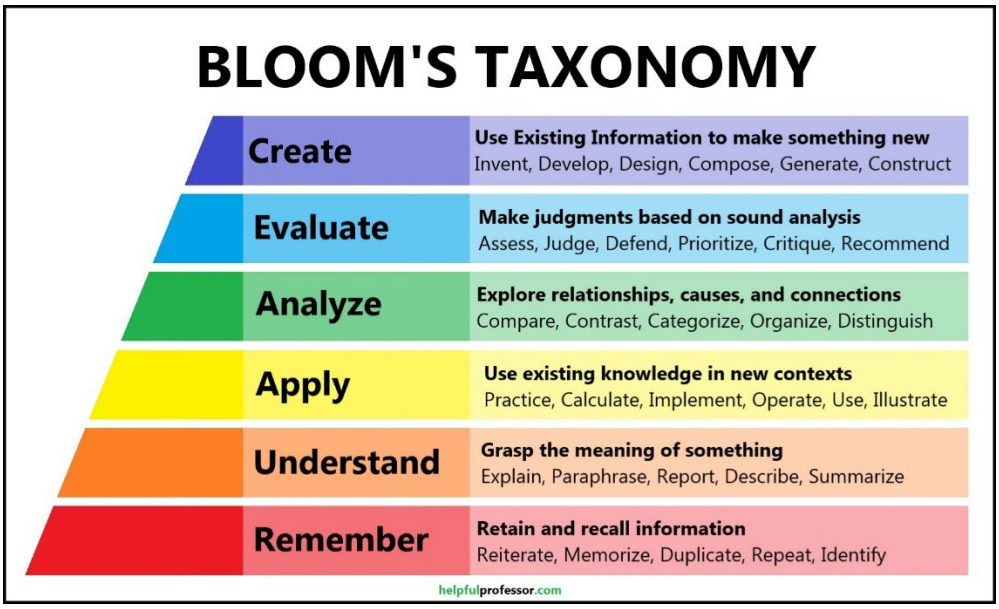
Faculty of Engineering: ECLIPS Quality Standards for ECOS Data Cleansing

ECLIPS Field	Standard
Course Description	This is the pitch to attract students to the course, include enough information to give students a sense of what the course covers and why it matters. Course description may be written in 2nd or 3rd person Example- Experience an exciting learning adventure with our Clinical Immersion course! This course will serve as a launching pad for those interested in health technology innovation. Through empathetic and reflective practices at clinical sites, you'll be able to engage in hands-on learning. Our inquiry-based learning methods prioritise "learning-by-doing" and putting theoretical concepts into practical use. By visiting clinics, you'll gather data to identify real issues and unmet needs of relevant stakeholders. Additionally, you'll learn how to conduct comprehensive market analysis, literature review, and patent searches while also developing your communication skills. This course integrates physiology, anatomy, and therapeutic knowledge through engaging epistemic games. You'll have the opportunity to apply theoretical concepts to real-life scenarios and develop a comprehensive project brief that showcases your skills in consolidating and communicating critical, clinical problems. Embark on an engaging learning journey and take the first step towards your career in health technology and design with us!
Teaching Strategy and Rationale	One sentence for each element of the course. Example A- • Across the term, the 1.5-hour online lectures will give students an understanding of the theory and practice of strategic design and an appreciation of key conceptual drivers. • The 1.5-hour face-to-face tutorials (Weeks 1-5; 7) will focus on the two assessments and will give students an opportunity to reflect on and bench-test relevant material.

	• Online scenario-based consults (Weeks 8-10) will focus on the second (and major) assessment in which students will develop a strategic response to one of several given commercial scenarios. There is also a weekly (online) one-hour Q&A consult, in which students workshop with the convenor key ideas in the course. Example B- • This is an experiential learning course and is designed to give students multiple opportunities to practice and receive feedback by rotating through a series of experiments across the term. Each experiment is designed to give you a practical experience of a common unit operation and to apply your knowledge of chemical engineering knowledge and skills. • Before each lab class, you will need to complete an online lesson that incorporates important pre-reading, links to relevant theory from pre-requisite courses, and an online quiz. At the start of your class, you must demonstrate satisfactory understanding of your experiment in a pre-lab interview. These activities are designed to support and promote your preparation for the lab. • During the lab, you should generally follow the plan you developed based on the pre-lesson guides. Your demonstrator will be available to answer any questions that may arise. Before leaving, you will be interviewed again by your demonstrator to give you feedback on your lab performance and your results. • This course will provide more varied types of technical communication compared to previous laboratory courses with an emphasis on feedback that will help you for your next experiment. Pre-, post-lab interviews, lab reports and presentations are marked "live" with the experiment supervisor providing immediate feedback, commentary and discussion. Example C- • This is a practical course. Learning comes from putting into practice the subjects explained in lectures and enable you to design and construct solutions within materials and mass manufacturing parameters. • Weekly presentations will explain theory and processes, show examples, and introduce tasks to be done in tutorial classes. • You will be required each week to take notes, contribute to class and group discussions, and respond set tasks. Practical assessment exercises should be undertaken during tutorial class time and completed in your own time.
Course Aims	3 sentences addressing the following:

	- Why is this course important? - How does it fit into the program, you may wish to detail the contribution of this course to the program in which it appears, how it builds on the prerequisites and contributes to future learning? - What is the intention of the course written from teacher-centric perspective. Example- The course aims to reinforce students' understanding of core chemical engineering principles, as well as building their capabilities in core chemical engineering practice. In particular, the course will improve students' ability to prepare, organise and carry out experiments, analyse data, communicate the findings and meaning of their results, and work in small teams. The development of practical laboratory and professional skills, complements the strengthening of chemical engineering knowledge through the practical experience of a range of unit operations.
Learning outcomes	As per the UNSW Integrated Curriculum Framework and Assessment Design Procedure Learning outcomes describe the knowledge, skills and capabilities that students are expected to develop during a course - Learning outcomes should start with a verb from a taxonomy (eg Bloom's), able to describe most precisely the intended outcome - It is recommended to use only one verb appropriate both to the level and the discipline to structure each outcome. There are no prescribed limits to the number of CLOs if the CLOs comply with the relevant framework and procedure.



(Drew 2023)

Assessment

As per the UNSW Assessment Design Procedure

- No more than 4 assessments
- No single assessment worth more than 60% unless project or thesis course, each CLO is assessed as indicated by mapping, no group task with group mark more than 30%.
- For each assessment task there will be a description of the evaluation tool that will be used to assess student performance E.g. a rubric, assessment criteria, score, scoring structure etc. and the feedback mechanism (not required for final exams.)

Example A

Marking will be against specific criteria in a marking guide and formal feedback on your assessment task will be provided within ten days of the relevant submission date through the Learning Management System.

Example B

Work will be marked against assessment criteria. Individual written feedback will be provided online and verbal class-wide feedback during the tutorials.

Example C

Marking will be done with a rubric. Feedback will be provided in class during assignment reviews, assessments online and after the oral presentation.

- Indicative effort e.g. word count, number of reports, number of quizzes, or length of assessment, minutes for each presentation

Example A

	You will be expected to complete 1 quiz per week Example B The group presentation will be a 20minutes total, 5 minutes per presenter Example C You will complete a 1000-word case study

Reference

Drew, C. (2023, March 9). All 6 Levels of Understanding (on Bloom's Taxonomy) (2023). Helpful Professor. https://helpfulprofessor.com/levels-of-understanding/