OLTC20002 *Assessment for Learning*
Term 2 - 2024

Profile information current as at 05/09/2024 02:28 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

As an educator in a tertiary or adult learning environment, you will consider the crucial role that assessment has on student learning. You will draw on scholarly literature to support your evidence-based decision making. This unit draws on best practice assessment methods that utilise technology, including artificial intelligence. You will examine a range of assessment strategies and be able to determine fit-for-purpose assessment to meet your contextual needs and align with taught content.

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: OLTC20003 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 - 2024

- Online

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. **Portfolio**
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.

Feedback
Review assessment parts A and B. It is complicated.

Recommendation
Assessment in 2024 will change to remove the confusion of Parts A and B.

Unit Learning Outcomes

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

1. Evaluate and improve assessment design
2. Communicate principles of assessment design
3. Design assessment informed by scholarship
4. Examine the value of holistic and analytic rubrics
5. Draw on technology to support assessment design

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ○ Introductory Level   ○ Intermediate Level   ○ Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 0%	●	●	●		
2 - Portfolio - 0%			●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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	○	○	○		

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:

- Harvard (author-date)
- American Psychological Association 7th Edition (APA 7th edition)

For further information, see the Assessment Tasks.

Teaching Contacts

Julie Fleming Unit Coordinator
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Jennifer Geddes Unit Coordinator
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Schedule

Week 1 - Introduction to assessment - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
All content available in Moodle site.		

Week 2 - Promoting integrity - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
All content available in Moodle site.		

Week 3 - Assessment decisions - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
All content available in Moodle site.		

Week 4 - Assessment types - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
All content available in Moodle site.		

Week 5 - Crafting assessment - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
All content available in Moodle site.		**Assessment 1: Critical evaluation** Due: Week 5 Friday (9 Aug 2024) 4:45 pm AEST

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
All content available in Moodle site.		

Week 6 - Marking - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
All content available in Moodle site.		

Week 7 - Designing rubrics - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
All content available in Moodle site.		

Week 8 - Feedback - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
All content available in Moodle site.		

Week 9 - Technology for assessment - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
All content available in Moodle site.		

Week 10 - work on your assessment task 2 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
All content available in Moodle site.		**Assessment 2: Portfolio** Due: Week 10 Friday (20 Sept 2024) 4:45 pm AEST

Assessment Tasks

1 Assessment 1: Critical evaluation

Assessment Type
Written Assessment

Task Description
This assessment task will provide you with opportunities to engage with the steps of assessment analysis as you evaluate your current assessment practice. You will have an opportunity to develop an assessment in the 2nd assessment task.
This assessment task should be around 1,500 words (which may include contextual work you have already undertaken in the 'Design for Learning' unit.

ASSESSMENT SUMMARY
You will undertake a critical evaluation of your current assessment practice in a unit of work. You can consider building on the work you have already done in the 'Design for Learning' unit. Alternatively, you can analyse another piece of existing assessment that you have access to. Talk to the Lecturer if you have not already studied in the 'Design for Learning' unit.

You will use the framework described below to develop a report style document. There is no report template, just some headings to get you thinking. Feel free to add and subtract from this framework. Make sure you look at the assessment criteria before you submit.

Ideally, your chosen unit will be part of your staff/employment workload allocation and will be a unit that you are able to teach/use after its re-development.

CRITICAL EVALUATION
You will use the following framework to guide the critical analysis of the existing assessment strategy in your chosen unit:

Contextual information. Use your past information from the 'Design for Learning' unit. For example, the unit synopsis, the mode, the learning outcomes (or competency), the student cohort, each assessment task, type and weighting.

Map. Build on the constructive alignment mapping you did for the 'Design for Learning' unit, but now focus on how the assessment aligns with the unit learning outcomes. If this mapping was previously completed, take a screen grab and add the image to the report. If not, you will need to undertake this mapping exercise using the attached template.

Critical evaluation. You now need to evaluate the suitability of the existing assessment tasks. Where you can, bring in supporting literature. The following prompts will help, but don't be limited by these:
How is each assessment task representative of the expected learning?
- What is the purpose of each assessment?
- Does the learning occur in the unit?
- Did you assess something not specified in the ULO's and why?
- Did the ULO's specify something you did not assess and why?
- How do the assessment tasks measure what they purport to?

Feedback. Is there any other feedback about the assessment tasks that you should consider in your analysis? (e.g. other educators, student evaluations, personal correspondence, your own observations, etc)

Recommendations. Based on your critical analysis of all of the above information that you've been able to obtain, make some initial recommendations for an improved approach to assessment strategy and justify with scholarly reading.

Supporting literature. Include references and in-text citations that support your statements.

SELF-REFLECTION
Using the criteria sheet, complete your self-reflection by responding to the prompts in the self-reflection area.

Submission
Submit 2 x Word documents via the submission portal in Moodle. If necessary, include appendixes within the report. Also submit the criteria sheet containing your self-reflection. The criteria sheet is available in the Assessment tab.

Use of Generative Artificial Intelligence agents (Gen AI): Within this assessment the use of Microsoft Copilot, Chat GPT or other Gen AI agents can be used to generate ideas and general structures as well as content editing, critique and review. Please reference its use as appropriate.

Assessment Due Date
Week 5 Friday (9 Aug 2024) 4:45 pm AEST

Assignment will be uploaded to Moodle

Return Date to Students
Week 7 Friday (30 Aug 2024)

Feedback will be uploaded to the Moodle site.

Weighting
Pass/Fail

Minimum mark or grade
Pass. Students must pass both assessment items to pass the unit.

Assessment Criteria
Contextual information and mapping: Information is provided that outlines the context of the unit and mapping developed
Critical evaluation: Critically evaluates existing assessment practices with reference to relevant theories and policies
Feedback: Analyse feedback from a variety of sources to improve assessment strategies
Recommendations: Make appropriate and supported recommendations for improvement of unit assessment tasks
Communication: Use scholarly written conventions supported by in-text and end-of text referencing
Reflection: Has completed the self reflection component

Referencing Style

- Harvard (author-date)
- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Please submit your report and the Assessment 1 rubric with your name.

Learning Outcomes Assessed

- Evaluate and improve assessment design
- Communicate principles of assessment design
- Design assessment informed by scholarship

2 Assessment 2: Portfolio

Assessment Type
Portfolio

Task Description
This assessment task will provide you with opportunities to progress your assessment practice.

The word limit is 3,000 words. However, there will be a range of graphics or screengrabs that won't be included in this limit. Use your judgement.

Task Description
The portfolio is designed to give you the opportunity to collect and maintain evidence as part of your continual development as an educator. The assessment task will be developed through activities numbered from 1 through to 11 within each topic Learning Book (available from Moodle). For your portfolio, you only need to respond to the numbered activities that are in green. The other activities in blue will underpin your knowledge, enabling you to better respond to each activity. They are still part of your learning.
You should not leave this task to the last minute. Some of these tasks are very detailed.

Your portfolio must be developed on a platform other than PowerPoint. Unlike the portfolio task in the Adult Learning in Practice unit, this assessment is pushing you to engage in more technological practice. Feel free to select from the following options, or find an alternative:
- Adobe Express. Note, this software is not supported by CQUniversity, meaning IaTD are not able to help you with technical issues.
- VistaCreate
- Website, such as Weebly or WordPress
- Wix
- Find an alternative that meets your needs

Use of Generative Artificial Intelligence agents (Gen AI): Within this assessment the use of Microsoft Copilot, Chat

GPT or other Gen AI agents can be used to generate ideas and general structures as well as content editing, critique and review. Please reference its use as appropriate.

Assessment Due Date
Week 10 Friday (20 Sept 2024) 4:45 pm AEST

Upload the criteria sheet with your Portfolio link in it into Moodle.

Return Date to Students
Week 12 Friday (4 Oct 2024)

Feedback will be uploaded to the Moodle site.

Weighting
Pass/Fail

Minimum mark or grade
This is a pass/fail task. You must pass both assessment tasks to pass the unit.

Assessment Criteria
Scholarship – Critical analysis of the activities; inclusive of perspectives and cultural sensitivities; informed by evidence-based practice.
Technology - Competence of the technology used; innovation resulting in a well-executed portfolio aligning with contemporary educational practice.
Communication – Evidence of original thinking and solutions; concise language used and ideas are effectively communicated; supported by in-text and end-of text referencing in an appropriate style.
Visual – Layout, design elements, typography, images and the use of multimedia (where applicable); captures attention and leaves an impression.
Reflection - Critical reflection on self and educational practice that offers valuable insights for learning.

Referencing Style

- [Harvard (author-date)](#)
- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Upload the criteria sheet with your Portfolio link in it into Moodle.

Learning Outcomes Assessed

- Design assessment informed by scholarship
- Examine the value of holistic and analytic rubrics
- Draw on technology to support assessment design

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