

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS2S05																			
Subject Title	Promotion of Children and Adolescent Development																			
Credit Value	3																			
Level	2																			
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s):</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input checked="" type="checkbox"/> Service-Learning</p> <p><input type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 20px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>																			
Pre-requisite / Co-requisite/ Exclusion	NIL																			
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Service proposal</td> <td style="text-align: center;">--</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>3. Performance of service project (fieldwork observation)</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Reflective journals</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>5. Group presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">25%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject. 		100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class participation	10%	--	2. Service proposal	--	15%	3. Performance of service project (fieldwork observation)	20%	--	4. Reflective journals	30%	--	5. Group presentation	--	25%
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Objectives	<p>(1) To introduce different perspectives on child and adolescent development, needs and challenges of children and adolescents living in disadvantaged circumstances to students through design and implementation of service project.</p> <p>(2) To enhance students' competencies of problem-solving, decision making, communication and team work.</p>																			

	<p>(3) To cultivate the positive values and strengths orientation among students.</p> <p>(4) To nurture students' sense of social responsibility, social awareness and promote prosocial behaviours.</p> <p>(5) To nurture students' sense of care and compassion towards other people in the community, especially towards underprivileged children and adolescents.</p>
<p>Intended Learning Outcomes (Note 1)</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> (1) Critically examine the different perspectives of child and adolescent development and apply the concepts in understanding the needs and potentials of underprivileged children and adolescents in the community. (2) Integrate knowledge on child and adolescent development into real life situations through service delivery. (3) Apply the knowledge (e.g. discipline specific knowledge, such as theories on child and adolescent development, positive youth development, health education issues and project-specific concepts, such as modes of service delivery) and skills (such as engagement and communication skills with children and adolescents) they have acquired in university education to deal with complex issues in the service setting. (4) Reflect on their roles and responsibilities both as a professional in their chosen discipline and as a responsible citizen. (5) Cultivate the positive values and strengths orientation. (6) Cultivate civic responsibilities and prosocial behaviors. (7) Develop the sense of care and compassion towards other people, especially the underprivileged children and adolescents in the community. (8) Enhance self-confidence, problem solving and decision-making capabilities. (9) Enhance the social competence and interpersonal skills through collaboration with the partners, partnered agencies, parents and service targets.
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<p>The topics in the course syllabus include:</p> <ul style="list-style-type: none"> ● Concept of service learning <ul style="list-style-type: none"> ■ Principles, concepts and research of service learning ■ Benefits of service learning to the service users, the community, the students and the university ■ Ethical issues in service learning ■ Effective team work and problem solving skills in service learning ■ Reflection as a tool for learning ● Discipline-specific concepts <ul style="list-style-type: none"> ■ Theories on children and adolescent development ■ Ecological perspective of human development ■ The “positive youth development” paradigm ■ The “strengths” model of intervention ● Project-specific concepts and skills <ul style="list-style-type: none"> ■ Engagement and communication skills with children and adolescents ■ Strategies to promote children and adolescent development ■ Assessing developmental needs and behavioral changes of the children and adolescents ● Service delivery skills <ul style="list-style-type: none"> ■ Proper attitudes and behaviors in service delivery ■ Moral and ethical concerns in serving underprivileged children and adolescents ■ Developing service proposal and formulating service plan ■ Classroom management and handling child/adolescent misbehaviors

<p>Teaching/Learning Methodology (Note 3)</p>	<p>The Subject is a 2-semester subject (Semester 1 & 2 / Semester 2 & 3) which includes:</p> <ul style="list-style-type: none"> ● E-learning Module in service learning <ul style="list-style-type: none"> ■ Students are requested to attend the 10 hours e-learning module developed and delivered by the Office of Service Learning at PolyU, introducing the basic concepts and practice of service learning. ■ Students are required to complete the e-learning module within the first four weeks of the semester. ● Lectures and seminars <ul style="list-style-type: none"> ■ Lectures are provided to equip students with discipline-specific knowledge, including developmental theories of child and adolescent development, ecological model of human development, positive youth development model, the strengths model of intervention. ■ Seminars are provided to equip students with the project-specific skills such as engagement and communication skills of children and adolescents, ways to promote their competence, assessment of child and adolescent development, generic service planning, delivery and evaluation etc. ■ Service orientation would be given to students so that they have more ideas on the service project. ● Small group discussion and workshops <ul style="list-style-type: none"> ■ Students are divided into small groups according to their disciplines and interest. Each group needs to develop a service proposal for the underprivileged children and adolescents. ■ Students are requested to utilize their knowledge and skills of this course as well as their disciplines in their service planning. ■ An instructor is assigned to guide the students in the service planning. ■ Sharing of moral and ethical issues, proper attitudes of students, as well as specific service delivery skills such as classroom management, handling misbehaviors of children and adolescents are emphasized in the small groups. ■ Throughout the planning process, the students learn to collaborate with other people, resolve conflicts, solve problems, make decisions, as well as take up initiatives and responsibility. ● Service learning project <ul style="list-style-type: none"> ■ The students are expected to serve the children and adolescents aged between 6 and 17 who live in underprivileged circumstances such as poverty, new immigrant families, single-parent families, residence in children's homes or hostels. Developmental and supportive services will be provided by the students to enhance the competence and potentials of the underprivileged children and adolescents. ■ The students would be divided into teams of around five to ten persons. Each team would be assigned to serve around thirty children/adolescents. ■ The students are requested to fulfill the three service components: <ol style="list-style-type: none"> 1. Develop and implement educational and supportive service (such as summer camps, classes) for the children and adolescents 2. Understand the needs, strengths and potentials of the underprivileged children and adolescents 3. Build up a sense of achievement for children and adolescents to further develop their potentials. ■ The service components, work task and service output is listed in the following table:
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	Service components	Work tasks	Service output
	Develop and implement educational and supportive service (such as summer camps, classes) for the children and adolescents	<ul style="list-style-type: none"> ● Develop and implement educational and supportive services for the children/ adolescents, focusing on their positive development ● Students of different disciplines utilize their general and specific knowledge and skills to provide the educational and supportive services ● Direct service delivery should be 40 hours 	<ul style="list-style-type: none"> ● Examples of service include: <ul style="list-style-type: none"> ● Competency enhancement class, e.g. living English learning class provided by students of Faculty of Humanities ● Interest enhancement class, e.g. photography, video shooting, usage of information technology provided by Department of Computing ● Creativity enhancement class provided by students from School of Design ● “Inventor’s training” class provided by students of Faculty of Applied Science and Textiles ● Home improvement project provided by students of Faculty of Construction and Environment ● Health education training provided by students of School of Nursing
	Understand the needs, strengths and potentials of the underprivileged children and adolescents	<ul style="list-style-type: none"> ● Explore the strengths and potentials of the children/ adolescents 	<ul style="list-style-type: none"> ● Engaging the children/ adolescents through group activities ● Develop and monitor the development profile for children/ adolescents
	Build up a sense of achievement for children and adolescents to further develop their potentials.	<ul style="list-style-type: none"> ● Provide opportunities for underprivileged children and adolescents to experience the sense of 	<ul style="list-style-type: none"> ● Award presentation Ceremony with parents as the audience ● Cognitive exposure programme as rewards to children and adolescents, e.g. a day

		<p>achievement through participation and effort</p> <ul style="list-style-type: none"> ● Build up aspirations and positive future orientation of children and adolescents ● Provide opportunities for family members to recognize the effort and strengths of service targets 	<p>of university life</p> <ul style="list-style-type: none"> ● Programme plan and evaluation 																	
<ul style="list-style-type: none"> ■ The service project will take place either Hong Kong (S12) or Shanghai/Hangzhou (S23). In the Hong Kong context, students may implement the service on some consecutive dates during the holidays, or having two/three sessions during weekdays for one month, depending on the availability of service opportunities. ■ In case the service project is taken in Shanghai or Hangzhou, students are required to have a trip of around 9-10 days in Shanghai or Hangzhou (including travelling). The direct service (i.e., service involving direct contact with the service recipients) will cover 5 days. One day or two will be used for site visit and preparation, and other days for service round-up with the community partners. ■ The expected input of students are as follows: 																				
<table border="1"> <thead> <tr> <th data-bbox="416 1368 911 1406">Learning platform</th> <th data-bbox="911 1368 1390 1406">Expected input of students</th> </tr> </thead> <tbody> <tr> <td data-bbox="416 1406 911 1444">E-learning through Blackboard</td> <td data-bbox="911 1406 1390 1444">10 hours</td> </tr> <tr> <td data-bbox="416 1444 911 1482">Preparatory Lectures</td> <td data-bbox="911 1444 1390 1482">9 hours</td> </tr> <tr> <td data-bbox="416 1482 911 1592">Seminars of service planning and preparation</td> <td data-bbox="911 1482 1390 1592">25 hours (including 12 hours on service meetings, and 3 hours on pre-trip briefing)</td> </tr> <tr> <td data-bbox="416 1592 911 1630">Direct service delivery</td> <td data-bbox="911 1592 1390 1630">40 hours</td> </tr> <tr> <td data-bbox="416 1630 911 1740">Post-Field Work Integration and Reflection</td> <td data-bbox="911 1630 1390 1740">28 hours (including 6 hours on group presentation and wrap up meeting)</td> </tr> <tr> <td data-bbox="416 1740 911 1778">Reading and self-study</td> <td data-bbox="911 1740 1390 1778">18 hours</td> </tr> <tr> <td data-bbox="416 1778 911 1816" style="text-align: right;">Total</td> <td data-bbox="911 1778 1390 1816">130 hours</td> </tr> </tbody> </table>					Learning platform	Expected input of students	E-learning through Blackboard	10 hours	Preparatory Lectures	9 hours	Seminars of service planning and preparation	25 hours (including 12 hours on service meetings, and 3 hours on pre-trip briefing)	Direct service delivery	40 hours	Post-Field Work Integration and Reflection	28 hours (including 6 hours on group presentation and wrap up meeting)	Reading and self-study	18 hours	Total	130 hours
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<ul style="list-style-type: none"> ● Service proposal, reflective journals and group presentation <ul style="list-style-type: none"> ■ To illustrate students' ability to apply students' general and specific knowledge they acquire into direct service practice. The service proposal would include the objectives, service targets, service content, schedule of work, and budget etc. ■ Reflective journals are used to demonstrate students' ability to reflect in their personal values, self-concepts, experiences, performance, and 																				

learning gains. Students are also expected to reflect on their roles and responsibility as a professional and as a responsible citizen.

- As a round-up of the service project, students are required to make group presentations so as to integrate their knowledge and direct service experiences, and critically review the learning gains in the implementation of the service. Recommendations of services in building child and adolescent competencies in underprivileged circumstances are also expected in the group presentation.

Assessment Methods in Alignment with Intended Learning Outcomes
(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								
		1	2	3	4	5	6	7	8	9
Class participation	10%	√	√		√					
Service proposal	15%		√	√	√	√				
Performance of service project (fieldwork observation)	20%			√			√	√	√	√
Reflective journals	30%		√		√	√	√	√	√	√
Group presentation and report	25%	√	√	√	√	√	√	√	√	√
Total	100%									

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Assessment strategies and methods	Appropriateness of the assessment methods in assessing the intended learning outcomes
Class participation	Through class participation and discussion, students are expected to critically examine the different perspectives of child and adolescent development (<i>ILO 1</i>), integrate the theories and concepts in understanding the needs and situations of underprivileged children and adolescents (<i>ILO 2</i>), and explore the contribution of their knowledge and skills in helping the underprivileged children and adolescents (<i>ILO 4</i>).
Service proposal	The Service proposal should contain: <ul style="list-style-type: none"> Application of theories and concepts of child and adolescent development into practice (<i>ILO 2 and ILO 3</i>) Application of students' generic and specific knowledge they acquire to enhance the competence of children and adolescents (<i>ILO 4</i>) Elements of positive values and strengths orientation (<i>ILO 5</i>)

	Performance of service project (fieldwork observation)	Through on-site observation, instructors can assess the attitudes, efforts and performance of the students in rendering the services (<i>ILO 3, ILO 6</i>), as well as the problem-solving skills, decision-making capacity (<i>ILO 8</i>), engagement and communication with service targets (<i>ILO 7</i>), and collaboration with others students (<i>ILO 9</i>). Instructors can give feedback for the improvement of the students in rendering the service.	
	Reflective journals	Through reflective journals, students need to reflect on: <ul style="list-style-type: none"> • Their ability in integrating the knowledge into real life situation (<i>ILO 2</i>); • Their roles, responsibility and contribution as a professional and as a citizen (<i>ILO 4 and 6</i>); • Their own strengths and potentials (<i>ILO 5</i>); • Their passion in helping the underprivileged children and adolescents (<i>ILO 7</i>); • Their problem-solving and decision-making capacities (<i>ILO 8</i>); and • Their social competence and interpersonal skills in collaboration with others. (<i>ILO 9</i>) 	
	Group presentation	As a round-up of the service project, students should consolidate their knowledge, experiences, skills, and learning gains into a group presentation. Recommendations of services in building child and adolescent competencies in underprivileged circumstances would also be expected in group presentation. The group presentation thus serve as important assessment strategies to assess students' ability to integrate the knowledge and skills into practice (<i>ILO 1, 2, 3</i>), understand their roles and responsibility as a professional and a citizen (<i>ILO 4, 6</i>), build up empathy and compassion with the needy (<i>ILO 7</i>), and students' reflection on positive values, interpersonal and interpersonal competencies (<i>ILO 5, 8, 9</i>).	
Student Study Effort Expected	Class contact:		
	▪ Lectures and seminars		9 Hrs.
	▪ Small group discussion and workshops (pre-trip briefing and service planning)		15 Hrs.
	▪ Group presentation and wrap up meeting		6 Hrs.
	Other student study effort:		
	▪ E-learning		10 Hrs.
	▪ Service planning and preparation		10 Hrs.
	▪ Direct service delivery		40 Hrs.
	▪ Post-Field Work Integration and Reflection		22 Hrs.
	▪ Reading and self-study		18 Hrs.
Total student study effort			130 Hrs.
Medium of	English		

Instruction	
Medium of Assessment	English
Reading List and References	<p>Basic reading list:</p> <p>Bee, H., & Boyd, D. (2010). <i>The developing child (12th ed.)</i>. Boston, MA: Allyn & Bacon.</p> <p>Catalano, R.F., Berglund, M.L., Ryan, J.A.M., Lonczak, H.S., & Hawkins, J.D. (2002, June 24). Positive youth development in the United States: Research findings on evaluation of positive youth development programs. <i>Prevention and Treatment, 5</i>(Article 15), 1-111.</p> <p>Garnezy, N. (1993). Children in poverty: resilience despite risk. <i>Psychiatry, 56</i>, 127-136.</p> <p>Hughes, C., Welsh, M., Mayer, A., Bolay, J., Southard, K.(2009). An innovative university-based mentoring program: affecting college students' attitudes and engagement. <i>Michigan Journal of Community Service Learning, Fall, 2009</i>, 69-78.</p> <p>Ng, Lai, & Chan. (2014). Effectiveness of mentorship program among underprivileged children in Hong Kong. <i>Children and Youth Services Review, 47</i>, 268-273.</p> <p>Ng, E., Chan, C., & Lai, M. (2014). Hope and Life Satisfaction among Underprivileged Children in Hong Kong: The Mediating Role of Perceived Community Support. <i>Journal of Community Psychology, 42</i>(3), 352-364.</p> <p>Pearson, V., Lo, E., Chui, E., & Wong, D. (2003). A heart to learn and care? Teachers' responses toward special needs children in mainstream schools in Hong Kong. <i>Disability & Society, 18</i>(4), 489-508.</p> <p>Saleebey, D. (2009). Introduction: Power in the people. In D. Saleebey, <i>The strengths perspective in social work practice</i> (pp. 1-23). Boston: Pearson/ Allyn & Bacon.</p> <p>Sela, Israel, & Cooper, Bruce S. (2014). Helping underprivileged children succeed: An after-school program encourages at-risk teens to stay in school by providing tutoring, therapy, and enrichment.(Global voices: Israel). <i>Phi Delta Kappan, 95</i>(5), 76.</p> <p>Talan, K. (2008). <i>Help your child or teen get back on track: What parents and professionals can do for childhood emotional and behavioral problems</i>. London ; Philadelphia: Jessica Kingsley.</p> <p>Werner, E.E., & Smith, R.S. (1992). <i>Overcoming the odds: High risk children from birth to adulthood</i>. Ithaca, N.Y.: Cornell University Press.</p> <p>Wong, F.K.D. (2007). Rural migrant works in urban China: living a marginalized life. <i>International Journal of Social Welfare, 16</i>, 32-40.</p> <p>杨林锋, 王勇剑, 冯现防, 唐筱, & YANG Linfeng, WANG Yongjian, FENG Xianfang, et al. (2007). 苏州市 270 名民工子弟的心理健康研究 - Mental Health of 270 Children of Peasant-workers in Soochow. <i>中国社会医学杂志, 24</i>(2), 132-134.</p> <p>Supplementary references:</p> <p>Alliance for Service Learning in Education Reform. (1993). Standards of quality for school-based service-learning. <i>Equity and Excellence in Education, 26</i>, 71-73.</p> <p>Berk, L. E. (2009). Child development. Boston, MA: Allyn & Bacon/Pearson.</p> <p>Damon, W. (2004). What is positive youth development? <i>Annals of the American Academy of Political and Social Science, 591</i>, 13-24.</p>

	<p>Duncan, G.J., Brooks-Gunn, J., & Klebanov, P.K. (1994). Economic deprivation and early childhood development. <i>Child Development</i>, 65, 296-318.</p> <p>Feldman, R. S. (2011). Life span development: A topical approach. Upper Saddle River, NJ: Prentice Hall/Pearson.</p> <p>Guo, G. (1998). The timing of the influences of cumulative poverty in children's cognitive ability and achievement. <i>Social Forces</i>, 77, 257-288.</p> <p>Kao, G., & Tienda, M. (1998). Educational aspirations of minority youth. <i>American Journal of Education</i>, 106, 349-384.</p> <p>Lindheim, R. & Syme, S.L. (1983). Environments, people and health. <i>Annual Reviews of Public Health</i>, 4, 335-359.</p> <p>Newman, B.M., & Newman, P.R. (2007). Theories of human development. Mahwah, N.J. : Lawrence Erlbaum Associates.</p> <p>Rapp, C.A., & Goscha, R.J. (2012). History, critique, and useful conceptions towards a strengths paradigm. In C.A. Rapp, C.A., & Goscha, R.J. <i>The strengths model: A recovery-oriented approach to mental health services</i> (3rd eds.) (pp.3-32). New York, Oxford University Press.</p> <p>Rapp, C.A., & Goscha, R.J. (2012). A beginning theory of strengths. In C.A. Rapp, C.A., & Goscha, R.J., <i>The strengths model: A recovery-oriented approach to mental health services</i> (3rd eds.) (pp.33-50). New York, Oxford University Press.</p> <p>Shek, D.T.L., & Chan, S.C.F. (2013). Service-learning from the eyes of university teachers: a qualitative study based on focus groups. <i>International Journal of Adolescent Medicine and Health</i>, 25(4), 385-393.</p> <p>Shek, D.T.L., & Chan, S.C.F. (2013). Development of an e-learning package on Service-Learning for university teachers: experience from Hong Kong. <i>International Journal of Adolescent Medicine and Health</i>, 25(4), 441-448.</p> <p>Shek, D.T.L., Siu, A.M.H., & Lee, T.Y. (2007). The Chinese Positive Youth Development Scale: A validation study. <i>Research on social Work Practice</i>, 17, 380-391.</p> <p>Wong, F.K.D., Chang, Y.L., & He, X.S. (2009). Correlates of psychological wellbeing of children of migrant workers in Shanghai, China. <i>Social Psychiatry and Psychiatric Epidemiology</i>, 44, 815-829.</p> <p>Yang, L.F., Wang, Y.J., Feng, X.F., & Tang, X.(2007). Psychological wellbeing of 270 children of peasant-workers in Soochow. <i>Chinese Journal of Social Medicine</i>, 24, 132-134.</p> <p>Yuen, M., & Westwood, P. (2001). Integrating students with special needs in Hong Kong secondary schools: teachers' attitudes and their possible relationship to guidance training. <i>International journal of special education</i>,16(2), 69-84.</p> <p>Zionts, P., Zionts, Laura, & Simpson, Richard L. (2002). <i>Emotional and behavioral problems : A handbook for understanding and handling students</i>. Thousand Oaks, Calif: Corwin Press.</p> <p>Dreikurs, R., Grunwald, B. B., & Pepper, F. C. (2013). <i>Maintaining sanity in the classroom: Classroom management techniques</i>. Taylor & Francis.</p> <p>石丹理、劉兆瑛 主編 (2007)。《共創成長路：賽馬會青少年培育計劃。概念架構及課程設計手冊 (一)：背景、概念和設計》。香港：商務印書館。</p> <p>石丹理、李德仁 主編 (2007)。《共創成長路：賽馬會青少年培育計劃。概念架構及課程設計手冊 (二)：青少年正面發展構念》。香港：商務印書館。</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.