

# Guidelines for writing HE Course Guides



Course coordinators,  
lecturers and tutors



Students



Professional and  
Administrative staff

Marketing staff



Library staff

## Acknowledgements

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- Various RMIT policies strategic and operational documents, and information about various aspects of learning and teaching published online by the Office of the Dean Learning and Teaching (ODLT).
- Two guides produced in the College of Business by the Inclusive Teaching Project under the auspices of the ODLT: *Practical Guide(s) for Writing HE and VE Course guides*.

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# **Introduction to the Course Guide**

These guidelines have been produced to assist HE course coordinators tasked with writing new course guides or updating existing ones.

The Course Guide must be provided to students before or during the first scheduled class. It is an important tool for students, and it represents a legally binding contract between RMIT and the student.

#### **Course coordinators, lecturers and tutors**

- Used as an academic planning tool to ensure that the development, design and delivery of the course meets its learning outcomes.
- To inform what you will teach, the way you teach and the way in which you will assess students.
- To ensure compliance with professional accreditation requirements associated with the course's program.

#### **Professional and Administrative staff**

- To coordinate and support a School's case in the appeals process. Appeals usually go in favour of the student based on disparate information provided in the official course guide and material provided to students in class. The published course guide is a legal contract between RMIT and the student and an authoritative guide for information.
- To ensure course compliance with Government regulatory compliance (TEQSA, AQF).

#### **Students**

- Helps students understand how the course contributes to their achievement of the overall program goals and to appreciate how their learning relates to professional practice.
- Supports students to become aware of what they have previously learnt and provides a foundation for future learning.
- Provides a framework for students to understand how the learning will occur within the course.
- Provides a basis for planning students' learning activities for the semester.

#### **Marketing staff**

- To extract the information from the official Course Guide (Part A) for promotion of the course and program to future students.

#### **Library staff**

- To help with the planning of timely, appropriate and relevant information literacy sessions and to assist students with questions about assessments.

### **Course Guide types: Parts A and B**

The Course Guide has two parts: parts A and B. The Part A course guide lists the Course Learning Outcomes (CLO) to be achieved and the way they contribute to the achievement of the overall Program Level Outcomes (PLO) published in the Program Guide. You will need to refer to the *Learning Outcomes Matrix* in the Program Guide to identify which aspects of knowledge and skills are to be developed and assessed in each course, and how they are aligned to the Australian Qualifications Framework (AQF) level descriptors for that program.

The Part A provides an overview of learning activities, resources and assessment, indicating how these will help the student achieve the learning outcomes. What you

write in Part A must be general enough to ensure it is consistent with the detailed information in Part B; that is, it can accommodate variations across course offerings at multiple locations. The Part A must also reflect multichannel delivery modes (face-to-face, workplace, online). The Part A Course Guide is published after formal committee approval and should not require frequent updating or editing.

The Part B Course Guide contains more detailed information, including a teaching schedule and specific information on learning activities and assessment. It is specific to a student cohort defined by semester/term, campus and mode of delivery.

**Consistency between the Part A and the Part B is important because enrolled students will see a single integrated Course Guide combining the Part A and Part B components.**

### Equivalence of Standards and Comparability

Equivalence refers to the consistency of learning outcomes and standards across all offerings of a course.

Comparability refers to the adaptation of the Part B course guide to meet the local context and student profile.

LINK



### Equivalence and Comparability

Aspects of the part B that can be contextualised and customised are available on the Academic Development Group's website:

<http://www.rmit.edu.au/bus/adg/equivalenceandcomparability>

### Accessing and Writing Course Guides

Writing, editing and publishing a Course Guide takes place in the Course and Program System (CAPS). Access to the system is password protected. Technical and other support information is also available on the Course and Program System (CAPS) web page.

The screenshot shows the 'Course Guide Editing' page. At the top left, the page title is 'Course Guide Editing' and 'Course guide editing'. A breadcrumb trail reads: '> Staff > Workplace essentials > Student, program and course administration > Student administration > Course and program administration > Course Guide Editing'. On the right side, there is a navigation menu with the following items: '< Course and program administration', 'Course Guide Editing', 'FAQ', 'Information and Services', and 'Support'. Below the breadcrumb trail, the main content area contains the text: 'Learn how to access the Course and Program System (CAPS) used to create and maintain Part A: Course overview and Part B: Course detail guides.' This is followed by a section titled 'Approval deadlines' with the note: 'Please note that Part B Course guides for Higher Education and Vocational Education should be edited, approved and published by the Friday before the relevant semester begins.' Below that is a section titled 'Access the Course and Program System (CAPS)' with the instruction: 'Log in using your Central Authentication Service (CAS) username and password.' The final section is 'Request access' with the instruction: 'To request or change access, complete the Course Guide System access request form.'

## LINK



### Course and Programs System support

For support using CAPS please refer to CAPS Google site - Self Service Materials  
<https://sites.google.com/a/rmit.edu.au/pcimf/home/caps-support/self-service-materials>

## PCIMF Project

Program & Course Information Management Framework



CAPS support Home Governance Benefits Activities and timelines More info

[Home](#) > [CAPS support](#) >

### Self service materials

There are various materials available to assist you with the new system as per below. Materials will be added and updated as required.

#### Quick Reference Guides

- [General navigation and functionality](#)
- [How to edit a VE part B course guide](#)
- [How to edit a HE part B course guide](#)
- [How to edit a VE part A course guide](#)
- [How to edit a HE part A course guide](#)

#### Online Training Modules

Please be patient, these may take a minute to load.

- [Editing and approving a VE part B course guide](#)
- [Editing and approving a HE part B course guide](#)
- [Editing and approving a VE part A course guide](#)
- [Editing and approving a HE part A course guide](#)

#### Work instructions

- [CAPS user guide](#)
- [ServiceNow – layout, navigation and key functionality guide](#)

The Part A is published prior to the opening of the enrolment period while the Part B must be edited, approved and published by the first day of the term. Last minute edits can still be made during the first week of semester, after which no further editing is possible. The Part A should enable students to understand the key components of the course without referring to the related Part B which can only be accessed once they are enrolled at RMIT.

## NOTE



### Writing Style

- Address students in the second person (you) – they are the primary readers.
- Use plain English and write concisely, but remember that the guide is a public and legally binding document. The university is accountable for the content.
- Use active voice, e.g. “You can access XYZ...” instead of “XYZ can be accessed...”.
- Use gender neutral language as appropriate.
- Write in a friendly, informative style.

The approval process for publishing Part B's will be different in each school - please consult your Deputy Head of School (Learning & Teaching) for further information.

## Alignment

The key to a good Course Guide is constructive alignment. Alignment means that all assessment tasks and learning and teaching tasks must be linked to the course learning outcomes. To do this, it will be much easier to first work from the outcomes, and then organise your content and teaching and learning activities based on these outcomes. The assessments will be designed based upon the content and teaching and learning activities and especially the assessment tasks. The alignment between content, activities and assessment will ensure that the course flows well and all aspects are linked to the course learning outcomes (CLOs).

Alignment provides the opportunity to create a teaching and learning environment in which students are able to demonstrate the knowledge and skills they have achieved.

For example, if you wish to develop skills such as communication and interpersonal skills, you will need to ensure learning activities and assessment tasks allow students to develop and demonstrate this skill through activities such as a group presentation.

Each of these elements must relate to and complement each other. As a course coordinator, you and your course team should adopt a holistic approach to the definition of learning outcomes and assessment tasks, being aware of the AQF level descriptors associated with the Program Guide and its PLOs, and how the course relates to them.

### LINK



Access to the Course and Program System

<https://rmit.service-now.com/>

Work Integrated Learning (WIL) at RMIT Policy

<http://www.rmit.edu.au/browse;ID=mkxzygomvv8v>

Australian Qualifications Framework (AQF) descriptors

<http://www.aqf.edu.au/aqf/in-detail/2nd-ed-jan-2013>

# Part A

# Course Guide: Structure and key elements of Part A

The Part A comprises the following editable sections:

- Course Coordinator details
- Pre-requisite Courses and Assumed Knowledge and Capabilities
- Course Description
- Learning Outcomes
- Overview of Learning Activities
- Overview of Learning Resources
- Overview of Assessment

The content you enter in these sections is automatically populated into the Part B and is locked against further editing.

## Part A: Pre-requisite Courses and Assumed Knowledge and Capabilities

If you are using the online Course and Program System (CAPS) and your course does not have an approved prerequisite or co-requisite enter the word None.

Course requisites may be approved where a student's success in a course is dependent on prior knowledge that must be demonstrated by successful prior completion of a specified RMIT course (prerequisite) or concurrent enrolment in a specified RMIT course (co-requisite).

### EXAMPLE



LAW1019 Introduction to the Australian Legal System and Legal Methods is a prerequisite for LAW1023 Administrative Law

### LINK



#### Course requisites policy

<http://www.rmit.edu.au/browse;ID=twx09y07zi1c>

## Part A: Course Description

Outline the overall purpose of the course and explain what students can expect to experience and gain from participation.

The language should avoid educational or professional/discipline jargon. Complex concepts that are unfamiliar to students may need to be described in clear language that explains their role in the course and how students will come to understand them.

Identify the role of the course in the programs of which it is part. This may be a general statement applying to multiple programs, for example, 'this course introduces accounting for business applications and provides a foundation for further learning in accountancy'.

Alternatively, the description might include some detail about its broad aim, how it relates to the program as a whole, a synopsis of the topics covered and a summary of anticipated outcomes.

**EXAMPLE****Part A - Course Description**

This course focuses upon the issues confronting organisations, leaders, managers and employees as national boundaries become less relevant. Issues covered will include the interaction between governments and global businesses, the growth of the knowledge economy, intercultural, social justice and employment relations issues.

**Capstone**

If a course is designated as a capstone course it must capture and map to all program learning outcomes and include relevant communication skills. A capstone course is offered in the last year of a program and encompasses all prior learning that has taken place in the program. The following statement is required as the last line of your course description.

**EXAMPLE**

This course provides you with a capstone experience, which will give you the opportunity to integrate, critically reflect on and consolidate what you have learnt in your program.

**WIL**

If this is a designated WIL course, include the following statement as defined in the [Work Integrated Learning \(WIL\) Procedure](#).

**EXAMPLE**

'This course includes a Work Integrated Learning experience in which your knowledge and skills will be applied and assessed in a real or simulated workplace context and where feedback from industry and/or community is integral to your experience'.

**Part A: Learning Outcomes**

A course learning outcome describes what students will be able to do upon completion. Course learning outcomes include both the knowledge and skills which students are expected to learn including the practical application of such learning.

Each CLO contributes to the development of one or more PLOs.

A well written outcome is behavioural in nature, i.e. it contains a verb that describes the behaviour expected from the specified learning. Verbs such as 'understand' and 'appreciate' can reflect behaviour but usually only manifest what students know, not what they can do with that knowledge. Given RMIT's emphasis of fostering the employment potential of its graduates, CLOs should not only express what is to be learnt, but its application and workplace relevance. Consider these examples:

<b>Compare</b>	<b>with</b>
<i>"Critically analyse statistical findings published by the media, research agencies and the Government."</i>	<i>"Critically analyse statistical findings published by the media, research agencies and the Government to validate and verify their accuracy."</i>

The first example describes the expected knowledge and skills (critically analyse...) but does not answer the question “To what end, or to what purpose”. It is learning for its own sake, without a defined practical application.

The second example provides a purpose and implies a work related context for the learning outcome (...to validate and verify their accuracy).

Because the learning outcome reflects **cognitive, affective** or **psychomotor** behaviour at a specific level of learning difficulty, you will need to choose the behavioural verb carefully. Bloom’s Taxonomy lists verbs describing different levels of behaviour and learning complexity.

#### NOTE



All CLOs must have a numbered list. Do not use bullets or points.

#### NOTE



Each course contributes to a program of study. During the alignment of individual courses, it is critical to map the course learning outcomes across the entire program learning outcomes. Not every course can be mapped to all program learning outcomes. Note the interrelationship between CLOs, and the PLOs in the ‘*Program Learning Outcomes Matrix*’. Like course alignment, program mapping can reveal gaps and areas of over-concentration. You will be able to see whether the program effectively integrates all its specified attributes.

#### NOTE



Use an appropriate verb from Bloom’s Taxonomy to clearly describe the nature and complexity of the expected learning outcome. Note that higher order verbs such as ‘analyse’ or ‘synthesise’ can have varying degrees of difficulty depending on the assessment task. For example, analysing a simple spreadsheet can be a lot easier than analysing the causes and issues of the global financial crisis. For this reason it is **essential** that learning outcomes are aligned with assessment.

#### EXAMPLE



### Part A - Course Learning Outcomes (various examples)

- Develop and critically evaluate a financial plan for an individual client.
- Work effectively within a team setting, employing professional and change management skills to manage organisational and technological change.
- Use diagnostic tools to apply knowledge and learning to contemporary workplace situations to explore underlying issues that may affect the leadership role and organisational change processes.
- Undertake independent statistical analysis to make informed decisions and provide advice.

**LINK**

## Quick Guide: Writing Learning Outcomes

[www.dlsweb.rmit.edu.au/bus/public/CCH/section/5/iii/](http://www.dlsweb.rmit.edu.au/bus/public/CCH/section/5/iii/)

## Hunters and Gatherers Action verbs

[www.dlsweb.rmit.edu.au/bus/public/webPDFs/Action Verbs.pdf](http://www.dlsweb.rmit.edu.au/bus/public/webPDFs/Action%20Verbs.pdf)

### Part A: Overview of Learning Activities

Only a general outline of learning activities is required (the specific detail about learning activities will be provided to students in the related Part B course guide). For example, in the Part A course guide, learning activities may be described as:

- discussions to explore, critique and form ideas
- problem solving activities to develop skills applying theory
- group problem solving to foster teamwork skills
- projects to integrate experiences from work or other contexts.

**NOTE**

The Overview of Learning Activities in the Part A must be consistent with the Approach to Learning and Assessment in the Program Guide.

**EXAMPLE**

### Part A - Overview of Learning Activities

This course is offered at multiple locations employing different learning modes. This means that the nature of the learning activities may vary depending on where you are enrolled. You may participate in face to face lectures, workshops, seminars, online discussions and collaborative activities. Working in groups and individually, you will identify, discuss, describe and analyse a range of strategic issues, and apply strategy related theory to cases and practical problems. The activities are designed to facilitate your achievement of learning outcomes and understand assessment tasks effectively.

If your course has been identified as a designated WIL course in the program guide, outline the approach to Work Integrated Learning (WIL) activities.

**EXAMPLE**

'To develop and test your professional problem solving capability you will be undertaking projects negotiated with industry or community organisations and benefit from representatives' briefing and feedback on your work as it progresses.'

## Part A: Overview of Learning Resources

Advise students of the types of resources that will be available to assist their learning in all offerings, for example, textbook, notes, reference lists, library resources, laboratories and relevant software. Do not specify the details, such as, identifying the particular textbook, references or software – they can be included in the detailed Part B course guide.

### NOTE



Advise students that additional resources and tools for learning are available through myRMIT Studies Course Site.

### EXAMPLE



## Part A - Overview of Learning Resources

Through myRMIT Studies Course Site you will have access to a detailed teaching schedule, assessment requirements, lecture notes, digitised readings, relevant internet links and access to RMIT Library online. RMIT library online provides access to various research material, databases and comprehensive subject guides that will help you identify key sources for your research.

## Part A: Overview of Assessment

This section of the Part A provides an overview of assessment and how it has been designed to assist students to be successful in the course, including how formative feedback will be given. It explains the various elements of assessment and what they are designed to assess without being specific. This statement does not specify the individual assessment tasks, thus allowing for variation between offerings which should be detailed in the Course Guide Part B.

The assessment section of Part A course guides states:

- the assessment tasks
- the weighting allocated to each assessment task (except in competency-based courses, where assessment tasks are not weighted)
- any other requirements for satisfactory completion of the course or module, and
- how the assessment is related to the course learning outcomes.

Assessments must be identified and aligned to CLOs. No individual assessment can be greater than 50%. Assessment tasks with a weighting of more than 50% of the total course mark requires approval from the DPVC L&T. Research courses or courses with a research component are exempt. The maximum number of assessment tasks per course is three.

If the course is an Undergraduate common core or a Post Graduate enabling course, Assessment Task 1 is required to be given within the first 4 weeks of the course.

### EXAMPLE



## Part A - Overview of Assessment Statement example

Assessment types may include a written report, scheduled online testing, a presentation followed by questions and discussion, case based projects, a final examination, and individual and group work.

**EXAMPLE**

## Part A - Assessment Matrix

If there is a final examination, it will need to be specified on the assessment matrix as shown below. If the third assessment task is not a final exam, it will be labelled as Assessment Task 3.

Option 1: Sample Only

Assessment Task	Weighting (%)	Linked CLOs
Assessment Task 1	20%	1,2,4
Assessment Task 2	30%	2,3,4,5
Final Exam	50%	1,2,3,4,5

Feedback will be provided throughout the semester in class and/or in online forums through individual and group feedback on practical exercises and by individual consultation.

Option 2: Sample Only

Assessment Task	Weighting (%)	Linked CLOs
Assessment Task 1	20%	1,2,4
Assessment Task 2	30%	2,3,4,5
Assessment Task 3	50%	1,2,3,4,5

Feedback will be provided throughout the semester in class and/or in online forums through individual and group feedback on practical exercises and by individual consultation.

# Part B

## Course Guide: Structure and key elements of the Part B

The combination of the Course Overview (Part A) and Course Detail (Part B) describes the learning outcomes, learning activities and assessments for an offering. Together with other information, it is a formal brief or specification of the whole course representing RMIT's and your course team's undertaking to your students. It is backed by RMIT policies.

Students enrolled in your course will be given a **single Course Guide** comprising the two parts – Part A Course Overview and Part B Course Detail. The Part A Course Overview will be the same for all course offerings across all RMIT campuses where the course is offered. Part B Course Detail is specific to the local campus. The course code, campus, details of the offering coordinator, teaching schedule and other location specific information will differ depending on campus. Part B may also differ in the details of various learning and teaching elements such as the details of assessment and learning activity specifications.

### NOTE



Remember, the Part A is the same for all course offerings to maintain equivalence of standards. Assessment task numbers, weighting and alignment to CLOs will be the same for all campus Part As regardless of location. Part B can be contextualised and customised to align with the local context and student profile respectively, subject to negotiation with the course coordinator and other members of the course team. Learning outcomes are identical in both parts.

### LINK



#### Course Guide Guidelines (VBE, HE, Part B)

<http://www.rmit.edu.au/academic-registrar/course-guide-editing/guidelines>

In addition to the sections imported automatically from the Part A, the Part B includes the following editable sections.

- Primary Learning Mode
- Details of Offering Coordinator
- Additional Staff contact Details
- Learner Directed Hours
- Learning Activities
- Teaching Schedule
- Learning Resources
- Prescribed Texts
- Other Resources
- Assessment Tasks
- Other Relevant Information

### Part B: Primary Learning Mode

State the primary mode of learning for your offering, e.g. face-to-face, online, individual work, group work, a blend of modes.

### Part B: Details of Offering Coordinator

The offering coordinator is the person responsible for the management of a course offering.

### Part B: Additional Staff Contact Details

Other relevant staff may include lecturers, tutors, and other staff technicians – staff who students may want to contact during the teaching period.

### Part B: Learner Directed Hours

The information in this field gives students an estimate of the upper limit of the workload for satisfactorily completing the course. Both the teacher guided and learner directed hours are established at the time the course is first approved.

State the total learner directed hours as initially approved or subsequently based on your experience with students learning the course, e.g. “Up to 117 hours (9 per week).”

### Part B: Learning Activities

Providing students with information and content through lecture notes and slides is insufficient for effective learning. Students need to engage with the information and convert it into personally meaningful knowledge. Learning activities have a central role in fostering student engagement and sustaining motivation by:

- a) applying theory through practice;
- b) providing a broader context for learning, including workplace and career relevance;
- c) providing a ‘self-check’ mechanism to measure learning progression;
- d) consolidating learning to assist retention; and
- e) providing opportunities for social learning and collaboration in group work.

#### EXAMPLE



### Part B - Learning Activities

To successfully complete this course you will need to participate in lectures, tutorials and other learning events. You will need to complete regular weekly learning tasks that may involve online activities, reading broadly, analysing video material and case studies, reporting critically on set questions, researching course topics, and completing prescribed assessment tasks.

You are required to be proactive and self-directed in your learning, asking questions of your lecturer and/or peers and seeking out information as required, especially from the numerous sources available through the RMIT library, and through links and material specific to this course that is available through myRMIT Studies Course Site.

You will also be required to actively and effectively engage with peers in collaborative problem solving activities and other forms of group work.

## Part B: Teaching Schedule

### An excerpt from a Teaching Schedule showing weeks 1 - 5

Class/Date	Class Activities/Assessment	Readings (may cover more than one topic)
<b>Week 1</b> Beginning 21 July	Introduction to Course - Administration Topic 1: Introduction to Management Accounting Systems (MAS) and the Importance of Business Strategy to MAS Design Cadel Crafts Case Introduction to Kaye West University Case	Background Reading 1 Readings 2, 3 and 5
<b>Week 2</b> Beginning 28 July	Re-enforcement of Topic 1 Topic 1 Questions Kaye West University Case Questions Topic 2: Organisational Structure and MAS's Kaye West University Case	Readings 4, 5 and 6 ( pp. 742-750)
<b>Week 3</b> Beginning 4 August	Re-enforcement of Topic 2 Kaye West University Case Questions "Analysing Case Studies" and "Writing Business Reports" Major Project Discussion	
<b>Week 4</b> Beginning 11 August	Topic 3: Performance Measurement and Reward Systems as part of the MAS – Part I Interactive in class exercises	Readings 5 and 6 ( pp. 750-767)
<b>Week 5</b> Beginning 18 August	Re-enforcement of Topic 3 Part I Welling Company Case Topic 3 continued: Performance Measurement and Reward Systems as part of the MAS – Part II ASSESSMENT 1 DUE 4pm MONDAY 18 AUGUST	Readings 5 and 6 ( pp. 750-767)

## Part B: Learning Resources

Provide detail about what resources students will need to access for your course. These will include prescribed/recommended texts, reference information, journal articles, multimedia resources and internet sources. Refer to library databases and/or guides and the library eReserve as appropriate.

Ensure that you format all references (readings, publications, internet resources, etc.) using the prescribed referencing style. This demonstrates correct referencing and academic integrity to students. All learning resources must comply with copyright requirements and follow the university's academic integrity guidelines.

**EXAMPLE**

## Part B - Learning Resources

Learning resources for this course are listed under each course topic available through myRMIT Studies Course Site. Resources for this course include the prescribed textbook (see below), recommended texts, journal articles available through the RMIT library eReserve, PowerPoint slides, internet links to relevant information, links to relevant YouTube videos, and other material considered useful by your lecturer.

**NOTE**

Consult with the CoB Liaison Librarian for guidance in developing your reference list using *Endnote* and other learning and teaching resources available through the library.

**LINK**

### Library eReserve Service

<http://www.rmit.edu.au/library/ereserve>

### Academic Integrity

<http://www.rmit.edu.au/students/academic-integrity>

### Copyright Management Service

<http://www.rmit.edu.au/copyright>

### CoB Liaison Librarians

<http://www.rmit.edu.au/library/librarians/bus>

## Part B: Prescribed Texts

Provide the reference for the prescribed text/s. Where an eBook variant or other e-resources are prescribed include those links as well. Ensure that references for the resources are updated prior to each teaching period.

All references should be written and formatted correctly to reflect the prescribed referencing style.

**EXAMPLE**

## Part B - Prescribed Texts

Your prescribed text is available in two versions. To purchase the eBook version, follow the link provided to obtain your registration code.

**Printed version:**

Smith, J., Holsberg, P., and Suchert, M., (2021), *Managing the New World Order*, Oxford, England: Oxford University Press.

**eBook version:**

Smith, J., Holsberg, P., and Suchert, M., (2021), *Managing the New World Order*, Oxford, England: Oxford University Press digital access code:  
[www.oup.com.au/higher\\_education/ebooks](http://www.oup.com.au/higher_education/ebooks) [example link only]

## Part B: Other Resources

Note any supplementary resources that will support student learning. Provide links where possible and note availability through myRMIT Studies Course Site, if relevant.

### EXAMPLE



### Part B - Other resources

You are encouraged to broaden your knowledge of course topics by reading widely, including academic journals and online information available through professional associations related to your program of study. The following additional resources will support and broaden your learning in this course:

#### Information Technology and People [Journal]

<http://www.emeraldinsight.com>

Laurel Evelyn Dyson, Hendriks, M., & Grant, S. (Eds.). (2007). Information Technology and Indigenous People. Hershey, PA: Information Science Publishing [available through RMIT University library]

Nissenbaum, H. (Presenter). (2012, July 5). Information Technology and People: Privacy, Information Technology, and Digital Media. [Online video]. New York: New York University. Retrieved from [http://www.youtube.com/watch?v=-tSTIQpU6\\_o](http://www.youtube.com/watch?v=-tSTIQpU6_o)

## Part B: Assessment Tasks

Courses for the first year of coursework programs must offer an early assessment task (formative or summative) in the first four weeks of teaching (where the course is offered over a standard 12-16 week teaching period), or in the first third of the teaching period (where the course is delivered in intensive mode).

An example for a task comprising online tests is provided below, and Appendix 1 provides an example of a task comprising a case study analysis with an associated assessment rubric.

Details for each assessment task should also include:

1. A clear title of the task;
2. Submission dates and times, dates when students' work will normally be returned;
3. The process for providing feedback on student submissions;
4. A description of the task and explicit details of what the student has to do including any special requirements (formatting, word length, presentation criteria, etc.);
5. Assessment criteria (applicable to students and markers) specific to the task, preferably as a rubric; and,
6. Procedures for submission of assessable work including penalties for failure to submit or late submission.

**EXAMPLE**

## Part B - Assessment Tasks (online test)

### Assessment Task 1:

Knowledge Foundations in Management (Online tests)

#### Marks:

40%

#### Due Date:

The tests are scheduled to take place online at the end of weeks 4, 7, 10, and 12.

#### The Task:

This task comprises four (4) fully automated online tests spaced over the entire semester. You will need to demonstrate your understanding of management concepts and definitions; interpret material from the text and lectures; and apply your critical thinking skills to select the most appropriate solution from the alternatives provided.

Access to each test will be progressively available through myRMIT Studies Course Site after the content has been covered in lectures. A course announcement will notify you of access details prior to each test. There is a time limit of 15 minutes for each test starting when you press the 'Begin' button. Your responses will be automatically submitted after 15 minutes, even if you have not completed all questions.

Your test result and feedback on your responses will be available through MyGrades immediately after you complete the test.

#### Submission Instructions:

Via myRMIT Studies Course Site

#### Marking criteria:

There are no marking criteria available for this assessment task. Your responses will be automatically marked.

EXAMPLE



## Part B - Assessment Task Example (Case Study)

### Case Study analysis adapted from Accounting Behaviour & Organisations

#### Assessment Task 2:

Case Analysis Report 60%

#### Marks:

60%

#### Due date:

Week 5 - Monday 18 August - 4pm.

#### The Task:

Complete the Case Study Analysis Report individually. Conduct an analysis of a Case Study and prepare a Business Report in which you present your analysis. The Case Study, which will form the basis of your Report, will be available through myRMIT Studies Course Site at the end of week 1. Your analysis may cover the following topics:

Topic 1: Organisational Strategy and Management Accounting Systems

Topic 2: Organisational Structure and MAS's

The case provides a real-life scenario relating to the content of the topics listed above. You must address a number of issues relating to the case and present your response to those issues in a Business Report format. There is also a requirement for you to undertake research when addressing some of the case issues.

Word Count Guideline: 1,200 words.

#### Submission Instructions:

Upload your assignment via the Assessment Task 2 link in myRMIT Studies Course Site.

#### Marking criteria:

Marking criteria should be provided, preferably as a rubric, (see following page) to benefit both students and markers.

## Assessment 2 - Case Study Marking Criteria

Criterion	81-100	66-80	51- 65	Less than 50
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
Understanding	Demonstrates a sophisticated understanding of the topic(s) and issue(s)	Demonstrates an accomplished understanding of the topic(s) and issue(s)	Demonstrates an acceptable understanding of the topic(s) and issue(s)	Demonstrates an inadequate understanding of the topic(s) and issue(s)
Analysis, evaluation and recommendations	Presents an insightful and thorough analysis of all issues identified; includes all necessary financial calculations	Presents a thorough analysis of most issues identified; includes most necessary financial calculations	Presents a superficial analysis of some of the issues identified; omits necessary financial calculations	Presents an incomplete analysis of the issues identified
	Makes appropriate and powerful connections between the issues identified and the strategic concepts	Makes appropriate connection between the issues identified and the strategic concepts studied in the reading; demonstrates good command of strategic concepts and analytical tools studied	Makes appropriate but somewhat vague connections between the issues and concepts studied in the reading; demonstrates limited command of the strategic concepts and analytical tools studied	Makes little or no connection between the issues identified and the strategic concepts studied in the reading
	Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective	Supports diagnosis and opinions with reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective	Supports diagnosis and opinions with limited reasons and evidence; presents a somewhat one-sided argument	Supports diagnosis and opinions with few reasons and little evidence; argument is one-sided and not objective

Other information in the Assessment Tasks section should include the following:

1. Submission details
2. Penalties for failure to submit or late submission statement
3. Course grades
4. Borderline fails statement
5. Academic Policies and Procedures related to assessment
6. Academic misconduct and plagiarism statement

**EXAMPLE**



### **Part B - Submission of Assessments**

All assignments must be submitted electronically through the myRMIT Studies Course Site by the due date.

This course uses Turnitin software for all electronically submitted assignments. The software will review your submitted work and provide an originality report for you and your lecturer.

**EXAMPLE**



### **Part B - Penalties for late submission**

All assignments will be marked as if submitted on time. Late submissions of assignments without special consideration will be automatically penalised at a rate of 10% of the total marks available per day (or part of a day) late. For example, if an assignment is worth 20 marks and it is submitted 1 day late, a penalty of 10% or 2 marks will apply. This will be deducted from the assessed mark. Assignments will not be accepted if more than five days late, unless special consideration is approved.

**LINK**



### **Assessment Policies & Procedures Manual**

<http://www.rmit.edu.au/browse;ID=c15i3ciaq8ca>

### **Guidelines for course guides, course delivery, assessment, and penalties**

<http://www.rmit.edu.au/bus/adg/courseguideguidelines>

### **Information about Turnitin and eSubmission of written assessment tasks**

<http://www.rmit.edu.au/teaching/technology/turnitin>

### **RMIT's policy on Plagiarism**

<http://www1.rmit.edu.au/browse;ID=sg4yfzod48g1>

**EXAMPLE**

## Part B - Course Grades

A full description of RMIT grading schemes is available online:

<http://www.rmit.edu.au/students/grading>

The final grades available for this course are:

### **High Distinction (HD) 80-100%**

A High Distinction involves exceptionally clear understanding of course matter and appreciation of issues; well organised, formulated and sustained arguments; well thought out and structured diagrams; relevant literature referenced, and; evidence of creative insight and originality in terms of comprehension, application and analysis with at least some synthesis and evaluation.

### **Distinction (DI) 70-79%**

A Distinction involves strong grasp of course matter and appreciation of key issues, perhaps lacking a little on the finer points; clearly developed arguments; relevant and well structured diagrams; appreciation of relevant literature, and; evidence of creative and solid work in terms of comprehension, application, analysis and perhaps some synthesis.

### **Credit (CR) 60-69%**

A Credit involves competent understanding of course matter and appreciation of some of the main issues though possibly with some gaps; clearly developed arguments; relevant diagrams and literature use, perhaps with some gaps; well prepared and presented, and; solid evidence of comprehension and application with perhaps some analysis.

### **Pass (PA) 50-59%**

A Pass involves some appreciation of course matter and issues; work generally lacking in depth or breadth and with gaps. Often work of this grade comprises a simple factual description (i.e. basic comprehension) but little application or analysis. Work of this grade may be poorly prepared and presented. Investment of greater care and thought in organising and structuring work would be required to improve.

### **Fail 0-49%**

A Fail involves evidence of lack of understanding of course (minimal or inadequate comprehension and little or no application) and inability to identify issues, and often inadequate in depth and breadth and sometimes incomplete or irrelevant.

**EXAMPLE**

## Part B - Re-marking of borderline fails by external examiner

Borderline fails in this course are determined when the final overall mark is in the range of 40-49. The major piece of assessment (usually the final exam) will be remarked for borderline fails.

EXAMPLE



### Part B - Academic Policies and Procedures

Information regarding RMIT policies and procedures related to assessment can be found in the booklet “Student Information Guide” provided to you at the time of your enrolment or from the RMIT website.

Where matters beyond your control interfere with the completion of assessment components, you may seek special consideration. Information about this is available here:

<http://www.rmit.edu.au/browse;ID=g43abm17hc9w>

You should note that the special consideration policy distinguishes between tests and exams (see section 5.5 of your Student Information Guide) or the RMIT website.

EXAMPLE



### Part B - Academic Misconduct & Plagiarism

Plagiarism is the presentation of the work, idea or creation of another person as though it is your own. It is a form of cheating and is a very serious academic offence that may lead to expulsion from the University. RMIT’s policy on Plagiarism is available here:

<http://www.rmit.edu.au/students/academic-integrity>