



# Subject Outline Quality Assurance Checklist

SUBJECT AND OFFERING: \_\_\_\_\_ REVIEWER: \_\_\_\_\_

**CLEAR FORM**

This Quality Assurance (QA) Checklist may be used by subject conveners, QA Officers/moderators/reviewers as a guide when preparing/reviewing [subject outlines](#).

The checklist should be used in conjunction with the [Assessment Policy](#) and [supporting procedures](#) which set out the requirements for assessment in subjects. The [Course and Subject Information Procedure](#) states requirements for assessment information in subject outlines.

**Subject convener:**

- Please ensure that you add appropriate authors **AND** enable editing access for authors including moderator/Head of Discipline/QA officer.
- Please ensure that Action items identified in [QUASAR](#) for the previous offering, have been addressed in this offering of the subject.
- Assistance for referencing is available from an [Academic Skills Coordinator](#).

**Reviewer:**

- Please ensure all feedback is provided as comments **within** the online subject outline i.e., not on a PDF copy of the outline.

GENERAL CONSIDERATIONS FOR ALL SECTIONS	YES
The tone of the communication with students in the Subject Outline appropriate. That is, not too formal, no excessive use of jargon and written in plain English.	
Text is free of spelling and grammatical errors.	
References are formatted according to <a href="#">APA 7</a> .	
Hyperlinks are active.	
Tables are formatted correctly when viewed as a PDF.	

SUBJECT INFORMATION	YES
<b>SUBJECT CONVENER/SUBJECT COORDINATOR DETAILS</b>	
The correct information is provided with contact details/availability/preferred mode of contact.	
<b>SUBJECT CONTENT</b>	
Optional inclusion of information.	
<b>PRESCRIBED TEXT</b>	
Ensure the following text is included in the outline: <i>Find information about accessing the textbooks required for your subjects on the <a href="#">Current Students</a> site. Check the <a href="#">Library</a> to find out if your text is an eBook.</i>	
<b>STUDY SCHEDULE</b>	
The schedule has been updated and the assessment due dates on the schedule match the due dates for Assessment Items.	
The schedule includes public holidays and HECS census dates as per the schedule template offered.	

<b>WORKPLACE LEARNING AND/OR CLINICAL REQUIREMENTS</b> (as relevant to subject offering)											
Presented clearly and concisely such that a student will understand requirements inc. pre-placement requirements, duration, timing, and cost of placement, availability of financial support in cases of hardship, and consequences for non-participation.											
As relevant, a statement is included regarding expectations of student conduct and standards for labs, clinics etc.											
<b>INTENSIVE SCHOOL REQUIREMENTS</b> (as relevant to subject offering)											
Presented clearly and concisely such that a student will understand requirements inc. duration and consequences for non-compliance.											
<b>RECOMMENDED STUDENT TIME COMMITMENT</b>											
Are the subject hours broken down for the student?											
Is there an indication of the ways that students will engage with the subject e.g. A table is included to provide indicative hours for study-related activities (as appropriate to subject).											
<table border="1"> <thead> <tr> <th>Engagement</th> <th>Approximate hours</th> </tr> </thead> <tbody> <tr> <td>Weekly topic and supporting readings, note-taking and reflections (independent or self-directed)</td> <td>4</td> </tr> <tr> <td>Group work activities</td> <td>2</td> </tr> <tr> <td>Weekly classes</td> <td>1</td> </tr> <tr> <td>Preparation of assessment items</td> <td>3</td> </tr> </tbody> </table>	Engagement	Approximate hours	Weekly topic and supporting readings, note-taking and reflections (independent or self-directed)	4	Group work activities	2	Weekly classes	1	Preparation of assessment items	3	
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Weekly topic and supporting readings, note-taking and reflections (independent or self-directed)	4										
Group work activities	2										
Weekly classes	1										
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<b>ASSESSMENT CHECK SUMMARY</b>							<b>YES</b>
Subject learning outcomes are covered by the assessments in the Subject Outline.							
<a href="#">Assessment task</a> design considers the students' stage of learning; diversity of learning styles; and risk of student academic misconduct.							
The subject includes an early low-stakes and/or trigger assessment task.							
Group assessment work contributes <b>no more than 50%</b> of the total subject mark.							
The final assessment due date is on or after the last day of teaching.							
Exam assessment items are scheduled during the designated exam period to ensure they are timetabled appropriately by the Exams Office. (If applicable).							
<b>ESSENTIAL REQUIREMENTS TO PASS THIS SUBJECT</b>							
The essential requirements to pass this subject are reasonable and in line with Charles Sturt policy. <a href="#">Assessment Policy</a> ; <a href="#">Assessment - Conduct of Coursework Assessment and Examinations Procedure</a>							
<b>ASSESSMENT ITEMS</b>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	<b>A5</b>	<b>A6</b>	
<b>Value:</b> % value or SY/US is provided							
<b>Submission method:</b> completed							
<b>Submission date:</b> clearly shown, and consistent							
<b>Task:</b> The task description includes all necessary information for the student to complete the assessment item, written in plain English, using student-facing language (e.g., use 'you', rather than 'the student'). The opening statement clearly explains to the student what they must produce.							



<b>Rationale:</b> The assessment task is aligned with the selected learning outcomes and clearly explains the purpose of the task to the student. Links to professional/industry accreditation ( <i>where applicable</i> ).						
Exams and tests state which learning activities and materials are to be tested ( <i>if applicable</i> ).						
Reference style and a link to details of this style are included with each task description ( <i>where applicable</i> ).						
If an open book exam and e-books are used, a statement is included that e-books cannot be taken into the examination room.						
<b>CRITERIA AND STANDARDS</b>						
Marking criteria align to the learning outcomes being assessed.						
The standard for a Pass demonstrates achievement of the learning outcome/s.						
Marking criteria and standards are explicit, measurable, and valid.						
Criteria are specific to the individual task.						
No new information (i.e., all relevant information should be in the task description).						
Include HD to PS (FL can be included if it is a school requirement) or SY/US.						
Progression is logical, non-quantitative, and self-contained (not building on lower grades, e.g., NOT Credit = pass + a bit more).						
Written in unambiguous and non-subjective language that differentiates between student work at each level.						
<b>PRESENTATION</b>						
The referencing expectations are clearly conveyed to students and included with each task description.						
Specific instructions/description/specifications for presenting and submitting the task are provided ( <i>where applicable</i> ).						

ASSESSMENT AND EXAM INFORMATION	YES
<b>HOW TO SUBMIT YOUR ASSESSMENT ITEMS</b>	
The subject utilises Charles Sturt supported online submission e.g., <a href="#">Turnitin</a> , <a href="#">Interact2</a> tools, or <a href="#">EASTS</a> for electronic assignment return. Selecting the 'Turnitin Assignment Portal' as the online submission method for written tasks aligns with CSU's approach to academic integrity and supports efficient grading and feedback.	N/A
The assessment submission details are correct and clearly defined for each cohort (internal or DE).	
<b>FEEDBACK PROCESSES</b>	
The assessment feedback process described in the Subject Outline are consistent with Charles Sturt policy.	
<b>CHANGES AND ACTIONS BASED ON STUDENT FEEDBACK</b>	
Action items identified in <a href="#">QUASAR</a> are addressed with a statement explaining what changes have been made to the subject design and/or delivery.	



<p><b>FURTHER ASSESSMENT</b></p>	
<p>Text provided for Option A OR option B is included. <b>Author to select option A or option B:</b></p>	
<p><b>Option A:</b> Further assessment is not offered in this subject.</p>	
<p><b>Option B: <i>include ALL of the following text:</i></b></p>	
<p>A student may be offered further assessment where they have:</p> <ul style="list-style-type: none"> <li>gained a marginal fail grade for the subject overall (45-49.4%); OR</li> <li>failed one or more of the hurdle assessment tasks but achieved an overall subject mark of 50% or over.</li> </ul> <p>The Subject Convener will decide the form of the further assessment, in consultation with the Head of School or delegate. Further assessment may take the form of an additional exam (AE) or other additional assessment task (AA). The further assessment task(s) need not be the same type of assessment item as the task(s) failed.</p> <p>A student who passes an additional assessment (AA) or additional examination (AE) can only receive a bare pass grade (PS or SY) in the subject (maximum mark of 50% for the subject).</p> <p>A student who submits or sits a further assessment but is awarded an FL or US grade may seek a review of the grade.</p> <p><b>Applications for special consideration to be granted a deferred exam (DX).</b></p> <p>To be granted a deferred exam, a student must apply for special consideration:</p> <ul style="list-style-type: none"> <li>as soon as possible after the illness or adverse circumstances arise, and no later than three working days after the exam date (unless the circumstances prevent them from submitting the application sooner); and</li> <li>must attach documents from a third party confirming the date of the circumstance and/or the date(s) of its impact.</li> </ul> <p>Where a student is granted a deferred exam but then sits the original exam that the deferred exam was to replace:</p> <ul style="list-style-type: none"> <li>the student has in effect decided that they are fit to sit the original exam; so</li> <li>the student will receive the mark for the exam they have chosen to sit.</li> </ul> <p>Where a student begins sitting an exam but leaves the exam early because of adverse circumstances such as illness, they must apply for special consideration to be granted a deferred exam.</p> <p>A student must apply for special consideration:</p> <ul style="list-style-type: none"> <li>as soon as possible after the illness or adverse circumstances arise, and no later than three working days after the exam date (unless the circumstances prevent them from submitting the application sooner); and</li> <li>must attach documents from a third party confirming the date of the circumstance and/or the date(s) of its impact.</li> </ul> <p>Where a student applies for a deferred exam but the outcome is not issued before the original exam is held, and the student sits the exam:</p> <ul style="list-style-type: none"> <li>their original application for special consideration will be annulled; and</li> <li>they will receive the mark for the exam they have sat; but</li> <li>if the student believes that their performance in the exam was impaired by their adverse circumstances, they can apply for consideration of this through the review of grade process.</li> </ul> <p>Where a student sits an exam and does not leave early, they are considered to have decided that they are fit to sit the exam and no application for special consideration to have a deferred exam in the subject will be considered.</p>	