



OLTC20002 *Assessment for Learning*

Term 3 - 2017

Profile information current as at 22/05/2024 12:49 am

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 3 - 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 Unit Evaluation

Feedback

The videos from assorted lecturers were great and very informative.

Recommendation

Explore the opportunity to add more of these videos in the future

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
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

Sherre Roy Unit Coordinator
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Schedule

Week 1 - 06 Nov 2017

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

Week 2 - 13 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Smarter Assessment		

Week 3 - 20 Nov 2017

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

Week 4 - 27 Nov 2017

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

Vacation Week - 04 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 11 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
Marking		

Week 6 - 18 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
Feedback		Assessment 2: Assessment Strategy Design Due: Week 6 Friday (22 Dec 2017) 11:45 pm AEST

Week 7 - 01 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2: Assessment Strategy Design Due: Week 7 Friday (5 Jan 2018) 11:45 pm AEST

Week 8 - 08 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 9 - 15 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 10 - 22 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 11 - 29 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 12 - 05 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Assessment Tasks

1 Assessment 1: Assessment Strategy Evaluation

Assessment Type

Written Assessment

Task Description**Task Summary (What is it I am going to do?)**

You will write an evaluation of the assessment strategy employed in a unit of your choosing.

Relevance (Why am I doing this? How is it relevant to my career/discipline/learning?)

Assessment in tertiary education can be complex with many competing demands. This assessment task will develop your skills and knowledge through the real-world evaluation of the fitness-for-purpose of an assessment strategy. Something that you will be required to do as a tertiary educator.

Related Content: the themes of Broader Overview, Smarter, Assessment Types

Instructions (How do I do it?)

1. The format of this assessment is MS Word and there are no word limits.
2. Select a unit that you currently teach.
3. Describe the typical student cohort in your unit.
4. Map and evaluate the appropriateness of the assessment for the unit's learning outcomes.
5. Reflect on the assessment strategy in relation to current assessment practices using the content in the Moodle site as a guide.
6. Identify any constraints that contribute to your assessment design (e.g. external accrediting bodies).
7. Make some initial recommendations for improvement based on your evaluation
8. Complete the marking criteria self-marking your assessment against the criteria
9. Submit your completed marking criteria and the assessment online using the Assessment 1 submission link in Moodle.

Assessment Due Date

Week 4 Friday (1 Dec 2017) 11:45 pm AEST

Return Date to Students

Week 5 Friday (15 Dec 2017)

Weighting

Pass/Fail

Minimum mark or grade

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

Assessment Criteria

Assessment Criteria (How will my work be evaluated?)

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**Task Summary (What is it I am going to do?)**

You will design an authentic assessment strategy based on assessment practices in tertiary education and your discipline which facilitates and encourages student learning.

Relevance (Why am I doing this? How is it relevant to my career/discipline/learning?)

Assessment in tertiary education can be complex with many competing demands. This assessment task will develop your skills and knowledge through the real-world design of an assessment strategy that is fit-for purpose and facilitates and encourages student learning. Something that you will be required to do as a tertiary educator.

Related Content: the themes of Smarter, Crafting, Marking and Feedback.

Instructions (How do I do it?)

1. The format of this assessment is MS Word and there are no word limits.
2. Use the Unit you selected for Assessment 1.
3. Design an assessment strategy that include the recommendations you made in Assessment 1. For each assessment item in the strategy you will need to include:
 - Task description.
 - Marking criteria.
 - Moderation strategy.
 - Feedback strategy.
 - Weighting and due date.
 - Rationale for its inclusion in the overall assessment strategy.
 - How this item aligns with the learning outcomes.
4. Include a discussion of how this assessment strategy is smarter than the previous strategy.
5. Provide evidence that strategy has been peer reviewed by others in the discipline team and/or class group.
6. Complete the marking criteria self-marking your assessment against the criteria.
7. Submit your completed marking criteria and the assessment online using the Assessment 1 submission link in Moodle.

Assessment Due Date

Week 6 Friday (22 Dec 2017) 11:45 pm AEST

Return Date to Students

Week 7 Friday (5 Jan 2018)

Weighting

Pass/Fail

Minimum mark or grade

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

Assessment Criteria**Assessment Criteria Assessment Criteria (How will my work be evaluated?)**

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 practices.

Creativity – Assessment tasks are authentic and informed by the scholarship of learning and teaching and current developments relating to assessment practices.

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

Please submit your report 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