Standards based

- Australian Qualifications Framework (AQF)
- Professional standards/competencies
- USC Graduate attributes – qualities and skills
- Program learning outcomes
Constructive alignment

• Alignment between program learning outcomes, USC graduate qualities, professional competencies

• Programmatic rubric assessment creator
Constructive alignment

- Student learning journey (research)
- Program level assessment mapping

YEAR 1, SEMESTER 1
- Summary of articles (annotated bibliography) 15%
- Written responses 5%
- Case study analysis 5%
- Communication plan (infographics) 10%
- Essays 5%
- Exams 5%
- Lit review 5%
- Orals 5%
- Quizzes 15%
- Written assessment 5%

YEAR 1, SEMESTER 2
- Workbooks 6%
- Research plan 6%
- Communication plan 10%
- Exams 10%
- Orals 10%
- Project plan 19%
- Written responses 6%
- Reflection 13%
- (including; journal reflections, pebblepad...)
- Quizzes 13%
- Reports 13%
- Research plan 6%
- Workbook activities 6%

YEAR 1, SEMESTER 2
- Problem solving 25%
- Information literacy 19%
- Applying technologies 3%
- Communication 31%
- Organization 19%
- Knowledge 29%
- Engaged 10%
- Ethical 16%

YEAR 2, SEMESTER 1
- Communication 19%
- Writing 15%
- Organizational skills 19%
- Empowered 19%
- Sustainability focused 10%
- Creative and critical thinking 16%

YEAR 2, SEMESTER 2
- Information literacy 19%
- Applying technologies 3%
- Communication 31%
- Organization 19%
- Knowledge 29%
- Engaged 10%
- Ethical 16%

Tasks Year 1
- Year 1, Semester 1
  - Task 1: Literature review plan
  - Task 2: Literature review proposal
  - Task 3: Public health research design proposal
  - Task 4: Project report

Tasks Year 2
- Year 2, Semester 1
  - Task 1: Literature review plan
  - Task 2: Literature review proposal
  - Task 3: Public health research design proposal
  - Task 4: Project report
- Year 2, Semester 2
  - Task 1: Literature review plan
  - Task 2: Literature review proposal
  - Task 3: Public health research design proposal
  - Task 4: Project report
Learning-centred

• Active and collaborative learning
  • Program pedagogy based on principles of flipped classroom

• Blended learning program approach
  • On-line / on campus
  • Combination of independent & interactive learning activities

• Flexibility & choice
  • Assessment topic choices (i.e. public health topics)
  • Elective options

• Scaffolded & developmental programmatic assessment
  • Early assessment to support summative assessment
  • Development of assessment skills over program journey, for example, reflective practice

• Preparation for capstone experiences
Career and future focused

- Authentic assessment
- Capstone experiences
  - 1 x research
  - 1 x practice
- Industry connections
  - Eligibility for professionals associations
  - On-campus industry meet and greets
  - Industry presentations
- Professional competency mapping