

ASSESSMENT AT ACAP: WHAT TO EXPECT



ACADEMIC SKILLS WEBINAR PROGRAM

Learning Hub



We acknowledge the Traditional Custodians of country throughout Australia, on the land wherever you may be joining us from and recognise their continuing connection to land, waters, and culture.

We pay our respects to all elders past and present.

We recognise those whose ongoing effort to protect and promote Aboriginal and Torres Strait Islander cultures will leave a lasting legacy for all future Australians.



WEBINAR GOALS

During this webinar you will learn about:

- study skills required in higher education
- the common types of assessments at ACAP
- tips for approaching assessments
- resources and support for assessments



WELCOME TO HIGHER EDUCATION

Study skills in higher education*:

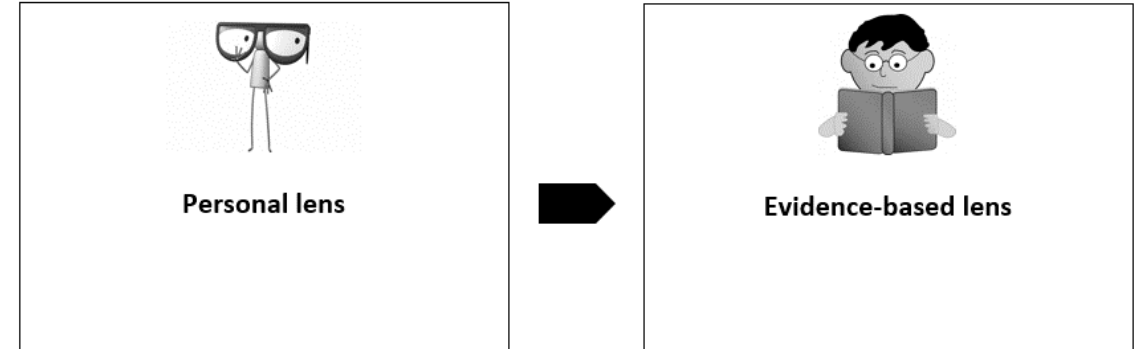
| At the Bachelor level | At the Master level |
|--|--|
| <ul style="list-style-type: none">• More than simply memorising the unit content• Ability to analyse and evaluate information• Ability to generate solutions to problems• Transmit knowledge and ideas to others• Independent, self-directed work and learning | <ul style="list-style-type: none">• Critically analyse and synthesise theory• Research and apply theory to practice• Ability to reflect on theory• Expert judgement• Adaptability as a practitioner and learner |

*As outlined by the Australian Qualifications Framework

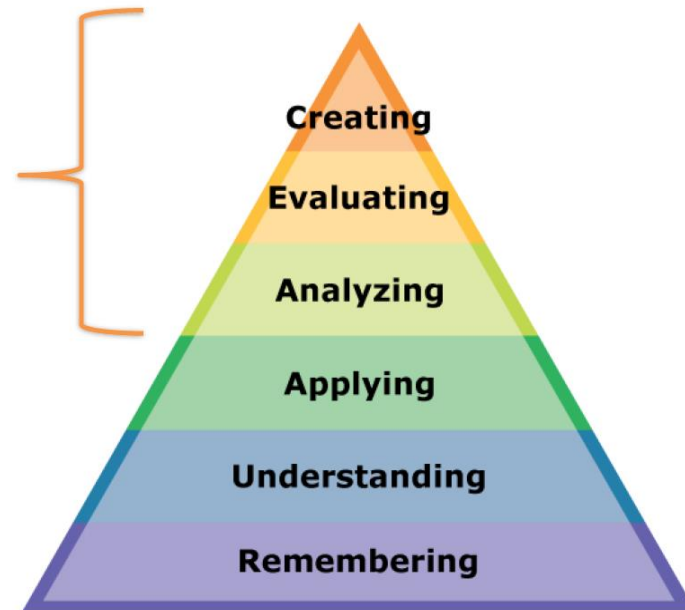
THIS MEANS

- Thinking critically
- Using an evidence-based lens
- Having academic integrity

Which lens am I using?



Critical Thinking



(LEARN NC, 2016)

KEY TERMS – WHAT DO THEY MEAN?

- **Formative Assessment:** short assessment early in the trimester, sometimes optional
- **Summative Assessment:** used to evaluate student learning
- **Hurdle Task:** not graded but necessary to complete the unit
- **Marking Criteria or Rubric :** outlines what is expected in the assessment and is used for grading
- **Learning Objectives:** indicate how an assessment relates to the overall course content
- **Scaffold:** an assessment plan

COMMON ASSESSMENT TYPES AT ACAP

Common early assessments:

- Discussion forum post
- Reflective paragraph
- Literature Search
- Annotated bibliography
- Essay or Case Study Outline
- Quizzes



COMMON ASSESSMENT TYPES AT ACAP

Common major assessments:

- Essay
- Reflective Essay
- Case Study
- Report
- Poster or Educational Factsheet
- Literature Review
- Presentation



COMMON ASSESSMENT TYPES AT ACAP

Discipline-specific major assessments:

- Research Proposal (Psych)
- Research Participation (Psych)
- Exams (Psych)
- Media Analysis (Criminology)
- Policy analysis (Criminology, Social Work)
- Project Proposal (Social Work)
- Role-play skills evaluation (Counselling, Coaching)




ASSESSMENT INFORMATION

Applications in Context

My Classes / Courses / ACAP 2023T1 MULT1015

 [MULT1015 Unit Outline](#)

 [MULT1015 Readings List](#)


Hidden from students

 [Unit Announcements](#)

 [Unit Discussion Forum](#)

 [Unit Contacts](#)

We are here to help! Click here to meet the team who will be teaching you this trimester.

 [Week 4 Student Progress Survey](#)

Hidden from students



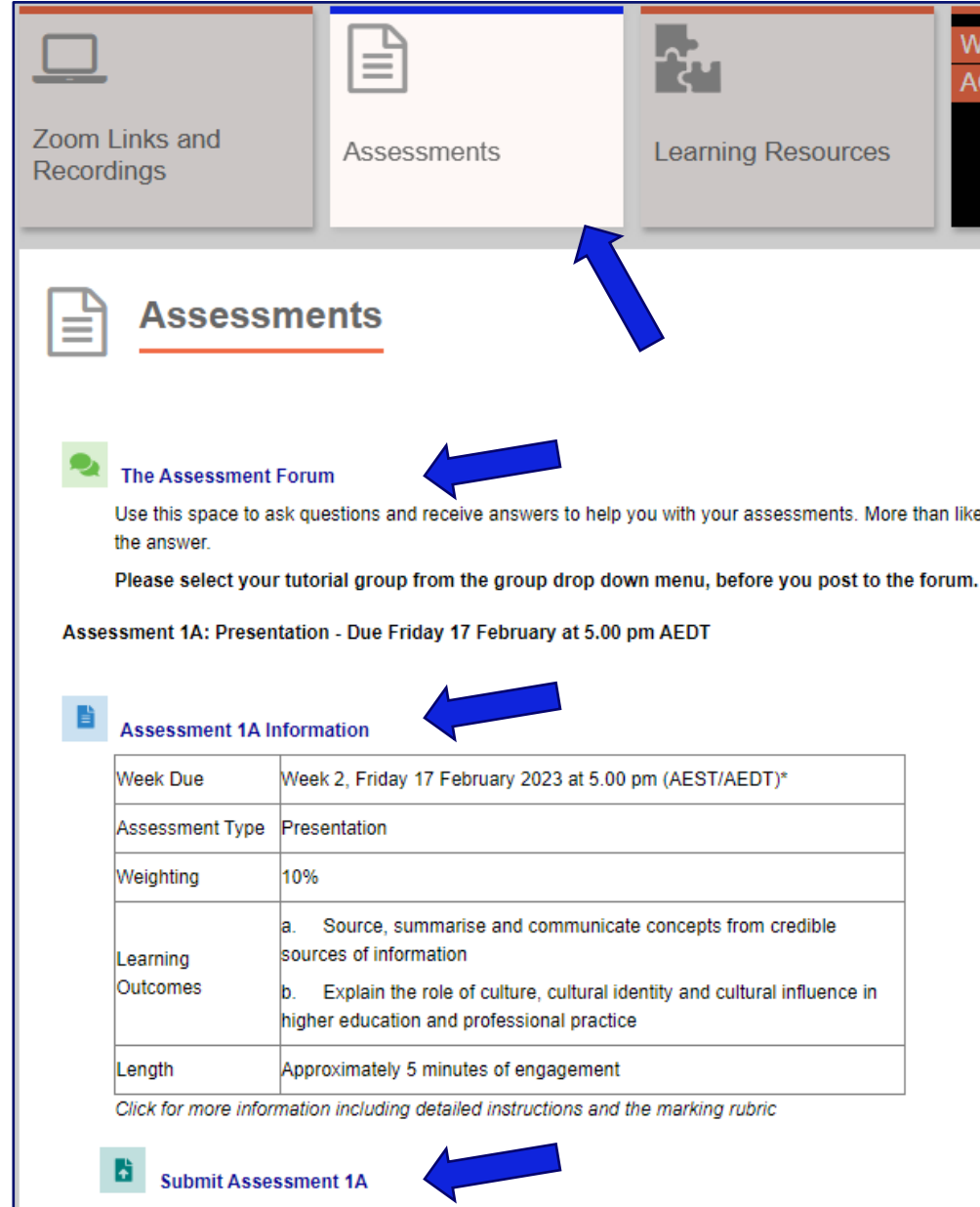
Zoom Links and Recordings



Assessments



Learning Resources




Zoom Links and Recordings

Assessments

Learning Resources


Assessments

 [The Assessment Forum](#)

Use this space to ask questions and receive answers to help you with your assessments. More than like the answer.


Please select your tutorial group from the group drop down menu, before you post to the forum.

Assessment 1A: Presentation - Due Friday 17 February at 5.00 pm AEDT

 [Assessment 1A Information](#)

| | |
|-------------------|--|
| Week Due | Week 2, Friday 17 February 2023 at 5.00 pm (AEST/AEDT)* |
| Assessment Type | Presentation |
| Weighting | 10% |
| Learning Outcomes | a. Source, summarise and communicate concepts from credible sources of information b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice |
| Length | Approximately 5 minutes of engagement |

Click for more information including detailed instructions and the marking rubric

 [Submit Assessment 1A](#)

ASSESSMENT EXAMPLE

Assessment 1 Information

| | |
|-------------------|---|
| Week Due | Week 6, Sunday at 11.55 pm (AEST/AEDT)* |
| Assessment Type | Academic Essay |
| Weighting | 50% |
| Learning Outcomes | <p>a) Outline the principles and effective processes for developing personal and professional self-awareness in counselling</p> <p>b) Analyse the characteristics of self and influences on effective counselling processes and practices</p> <p>d) Plan for sustainable mental health and wellness in the counselling profession</p> |
| Length | 1500 words (+ / - 10% excluding references) |

This is the time by which you need to have submitted your assessment via Turnitin. Late submission will reduce your mark.

The assessment type – see <https://sls.navitas-professional.edu.au/> for help with all assignment types.

How much of your final grade this assessment is worth.

Each assessment will address some or all of the Unit Learning Outcomes (see Unit Guide)

The word count gives a guide to how long your assessment should be to adequately address the question. Too short, and you are either missing content, or your analysis isn't strong enough. Too long, and some of your content is irrelevant. If you write too much, the marker will simply stop reading at 10% over the word count.

| | |
|--|---------------------|
| COUNTED | NOT COUNTED |
| ✓ Main body of text | ✗ Title page |
| ✓ Section headings | ✗ Table of contents |
| ✓ Quotes | ✗ Reference list |
| ✓ Verbatim examples | ✗ Appendices |
| ✓ In-text citations (e.g. author, date, page number) | |

ASSESSMENT TASK

Assessment 1 Information

| | |
|-------------------|--|
| Week Due | Week 6, Sunday at 11.55 pm (AEST/AEDT)* |
| Assessment Type | Academic Essay |
| Weighting | 50% |
| Learning Outcomes | a) Outline the principles and effective processes for developing personal and professional self-awareness in counselling b) Analyse the characteristics of self and influences on effective counselling processes and practices d) Plan for sustainable mental health and wellness in the counselling profession |
| Length | 1500 words (+ / - 10% excluding references) |

*Australian Eastern Standard Time (AEST)/Australian Eastern Daylight Savings Time (AEDT). Check your time zone to ensure that you submit your assessment on time. If required, use a time zone converter.

Assessment Details and Instructions

Purpose:

The purpose of this assessment task is for you to write a reflective essay on developing personal and professional self-awareness in counselling. Also, to identify the connections between self-awareness and sustainable mental health and wellness in the counselling profession.

Process:

Students are to write an essay on the developing personal and professional self-awareness in counselling. In the essay, students are to describe how and why the development of self-awareness fosters sustainable mental health and wellness in the counselling profession.

Throughout the essay, students are required to provide examples of how they can develop self-awareness in the counselling profession to support their ideas with relevant academic sources of literature referencing using APA 7th Edition.

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SAMPLE MARKING CRITERIA

Poster

Here you'll notice the criteria are down the left-hand side of the page, with allocated marks

Marking Criteria

| Criterion | Standards | | | | |
|---|--|--|---|---|--|
| | High Distinction | Distinction | Credit | Pass | Did Not Achieve Learning Outcomes |
| Content: Demonstrate knowledge and skills in synthesising content in a rationale outlining the processes of developing self-awareness in the counselling profession 10 marks | Sophisticated demonstration of knowledge and skills in synthesising content in a rationale, outlining sophisticated processes of developing self-awareness in the counselling profession | Comprehensive synthesis of content for a rationale, outlining comprehensive processes of developing self-awareness in the counselling profession | Effective and integrated incorporation of content for a rationale outlining effective processes of developing self-awareness in the counselling profession | Adequate incorporation of content for a rationale outlining the processes of developing self-awareness in the counselling profession | Unsatisfactory incorporation of content outlining the processes of developing self-awareness in the counselling profession |
| Application: Demonstrate knowledge of the characteristics of Skovolt's Cycle of Caring (2005) and the relevance for the counselling profession | Sophisticated demonstration of knowledge of pertinent characteristics of Skovolt's Cycle of Caring (2005) and the relevance for the counselling profession with the use of | Comprehensive demonstration of knowledge of relevant and effective characteristics of Skovolt's Cycle of Caring (2005) and the relevance for the counselling | Effective demonstration of knowledge of relevant characteristics of Skovolt's Cycle of Caring (2005) and the relevance for the counselling profession with the use of | Adequate demonstration of knowledge of characteristics of Skovolt's Cycle of Caring (2005) and the relevance for the counselling profession with the use of | Unsatisfactory demonstration of knowledge of characteristics of Skovolt's Cycle of Caring (2005) and the relevance for the counselling profession. Appropriate |

SAMPLE MARKING CRITERIA

Presentation

Here the criteria are in orange rows, though there are no allocated marks

Marking Criteria

| Criteria | High Distinction | Distinction | Credit | Pass | Does not pass |
|--|---|--|---|--|--|
| <i>a. Source, summarise and communicate information</i> | | | | | |
| Communicates in a way that the audience will understand | Complex concepts communicated in a highly effective way that is both understandable and considerate of the potential needs of the specific audience | The content is communicated clearly demonstrating an awareness of potential needs of an audience | The content is understandable and relevant to the intended audience | The content is mostly understandable and of some relevance to the intended audience | The content is either not understandable and / or relevant to the intended audience |
| <i>b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practices</i> | | | | | |
| Able to identify an aspect of own cultural identity with relevance to higher education | Demonstrates a high level of self-awareness in identifying aspects of cultural identity with clear relevance to higher education | Demonstrates a sophisticated approach to identifying aspects of cultural identity with clear relevance to higher education | Identifies an aspect of cultural identity with clear relevance to higher education | Superficially identifies an aspect of cultural identity of limited relevance to higher education | Did not identify an aspect of cultural identity, or the aspect identified was not relevant to the experience of higher education |
| Able to identify useful strategies that have contributed to transitioning to higher education effectively | Demonstrates a sophisticated understanding a few useful evidence-based strategies that contribute to | Demonstrates a sophisticated understanding potentially useful specific strategies that could contribute to | Identifies at least one potentially useful specific strategy for students with a similar cultural | Identifies at least one potentially useful general strategy for students transitioning to higher education | Did not identify any strategies, or identified something not relevant to transitioning to higher education |

Planning your assessment

1. TASK

Identify and analyse the task carefully
Read the marking criteria
Summarise your view
Identify what you know

2. INFORMATION

Collect and record resources
Make notes
List your references

3. ORGANISE

Create a mind map or make a list
Plan your time

4. REFLECT & EVALUATE

Do you have enough evidence?
Do you need further sources?
Has your idea changed?

5. OUTLINE AND DRAFT

Assess how many words you need for each idea
Construct the first draft
Ensure the marking criteria has been addressed

6. FIRST DRAFT

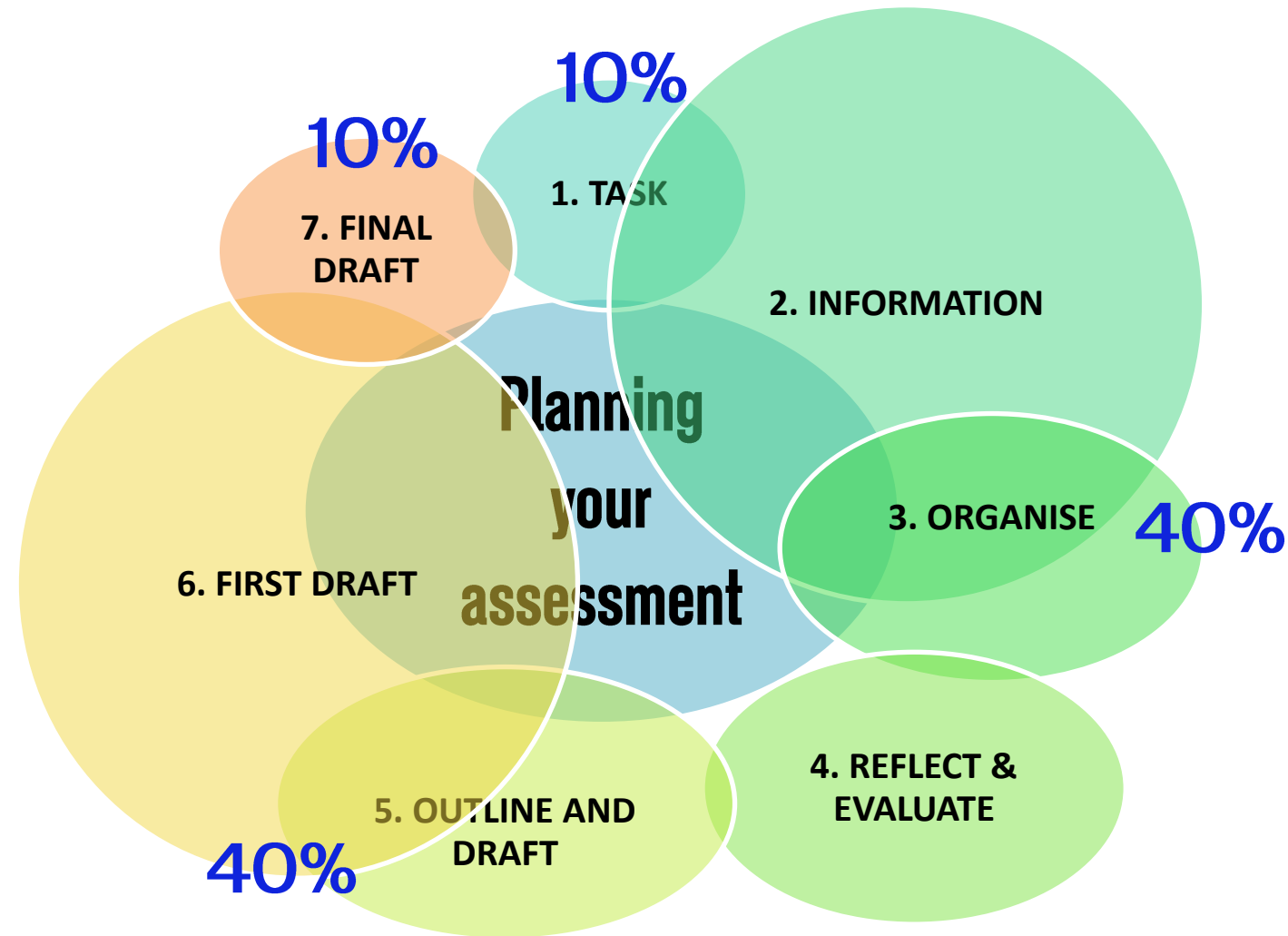
Work on the structure and paraphrasing
Ensure you have evidence to support your ideas
Construct a reference list

7. FINAL DRAFT

Is the question answered?
Are the marking criteria addressed?
Check the structure.
Do a final edit.

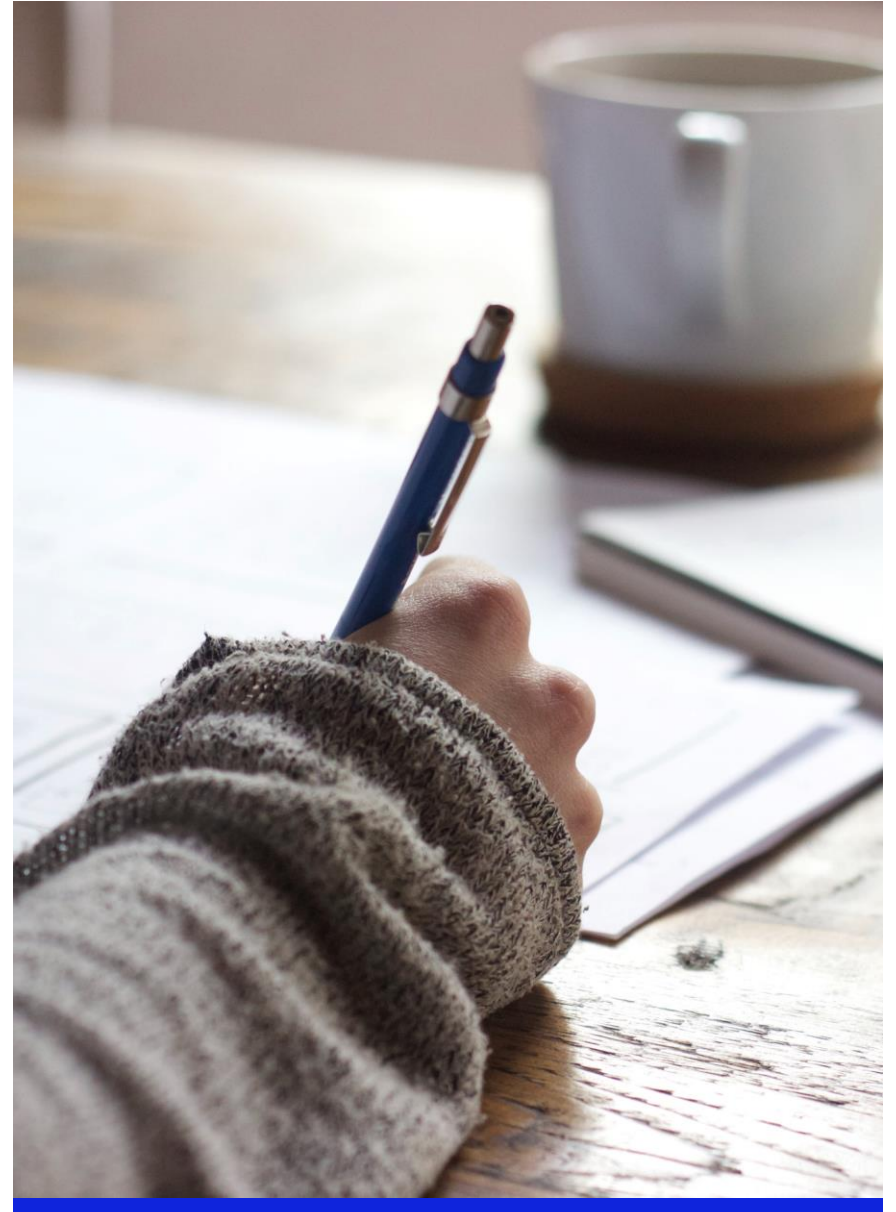
HOW LONG WILL THIS TAKE?

- Ensure you set aside enough time for each step of the process.
- The amount of total time needed will depend on the word count required and your experience in writing that type of assessment.
- For an average 1500-2000 word essay, anything less than a week is considered cram time.



TIPS FOR MANAGING YOUR TRIMESTER

1. Download and read all your unit guides.
2. Enter all your due dates into term planners.
3. Look at the type of assessment early in the trimester.
4. Learn how to apply for an extension or academic consideration.
5. Track your grades.
6. Engage with feedback.

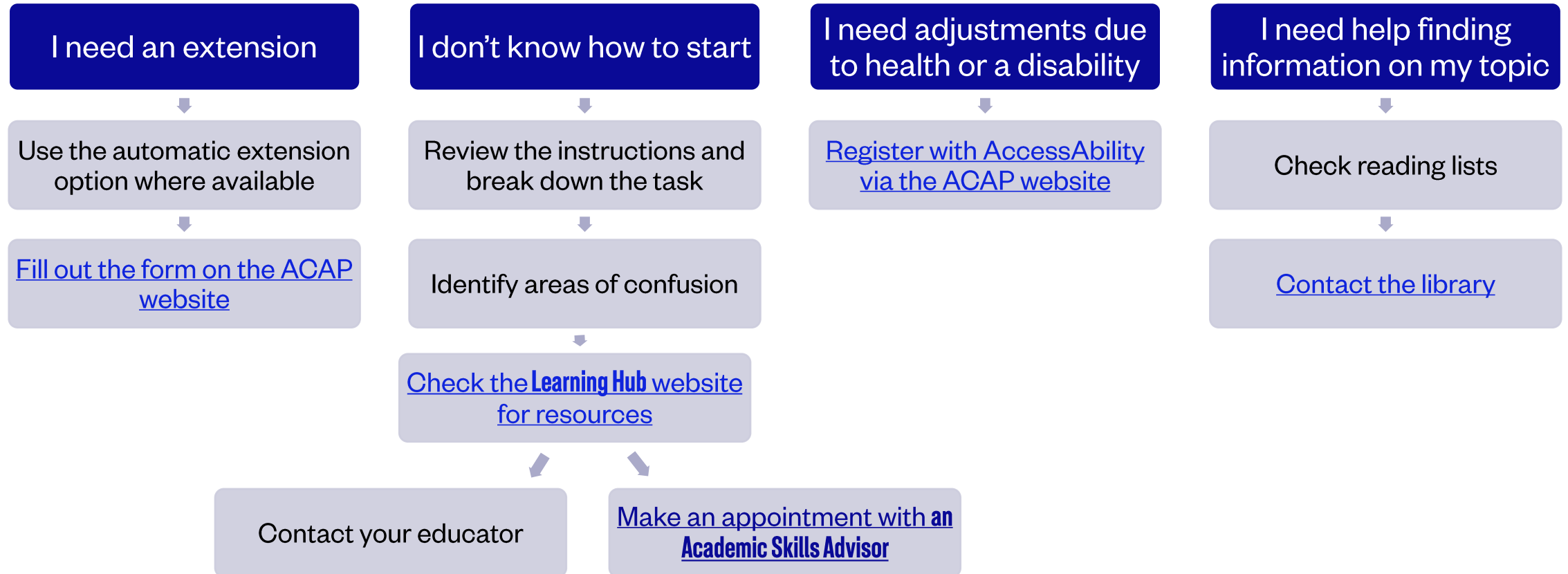


TIPS FOR MANAGING YOUR ASSESSMENTS



1. Check your class space for scaffolds and other provided resources.
2. Create an assessment document early on. Add relevant material and questions as they come up in class.
3. Make use of [Academic Skills Resources](#) for assignment types – look at models and language guides.
4. Ask your educator questions in class or the Assessment Q & A forum.
5. [Book an appointment](#) with an Academic Skills Advisor if needed.

WHAT IF I NEED HELP?



You can see the full list of assessment rules and policies on the ACAP website [click here](#).

WHAT ABOUT GRADES?

- Check your Unit Outline for grade and attendance requirements to pass each of your units this trimester – these may vary across different units.
- Read about the ACAP grading categories here:

<https://www.acap.edu.au/student-resources/student-central-your-studies/assessments/grade-table-and-gpa/>

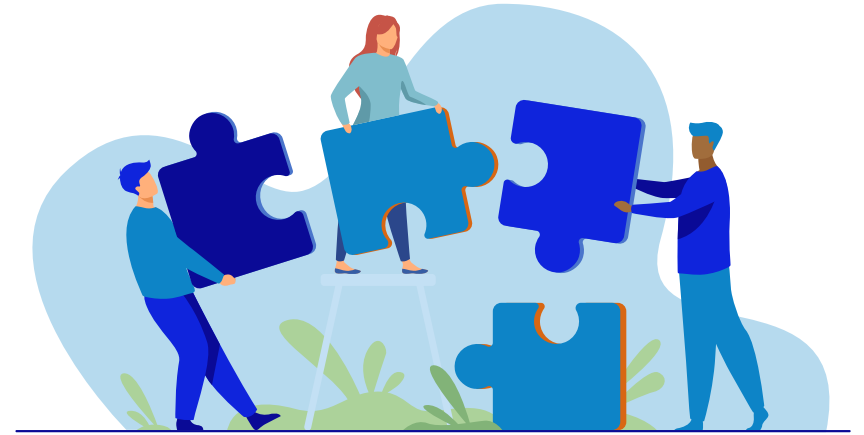


MORE RESOURCES

- [Academic Skills resources Website - Assignment types](#)
- [Assessment Pack](#)

Recommended Webinars

- [How to Reference and Write with Integrity](#)
- [Help! What does my assignment question mean?](#)
- [Let's get critical: How to write critically](#)



WHO CAN HELP ME?

| Questions about my assignment and class content | Questions and advice about how to develop study skills and improve my academic writing | Timetable, Attendance, Enrolment, Course Planning, Extension, Special Consideration, Accessibility, Counsellor | Class Space, Login, Email, Office 365 | Fees |
|--|--|---|---|--|
| Your educator | Academic Skills Advisor | The Student Engagement Team | IT support | Fees & Loans |
| <ul style="list-style-type: none"> • Q/A Discussion forum • Direct message • In the class space • Email educator | LearningHub@acap.edu.au | Email: studentcentral@acap.edu.au Phone: 1800 061 199 Online Chat Service: via student portal or ACAP website | Email: helpdesk@acap.edu.au | feesandloans@acap.edu.au |

ACADEMIC SKILLS RESOURCES



Study Skills



Referencing and Academic Integrity



Assignment Types



Enhance Your Writing



Preparing Your Assessments



Presentation Skills



Making The Technology Work For You



Being a Critical and Reflective Thinker



Essential Skills For Your VET Diploma Studies



Peer Assisted Study Sessions (PASS)



Test and Exam Skills



English Language Support

<http://sls.navitas-professional.edu.au/>

HOW DID WE DO?

Tomorrow you will be sent an email with a **survey link** and a link to these slides.

We would appreciate your feedback on this webinar to help us improve our service.

<https://www.surveymonkey.com/r/SLSWebinarSurvey>

Thank You!



THANK YOU

CONTACT:

Student Learning Support