

# Design guide

## Code title populated from course specification – grey

Subject	Cat-nbn	Class	Term	Mode	Description	Units	Campus
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**Academic group**

**Academic org:**

**Student contribution band:**

**ASCED code:**

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## Staffing

**Examiner:** Populated from Course Specification – grey

**Moderator:** Populated from Course Specification – grey

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## Rationale

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## Synopsis

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## Objectives

On completion of this course students will be able to:

1. Populated from Course Specification – grey

[Link to flyer on Writing Learning Objectives](#)

For help contact your [Faculty LTD/ALS](#)

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## Graduate qualities and skills

The following Graduate Skills are associated with the successful completion of your assessment items to the level indicated in the Assessment details:

Graduate skill Populated from Course Specification [[Hidden field for aligning with objective and assessment item](#)]

[Link to flyer on Writing Graduate Qualities & Skills Objectives](#)

For help contact your [Faculty LTD/ALS](#)

## Topics

Description	Weighting (%)
1. Populated from Course Specification	
2. Populated from Course Specification	
3. Populated from Course Specification	
4. Populated from Course Specification	
5. Populated from Course Specification	
6. Populated from Course Specification	
7. Populated from Course Specification	
8. Populated from Course Specification	

## Teaching approach

Overall teaching modes being adopted for the course:

e.g. lectures, online, workshops, PBL, seminars, virtual labs, discussion boards

Does this approach suit fleximode learning? Will any students be disadvantaged by the mode that they receive the teaching?

Please provide an explicit statement of roles of teachers and student. For example, if student interaction with peers is expected, expectations of interactive approach explained, including type of interaction, time spent, online or on-campus.

What academic skills will you explicitly address, how will students be supported, contacted, consultations delivered?

1.

[Link to flyer on Embedding Academic Skills](#)

[For help contact your Faculty LTD/ALS](#)

**Details of Teaching Approaches (highlight any amendment necessary for fleximode learning):**

Topic	Learning Objectives	Teaching Activities	Learner Involvement	Workload	Resources
	Populated from Course Spec				Link to materials
	Populated from Course Spec				Link to materials
	Populated from Course Spec				Link to materials
	Populated from Course Spec				Link to materials
	Populated from Course Spec				Link to materials
	Populated from Course Spec				Link to materials
	Populated from Course Spec				Link to materials

## Assessment methodology

An Assessment Checklist is available if you would like further help in designing your assessment- <http://www.usq.edu.au/extrafiles/ltsu/IDchecklist/assessment.htm>

**Description** **Marks out of** **Wtg(%)** **Due date** **Objectives assessed** **Graduate skills**

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[Link to Assessment Booklet](#) or use the [Assessment Design Guide](#)

For help contact your [Faculty LTD/ALS](#)

## Student workload requirements

NB The recommended student workload for a course is 165 hours per semester

**ACTIVITY**

**HOURS**

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Populated from Course Specification

[Link to flyer on student workload](#)

## Feedback mechanisms

**What mechanisms are in place to:**

Provide assessment feedback to students–

For students to self-assess–

Gain evaluation feedback from students–

Show that you have addressed students' feedback (Close the loop)–

Has the previous year's action plan (from course annual evaluation report) been considered in this design?

[Link to flyer on Giving Feedback and Closing the Loop on Feedback](#)

For help contact your [Faculty LTD/ALS](#)

## Alignment review

Learning Objective    Teaching Approach    Assessment Method    Associated Workload

**Rationale:**

**Rationale:**

**Rationale:**

**Rationale:**

**Rationale:**

## Alignment check:

Based on the above alignment check table, how would you rate the efficacy of your course design on the quality of your students' learning in the timeframe of this course? (You may wish to use the Assessment Checklist to aid you in doing this)

1. There is adequate time (whatever semester this course is delivered) for students to achieve the learning objectives of this course.  
Y/N
2. Assessment tasks provide students with the opportunity to demonstrate stated learning objectives  
Y/N

3. The learning objectives explicitly articulate any graduate skills that are assessed in this course as part of developing USQ graduate qualities across the discipline/program  
Y/N
4. Your learning objectives express learning thresholds that are appropriate for the position of the course within the degree.  
Y/N
5. The teaching activities (teaching approach) facilitate the learning of the topics or the intended learning objectives.  
Y/N
6. The number of assessment tasks (associated with students perception of workload) is appropriate (sufficient).  
Y/N
7. Are the resources checked for currency, relevancy and updated (if it's an old course)?  
Y/N
8. Have you acknowledged past student feedback provided in the standard university student evaluation survey and informed the present students of the changes you have made in this course?  
Y/N
9. Have you scheduled at opportunities to obtain feedback from the students?  
Y/N
10. Have you scheduled at an opportunity to close of the loop on feedback with your students?  
Y/N
11. Is the time to be expended or workload for the course – teaching (delivery), assessment tasks, and student feedback - realistic for your workload?  
Y/N

If any one of the answers is 'not sure', it means it is probably "no". Consider ways to redesign those affected areas (indicated in bold above).

## Evaluation and benchmarking

### Evaluation and benchmarking\*

In meeting the University's aims to establish quality learning and teaching for all programs, this course monitors and ensures quality assurance and improvements in at least two ways. This course:

1. conforms to the USQ Policy on Evaluation of Teaching, Courses and Programs to ensure ongoing monitoring and systematic improvement.

2. forms part of the XXXXXXXXXXXX (*inset name of Program e.g. Bachelor of Engineering or provide dropdown of program names*) and is benchmarked against the [choose one or all of the following]
  - internal USQ accreditation/reaccreditation processes which include (i) stringent standards in the independent accreditation of its academic programs, (ii) close integration between business and academic planning, and (iii) regular and rigorous review.
  - professional accreditation standards of the XXXXXXXXXXXX. [*insert professional accrediting bodies here e.g. Engineers Australia, Surveyors Board of Queensland, Australian Psychological Society Council, Australian Nursing & Midwifery Council, and Singapore Nursing Board, etc.*]
  - comparative activities and performance of XXXXXXXXXXXXXXXXXXXX. [*nominate the name of the program and institution, or professional body, that has benchmarked with this program*]

[Link to flyer on Evaluation of Teaching & learning](#)

For help contact your [Faculty LTD/ALS](#)

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### **TEXT and MATERIALS required to be PURCHASED or accessed**

Populated from Course Specification

For help contact your [Faculty Librarian](#) or see [Library Website Guidance](#)

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## Reference materials

**Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.** The Library can support you in ascertaining which materials may be most appropriate for your course.

Populated from Course Specification

For help contact your [Faculty Librarian](#)

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## Notes

1. Populated from Course Specification
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## Other requirements

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