Subject Outline

| **Subject Title** | Insert subject title, as in the Coursework Subjects Database (CSDB) |
| --- | --- |
| **Subject Code** | Insert subject code, as in the CSDB |
| **Credit Points**  | Insert credit points, as in the CSDB |
| **Study Period** | Insert study period, as in the CSDB |
| **Attendance Mode** | Insert attendance mode, as in the CSDB |
| **Campus** | Insert campus as in the CSDB |
| **Prerequisite/s** | Insert prerequisites as in the CSDB |
| **Subject Coordinator/Division/College** | Insert title of Subject Coordinator / College for this offering/study period, as in the Teaching Roles Database (TRDB) |

*At James Cook University, we acknowledge the Australian Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the Traditional Owners of the lands on which our campuses and study centres are located and where we conduct our business. We pay our respects to ancestors and Elders, past, present and future. JCU is committed to honouring Australian Aboriginal and Torres Strait Islander peoples’ unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to JCU and society.*

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REMOVE WHEN COMPLETE

This Subject Outline uses the following:

* Brown text – instructions for the Subject Coordinator to guide completion of subject outline;
* Black text – standard text required for all subject outlines (excluding the Apendicies);
* Yellow highlight – indicates text changes made from the 2022 document. Please remove all highlighting prior to publication.

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

The information provided in this subject outline is correct as at the time of completion and may change in response to changing University resources. Any changes will be approved by the College Dean or representative and will be communicated to students by the LearnJCU subject site.

# Subject details

## Student participation requirements

The JCU [Learning, Teaching and Assessment Procedures](https://www.jcu.edu.au/policy/procedures/learning-and-teaching-procedures/learning%2C-teaching-and-assessment-procedures) (2.1.2d) indicates a typical student workload for a **three (3) credit point subject** requires a **130 hour work load** of study related activities, including attendance, assessment and self-directed study over the duration of the subject with equivalency across all attendance modes.

Note that attendance at specified classes will be a mandatory requirement for satisfactory completion of some subjects ([Learning, Teaching and Assessment Procedures](https://www.jcu.edu.au/policy/procedures/learning-and-teaching-procedures/learning%2C-teaching-and-assessment-procedures), 3.1.8e) 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** |
| --- |
| Insert **subject activities** (e.g. lecture, tutorial, workshop, laboratory, online activities, etc.) and contact hours per week as per **Learning activites in CSDB**e.g. Lecture (1 hour per week) | Refer [to JCU Timetable](https://timetable.jcu.edu.au/2023/login.aspx)or your eStudent personal timetable |
| e.g. Tutorial (2 hours per week) | Refer to [JCU Timetable](https://timetable.jcu.edu.au/2023/login.aspx)or your eStudent personal timetable |
| Other mandatory attendance requirements:Outline any **mandatory attendance requirements** (e.g. clinical practice/professional experience briefing, residential block, etc.) Delete row if not required. | [Insert time] | [Insert day & date] | [Insert room] |

For information regarding class registration, visit the [Class Registration Schedule](https://www.jcu.edu.au/students/enrolment/class-registration-schedule).

Remove as required:

Learning and teaching activities may be recorded for this subject. Personal Information in the form of images and audio may be collected by JCU during the recording. This Personal Information may appear as part of the recording which is accessible to students and staff in this subject on LearnJCU.

## Teaching Staff contact details

If the subject is offered (also) in external or mixed mode, you may wish to outline or include in the table further contact instructions or details (e.g. Skype addresses). In the case of multiple tutors, refer students to LearnJCU. Consultation times must be provided to students – see [LTA procedures](https://www.jcu.edu.au/policy/procedures/learning-and-teaching-procedures/learning%2C-teaching-and-assessment-procedures#Consultation) 4.3

| **Teaching team** | **Staff member** | **Room** | **Phone** | **Email** | **Consultation times\*** |
| --- | --- | --- | --- | --- | --- |
| Subject Coordinator |  |  |  |  |  |
| Lecturer |  |  |  |  |  |
| Tutor 1 |  |  |  |  |  |
| Tutor 2 |  |  |  |  |  |
| Learning Advisors | [The Learning Centre](https://www.jcu.edu.au/students/learning-centre) | JCU Library | n/a | [Online contact form](https://www.jcu.edu.au/students/learningcentre/bookings/bookings-learning-advisor) | Visit Learning Advice Desk – JCU Library  |
| Librarian | [Your Liaison Librarian](https://www.jcu.edu.au/library/about/contacts/liaison-librarian-discipline-responsibilities) | JCU [Library](https://www.jcu.edu.au/library) | n/a | Library [contacts](https://www.jcu.edu.au/library/about/contacts)  |  |

\*Other consultation times by appointment only.

## Subject description

[Type here]

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

Staff using Subject Outline generating tool MUST NOT change text imported from CSDB.

## Subject learning outcomes and course learning outcomes

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

Staff using Subject Outline generating tool MUST NOT change text imported from CSDB.

On successful completion of this subject, you will be able to:

* [Type here]

These outcomes will contribute to your overall achievement of [course learning outcomes](https://www.jcu.edu.au/course-and-subject-handbook).

## Student feedback on subject and teaching

Students are at the heart of JCU and as part of our commitment to improving the quality of our subjects and teaching, we regularly seek feedback on the JCU student experience.

***YourJCU Surveys*** are available to all students through [LearnJCU](https://www.jcu.edu.au/learn). You will receive an email invitation when the survey opens.

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

* [type here] 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.

## 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.

Use the ***Readings*** platform for all your readings and other resources, **including prescribed and recommended 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](http://libguides.jcu.edu.au/readings/academics).

# Assessment details

## Key dates

Insert **assessment methods as per the CSDB** in the table below.

Assessment must comply with Learning, Teaching and Assessment Policy, Core Principle 3, including 3.1.7 use of an early assessment (pre-census) to monitor progress against subject learning outcomes and identify additional support requirements.

| **Key dates** | **Date** |
| --- | --- |
| Census date and Last date to withdraw without financial penalty | See [Study Period and Census Dates](https://www.jcu.edu.au/students/academic-calendars) |
| Last date to withdraw without academic penalty | See [Study Period and Census Dates](https://www.jcu.edu.au/students/academic-calendars) |
| EXAMPLE ONLY, please delete this row Assessment item 1: Concept map 20%  | EXAMPLE ONLY, please delete this row Due 31 September, 2023 |
| Assessment item 1: [Assessment method w %]  | Due [insert due date] |
| Assessment item 2: [Assessment method x %] | Due [insert due date] |
| Assessment item 3: [Assessment method y %] | Due [insert due date] |
| Assessment item 4: [Assessment method z %] | Due [insert due date]Add link to [JCU exam timetable](https://www.jcu.edu.au/students/assessment-and-results/exam-timetables) details if method is examination |

## Requirements for successful completion of this subject

In order to pass this subject, you must:

* Achieve an overall percentage of 50% or more
* [ Type here]. Identify any Special Assessment Requirements **as they appear in the CSDB**

Note that the bullet point provided 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, for which students must achieve a satisfactory grade or pass grade in order to meet subject requirements,** must be clearly identified in this section ([Subject Outline Procedure](https://www.jcu.edu.au/policy/procedures/learning-and-teaching-procedures/subject-outline-procedure), 2.1)

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.

[delete whichever does not apply]

Final results for this subject will be ungraded as described in the [Student Results Policy](https://www.jcu.edu.au/policy/student-services/student-results-policy).

Ungraded = Satisfactory or Unsatisfactory

Final results for this subject will be graded as described in the [Student Results Policy](https://www.jcu.edu.au/policy/student-services/student-results-policy).

Graded = HD, D, C, P, F etc

[delete whichever does not apply]

Supplementary examinations/assessments are not available for this subject.

Supplementary examinations/supplementary assessments are available for this subject, in accordance with the [Learning, Teaching and Assessment Procedure](https://www.jcu.edu.au/policy/procedures/learning-and-teaching-procedures/learning%2C-teaching-and-assessment-procedures) (3.2.10) and the [Student Results Policy](https://www.jcu.edu.au/policy/student-services/student-results-policy) (2.1)

If a supplementary examination or assessment is available, clearly identify the circumstances using the exact wording from the LTA 3.2.10 (e) or 3.2.10 (f).

### 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.

### How do I track my progress in this subject?

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

## AccessAbility Services and Support

Reasonable adjustments may be made to assist you to manage additional circumstances impacting on your 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.

If you believe you will experience challenges completing your degree or course because of a disability, health condition or other reason, you should discuss your concerns with [AccessAbility Services](https://www.jcu.edu.au/student-equity-and-wellbeing/accessability).

Your course inherent requirements can be found here [insert hyperlink into ‘here’]

Inherent requirements are now located in the [Course and Subject Handbook](https://www.jcu.edu.au/course-and-subject-handbook), see the respective Course Information tab

## Assessment items

**ASSESSMENT ITEM 1: [INSERT ASSESSMENT METHOD HERE]**

| **Aligned subject learning outcomes** | * [type here] Insert learning outcome
* [type here]
 |
| --- | --- |
| **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 and due date** | [type here] Copy from Section 2.1 |
| **Requirements for successful completion of this assessment item** | [type here] Details should be provided on any specific attaintment that needs to be achieved (e.g. you must achieve a minimum of 50% in order to pass this assessment item). |

**ASSESSMENT ITEM 1: DESCRIPTION**

Describe the assessment item 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. Include word count and/or time limits that apply, referencing style, formatting requirements, etc.

**ASSESSMENT ITEM 1: CRITERIA SHEET (OR RUBRIC)**

Develop a clear set of criteria and standards, which will be used to judge the quality of the assessment item and award a grade. This can be adapted for a range of written assessment methods. See [guide for developing rubrics](https://www.jcu.edu.au/__data/assets/pdf_file/0009/496269/Developing-assessment-rubrics.pdf) and [rubrics in LearnJCU](https://www.jcu.edu.au/learning-and-teaching/teaching-online/marking-and-feedback).

**ASSESSMENT ITEM 2: [INSERT ASSESSMENT METHOD HERE]**

| **Aligned subject learning outcomes** | * [type here] Insert learning outcome
* [type here]
 |
| --- | --- |
| **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 and due date** | [type here] Copy from Section 2.1 |
| **Requirements for successful completion of this assessment item** | [type here] Details should be provided on any specific attaintment that needs to be achieved (e.g. you must achieve a minimum of 50% in order to pass this assessment item). |

**ASSESSMENT ITEM 2: DESCRIPTION**

[Type here]

**ASSESSMENT ITEM 2: CRITERIA SHEET (OR RUBRIC)**

[Type here]

**ASSESSMENT ITEM 3: [INSERT ASSESSMENT METHOD HERE]**

| **Aligned subject learning outcomes** | * [type here] Insert learning outcome
* [type here]
 |
| --- | --- |
| **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 and due date** | [type here] Copy from Section 2.1 |
| **Requirements for successful completion of this assessment item** | [type here] Details should be provided on any specific attaintment that needs to be achieved (e.g. you must achieve a minimum of 50% in order to pass this assessment item). |

**ASSESSMENT ITEM 3: DESCRIPTION**

[Type here]

**ASSESSMENT ITEM 3: CRITERIA SHEET (OR RUBRIC)**

[Type here]

**ASSESSMENT ITEM 4: [INSERT ASSESSMENT METHOD HERE]**

| **Aligned subject learning outcomes** | * [type here] [Insert learning outcome]
* [type here]
 |
| --- | --- |
| **Aligned professional standards/ competencies** | [type here] 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 and due date** | [type here] Copy from Section 2.1 |
| **Requirements for successful completion of this assessmen item** | [type here] Details should be provided on any specifics attaintment that needs to be achieved (e.g. you must achieve a minimum of 50% in order to pass this assessment item). |
| **If examination, include****Duration** | [Insert number of] hours. Insert details such as reading time. Delete row if not applicable. |
| See [Learning, Teaching and Assessment Policy](https://www.jcu.edu.au/policy/learning-and-teaching/learning-teaching-and-assessment-policy-01jan2021), [Learning, Teaching and Assessment Procedure](https://www.jcu.edu.au/policy/procedures/learning-and-teaching-procedures/learning%2C-teaching-and-assessment-procedures), [Special Consideration Procedure](https://www.jcu.edu.au/policy/procedures/student-services-procedures/special-consideration-procedure2), [Examinations Procedure](https://www.jcu.edu.au/policy/procedures/learning-and-teaching-procedures/examinations-procedure) |

**ASSESSMENT ITEM 4: DESCRIPTION**

[Type here]

If assessment method is an examination, provide details of the examination condition. Provide details of the type of exam questions (e.g., multiple-choice questions, short answer questions, extended questions, etc.).

**ASSESSMENT ITEM 4: CRITERIA SHEET (OR RUBRIC)**

[Type here]

If an examination, 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.

# Submission and return of assessment

## Submission of assessment

[Type here]

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.

## Late submissions

The [Learning, Teaching and Assessment Procedure](https://www.jcu.edu.au/policy/procedures/learning-and-teaching-procedures/learning%2C-teaching-and-assessment-procedures) (3.1.8d) outlines a uniform formula of penalties 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. If submitted after 20 days, the assessment item thus would be awarded 0 marks (i.e. 5% x 20 = 100% of total possible marks in penalties). For assessment items weighted 0%, and submitted after 10 days a DNS (Did Not Submit) grade is awarded.

## Special Consideration (including deferrals and extensions)

You are encouraged to access equity measures if you are affected by extenuating circumstances while undertaking the subject. JCU’s [Learning, Teaching and Assessment Procedure](https://www.jcu.edu.au/policy/procedures/learning-and-teaching-procedures/learning-teaching-and-assessment-procedures) 3.1 requires that you must must make yourself available for assessments and examinations at the scheduled times and extensions or deferrals for an assessment item due to previously scheduled commitments such as weddings or holidays, will not be granted.

All Special Consideration requests can be applied for through the Special Consideration application form.  The form is linked to the [Special Consideration Procedure](https://www.jcu.edu.au/policy/procedures/student-services-procedures/special-consideration-procedure2) and also available on the [Student Forms](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.jcu.edu.au%2Fstudents%2Fstudent-forms&data=04%7C01%7Cltse%40jcu.edu.au%7Ce75292c03da64851515f08d8c7e3ced2%7C30a8c4e81ecd4f148099f73482a7adc0%7C0%7C0%7C637479128523792175%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=lgyqNdWC%2BA2ezf%2FcgnYtcwG7IpCYSGOwxVR3qRA8kD8%3D&reserved=0) webpage.

## Academic Integrity

As outlined in the Coursework Academic Integrity [Policy](https://www.jcu.edu.au/policy/learning-and-teaching/coursework-academic-integrity-policy) and [Procedure](https://www.jcu.edu.au/policy/procedures/learning-and-teaching-procedures/coursework-academic-integrity-procedure2), you are are required to complete the Coursework Academic Integrity Modules available in your LearnJCU site. Penalties for non-completion may be applied.

All non-examination items of assessment are required to be submitted with the Assessment Declaration available through LearnJCU. The Assessment Declaration contains statements relating to academic integrity under the [Coursework Academic Integrity Policy and Procedures](https://www.jcu.edu.au/policy/learning-and-teaching/coursework-academic-integrity-policy). All instances of [academic misconduct](https://www.jcu.edu.au/policy/procedures/student-services-procedures/student-academic-misconduct-procedure) are treated very seriously by the University and students may be severely penalised for committing any form of academic misconduct.

For more information regarding academic integrity, see <https://www.jcu.edu.au/students/learningcentre/academic-integrity>

## Return of assessment

[Type here]

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

The requirements for an assessment’s return date, time and manner will be determined by the Subject Coordinator in line with the JCU [Learning, Teaching and Assessment Procedures](https://www.jcu.edu.au/policy/procedures/learning-and-teaching-procedures/learning%2C-teaching-and-assessment-procedures).

Feedback will be given, as per clause 3.5 of the [Learning, Teaching and Assessment Procedures](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.jcu.edu.au%2Fpolicy%2Fprocedures%2Flearning-and-teaching-procedures%2Flearning%2C-teaching-and-assessment-procedures&data=05%7C01%7Cdeanltse%40jcu.edu.au%7C56785f6856a24937fb9d08da84ae4f5c%7C30a8c4e81ecd4f148099f73482a7adc0%7C0%7C0%7C637968181433531093%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=328iooAH8qo7T19qNtQaANzj0I7cY8weMv2JtKvVGM4%3D&reserved=0). You will be informed of your grade for every component of assessment as per clause 3.5.1 and 3.5.2 of the [Learning, Teaching and Assessment Procedures](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.jcu.edu.au%2Fpolicy%2Fprocedures%2Flearning-and-teaching-procedures%2Flearning%2C-teaching-and-assessment-procedures&data=05%7C01%7Cdeanltse%40jcu.edu.au%7C56785f6856a24937fb9d08da84ae4f5c%7C30a8c4e81ecd4f148099f73482a7adc0%7C0%7C0%7C637968181433531093%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=328iooAH8qo7T19qNtQaANzj0I7cY8weMv2JtKvVGM4%3D&reserved=0).  You can also request written or verbal feedback from the marker (see Learning, Teaching and Assessment Procedures 3.5).

## Review of assessment

Assessment items and final grades will be reviewed through moderation processes ([Learning, Teaching and Assessment Procedures](https://www.jcu.edu.au/policy/procedures/learning-and-teaching-procedures/learning%2C-teaching-and-assessment-procedures), 3.6). It is important to be aware that assessment results “must always undergo final ratification for each study period. No single grade or mark represents a final result in a subject” ([Learning, Teaching and Assessment Procedures](https://www.jcu.edu.au/policy/procedures/learning-and-teaching-procedures/learning%2C-teaching-and-assessment-procedures), 3.7.4.).

[Type here]

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.

[delete if not applicable]

Assessment in this subject may involve the use of proctoring tools such as Respondus with camera surveillance or webcams.

Respondus can record an assessment attempt, and that recording will be used for the investigation of cheating or any other conduct which may contravene JCU Policies and Procedures. Footage will only be accessed by persons authorised by the University to do so and may be shared with internal or external investigators. The footage constitutes Personal Information and will be stored and accessed in accordance with JCU’s [Information Privacy Policy](https://www.jcu.edu.au/policy/corporate-governance/information-privacy-policy).

[delete if not applicable]

Audio and/or video recording of assessment (e.g. oral assessment) may be used in this subject as per the Learning Teaching and Assessment Procedure (3.1.5f) and will be securely stored in line with Learning Teaching and Assessment Procedure (3.8.1).

Students can seek a review of individual assessment pieces through the process identified in clause 3.8 of the [Learning, Teaching and Assessment Procedures](https://www.jcu.edu.au/policy/procedures/learning-and-teaching-procedures/learning%2C-teaching-and-assessment-procedures).

Students can seek a review of the final subject result through the process contained in the [Academic and Statutuory Decisions Review an Appeal Procedure.](https://www.jcu.edu.au/policy/procedures/student-services-procedures/academic-and-statutory-decisions-review-and-appeal-procedure)

# Learning and teaching in this subject

## Subject calendar

Name learning and teaching activities as they appear in the CSDB. L&T activity columns can be merged into one column if better suited to subject delivery.

Rows can be amended to accurately reflect staging of subject delivery over duration of relevant study period. **This is not a subject timetable**, but the flow of topic and content delivery. **Subject timetable is located by accessing the timetable link**.

Please note, the sequence of some topics may change due to staff availability, resourcing, or due to unforeseen circumstances. Please monitor announcements made via LearnJCU.

| **Week/Module** | **Lecture** (for example)(Insert relevant subject activity) | **Tutorial** (for example)(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 | Direct students to appropiate location in LearnJCU or outline specific readings/preparation in this column | Outline, ***where appropriate***, how knowledge and skills developed in learning activities relate to those targeted in assessment items |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |
| **5** |  |  |  |  |  |
| **6** |  |  |  |  |  |
| **LR** | **LECTURE RECESS**Note that the location of lecture recess varies in terms of its positioning within the Study Period. This row can be unmerged if required. |
| **7** |  |  |  |  |  |
| **8** |  |  |  |  |  |
| **9** |  |  |  |  |  |
| **10** |  |  |  |  |  |
| **11** |  |  |  |  |  |
| **12** |  |  |  |  |  |
| **13** |  |  |  |  |  |
| **SV** | **STUDY VACATION** This row can be unmerged if required. |

## Learning and teaching activities/expectations

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. Refer to the table above (4.1) as appropiate.

Identify expectations of student participation that have not been previously identified. Ensure consistency with relevant [policy and procedures](https://www.jcu.edu.au/policy/learning-and-teaching).

**DELETE THIS SECTION ONCE YOUR OUTLINE HAS BEEN COMPLETED**

Supporting Resources for Subject Coordinators:

[Subject Lifecycle Resource](https://www.jcu.edu.au/learning-and-teaching/resources/subject-lifecycle) (policy links across the subject lifecycle)

[Assessment @JCU](https://www.jcu.edu.au/learning-and-teaching/assessment%40jcu)

[Assessment methods (List and descriptions)](https://www.jcu.edu.au/learning-and-teaching/assessment%40jcu/assessment-methods)

For further resources, see: [Centre for Education and Enhancemment](https://www.jcu.edu.au/centre-for-education-and-enhancement).