



# OLTC20002 *Assessment for Learning*

## Term 2 - 2017

Profile information current as at 02/05/2024 04:05 pm

All details in this unit profile for OLTC20002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

This unit will enhance your understanding of current assessment practices drawing on relevant policies and theories. You will consider the crucial role that assessment has on student learning and student engagement. You will reflect upon your own assessment practices and evaluate their efficiency and effectiveness based on scholarly review. You will examine the suitability of a range of assessment strategies across a variety of learning environments.

#### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Pre-requisite: OLTC 20003 Nature of Learning and Teaching or OLTC20005 Adult Learning in Practice

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 2 - 2017

- Distance

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: Pass/Fail

#### 2. **Written Assessment**

Weighting: Pass/Fail

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student feedback from unit evaluations

##### Feedback

The provided example assessments are of a high quality and some students have asked for more information as to why these examples are deemed to be high quality.

##### Recommendation

The provided examples be annotated to explain why they are deemed to be very high quality.

Feedback from Some students asked for clarification around some of the specifics associate with the assessment tasks.

##### Feedback

Explanation of the assessment tasks

##### Recommendation

The task explanation in the unit profile should be reviewed for clarity and readability.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Evaluate assessment design based on relevant theories, policies and practices
2. Develop authentic assessment tasks appropriate to the learning environment
3. Design assessment tasks that are informed by scholarship and policy
4. Reflect on the influence that assessment and feedback have on student learning.

N/A

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 0%	•			•
2 - Written Assessment - 0%		•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication			○	
3 - Cognitive, technical and creative skills				
4 - Research	○	○	○	○
5 - Self-management	○	○		
6 - Ethical and Professional Responsibility	○	○		○
7 - Leadership		○		
8 - Aboriginal and Torres Strait Islander Cultures				

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 0%	○		○	○	○			
2 - Written Assessment - 0%	○		○	○		○		

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

There are no teaching contacts available for this unit

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction and Broader Overview of Assessment		

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Smarter Assessment		

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Types of Assessment		

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Crafting Assessment		<b>Assessment 1: Assessment Strategy Evaluation</b> Due: Week 4 Friday (4 Aug 2017) 11:45 pm AEST

### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Marking		

### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Feedback		

### Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Assessment 2: Assessment Strategy Design</b> Due: Week 7 Friday (1 Sept 2017) 11:45 pm AEST

### Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 10 - 18 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 11 - 25 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 12 - 02 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Review/Exam Week - 09 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 16 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Assessment 1: Assessment Strategy Evaluation

**Assessment Type**

Written Assessment

**Task Description****Title:** Assessment Strategy Evaluation**Rationale/Purpose:** Evaluate the assessment strategy for a unit based on current practices in higher education.**Content assessed:** Demonstrate your understanding of the topics in the themes of Broader Overview, Smarter, Assessment Types.**Scenario:** The Head of Program/Discipline Leader has asked you to review the assessment strategy of a particular unit and provide a written report. They are particularly keen to know:

- How well the assessment strategy aligns with the learning outcomes,
- Does the assessment strategy maximise students learning,
- Is the assessment strategy fit-for-purpose (valid, reliable, transparent, authentic and manageable),
- What recommendations would you suggest as possible improvements?

- Select a Unit (preferably one you teach),
- Identify student cohort (level, size, what course, the purpose of the unit within the context of the course.),
- Map and evaluate appropriateness of assessment against the Learning Outcomes,

**Task Requirements:**

- Evaluate and reflect on the assessment strategy in relation to current assessment practices in HE,
- Make recommendations for improvement based on literature and current HE practice.

Apart from the above requirements for the Report, you will also be required to self assess your report against the Assessment Criteria.

**Assessment Due Date**

Week 4 Friday (4 Aug 2017) 11:45 pm AEST

**Return Date to Students**

Week 6 Friday (25 Aug 2017)

## Weighting

Pass/Fail

## Minimum mark or grade

Pass. Students must pass all assessment items to pass the unit.

## Assessment Criteria

The assessment task is marked according to how well you have met the specific requirements and in accordance with the assessment criteria outlined below.

*Communication* – The report is persuasive and compelling. Clarity of purpose and coherence of expression (spelling, grammar, syntax); appropriate written conventions used.

*Mapping* – The report maps and critically evaluates appropriateness of assessment against the Learning Outcomes.

*Scholarship* – critical evaluation of the current practice is supported by the integration of knowledge/research of assessment principles and practices

*Recommendations* – are appropriate and supported by the integration of knowledge/research of assessment principles and practices.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

## Submission

Online

## Submission Instructions

Please submit your report and the Assessment 1 Criteria sheet with your name, student number and self assessment.

## Learning Outcomes Assessed

- Evaluate assessment design based on relevant theories, policies and practices
- Reflect on the influence that assessment and feedback have on student learning.

## Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research
- Self-management

## 2 Assessment 2: Assessment Strategy Design

### Assessment Type

Written Assessment

### Task Description

Title:	Assessment Strategy Design
Purpose:	Design an assessment strategy based on assessment practises in HE and and your discipline which facilitates and encourages student learning.
Content assessed:	Demonstrate your understanding of the topics in the themes of Crafting, Marking and Feedback.  The Head of Program/Discipline Lead has reviewed your report and asked to you take the next step to design an assessment strategy based the recommendations you made. They would like to see:
Scenario:	<ul style="list-style-type: none"><li>• Crafted assessment items including marking criteria, moderation and feedback strategies, a rationale for it's inclusion and weighting, due date and how it meets the learning objectives.</li><li>• A statement of how this assessment strategy is smarter</li><li>• Evidence that strategy has been peer reviewed by others in the discipline team?/class group?</li></ul>
Task Requirements:	Design an assessment strategy for a unit that includes authentic assessment tasks that align with the learning outcomes, encourage student learning and is fit-for-purpose (valid, reliable, transparent, authentic and manageable) Apart from the above requirements, you will also be required to self assess your submission against the Assessment Criteria.

### Assessment Due Date

Week 7 Friday (1 Sept 2017) 11:45 pm AEST

**Return Date to Students**

Week 8 Wednesday (6 Sept 2017)

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass. Students must pass all assessment items to pass the unit.

**Assessment Criteria**

The assessment task is marked according to how well you have met the specific requirements and in accordance with the assessment criteria outlined below.

*Communication and presentation* – The submission is persuasive and compelling. Clarity of purpose and coherence of expression is evident; appropriate conventions for the submission type have been used.

*Scholarship* – critical evaluation of the current practice and appropriate recommendations supported by the integration of knowledge/research of assessment principles and practises.

*Creativity* - Assessment tasks are authentic and informed by the scholarship of learning and teaching and current developments relating to assessment practises.

*Peer evaluation* was utilised to enhance the design and development of assessment for the chosen unit.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

**Submission**

Online

**Submission Instructions**

The final form (written, oral, pictorial, etc) for your submission will be individually negotiated with your Unit Coordinator before Week 5. Please submit your assessment as negotiated and the Assessment 2 Criteria sheet with your name, student number and self assessment.

**Learning Outcomes Assessed**

- Develop authentic assessment tasks appropriate to the learning environment
- Design assessment tasks that are informed by scholarship and policy
- Reflect on the influence that assessment and feedback have on student learning.

**Graduate Attributes**

- Knowledge
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility



## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem