).

Policy check:

- HESF (2015)
  - o 3.3.1. The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study,

relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.

- o 3.3.2. Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.
- o 3.3.3. Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.
- o 3.3.4. Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.
- o 7.2.2.b. Information to assist in planning for and participation in educational and other activities, including contact points, advice about orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, timetables, access to learning resources, avenues to participate in decision making and opportunities to participate in student representative bodies

- Incidental Fees Policy
  - o College Deans are responsible for ensuring that information is published as follows: an estimate of charges relating to field trips and essential subject costs is included in the Subject Outline; and the maximum cost for each of food, transport and accommodation for field trips is notified to students by the census date for the subject.

3   Assessment details

3.1   Requirements for successful completion of subject

In order to pass this subject, you must:

- Achieve an overall percentage of 50% or more;

- [Outline requirement]

-

Note that the bullet point above represents the JCU minimum passing requirement.

If you require that students complete assessment requirements worth 100% of the total possible marks, you may include a bullet point to the effect of: Demonstrate a reasonable attempt on all assessment items.

Note that any **individual assessment item, which must achieve a satisfactory grade or pass grade in order to meet subject requirements,** needs to be clearly identified in this section, as per Learning, Teaching and Assessment Policy 5.7.

List **all other requirements** for a passing grade (including **clinical/professional experience** requirements) and any **special assessment requirements**, as presented in CSDB, and reiterate any **mandatory attendance** requirements as stated in Section 1.1.

Policy check:

- Student Results Policy - X Fail (did not sit for examination(s), or did not complete assessment requirements worth at least 80% of the total possible marks, or deferred examination not granted.)
- LTA Policy 5.7. Any **individual assessment task,** which **must achieve a satisfactory grade or pass grade in order to meet subject requirements,** will be clearly identified in the subject outline.
- LTA Policy 5.10. **Attendance** at specified classes will be a **mandatory requirement** for satisfactory completion of some subjects (this must be stated in the Subject Outline); in such cases, attendance **records must be kept**.

- LTA Policy 5.11. **Participation** may be assessed but **attendance alone** must not be a component of graded assessment in any subject.

Assessment items and final grades will be reviewed through moderation processes ([Learning, Teaching and Assessment Policy](#), 5.13-5.18). It is important to be aware that assessment "is always subject to final ratification following the examination period and that no single result represents a final grade in a subject" (Learning, Teaching and Assessment Policy, 5.22.).

Outline the principle by which raw marks gained in part or all of the assessment will be modified or the moderation processes that will be employed across multiple markers and campuses.

Policy check:

- Subject Outlines Policy 2.c.v. The Subject Outline will include the principle by which raw marks gained in part or all of the assessment will be modified or, for example, multi-assessor or final subject result moderation.

3.1.1 Clinical or professional experience requirements [delete section if not applicable]

Outline how students access **detailed information regarding clinical placement or professional experience requirements** (i.e., direct students to dedicated handbook or provide URL for relevant webpage, etc.).

Outline procedures for identification and timing of notification of at-risk status in clinical placement or professional experience component.

Policy check:

- HESF (2015) 5.4.1. Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.

3.1.2 Inherent Requirements [delete section if not applicable]

[Inherent requirements](#) are the fundamental abilities, attributes, skills and behaviours needed to achieve the learning outcomes of a course while preserving the academic integrity of the university's learning, assessment and accreditation processes. Students and prospective students must be able to demonstrate that they have acquired or have the ability to acquire the inherent requirements for their degree.

Reasonable adjustments may be made to assist students manage additional circumstances impacting on their studies provided these do not change the academic integrity of a degree. Reasonable adjustments do not alter the need to be able to demonstrate the inherent requirements of the course. Students who believe they will experience challenges completing their degree or course because of their disability, health condition or other reason should discuss their concerns with an AccessAbility Services team member or a member of College staff, such as the Course Coordinator. In the case where it is determined that inherent requirements cannot be met with reasonable adjustments, the University staff can provide guidance regarding other study options.

Policy check:

- LTA Policy 5.12. The University is obliged…to provide '**reasonable adjustments**' for students with disabilities. Any adjustments for a student with a disability are to be made in such a way as to ensure that the fundamental nature of the assessment or examination remains the same. Students with disabilities are **still required to demonstrate a pre-determined level** of ability in relation to essential learning outcomes and inherent course requirements.

3.2 Feedback on student learning

Outline how and when students will receive **progressive or formative feedback** to inform their learning over the course of the subject. This could include diagnostic assessment, formative quizzes, feedback in a clinical setting, etc.

Policy check:

- LTA Policy 8.7. Staff will be responsible for:
    3. Providing feedback that is both explanatory and diagnostic so that students are encouraged to follow up on the feedback to improve their practice.
    5. Considering a variety of feedback methods, e.g. individual and generic/group; face-to-face, written, electronic; and peer, self, external, group review.
- HESF (2015) 1.3.3. Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provides students with timely feedback that assists in their achievement of learning outcomes.

3.3 Assessment items

Policy check:

It is important to read the following policy statements before outlining assessment requirements:

- LTA Policy 4.4 Where a subject is offered across different campuses and/or modes and/or teaching periods within the one calendar year, the learning outcomes will be the same, and other than in exceptional circumstances, there will be no variation in assessment type or weighting. Any minor variation in assessment type or weighting must be authorised through relevant College/Division processes and by the relevant Heads of Academic Group, and documented in the Subject Outline/s, prior to the commencement of the subject.
- LTA Policy 5.4.1. A **3 credit point subject** will have the number of assessment items appropriate to the year level and to the quantity and quality of learning outcomes for the subject, and that takes into consideration the 130 hour student workload expectations. In most cases, this will be a **maximum of four assessment items**.
- LTA Policy 5.4.2. Assessment must be varied, distributed and weighted across the duration of the study period in order to create manageable workloads for staff and students and to enable timely feedback for students. No assessment item worth more than 30% of the total grade in a subject will be given within 3 weeks of the examination period for subjects wherein there is a final (centrally administered) examination, unless the subject is delivered in block mode and the assessment is authorised by the College Dean.
- LTA Policy 5.4.3. **No** assessment item will be **weighted less than 10% or more than 70%** (except in subjects with a designated research project).
- LTA Policy 5.4.5. There will be **no more than 50% assessment for group work**, unless there is scope for individual differentiation of the components of the shared group grade.
- LTA Policy 5.6. The total weighting allocated to **peer or participation based assessment** in a subject **shall not exceed 20%.**
- LTA Policy 5.3.2. Some assessment is undertaken under **direct supervision.**

    LTA Policy 5.16. In cases where **oral or performance presentations** are to be assessed, and where the value of the presentation is **over 20%** of the aggregate mark for the subject, staff must provide a **means by which a remark is possible** if a student should appeal the grade given (e.g. by AV recording or including two markers at the initial presentation).

ASSESSMENT ITEM 1: [INSERT ASSESSMENT METHOD – SEE APPENDIX A IN SUBJECT OUTLINE GUIDE FOR ASSESSMENT METHOD LISTING AND DEFINITIONS]

Aligned subject learning outcomes	• [Insert learning outcome] •
Aligned professional standards/ competencies	If this subject forms part of a professionally accredited course, list the professional standards or competencies that are assessed in this item. Consider providing a URL link to the full set of professional standards for students' reference. [Delete row if not applicable]
Group or individual	Indicate whether Group assessment item or Individual assessment item
Weighting	
Due date	[Insert date as in Section 1.2]

Policy check:

- HESF (2015) 1.4.3. Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.
- HESF (2015) 1.4.4. On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination.

ASSESSMENT ITEM 1: DESCRIPTION

Describe assessment item requirements in detail. Ensure alignment between assessment design, as captured in the item description, learning outcomes, and assessment criteria and standards. If this assessment item is a group assessment, then outline specific procedures for students working in groups.

ASSESSMENT ITEM 1: CRITERIA SHEET

Develop a clear set of criteria and standards, which will be used to judge the quality of the assessment item and award a grade. See sample rubric for written communication in Appendix B of the Subject Outline Guide, which can be adapted for a range of written assessment methods. See guide for developing rubrics in LearnJCU.

Policy check:

- Subject Outlines Policy 2.c.ix. **Criteria for standards of achievement** for marking assessment items be included, **well aligned** to learning outcomes.
- LTA Policy 5.2. For all assessment, students must be given the grade that their individual work deserves, based on a **clear set of criteria or scales**.
- LTA Policy 8.7.4. Staff will be responsible for **providing feedback** that is **linked** to the purpose of the assignment item and **to the criteria**.

ASSESSMENT ITEM 2: [INSERT ASSESSMENT METHOD – SEE APPENDIX A IN SUBJECT OUTLINE GUIDE FOR ASSESSMENT METHOD LISTING AND DEFINITIONS]

Aligned subject learning outcomes	• [Insert learning outcome] •
Aligned professional standards/ competencies	If this subject forms part of a professionally accredited course, list the professional standards or competencies that are assessed in this item. Consider providing a URL link to the full set of professional standards for students' reference. [Delete row if not applicable]
Group or individual	Indicate whether Group assessment item or Individual assessment item
Weighting	
Due date	[Insert date as in Section 1.2]

ASSESSMENT ITEM 2: DESCRIPTION

ASSESSMENT ITEM 2: CRITERIA SHEET

ASSESSMENT ITEM 3: [INSERT ASSESSMENT METHOD – SEE APPENDIX A IN SUBJECT OUTLINE GUIDE FOR ASSESSMENT METHOD LISTING AND DEFINITIONS]

Aligned subject learning outcomes	• [Insert learning outcome] •
Aligned professional standards/ competencies	If this subject forms part of a professionally accredited course, list the professional standards or competencies that are assessed in this item. Consider providing a URL link to the full set of professional standards for students' reference. [Delete row if not applicable]
Group or individual	Indicate whether Group assessment item or Individual assessment item
Weighting	
Due date	[Insert date as in Section 1.2]

ASSESSMENT ITEM 3: DESCRIPTION

ASSESSMENT ITEM 3: CRITERIA SHEET

ASSESSMENT ITEM 4: EXAMINATION
[If not an examination, identify correct assessment method and use previous overview table]

Aligned subject learning outcomes	• [Insert learning outcome] •
Aligned professional standards/ competencies	If this subject forms part of a professionally accredited course, list the professional standards or competencies that are assessed in this item. Consider providing a URL link to the full set of professional standards for students' reference. [Delete row if not applicable]
Weighting	
Date	
Duration	[ ] hours
See Special Consideration, Supplementary, Deferred and Special Examinations Policy	

Policy check:

It is important to read the following policy items before outlining examination requirements:

- Subject Outlines Policy 2.c.ix. If examinations are a form of assessment, then details of the **relevant learning outcomes** should be detailed as part of the Subject Outline.
- LTA Policy 4.5. **Time-constrained assessments**, e.g. exams and oral presentations, must be appropriate to the stated outcomes of the subject, and of duration appropriate to the demands of the questions.
- LTA Policy 5.19. **Examination papers** must be approved by the Subject Co-ordinator, checked by another member of staff with appropriate content expertise and **approved by the relevant Head of Academic Group**.
- LTA Policy 5.4.4. **No** assessment item will use the practice of '**negative marking**', specifically the deduction of marks for any wrong answer or blank answer.

Subject Outlines Policy 2.c.ix. Criteria for standards of achievement for exams are to be made available to students as requested as part of the Review of Assessment and Student Access to Examination Scripts and Materials Policy and such standards can be included in the outline at the discretion of the subject coordinator.

LTA Policy 5.21. Students' examination scripts will be kept for a period of **twelve months** following the end of the examination period.

ASSESSMENT ITEM 4: DESCRIPTION

[See Appendix A Examinations in Subject Outline Guide]

Provide details of the exam conditions, using the definitions in Appendix A. Provide details of the type of exam questions (e.g., multiple-choice questions, short answer questions, extended questions, etc.).

ASSESSMENT ITEM 4: CRITERIA

Provide information about the criteria for passing the exam, including the minimum grade to be achieved. Note that students can review their exam script following the exam and a marking guide should be used to explain how marks were calculated.

4   Submission and return of assessment

4.1   Submission of assessment

Provide instructions to students regarding assessment submission, including format, location or instructions to access Assignment in subject's LearnJCU site, time deadlines, cover sheet requirements etc. Assessment cover sheets are required for hard copy submission, and are located under the Student Resources Tab in LearnJCU.

Policy check:

- LTA Policy 5.3.6. Colleges must provide a secure system (including via LearnJCU) for submission and return of work to safeguard against plagiarism and claims of non-receipt and non-return.

- HESF (2015) 5.2.2. Preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.

Note that the Learning, Teaching and Assessment Policy (5.22.3) outlines a uniform formula of penalties that will be imposed for submission of an assessment item after the due date. **This formula is 5% of the total possible marks for the assessment item per day including part-days, weekends and public holidays**. After 20 days, the assessment item thus would be awarded 0 marks (i.e. 5% x 20 = 100% of total possible marks in penalties).

Policy check:

- LTA Policy 5.22.3 A uniform formula of penalties will be imposed for submission of assessment items after the due date and time specified in the Subject Outline. This formula is 5% of the total possible marks for the assessment item per day including part-days, weekends and public holidays. After 20 days, the assessment item thus would be awarded 0 marks (i.e. 5% x 20 = 100% of total possible marks in penalties).

- LTA Policy 5.22.4 Subject Coordinators may apply discretion in imposing penalties only in cases of genuine need as defined by Extenuating Circumstances (see Special Consideration, Supplementary, Deferred and Special Examination Policy).

Provide students with Subject/College/Division processes for seeking extensions.

4.2   Return of assessment

Outline procedures for return of student work and provision of feedback.

Policy check:

- LTA Policy 5.24. Student grades and results will be released only to those with the **legitimate rights of access**.
- LTA Policy 5.20. Unclaimed assessment items for the subject must be **retained for a period of six months** after the end of the study period.

Please see the Current Students webpage for links to all student resources and support services to optimise your academic and personal success.

Please see the Notification of Extenuating Circumstances webpage – this has a self-declaration form which can been submitted if you are experiencing a negative impact on your studies, and it is in place of a medical certificate. It can be used if you have missed compulsory classes, need an extension on assessment, need to defer an examination, withdraw from a subject without financial/academic penalty, or apply for other Special Consideration.

Please see the Learning Online website for information to support you while learning in a virtual environment.

Please see the Learn Student Guide webpage for general advice on plagiarism, referencing and examinations. Here, you can also access individual and group assessment item cover sheets. Note that cover sheets are only required for hard copy submissions.

5   Subject calendar

Subject activity 1 (e.g. Lecture) column and Subject activity 2 (e.g. Tutorial) column can be merged into one column, if better suited to subject delivery.

Calendar rows can be amended to accurately reflect staging of subject delivery over duration of relevant study period.

Please note, the sequence of some topics may change due to staff availability, resourcing, or due to unforeseen circumstances.

Week/Module and date	e.g. Lecture (Insert relevant subject activity)	e.g. Tutorial (Insert relevant subject activity)	Readings/Preparation	Relationship to assessment
1		Outline core themes/ concepts/ knowledge and/or skills targeted in learning activity	Outline core themes/ concepts/ knowledge and/or skills targeted in learning activity		Outline, where appropriate, how knowledge and skills developed in learning activities relate to those targeted in assessment items
2					
3					
4					
5					
6					
7					
8					
LR	**LECTURE RECESS** Note that the location of lecture recess varies in terms of its positioning within the Study Period			
9					

Week/Module and date	e.g. Lecture (Insert relevant subject activity)	e.g. Tutorial (Insert relevant subject activity)	Readings/Preparation	Relationship to assessment
10				
11				
12				
13				
SV	**STUDY VACATION**			

Appendix A: Assessment Methods

It is important to note that this list of assessment methods is not exhaustive and, while it has been provided to promote shared understanding, there may be some variation in definition according to discipline and/or context.

WRITTEN

Abstract

An abstract is a concise summary of a scholarly output, such as a research article, thesis, project report, review or conference proceeding. It outlines the content and scope of the research, its purpose and significance, methodology and findings, conclusions and/or intended results. An abstract typically comprises one paragraph of 300 words or less and appears at the beginning of a manuscript, acting as the point-of-entry for the reader.

Action plan

An action plan documents detailed action steps that must be taken in order to achieve one or more goals. Its purpose is to outline a series of specific tasks, how they will be undertaken, staff responsible for their completion, associated timelines and requisite resources and funding.

Annotated bibliography

An annotated bibliography is an alphabetical listing of the available research on a topic. For each source, there is the citation (i.e., the reference) followed by descriptive and evaluative detail (i.e., the annotation). The annotation provides a summary/synthesis of key themes and findings, and an evaluation of the quality of the source and its relevance and value in terms of the research question. An annotated bibliography may be a component of a larger research project or a stand-alone assignment.

Brief

A set of instructions which require a specific written response, including evidence-based recommendations. A creative brief/marketing brief outlines the strategy and goals of a project.

Briefing paper

A briefing paper succinctly outlines a particular issue and its background, usually for a committee, policy makers, government officials etc. It recommends improvements and proposes solutions based on evidence and concise argument. A briefing paper may be approximately four pages in length.

Business plan

A business plan is a written document that describes in detail how a business, usually a new one, is going to achieve its goals. A business plan lays out a written plan from a marketing, financial and operational viewpoint. Sometimes, a business plan is prepared for an established business that is moving in a new direction.

Case notes

Depending on the disciplinary context, a case note may be: (in law) a summary and analysis of the facts of a legal case, especially to illustrate or debate some aspect of law; (in clinical practice) a record of the condition or treatment of a patient or client receiving medical or health related attention; (in social work) a chronological record of interactions, observations and actions, relating to a particular client.

Case report

(in medicine) A case report is a detailed report of the demographic profile, symptoms, signs, diagnosis, treatment and follow-up of an individual patient.

Case study analysis

A case study analysis involves students assessing the details of a realistic and often complex case, in order to try and understand what has happened and why, or to identify the major problems that exist and recommend solutions to these problems.

(in business) A case study is a description of an administrative situation, wherein students may be required to assume the role of the manager and engage in processes that include defining the issue(s), analysing the case data, generating alternative solutions, identifying decision criteria, evaluating alternatives, selecting the preferred solution, and developing an action/implementation plan.

Client report

The written presentation of results/performance to a specific audience.

Concept map

A concept map is a diagram that depicts the most important concepts and relationships relating to a particular focus/topic. The map encloses the concepts in circles or boxes and indicates relationships between them by connecting lines or arrows. Words on the lines/arrows, referred to as linking words or phrases (such as causes, requires, or contributes to) specify the relationship between the concepts. Concepts are represented in a hierarchical fashion, typically with the most inclusive/general concepts at the top of the map and the more specific concepts arranged hierarchically below.

Critical appraisal/review

A critical appraisal presents findings from a systematic process used to identify the strengths and weaknesses of a research article. The most important components of a critical appraisal are an evaluation of the appropriateness of the study design, in relation to the research question, and of the key methodological features of the design, so as to assess the usefulness and validity of the research findings.

A critical review is a type of essay wherein the quality of a research article, an artwork or some other type of work is evaluated.

(of a text) Students may be required to synthesise key themes of the text and evaluate the strength of the author's arguments, interpretations, and conclusions, based on the evidence presented and with reference to other literature, identifying potential biases and/or limitations in scope.

(of an artwork) Students may be required to assess the quality of the work, identifying flaws/problems with the work, proposing alternative approaches, and/or defending the work against the critiques of others.

Critical incident analysis

Critical incident analysis involves focusing on an event, including analysing the circumstances surrounding it, the actions of those involved, responses to the event and the outcomes. The result should be a better understanding of how practice can be improved.

Dilemma

A dilemma is a situation in which the student must choose between courses of action and no matter what choice of action is taken, some ethical principle will be compromised or transgressed. [Ethical principles are standards that are used by members of a profession or group to determine the right course of action in a situation].

eBook

An eBook is a book consisting of text, images, or both, composed in or converted to digital format for display on a computer screen or handheld device. Students may be required to author or co-author an interactive eBook. An interactive eBook may use videos, three-dimensional diagrams, interactive infographics, animation, text mark-ups and/or quizzes.

ePoster

An ePoster is intended to display information in an innovative way that is not possible with a traditional printed poster. Information is communicated by embedding multimedia content, along with static elements, such as titles, logos, and summaries. Examples of dynamic visual elements include videos, slideshows, animated charts, and graphs, scrolling text and three dimensional rotations of models.

Educational resource

An evidence-based report on written materials/resources needed for effective teaching in different situations and disciplines. It can also involve the development of a new resource or approach.

Essay

An essay is a short literary composition on a particular theme or subject, typically comprising an introduction, body, and conclusion. The introduction orients the reader to the author's position or thesis and the essay's key themes, scope, and organisational structure. In the body of the essay, the author's argument or response is developed and substantiated by way of logical reasoning and reference to authoritative sources and/or research data. The conclusion provides a synthesis of the position taken and key supporting evidence and may outline implications of the findings, limitations of the essay's scope and recommendations for future research or practice.

Examination (centrally administered)

An assessment of students' knowledge, understanding and skills, in a pre-determined, in a restricted time span under invigilated conditions. A centrally administered examination is typically face-to-face and occurs in the official examination period at the end of the study period.

Examination (College administered)

A College examination is an assessment of students' knowledge, understanding and skills, and which is administered by a College.

Examination methods:

Online Exam

a) An Online Exam in LearnJCU is an exam accessed through the LearnJCU subject site and which allows students to sit an exam at their own computer. This could include a quiz, test or short answer.

b) An Online Exam in LearnJCU is an exam which requires equations/graphs/drawings and is accessed through the LearnJCU subject site. Some questions in this exam will require you to handwrite equations/graphs/drawings. Students will take a photo of your equations/graphs/drawings, save the image to your computer and upload the image to the question in your exam. Extra time will be allocated for students to save and upload the image.

c) A Take Home Exam is non-editable exam script released for students to download from the LearnJCU subject site at a scheduled date and time. Students will answer the questions in a separate document in the format indicated in the exam, and upload the completed document via the relevant safe assignment drop box on the LearnJCU subject site before the published submission deadline.

d) The alternative online exam is an exam accessed through the LearnJCU subject site. Submission requires the student to install a PDF Image Converter app. This exam enables students to demonstrate equations, graphs and drawings. On completion, the student will take a photograph of their work, transfer the image to a PDF via the PDF app. and then upload the file to the exam submission box. Further information on the application and installation of a PDF Image Converter app will be provided to the student. Extra time will be allowed for students to transfer the image to PDF.

e) An Online Assignment with exam conditions is an exam accessed through the LearnJCU subject site and opened for a specified time frame. Once accessed, the exam must be completed and submitted within the specified exam duration. You can only access the exam once.

f) An Online Assignment with exam conditions is an exam accessed through the LearnJCU subject site, and opened within a specified time frame. You can complete and submit the exam at any time during the specified time frame.

g) An Online Exam in LearnJCU with Respondus Lockdown Browser is an exam that is accessed through the LearnJCU subject site and requires the installation of Respondus Lockdown Browser software. The Respondus Lockdown Browser prevents access to any website, email, apps., or documents (including copying and printing) during the online exam.

h) An Online Exam using Respondus Monitor is an exam that is accessed through the LearnJCU subject site and requires the installation of Respondus Lockdown Browser software, an internal or external webcam, and a microphone. The Respondus Lockdown browser prevents access to any website, email, apps., or documents (including copying and printing) during the online exam. The Respondus Monitor is a video monitoring service in Lockdown Browser that records students during their exam. It is reviewed by the lecturer/subject coordinator after the exam takes place.

i) An Online Oral Exam is an oral exam that allows questions to be asked using Collaborate. Students will access this exam through the Collaborate subject room in the LearnJcu subject site, and the oral exam is recorded.

j) An Assignment Submission is an assessment scheduled for submission in the LearnJCU subject site during the exam period. It is timetabled to ensure no direct clashes.

Field notes

Field notes are recorded during or after students' observations of a specific phenomenon during field work. Field notes may also include sketches, diagrams, and other drawings.

Field report

A field report consists of a description of what has been seen or observed in the field and an analysis of the observations in light of theoretical frameworks or principles.

(in science) A field report may present the purpose of field experiments, their location, methodologies, results, interpretations and conclusions.

(in social sciences) A field report may present observations of people, places and/or events and analyses of that observation data, in order to identify and categorize common themes, in relation to the research problem or question.

Job application

A job application usually includes submission of a cover letter, curriculum vitae/resume and response to selection criteria. A cover letter explains the applicant's credentials and interest in the position. A curriculum vitae outlines the applicant's education, qualifications, and previous employment history. A selection criteria statement comprises succinct responses to each of the selection criteria i.e. how the applicant possesses the particular knowledge, attributes, qualifications, and experience needed to successfully carry out the job.

Journal

A journal is a record of occurrences, experiences and/or reflections kept on a regular basis.

Journal article

A journal article is written by scholars or professionals, who are experts in their fields, with the purpose of presenting new research or critiquing existing research. It is typically reviewed by independent peers, who evaluate the quality of the scholarship, reliability of findings, relevance to the field and/or appropriateness for the journal.

Lab/Practical report

A laboratory report is written in the format of the traditional scientific report. Depending on the type of laboratory task or scientific research investigation, the sections of the report may vary and include title, abstract, aims and hypotheses, introduction, materials and methods, results, discussion, references, and appendices.

Learning plan

The creation of an action plan which outlines learning and development activities. It can be applied to any discipline.

Lesson plan

The development of a plan which outlines what students/school children/professionals are expected to learn, how the learning will take place, and how that learning will be measured. It can be applied to any discipline.

Letter/memorandum

A letter is a written or printed communication addressed to a person or organisation. A memorandum is a short note designating something to be remembered, especially something to be done or acted upon in the future. Depending on the disciplinary context, a memorandum may be: (in law) a short document outlining the terms of an agreement, especially as a draft leading to a formal, detailed contract; (in diplomacy) a brief, unsigned diplomatic communication, including a summary of the state of an issue and the reasons for decisions agreed upon; (in business) an informal message, especially one sent between two or more employees of the same company, concerning company business.

Literature review

A literature review is a critical assessment of a body of research, related to a particular research question/focus. All works included in the review are read, evaluated and analysed (as is the case for an annotated bibliography), and relationships between the literature are identified and articulated, with respect to the research question. A literature review may be incorporated into an article, thesis, research report or project report or may be a stand-alone assignment.

Log/log book

A log is an official documentation of activities or events in a systematic record (e.g. daily or hourly basis).

Manual

A manual is a small handbook that provides practical instructions on how to implement, do or use something.

Media article

A written media article usually requires students to produce non-fiction copy that is well-researched and objective. Media articles can also include press releases, and subjective texts such as advertorials and opinion pieces.

Medication calculation

A medication calculation examination requires students to undertake accurate and quick drug calculations, under invigilated conditions.

Minutes

Minutes are permanent, formal, and detailed (although not a verbatim) record of resolutions adopted or business transacted at an official meeting. Once written up and approved at the next meeting, the minutes are accepted as a true representation of proceedings.

Peer assessment

Peer assessment is the evaluation of students' work by other students of equal status, against a predetermined set of criteria.

Peer review

Peer review is the evaluation of students' work by other students of equal status, against a predetermined set of criteria. Peer review may be undertaken in the context of group assessment. Typically, group members assess the performance of their peers in terms of their contribution to group processes and submitted work.

Podcast

A podcast is a creative audio (or video = vodcast) digital broadcast which requires students to analyse storytelling and broadcasting techniques and then publish their own work online.

Poster

A research poster summarises research concisely and attractively in order to publicise it and generate discussion. It is usually a combination of text and tables, graphs, pictures and other presentation formats. At a conference, the researcher stands by the poster display while other participants view the poster and interact with the author.

Problem task

A problem task requires students to engage in processes wherein they identify or respond to a problem, collect relevant information and data, identify the cause, generate possible solutions, appraise the best solution, plan for implementation and, where possible, implement and evaluate.

Project plan

A project plan presents an overview of the project, its aims and objectives, stakeholders, scheduled activities, resources, timelines and opportunities for dissemination, reflection and evaluation. It may be a plan for a capstone or service learning project.

(in business) A project plan is a formal, approved document used to guide both project execution and project control. The key purposes of the project plan are to outline planning assumptions and decisions, facilitate communication among project stakeholders, and document approved scope, cost and schedule baselines.

Project report

A project report typically presents an overview of the project, its aims and objectives, activities, outcomes conclusions, reflections, and evaluation.

Proposal

A research proposal is a concise and coherent summary of a proposed research project. It outlines the central research problem or question with reference to the existing evidence base, significance and limitations, research methodology and anticipated outcomes and impacts.

A research protocol is a predefined, written procedural method in the design and implementation of experiments. A protocol is written whenever it is desirable to standardise a laboratory method to ensure successful replication of results by others in the same laboratory or by other laboratories.

A clinical research protocol explains the purpose and function of a clinical study, as well as how to carry it out. It details the reason for the study, the number of participants, inclusion and exclusion criteria, details of the intervention or therapy that the participants will receive (e.g. frequency and dosages), what data will be gathered, steps for clinical caregivers to carry out, and the study endpoints.

A biosafety proposal outlines a formal plan to utilise techniques and equipment in order to maintain safe conditions in research, preventing personal, laboratory and environmental exposure to potentially infectious agents or biohazards.

An ethics proposal provides details relating to a research project, including background and significance, aims, methodology and data collection techniques, data retention and storage, funding sources, roles and expertise of investigators, research participants (e.g., recruitment, consent, confidentiality) and/or use of animals (e.g., housing, care and husbandry).

A grant proposal is a formal document submitted to a government department, corporation, foundation or trust, which proposes a research project and constitutes a request for funding. It outlines details relating to a research project, including aims, significance, methodology, research team, anticipated outcomes and impacts, budgetary requirements, timelines for deliverables and/or evaluation measures.

Reflection/reflective task

A reflection or reflective task typically requires students to describe and critically analyse professional experiences or practice, in light of theoretical literature or available evidence, with a view to enhancement of future practice.

Research report

A research report is a structured document designed so readers are able to readily extract information about the aims and significance, methodology, findings, and conclusions of a research project. It describes the research methodology in sufficient detail for it to be verified by others and presents the research questions, interpretations of results, conclusions, and recommendations, in the context of related work in the field.

Self-reflection task

Self-assessment or self-reflection can serve as a powerful meta-cognitive tool. It engages students in the learning process, developing their capacity to critically evaluate their own work, against a predetermined set of criteria.

Technical report

A technical report is used in industry to communicate technical information and research about technical concepts, as well as graphical depictions of designs and data. This information assists in decision making (e.g. in the purchase of equipment or finding solutions to technical problems). An important consideration when preparing technical reports is the audience and purpose of the report (e.g. to brief managers or to provide technical background information for lay people associated with the project). These factors determine the degree of technicality of the language and concepts involved. At university, technical report writing is frequently used in faculties of engineering and in the applied sciences.

Test/Quiz

A short test or quiz taken face-to-face or online. It can have yes/no answers, true/false questions, multiple choice, extended matching questions, key feature questions, problems/computational questions, and short or long (extended) answer questions.

Thesis/dissertation

A thesis or dissertation is a document submitted in support of candidature for an academic degree or professional qualification, presenting the research purpose and significance, review of the literature, research methodology, results, discussion and conclusion.

Tutorial task

A tutorial preparation task requires students to undertake some orienting/preliminary activities, in order to most effectively engage in the active, hands-on, peer-to-peer and independent learning opportunities, within the tutorial program.

Workbook

A workbook may contain exercises, problems, and practice material to clarify and reinforce knowledge and skills within a subject of study.

ORAL

Debate

A debate is a formal contest in which the affirmative and negative sides of a proposition are advocated by opposing speakers.

Elevator pitch

An elevator pitch is very short presentation of a product or a company, with the aim of providing clarity or attracting attention.

Guided discussion

A guided discussion may require students to facilitate engagement of their peers in an interactive process of sharing their understanding, perspectives, and experiences, related to achieving an instructional objective.

Interview

An interview is a formal meeting in which one or more persons question, consult or evaluate the interviewee. Students may be required to assume the role of interviewer or interviewee.

Oral defence

A method that is used to clarify and discuss an assessment item to facilitate understanding from an examiner/subject coordinator, or supervisor. An oral defence in a thesis is used to make recommendations as to progression/awards.

Presentation – in-class

An in-class presentation is the delivery of a formal address to an audience of peers. A Pecha Kucha (Japanese for 'sound of conversation/chit-chat/chatter') is a presentation style in which 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total). The images advance automatically while the student presents to the audience. This format keeps presentations concise and fast-paced.

A video presentation may require students to present to camera or capture real life movements and interactions complemented by an audio commentary. Students are able to capture video on mobile devices.

A narrated slideshow includes an audio recording synchronised to slide images. The narration can be directly recorded into PowerPoint. A digital story is similar to a narrated slideshow. It usually runs for a short duration (e.g. 3-5 minutes) and utilises a script (e.g., 300-400 words) that is complemented by still photographs (e.g., 10-15 images). The narration and still images enhance each other to convey meaning.

Viva

A viva voce is typically a defence of a thesis or another project conducted by an oral examination. (In healthcare sciences) A viva voce may require students to respond orally to questioning based on a specified case scenario.

Clinical assessment

A clinical assessment is an evaluation of a patient's physical condition and prognosis based on information gathered from physical and laboratory examinations and the patient's medical history.

Clinical evaluation exercise (CEX)

A clinical evaluation exercise is an exam format that involves a relatively long, pre-planned single patient encounter in a clinical setting. A clinician observes the student taking a history and performing a physical examination. The student presents the findings and decides on the diagnosis and the treatment plan. Additionally, a written patient report is produced. The examiner gives feedback.

Clinical placement performance

A clinical placement experience is undertaken in a clinical workplace or community context and affords students the opportunity to integrate theory with the practice of clinical work. Clinical placements are typically aligned with professional standards that are developed and assured over the duration a course. Both the academic supervisor and professional/industry supervisor may contribute to assessment of students' performance throughout the clinical placement experience. The clinical placement performance assessment may comprise a variety of elements such as level of attainment of clinical and professional competencies, attainment of specific clinical placement hours, completion of reflective tasks and evaluations.

Creative performance

A creative performance is an enacted, real-time performance event of creative work in which there is the physical co-presence of performer and audience.

Creative work

A creative work is an original work – a tangible product of creative effort. A recorded or rendered creative work is an original work presented through a recording or rendering medium.

Directly Observed Procedural Skills (DOPS)

Directly Observed Procedural Skills (DOPS), also referred to as Direct Observation of Procedural Skills or clinical skill competency, is designed specifically to assess practical skills in a workplace setting. A student is observed and scored by an assessor while performing a routine practical procedure during normal clinical work. The assessor uses a standard DOPS form to score the technique. For any particular skill, the student has to pass one or a number of assessments to be signed off as competent at that skill.

Exhibition

An exhibition is a curated or produced exhibition or event, which involves an organised presentation and display of a selection of items.

Internship performance

An internship is a carefully monitored work experience in which interns are afforded the opportunity to integrate theory with the practice of work. Interns work for a fixed period of time, usually three to six months. Intended learning outcomes and associated activities may be articulated in a work plan.

Manufactured component

A manufactured component is an individual part, with a view to manufacturing others to the same specifications.

Mini-clinical evaluation exercise (mini-CEX)

The mini-CEX is designed to assess students' clinical competencies and facilitate feedback to drive learning. It involves an assessor/supervisor observing the student interact with a patient, in an unrehearsed clinical encounter. The assessor's evaluation is typically recorded on a structured checklist, which enables immediate provision of feedback to the student. The mini-CEX is used for both formative and summative assessment purposes.

Model/artefact

(conceptual) A model is a representation of an event, theoretical position or phenomenon.

(physical) A model is a three-dimensional representation of an object or proposed structure, typically on a smaller scale than the original.

(in science) A model is a systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical or computational and are often used in the construction of scientific theories.

Mooting/moot court

A moot court involves law students taking part in simulated court proceedings, drafting memorials or memoranda and participating in oral argument.

Multi-media production

A multi/blended media production involves a narration or audio file that is enhanced by an integration of still images, slow moving images ('slowmation') and/or video (fast moving images).

Multi-station Assessment Task (MSAT)

A Multi-Station Assessment Task (MSAT) requires students to demonstrate core clinical competencies to examiners across a series of tasks.

Objective Structured Clinical Examination (OSCE)

An Objective Structured Clinical Examination involves students moving around multiple mini-stations in sequence, completing a variety of tasks that test a range of skills. The student reads the scenario, then enters the station and undertakes the task. The task is of typically short duration.

Portfolio

A portfolio is a collection of evidence of students' learning and achievement. Evidence may include written samples, photos, videos, project artefacts, observations/assessments by mentors and peers, and personal reflections, regarding why particular artefacts were chosen and what was learnt. e-Portfolios can be maintained dynamically over time.

Practical assessment/practical skills demonstration

The practical assessment, or 'Spot' test, involves students moving around a series of stations consisting of, for example, a specimen, a labelled dissection or radiograph. The response to the station activity may be a one word answer or require some level of deduction or diagnostic skill.

Professional placement performance

A placement experience is undertaken in a workplace or community context and affords students the opportunity to integrate theory with the practice of work. Professional experience placements are typically aligned with professional standards that are developed and assured over the duration a course. Both the academic supervisor and professional/industry supervisor may contribute to assessment of students' performance in placements/professional experience.

Prototype

A prototype is a first or preliminary version of a device or vehicle from which other forms are developed.

(in software development) A prototype is a rudimentary working model of a product or information system, usually built for demonstration purposes or as part of the development process.

Role-play

A role play requires students to assume the attitudes, actions, and discourses of others, in adopted roles, in an effort to understand differing points of view or social interactions.

Scenario-based learning activity

A scenario-based learning activity involves students working through a real-world scenario or storyline, usually based around an ill-structured or complex problem, which they are required to solve. In the process, students are required to apply their

knowledge and critical thinking and problem solving skills. Scenario-based learning is often non-linear and can provide numerous feedback opportunities to students, based on the decisions they make at each stage in the process. Scenario-based learning may be self-contained, in that completing the scenario is the entire task, or it may be the first part of a larger assessment item.

Simulation activity

A simulation activity is an action within a model or reproduction of a workplace or other real world environment.

Software development/creation

Software comprises the programs, programming languages and data, which direct the operations of a computer system.

Website development/creation

An assessment method where students develop/create webpages, websites, web apps., e-business services and social network services.

PARTICIPATION

Class participation

An in-class presentation is the delivery of a formal address to an audience of peers.

Observation

Observations involve the active acquisition of information from a primary source through the senses or scientific tools and instruments. Observations may comprise data recorded during an experiment or assessment.

Online participation

A discussion forum is organised into topics by 'threads'. Students may be required to start a thread on a topic of their choosing or reply to a discussion taking place.

MULTI-METHOD

Multi-method

A combination of other methods listed in this Appendix. A multi-method assessment, for example, could include a written method and an oral assessment method.

OTHER

Other

Any assessment method not otherwise included in Appendix A.

Appendix B: Sample rubric for written communication

Source: College of Arts, Society and Education, James Cook University

For full rubric for written communication (including D and C standards descriptors) and task specific adaptations of rubric for written communication, visit staff resource

Note, this rubric also presents as an interactive tool for students to support development of their written communication skills.

There is facility in LearnJCU to create assessment rubrics, mark online and run reports of student achievement. Visit the LearnJCU Guide Using rubrics for assessment marking and feedback.

CRITERIA	HD	P	N
PURPOSE Topic Thesis Context Audience Genre	The writing demonstrates a sophisticated and highly discriminating understanding of purpose. This is characterised by an exceptionally clear and insightful: • topic • thesis that is very well-developed in relation to the: • context • audience • genre	The writing demonstrates a basic understanding of purpose. This is characterised by some evidence of a: • topic • thesis that relates to the: • context • audience • genre	The writing demonstrates a very limited understanding of purpose. This is characterised by an inaccurate or unidentifiable: • topic and/or • thesis that is poorly developed in relation to the: • context • audience • genre
CONTENT Information and data Conceptual knowledge Examples and illustrations Sources	The writing demonstrates a comprehensive and highly relevant selection of content and sources. This is characterised by highly relevant, authoritative and accurate: • information and data • conceptual knowledge • examples • sources	The writing demonstrates a basic yet relevant selection of content and sources. This is characterised by occasionally relevant, authoritative and accurate: • information and data • conceptual knowledge • examples • sources	The writing demonstrates a very limited and/or irrelevant selection of content and sources. This is characterised by often irrelevant and/or inaccurate: • information and data • conceptual knowledge • examples • sources
ANALYSIS Logic Evidence Specificity Creativity Criticality Reflexivity Evaluation	The writing demonstrates a highly discriminating and convincing analysis and synthesis of content. This is characterised by masterful use of: • logical claims • evidence • specific claims • original claims • critical claims • reflective claims • evaluation	The writing demonstrates a basic analysis and synthesis of content. This is characterised by occasional use of: • logical claims • evidence • specific claims • original claims • critical claims • reflective claims • evaluation	The writing demonstrates a very limited analysis and synthesis of content. This is characterised by: illogical claims lack of evidence over-generalised claims unoriginal claims uncritical claims non-reflective claims lack of evaluation

CRITERIA	HD	P	N
STRUCTURE Section Paragraph Sequence Cohesive ties	The writing demonstrates highly effective and elegant structuring and sequencing of content and analysis. This is characterised by masterfully clear and conventional use of: • sections • paragraphing • sequencing • cohesive ties	The writing demonstrates a basic structuring and sequencing of content and analysis. This is characterised by some unconventional and inaccurate use of: • sections • paragraphing • sequencing • cohesive ties	The writing demonstrates a very limited structuring and sequencing of content and analysis. This is characterised by incomplete or inaccurate use of: • sections • paragraphing • sequencing • cohesive ties
STYLE Clarity Tenor Tense Vocabulary Literary devices Referencing Formatting Length	The writing demonstrates a highly effective and mature style. This is characterised by masterfully conventional and accurate: • expression • tenor • tense • vocabulary • literary devices • referencing • formatting • length	The writing generally demonstrates an appropriate and conventional style. This is characterised by some unconventional and inaccurate: • expression • tenor • tense • vocabulary • literary devices • referencing • formatting • length	The writing demonstrates an inappropriate and unconventional style. This is characterised by unconventional and inaccurate: • expression • tenor • tense • vocabulary • literary devices • referencing • formatting • length
SYNTAX Sentences Word Classes	The writing demonstrates mature and sophisticated syntax. This is characterised by masterfully accurate use of: • sentence structures • pronouns • prepositions • articles • conjunctions	The writing demonstrates conventional but basic syntax. This is characterised by some incorrect or unconventional use of: • sentence structures • pronouns • prepositions • articles • conjunctions	The writing demonstrates inappropriate and unconventional syntax. This is characterised by frequently incorrect or unconventional use of: • sentence structures • pronouns • prepositions • articles • conjunctions
MECHANICS Spelling Punctuation Editing	The writing demonstrates flawless mechanics of writing. This is characterised in complex writing by masterfully accurate: • spelling • punctuation There is excellent evidence of effective editing.	The writing demonstrates basic but conventional mechanics of writing. This is characterised by intrusive but infrequent errors in: • spelling • punctuation Many errors could have been identified with basic editing.	The writing demonstrates inappropriate and unconventional mechanics of writing. This is characterised by frequent errors in: • spelling • punctuation Many errors could have been identified with basic editing.

INDIVIDUAL ASSESSMENT COVER SHEET

JAMES COOK
UNIVERSITY
AUSTRALIA

[Subject Code and Subject Name]

Assessment Item	[insert number]
College	[insert College]

Student: Please sign, date, and attach this cover sheet to the front of your assessment item for all hard copy submissions.

Student Family Name	Student Given Name	JCU Student Number

Assessment Title	
Due Date	
Lecturer Name	
Tutor Name	

Student Declaration

1. This assignment is my original work and no part has been copied/ reproduced from any other person's work or from any other source, except where acknowledgement has been made (see *Learning, Teaching and Assessment Policy 5.1*).

2. This work has not been submitted previously for assessment and received a grade OR concurrently for assessment, either in whole or part, for this subject (unless part of integrated assessment design/approved by the Subject Coordinator), any other subject or any other course (see *Learning, Teaching and Assessment Policy 5.9*).

3. This assignment has not been written for me.

4. We hold a copy of this assignment and can produce a copy if requested.

5. This work may be used for the purposes of moderation and identifying plagiarism.

6. We give permission for a copy of this marked assignment to be retained by the College for benchmarking and course review and accreditation purposes.

Learning, Teaching and Assessment Policy 5.1. A student who submits work containing plagiarised material for assessment will be subject to the provisions of the Academic Misconduct Procedure

Note the definitions of plagiarism and self-plagiarism in the Learning, Teaching and Assessment Policy:
Plagiarism: reproduction without acknowledgement of another person's words, work or expressed thoughts from any source. The definition of words, works and thoughts includes such representations as diagrams, drawings, sketches, pictures, objects, text, lecture hand-outs, artistic works and other such expressions of ideas, but hereafter the term 'work' is used to embrace all of these. Plagiarism comprises not only direct copying of aspects of another person's work but also the reproduction, even if slightly rewritten or adapted, of someone else's ideas. In both cases, someone else's work is presented as the student's own. Under the Australian *Copyright Act 1968* a copyright owner can take legal action in the courts against a party who has infringed their copyright.
Self-Plagiarism: the use of one's own previously assessed material being resubmitted without acknowledgement or citing of the original.

Student Signature		Submission Date

GROUP ASSESSMENT COVER SHEET

JAMES COOK UNIVERSITY
AUSTRALIA

[Subject Code and Subject Name]

Assessment Item	[insert number]
College	[insert College]

Students: Please sign, date, and attach this cover sheet to the front of your assessment task for all hard copy submissions.

Student Family Name	Student Given Name	JCU Student Number								
1.										
2.										
3.										
4.										
5.										
6.										

Assessment Title	
Due Date	
Lecturer Name	
Tutor Name	

Student Declaration

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Student Signatures	1.	Submission Date	4.	Submission Date
	2.	Submission Date	5.	Submission Date
	3.	Submission Date	6.	Submission Date