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		
More than simply memorising the unit content	Critically analyse and synthetise theory		
Ability to analyse and evaluate information	Research and apply theory to practice		
Ability to generate solutions to problems	Ability to reflect on theory		
Transmit knowledge and ideas to others	Expert judgement		
• Independent, self-directed work and learning	Adaptability as a practitioner and learner		



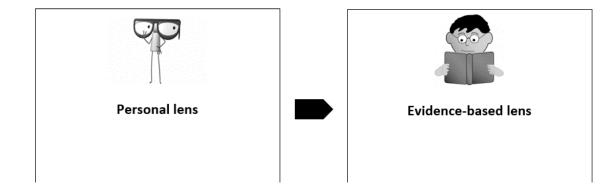
THIS MEANS

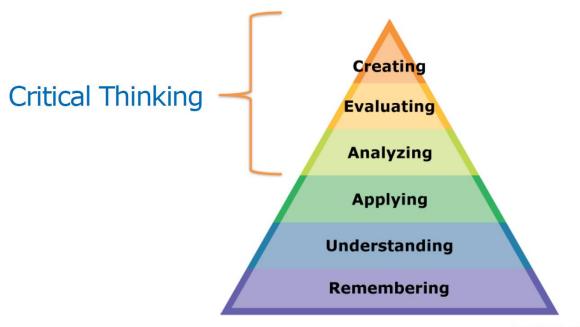
Which lens am I using?

Thinking critically

Using an evidence-based lens

Having academic integrity







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

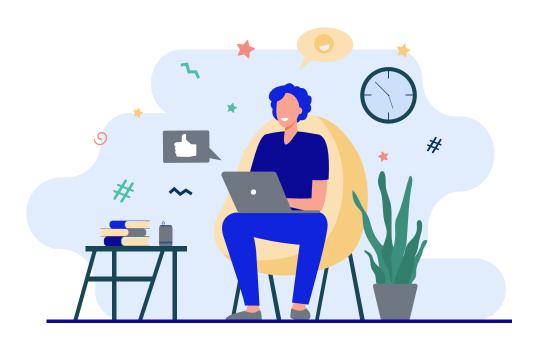




COMMON ASSESSMENT TYPES AT ACAP

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







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



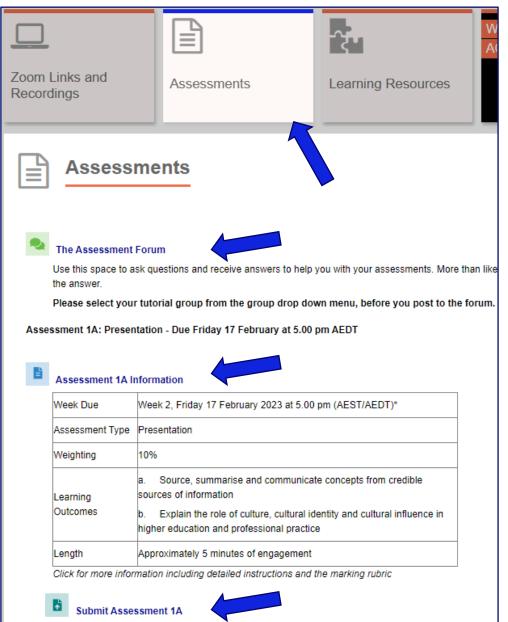
Zoom Links and Recordings



Assessments



Learning Resources





ASSESSMENT EXAMPLE

Assessment 1 Information

Week Due	Week 6, Sunday at 11.55 pm (AEST/AEDT)*				
Assessment Type	Academic Essay				
Weighting	50%				
	a) Outline the principles and effective processes for developing personal and professional self-awareness in counselling				
Learning Outcomes	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)				

COUNTED

- √Main body of text
- √Section headings
- ✓ Quotes
- √Verbatim examples
- √In-text citations (e.g. author, date, page number)

NOT COUNTED

XTitle page

X Table of contents

XReference list

XAppendices

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.



ASSESSMENT TASK



Week Due	Week 6, Sunday at 11.55 pm (AEST/AEDT)*					
Assessment Type	Academic Essay					
Weighting	50%					
	a) Outline the principles and effective processes for developing personal and professional self-awareness in counselling					
Learning Outcomes	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)					

Check your time zone to ensure that you submit your assessment on time. If required, use a time zone convo.

Assessment Details and Instructions

Purpose

The purpose of this assessment task is for you to write a reflective essay on developing personal and professional se 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 ess development of self-awareness fosters sustainable mental health and wellness in the counselling profession

Escoughout the essay, students are required to **provide examples** of how they can develop self-awareness in the counsell a student, souncellor and support their ideas with relevant academic sources of literature referencing using APA ^{art} Edition.



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 mental health and wellness as a student counsellor and support their ideas with relevant academic sources of literature referencing using APA 7th Edition.



SAMPLE MARKING CRITERIA

Poster

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

	Standards					
Criterion	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 proces ses of developing self-awareness in the counselling profession	outlining the processes of	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	of Skovolt's Cycle of Caring (2005) and the relevance for	demonstration of knowledge of relevant and effective characteristics of Skovolt's Cycle of Caring (2005) and the	demonstration of knowledge of relevant characteristics of Skovolt's Cycle of Caring (2005) and the relevance for the counselling profession with	of Skovolt's Cycle of Caring (2005) and the relevance for	of knowledge of characteristics of Skovolt's Cycle of Caring (2005) and the relevance for the counselling	



SAMPLE MARKING CRITERIA

Presentation

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

Marking Criteria

Source, summarise and communicate information Communicates in Complex communicated understandabl audience will communicated clearly earny effective way that is both understandabl earny	Criteria	High	Distinction	Credit	Pass	Does not pass
Communicates in Complex away that the concepts communicated understandabl mostly early understandable understandable in a highly effective way that is both understandable e and considerate of the potential needs of the specific audience b. Explain the role of culture, cultural identity and cultural influence in higher education aspects of cultural identifying in indentifying higher education aspects of cultural identity with clear cultural identity with clear relevance to higher education Able to identify aspects of cultural identity with clear cultural identity with clear relevance to higher education Able to identify as sophisticated aspect of cultural identity with clear relevance to higher education Able to identify as sophisticated aspect of cultural identity with clear cultural identity with clear relevance to higher education Able to identify as sophisticated aspect of cultural identity with clear cultural identity with clear cultural identifies an aspect of cultural identity with clear cultural identifies an aspect of cultural identity with clear cultural identity with clear cultural identifies an aspect of cultural identity with clear cultural identity with clear cultural identity with clear cultural identifies an aspect of cultural identity with clear cultural identifies an aspect of cultural identify of clear cultural identifies an aspect of cultural aspect of cultural identifies an aspect of cultural identifies an aspect of cultural identifies an aspect of cultural aspect of cultural identifies an aspect of		Distinction				
a way that the audience will communicated clearly e and relevant understandable in a highly effective way that is both understandabl needs of an audience of the potential needs of the specific audience b. Explain the role of culture, cultural identity and cultural influence in higher education appets of cultural identify in identifying indentifying indentifying identify in aspect of outlitural cultural cultural relevance to higher education Able to identify Demonstrates of clear clear clear relevance to higher education education Able to identify Demonstrates a spects of cultural cultural relevance to higher education Able to identify Demonstrates clear clear relevance to higher education education Able to identify Demonstrates a sophisticated least one understanding of transitioning to this part of the potentially useful specific strategies that strategies that strategies that sould a similar broad some relevant to the intended audience and of or relevant to the intended audience audience and considerate of potential understandable to the and relevance to the intended audience audience and considerate of the potential understandable to the and relevance to the intended audience audience audience b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice. Demonstrates approach to cultural aspect of cultural aspect of cultural cultural identity with identity with identity with identity with identity with identity with clear clear relevance to to higher education education education Able to identify: a sophisticated a sophisticated least one one potentially useful general identified was not relevant to transitioning to higher education bigher education bighe	a. Source, summarise and communicate information					
audience will understand understand understand understand understand understand understandable u	Communicates in	Complex	The content is	The content is	The content is	The content is
understand in a highly effective way that is both understandabl needs of an audience and considerate of the potential needs of the specific audience able to identify an aspect of own cultural identify an aspect of own fultural identify in appects of cultural cultural cultural cultural identify with clear relevance to higher education relevance to higher education appects of cultural cultural cultural cultural identify with clear relevance to higher education appointment of the higher education appointment of the potential needs of the specific audience and audience audience audience audience **Demonstrates** Demonstrates** Identifies an appect of cultural appects of a sophisticated aspect of cultural appects of clear limited relevance to higher education relevance to higher education relevance to higher education appects of clear cultural cultural relevance to higher education relevance to higher education potentially useful specific transitioning to higher education effectively strategies that could a similar strategies that that could a similar strategies that to the intended audience and of some relevance to the intended audience audience and of some relevance to to the intended audience and of some relevance to to the intended audience audience **Demonstrates** Identifies an appect in intended audience **Demonstrates** Identifies an appect in intended audience **Superficially** Did not identify or the aspect of cultural appect of cultural ap	a way that the	concepts	communicated	understandabl	mostly	either not
effective way that is both understandabl needs of an audience and considerate of the potential needs of the specific audience b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice be monstrates Demonstrates Demonstrates Identifies an aspect of cultural aspect of cultural identity with identity with identity with identity with identity of or the aspect limited relevance identified was not to higher education relevance to higher education clear clear education education clear education higher educatio	audience will	communicated	clearly	e and relevant	understandable	understandable
that is both understandabl needs of an audience and audience considerate of the potential needs of the specific audience b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice Able to identify an aspect of own cultural identifying identifies an aspect of in identifying identifying identity with relevance to in identifying identify with education aspects of cultural cultural relevance to higher education relevance to higher education Able to identify Demonstrates approach to cultural relevance to higher education education Able to identify with identity with identity with identity with identity with identity with identity with education education Able to identify Demonstrates Demonstrates Identifies at Identifies at least one understanding understanding potentially useful strategies a sophisticated a sophisticated least one understanding of ew useful potentially useful specific transitioning to higher education based strategies that could a similar higher education higher education based strategies that could a similar higher education higher education higher education based strategies that could a similar higher education high	understand	in a highly	demonstrating	to the	and of some	and / or relevant
understandabl e and considerate of the potential needs of the specific audience b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice Able to identify an aspect of own a high level of a sophisticated aspect of cultural identity with relevance to higher education aspects of cultural cultural cultural relevance to higher education Able to identify with identity with identity with clear relevance to higher education Able to identify useful strategies that have contributed to reflectively understandabl needs of an audience b. Explain the role of cultural influence in higher education and professional practice. Able to identify a sophisticated appect of identifies an aspect of cultural aspect of cultural identity with identity with higher education education education appect of cultural appect of cultural identity of or the aspect of cultural identity with identity with identity with higher education education education appect of cultural appect of cultural identity with identity with identity with higher education education education appect of cultural appect of cultural identity with identity with identity with identity with higher education education appect of cultural appect of		effective way	an awareness	intended	relevance to the	to the intended
e and considerate of the potential needs of the specific audience b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice Able to identify an aspect of own cultural identifying a high level of a sophisticated aspect of cultural identify with relevance to higher education aspects of clear limited relevance to higher education education Able to identify with identity with identity with identity with clear clear education Able to identify useful strategies that have understanding to effectively e and audience audience Demonstrates Identifies an Superficially identify an aspect of cultural identify identifies an aspect of cultural identity of or the aspect to higher education education aspects of clear limited relevance to to higher education experience of higher education Felevance to higher education Able to identify useful strategies That have understanding potentially useful specific strategy for something not transitioning to higher education Explain the role of cultural identity and cultural influence in higher education and professional practice Cultural identifies an aspect of cultural dentity of or the aspect to higher education The appear of the cultural relevance to to higher education experience of higher education Explain the role of cultural identify and cultural influence in higher education of the dentity of any strategies, or identifies at least one potentially useful specific strategy for something not transitioning to higher education h			-	audience	intended	audience
considerate of the potential needs of the specific audience b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice Able to identify an aspect of own cultural identifying a spect of own in identifying identifying aspects of aspects of cultural cultural cultural cultural cultural relevance to identify with clear clear education Able to identify Able to identify a spect of cultural cultural relevance to identified was not cultural cultural cultural relevance to higher education Able to identify Demonstrates Demonstrates Identifies at education Able to identify Demonstrates Demonstrates Identifies at a sophisticated a sophisticated least one understanding understanding potentially useful specific strategy for students that have understanding understanding potentially useful specific strategy for students to higher education based strategies that students with ransitioning to tansitioning to tansitioning to strategies that could a similar higher education higher education bigher education by Explain the role of cultural identity and cultural influence in higher education and Superficially an aspect of cultural cultural identify and appect of cultural dentity, or the aspect of cultural identity or the aspect of cultural relevance to higher education appect of cultural cultural relevance to higher education education bidentify with higher education education appect of cultural identity or the aspect of cultural appect of cultural dentity or the aspect of cultural appect of cultural identity or the appect of cultural appect of cultural identity or the aspect of cultural appect of cultural appect of cultural identity or the appect of cultural identity or the appect of cultural fentity or the appect of cultural appect		understandabl	needs of an		audience	
the potential needs of the specific audience b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice Able to identify an ahigh level of a sophisticated aspect of identifies an supect of cultural identity with relevance to higher education aspects of aspects of clear limited relevance identified was not cultural cultural relevance to identity with clear clear education relevance to higher education Able to identify Demonstrates Demonstrates Identifies at least of cultural identity, with relevance to higher education Able to identify Demonstrates Demonstrates Identifies at least one understanding as ophisticated least one understanding to transitioning to higher education based strategies that could a similar higher education higher education bigher education feffectively		e and	audience			
needs of the specific audience b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice Able to identify an able to identify a higher education and spect of own a high level of a sophisticated aspect of identifies an aspect of cultural identity with relevance to in identifying identifying identity with aspects of aspects of clear cultural cultural relevance to identify with identity of or the aspect to higher education education Able to identify 1 Demonstrates Demonstrates Identifies at identifies at least one potentially useful specific strategies one potentially useful general identified contributed to a few useful potentially useful specific strategy for something not transitioning to higher education based strategies that students with ingher education higher educat						
specific audience b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice Able to identify an aspect of own a high level of a sophisticated aspect of identifies an cultural identity self-awareness approach to cultural aspect of cultural identity, with relevance to in identifying identifying identity with identity of or the aspect higher education aspects of clear limited relevance identified was not cultural cultural relevance to to higher relevant to the identity with identity with higher education relevance to higher education Able to identify Demonstrates Demonstrates Identifies at Identifies at least Did not identify useful strategies a sophisticated least one one potentially useful general identified was not cultural relevance to higher education that have understanding understanding potentially useful specific strategy for something not transitioning to evidence— useful specific strategy for strategies that students with higher education higher education bigher education bigher education transitioning to effectively strategies that could a similar higher education higher e		-				
b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice Able to identify an aspect of own cultural identity self-awareness approach to cultural identity with relevance to higher education aspects of cultural cultural relevance to identify with identity of or the aspect identified was not cultural relevance to higher education relevance to higher education relevance to higher education Able to identify Demonstrates Demonstrates Identifies at identifies at a sophisticated a sophisticated least one one potentially useful general identified contributed to a few useful potentially useful specific strategy for strategies that could a similar higher education higher educati		needs of the				
b. Explain the role of culture, cultural identity and cultural influence in higher education and professional practice Able to identify an aspect of own cultural identity and sophisticated aspect of identifies an aspect of cultural identity with relevance to higher education aspects of cultural identity with identity with identity of cultural identity with identity with identity of cultural identity with identity with identity of cultural identity with identity of cultural identity with identity with identity with identity of cultural relevance to higher education experience of cultural relevance to higher education education Able to identify Demonstrates Demonstrates Identifies at identifies at a sophisticated a sophisticated least one one potentially useful strategies that students with ransitioning to bigher education higher education in transitioning to strategies that students with higher education high		specific				
Able to identify an aspect of own cultural identify: with relevance to higher education clear relevance to higher education Able to identify useful strategies that strategies						
Able to identify an aspect of own cultural identity with relevance to higher education clear relevance to higher education based specially aspects of contributed to a sophisticated aspect of contributed to that have contributed to effectively aspect specially aspect special aspect of cultural cultural identity, identity of or the aspect identified was not cultural relevance to to higher education education education relevance to higher education education Able to identify understanding aspects of clear limited relevance identified was not to higher education education education education education Able to identify understanding aspect of cultural aspect of cultural identity, or the aspect limited relevance identified was not to higher education education education education Felevance to higher education education Able to identify understanding application education identifies at least one understanding understanding potentially useful specific strategy for something not transitioning to higher education in transitioning to higher education in transitioning to higher education in higher education in higher education identifies and aspect of cultural aspect of cultural aspect of cultural identity, identity with identity of or the aspect of cultural aspect of cultural identity, identity with identity of the identity of or the aspect of cultural identity, identity with identity of the identi	b. Explain the rol	le of culture, ci	ultural identity	and cultural in	ifluence in higher	education and
an aspect of own a high level of a sophisticated aspect of cultural aspect of cultural identity self-awareness approach to cultural aspect of cultural cultural identity, with relevance to in identifying identifying identity with identity of or the aspect higher education aspects of aspects of clear limited relevance identified was not relevant to higher relevant to the experience of higher education relevance to higher education relevance to higher education education Able to identify Demonstrates Demonstrates Identifies at least one understanding understanding potentially useful specific strategy for something not transitioning to higher education based strategies that could a similar higher education higher education identifies transitioning to higher education transitioning to effectively	professional prac	tice				
cultural identity with relevance to higher education aspects of cultural cultural relevance to higher higher education clear clear clear relevance to higher education education education Able to identify useful strategies a sophisticated a sophisticated a few useful potentially useful specific outributed to a few useful specific strategy for strategies that specific strategies that similar specific strategies higher education specific strategies that similar specific strategies higher education specific specific specific specific strategies higher education specific	Able to identify	Demonstrates	Demonstrates	Identifies an	Superficially	
with relevance to in identifying aspects of capects of cultural aspects of cultural relevance to to higher education clear clear education relevance to higher education relevant to the experience of higher education relevant to higher education relevant to the experience of higher education relevant to higher education relevant to higher education relevant to higher education relevan	an aspect of own	a high level of	a sophisticated	aspect of	identifies an	an aspect of
higher education aspects of clear limited relevance identified was not cultural cultural relevance to to higher relevant to the education experience of higher education relevance to higher education Able to identify Demonstrates Demonstrates Identifies at least possible a sophisticated a sophisticated least one understanding understanding potentially useful specific strategy for strategy for strategy for effectively strategies that could a similar higher education ligher education identify transitioning to higher education aspects of clear limited relevance identified was not to higher relevant to the education education education in higher education experience of higher relevant to higher education identifies at least one potentially useful general identified something not ransitioning to strategies that students with transitioning to higher education higher education in the higher education in higher education in higher education in higher education in the higher education in higher educa				cultural	aspect of cultural	cultural identity,
cultural cultural relevance to to higher relevant to the identity with identity with higher education experience of clear clear education higher education Able to identify Demonstrates Demonstrates Identifies at Identifies at least Did not identify useful strategies a sophisticated a sophisticated least one one potentially any strategies, or that have understanding understanding potentially useful specific strategy for something not transitioning to evidence- useful specific strategy for students relevant to higher education based strategies that could a similar higher education higher education	with relevance to	in identifying	identifying	identity with	identity of	or the aspect
identity with identity with higher education experience of clear clear education higher education Able to identify useful strategies a sophisticated a sophisticated least one understanding understanding potentially useful general identified contributed to a few useful potentially useful specific strategy for students relevant to higher education based strategies that sudents with transitioning to effectively strategies that could a similar higher education educ	higher education	aspects of	aspects of	clear	limited relevance	identified was not
clear clear education higher education Able to identify useful strategies a sophisticated a sophisticated least one understanding understanding potentially useful general identified contributed to a few useful potentially useful specific strategy for something not transitioning to evidence- useful specific strategy for students relevant to higher education based strategies that could a similar higher education higher education higher education					to higher	relevant to the
relevance to higher education education Able to identify Demonstrates Demonstrates Identifies at Identifies at least Did not identify useful strategies a sophisticated a sophisticated least one one potentially any strategies, or that have understanding understanding potentially useful general identified contributed to a few useful potentially useful specific strategy for something not transitioning to evidence- useful specific strategy for students relevant to higher education based strategies that students with transitioning to higher education higher education		identity with	identity with	higher	education	experience of
higher education education Able to identify useful strategies a sophisticated a sophisticated least one one potentially any strategies, or that have understanding understanding potentially useful general identified contributed to a few useful potentially useful specific strategy for something not transitioning to evidence- useful specific strategy for students relevant to higher education based strategies that students with transitioning to higher education higher education		clear	clear	education		higher education
Able to identify Useful strategies a sophisticated a sophisticated least one one potentially any strategies, or that have understanding understanding potentially useful general identified contributed to a few useful potentially useful specific strategy for something not transitioning to evidence- useful specific strategy for students relevant to higher education based strategies that students with transitioning to higher education higher education		relevance to	relevance to			
Able to identify useful strategies a sophisticated a sophisticated least one one potentially any strategies, or that have understanding understanding potentially useful general identified contributed to a few useful potentially useful specific strategy for something not transitioning to evidence- useful specific strategy for students relevant to higher education based strategies that students with transitioning to higher education higher education		higher	higher			
useful strategies a sophisticated a sophisticated least one one potentially any strategies, or that have understanding understanding potentially useful general identified contributed to a few useful potentially useful specific strategy for something not transitioning to evidence- useful specific strategy for students relevant to higher education based strategies that students with transitioning to transitioning to effectively strategies that could a similar higher education higher education		education	education			
that have understanding understanding potentially useful general identified contributed to a few useful potentially useful specific strategy for something not transitioning to evidence- useful specific strategy for students relevant to higher education based strategies that students with transitioning to effectively strategies that could a similar higher education higher education	Able to identify	Demonstrates	Demonstrates	Identifies at	Identifies at least	Did not identify
contributed to a few useful potentially useful specific strategy for something not transitioning to evidence- useful specific strategy for students relevant to higher education based strategies that students with transitioning to effectively strategies that could a similar higher education higher education	useful strategies	a sophisticated	a sophisticated	least one	one potentially	any strategies, or
transitioning to evidence- useful specific strategy for students relevant to higher education based strategies that students with transitioning to effectively strategies that could a similar higher education higher education	that have	understanding	understanding	potentially	useful general	identified
higher education based strategies that students with transitioning to effectively strategies that could a similar higher education higher education	contributed to	a few useful	potentially	useful specific	strategy for	something not
effectively strategies that could a similar higher education higher education	transitioning to	evidence-	useful specific	strategy for	students	relevant to
	higher education	based	strategies that	students with	transitioning to	transitioning to
contribute to cultural	effectively	strategies that	could	a similar	higher education	higher education
		contribute to	contribute to	cultural		



7. FINAL DRAFT

Is the question answered?

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

6. FIRST DRAFT

Work on the structure and paraphrasing

Ensure you have evidence to support your ideas

Construct a reference list

1. TASK

Identify and analyse the task carefully

Read the marking criteria

Summarise your view

Identify what you know

Planning your assessment

5. OUTLINE AND DRAFT

Assess how many words you need for each idea

Construct the first draft

Ensure the marking criteria has been addressed

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?

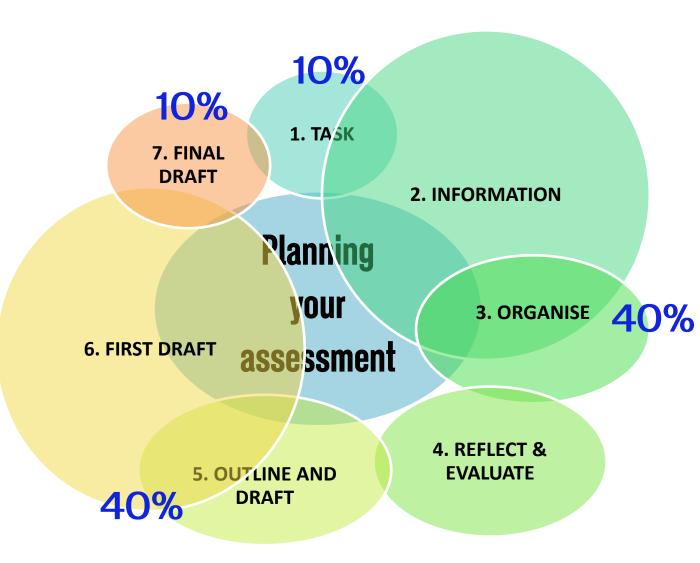
Do you need further sources?

Has your idea changed?



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



- 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.
- Make use of <u>Academic Skills</u>
 <u>Resources</u> for assignment types look at models and language guides.
- 4. Ask your educator questions in class or the Assessment Q & A forum.
- Book an appointment with an Academic Skills Advisor if needed.



WHAT IF I NEED HELP?

I need adjustments due I need help finding I don't know how to start I need an extension information on my topic to health or a disability Review the instructions and Register with AccessAbility Use the automatic extension Check reading lists option where available via the ACAP website break down the task Fill out the form on the ACAP Identify areas of confusion Contact the library website Check the **Learning Hub** website for resources Make an appointment with an Contact your educator **Academic Skills Advisor**

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-centralyour-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
- O 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
 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































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!





THANKYOU

CONTACT:

Student Learning Support

