

Academic Calibration Report



Report Submit Date

Calibrating Semester

Calibrating Year

Selected Assessment 2 reflective pieces both 25%

Reviewer Details

Reviewer

University

Core Discipline

Unit details

University

Unit Code

Unit Name

Conflict of Interest

Declaration Agreement Yes

Conflict of Interest Statement There are no conflicts of interest to declare.

Student Samples

Student Samples Name	Grade	Grade Assessment
S01	Distinction	Agree with Grade Awarded
S01	High Distinction	Agree with Grade Awarded
S02	Pass	Grade is Unduly Low
S02	Pass	Agree with Grade Awarded
S04	Distinction	Grade is Unduly Low
S04	Distinction	Agree with Grade Awarded

Student Samples Name	Grade	Grade Assessment
S05	Credit	Agree with Grade Awarded
S05	Credit	Agree with Grade Awarded
S07	Credit	Agree with Grade Awarded
S07	High Distinction	Agree with Grade Awarded
S12	Credit	Agree with Grade Awarded
S12	High Distinction	Grade is Unduly High

Please provide reasons for disagreeing with any of the grades awarded.

reflections:

S02 - I felt the reflection quality for this student was more towards the 'relational' phase (between multistructural and relational - there were glimmers of relational coming in I felt) but agree the goals required further development.

S04 - I felt this reflection was also of a slightly higher standard - moving towards extended abstract. I felt she related her previous skills and the learning she gained from placement in an articulate and insightful manner.

Final reflections:

S12 - I felt this reflection was not quite at the same standard as S07 - for example, not as much 'future focus' in terms of what this means for his/her future practice and less explicit integration of the Graduate Qualities.

Overall, the discrepancies in marking opinion here are minor and would be within a couple of marks of one another.

Summary Judgement

Please tick one of the following three options for your overall summary judgment of the unit/subject you have reviewed.

1. The learning outcomes, assessment tasks and assessment processes set for the unit/subject I have reviewed were appropriate.

Any recommendations made are for the purposes of enhancement to the unit/subject and its assessment.

Comments

This course is similar to a course in the _____ so it was really interesting to read about _____, thank you for this opportunity. My apologies if information contained in this section is best served in a different section of the report.

What did strike me about this course is that all 4 assessment items use the SOLO taxonomy for their criterion / rubric, and I wondered if this was a _____ pedagogy decision that is Course wide? If yes, please ignore the rest of this paragraph! From my experience, I think this taxonomy is particularly excellent and relevant for reflective writing pieces like the _____, but also runs the risk of seemingly overly complex for students and I wondered if tasks such as the Job Application assignment and Mentor Program reflection would be better suited to a different rubric or possibly even different way of assessing? I'm not sure how similar our student groups are, but my students always balk at the SOLO taxonomy criteria sheet, finding it difficult to know what is expected and tend to prefer simplified criteria sheets for tasks that are not 'pure' reflection. For example, for the job application assignment, perhaps a more concrete, specific and simplified criteria sheet that directly assesses components of a good cover letter / response to selection criteria (e.g. spelling/grammar/clarity, specific examples of demonstrated ability, alignment to desired/essential criteria etc) could be considered. I don't feel I have enough information about the Mentor Program to make specific suggestions to the assessment but noted students also submit a learning contract and session plan – does this get marked and is feedback provided? (if not, is it necessary for these to be submitted?). Could you potentially embed a peer assessment in the mentoring (i.e. by the mentee or an observing 4th year peer?) to assess student capability and competency, and not just reflection? Ultimately it depends what the purpose of this task is, and what it entails, but may be a way of reducing the volume of reflection that is currently in this subject. If this is not feasible or appropriate, I would at least recommend scaling back the volume of reflection required from 2000 words to 1000-1500 words.

I note the Course Coordinator's comment seeking feedback on the _____ reflection, and the information she has provided about the other reflective writing tasks students undertake related to _____ give this query great context. While the value of reflection cannot be underestimated, to me this does seem like a lot of reflection for the students to be completing in their final year, and staff having to mark! I would question if every task was necessary (e.g. are the 3 online reflections _____ necessary and are these marked?) or could any be reduced in terms of size / word limit so that the onus on all parties is reduced without reducing quality of assessment? In our _____ course _____, our _____ reflection sits with the penultimate placement subject, so does not creep in to the final semester subject and thus leaves just the final reflection task which is 1500 words (maximum) and satisfies the task and learning objective requirements. I would consider reducing the word limit of your final reflection task and query if the _____ reflection could sit with one of the penultimate courses and not a final semester course? Of course, this may not be possible in the context of your other courses. The idea of possibly an online task with choice of topic e.g. inter professional practice or service delivery models is nice, but before creating something new, I would encourage you to consider which, if any, Learning Objectives are not being met that need to be. Looking at the Statement of Assessment Methods document, I wonder if an assessment task regarding LO5:

_____ would be beneficial? I note that this LO should be addressed by the Mentoring Program and Final reflections, but couldn't see ethics reflected in the rubrics and ethics rarely came up in the sample work I received.

Review of Specified Learning Objectives

1. To what extent is the information provided about learning objectives clear and sufficient?

1. Not at all	2. Somewhat	3. Adequately	4. Very Well	5. Completely
0	0	0	0	1

Please list up to three reasons for making this rating

Information provided is:

- Well articulated, taking the form of well written learning objectives
- Consistent across all documents where learning objectives are listed

2. To what extent are the specified learning objectives appropriate for the unit/subject in its delivery year?

1. Not at all	2. Somewhat	3. Adequately	4. Very Well	5. Completely
0	0	0	0	1

Please list up to three reasons for making this rating

Learning objectives are:

- Well aligned with the Standards
- Practical and appropriate for a final semester course in a professional preparation program

3. How do the specified learning objectives compare with those of units/subjects from similar universities in the same delivery year?

They are similar; in the comparable subject learning objectives are about the final practicum AND transition to practice. Considering the learning objectives that relate to the transition to practice aspects in particular, at there is a strong emphasis on reflection, professional issues (including service delivery), interprofessional practice and ethics - this is similar to . At we also have a specific learning objective about employability. Noting the many hours of career workshops in and the job application assignment, I did wonder if a learning objective surrounding employability would be appropriate for this subject?

Review of Assessment Task

1. To what extent is the assessment task suitable for the specified learning objectives?

1. Not at all	2. Somewhat	3. Adequately	4. Very Well	5. Completely
0	0	0	0	1

Please list up to three reasons for making this rating

With both the reflection and Final reflection in mind, I believe these assessment tasks are suitable for the specific learning objectives because:

- both address LO 1 and LO 2

The final reflection in particular addresses LO 3.

Depending on the student, some have also addressed LO 4, 5 and 7.

2. To what extent is the assessment requirements and the marking criteria explained clearly?

1. Not at all	2. Somewhat	3. Adequately	4. Very Well	5. Completely
0	0	0	0	1

Please list up to three reasons for making this rating

Apart from the Statement of Assessment document, I couldn't see the information that students are provided to undertake each task - therefore it is difficult to say to what degree the assessment requirements are explained clearly.

Based on the information available, I feel the marking criteria is clear and well-detailed for both students and those marking.

3. To what extent is the assessment task and the marking criteria appropriate for a unit/subject in its delivery year?

Please mark the box that best represents your view.

1. Not at all	2. Somewhat	3. Adequately	4. Very Well	5. Completely
0	0	0	0	1

Please list up to three reasons for making this rating

These tasks are particularly powerful for students in their final year and the Final Reflection is such a lovely way for graduating students to 'bring it together' - to reflect on the development of their knowledge and skills, and to be future-focused with goals for the first year of practice.

The Reflection is also a great way for students to bring together the practicum's learning, which ultimately sets students up for successful completion of the Final Reflection assessment item.

4. How does the assessment task and the marking criteria compare with unit/subjects from similar universities in the same delivery year?

At we too use the SOLO taxonomy for marking reflective writing pieces. I know other universities use different reflective frameworks but many have a similar task which still assesses the depth and quality of the reflection.

Additional Comments

Please provide any additional comments you may consider useful or use this space to elaborate on any of the sections above.

Overall I think this is a well designed course that brings together the last strands of the program and the assessment tasks help students realise they are ready for clinical practice! Thank you again for the opportunity to undertake this calibration process. I have gained new insights and ideas for our program through this experience and hope this has been helpful for you too!

Additional Information - Attachment