



Guideline for Holistic Assessment in Stage II

# Stage II Modules

CRICOS: 00312F | RTO: 0273





## Overview

Just like Stage I, in Stage II your final module grade isn't a sum total of the results of your project work, but rather a holistic assessment of your individual performance within each module.

Your individual performance will be assessed holistically by your facilitator throughout the duration of the module in two ways:

- 1 **To gain a pass** – you must demonstrate that you have independently met the learning outcome standards on multiple occasions, through participation in projects, in-class activities, and post-class reflection. Further, in Stage II Studio Modules you must address all of the milestones outlined in your Studio Module Guides
- 2 **To gain a grade higher than a pass** – you must demonstrate that you have addressed holistic assessment grade standards.

In Stage II, you will find more complex learning outcome standards and holistic assessment criteria beyond a pass. In Stage II, the holistic assessment standards are written to reflect the more advanced qualities and characteristics of work and performance which is commensurate with that of a professional in the making.

The module guides contain more information on learning outcomes, standards and holistic assessment criteria, however it's important for you to understand that in Stage II, you need to play a more active role in determining your learning objectives. This will involve thinking about your own goals and aspirations and applying deliberate practice to the acquisition of any skills, knowledge and/or behaviours that will support you in your learning journey. Your facilitator will also be asking you to support the design of projects in Stage II. This is an important part of your journey and one that we will help you with. If you have any issues that prevent you from fully participating, then please let us know. We're here to help.

### Pass

To gain a pass for a module in Stage II, you must demonstrate that you have independently met the learning outcomes standards on multiple occasions, through participation in collaborative projects, other in-class activities, and individual post-class reflection in the Learning Journal. You might evaluate your progress by testing the following statements:

- I have demonstrated that I have gone through the process of introducing myself to the Learning Outcomes of this module.
- I have developed my capabilities to meet the Learning Outcome Standards by participating in the prescribed projects and activities of this module and by documenting and applying feedback.
- Finally, I have demonstrated that I can address each learning outcome independently and in different contexts through the delivery of a project or ideally multiple projects delivered in time and to specification.

In addition to the above, you will also be required to fully participate in a set of fixed milestones for Stage II studio modules. These milestones may include;

- Maintaining a reflective journal and / or development blog,
- Simulated client meetings, and
- Presentations and exhibitions.

By participating in multiple project iterations you will be **introduced** to the module learning outcomes and the learning outcomes standards. You will also apply feedback to **develop** your capacity to meet the learning outcomes standards. And lastly, through the execution of a final project developed on time and to specification, you will demonstrate that you have fully **addressed** the learning outcome standards.

**To pass, you must demonstrate that you have addressed ALL common and module learning outcomes and associated learning outcomes standards in the module.**

Your facilitator will look for the following evidence that the learning outcomes standards have been acquired.

### Pass Standards in Stage II

Stage of Learning Outcome Acquisition	What your facilitator will look for
<b>Introduced</b>	Investigation of the learning outcomes standards through review of pre-class materials and review of exemplars of "High Quality" that are relevant to the Context and Range of Approaches statements for each Learning Outcome Standard.  <b>Recommend Approach:</b> <ul style="list-style-type: none"> <li>• Review pre-class materials related to the project and examples of high-quality work. Begin to describe the characteristics of high-quality work in-class and in your post-class reflection.</li> </ul>
<b>Developed</b>	Application of feedback from peers and the facilitator in order to close the gap between your current level of performance and the required performance standard of that Learning Outcome.  Experimentation with the range of approaches to that Learning Outcome by taking different approaches to the projects.  <b>Recommended Approach:</b> <ul style="list-style-type: none"> <li>• Capture and analyse feedback provided to you</li> <li>• Show the iteration and application of feedback</li> <li>• Contrast your current level of performance against examples of high-quality work as the basis for continuous improvement</li> <li>• Experiment by exploring different approaches to addressing the learning outcomes standards</li> </ul>
<b>Acquired</b>	An ability to address the learning outcome standards independently and in multiple different contexts. A Learning Outcome can only be acquired through stepping through the processes of Introduction and Development.  <b>Recommended Approach:</b> <ul style="list-style-type: none"> <li>• Build upon feedback provided while you have been developing your ability to meet the learning outcome</li> <li>• Execute the requisite projects on time and to specification.</li> <li>• Demonstrate versatility in your ability to meet the learning outcomes standards using a range of different approaches</li> <li>• Demonstrate deliberate practice through your Learning Journal in relation to all Learning Outcomes.</li> </ul>

### Grades Beyond a Pass

Once you've met the learning outcome standards and achieved a pass, the quality of that pass (credit, distinction or high distinction) is determined by holistically assessing the skills, knowledge, and behaviors that you have demonstrated in the module of study. The criteria for this assessment is based on the 3Ps standards. Importantly, the way in which you need to address the standards is through the individual projects undertaken in each module.

At the end of each teaching period, you will receive a holistic grade for each module you are enrolled in. The tables below outline the attributes and evidence required to achieve a credit, distinction or high distinction grade.

### Credit

Credits are the third-highest grade awarded for a module. In addition to meeting the standards required for a pass, the following standards must be met in order to achieve a credit in a module of study.

### Evidence to Support a Credit Assessment

- Evidence of setting goals and using deliberate practice
- Experimenting in areas related to the module
- An ability to effectively collaborate in interdisciplinary environment
- Effective appraisal of the qualities of high quality work and individuals within your discipline group
- Independent learning related to set goals and feedback
- Evidence to contribute to the design of Stage II project briefs and address the requirements
- Meaningful collaboration with peers
- High levels of technical proficiency in at least one area
- Independence in the selection and application of scholarship and research to support outcomes

### Credit Standards in Stage II

<b>Professional Context</b>	<p>I have set myself goals related to my discipline. I am working towards these goals through self-directed learning and participation in relevant projects and opportunities.</p> <p>I add value to the projects I am assigned to. I am encouraged to collaborate on a range of projects by my peers and have a reputation as a competent practitioner and effective team member.</p> <p>I can articulate the qualities which make for a high-quality creative media professional based on the 3Ps. I use this information to set myself developmental tasks which are underpinned by appropriate practice processes.</p>
<b>Scholarly Context</b>	<p>Scholarship is evident in my processes. I can clearly articulate the rationale for the application of scholarship in my craft. I can use scholarly processes to explore potential areas for experimentation in my craft.</p>
<b>Personal Attributes &amp; Evidence</b>	<p>I am an effective collaborator and sought out by others to help them execute their own projects.</p> <p>I am competent in dealing with ambiguity and changing scenarios and rely on the Transferable Skills guidelines to support my ongoing development in this regard.</p> <p>I understand how my behaviour effects the way I am perceived by others and can use this insight to enhance my relationship with key contacts.</p>
<b>Process Attributes &amp; Evidence</b>	<p>I can determine and apply effective processes to meet the changing needs of the scenarios I face.</p>
<b>Proficiency Attributes &amp; Evidence</b>	<p>My technical proficiency in a particular area is consistently exceeding the performance standards.</p> <p>I am able to acquire new skills and knowledge, independent of formal instruction.</p>

### Distinction

Distinctions are the second-highest grade awarded for a module. In addition to meeting the standards required for a pass, the following standards must be met in order to achieve a distinction in a module of study.

### Evidence to Support a Distinction Assessment

- Evidence of setting goals and working towards improvement through deliberate practice
- Experimenting in areas related to the module and individual aspirations, with reflection on outcomes
- Ability to work in accordance with the workflows of other disciplines

- Effective appraisal of the attributes of high quality work and individuals within your discipline group
- Independent learning, showing initiative and responsibility for individual development
- Sophistication in addressing Stage II project specifications, with particular regard to process and proficiency
- Meaningful collaboration with peers
- Leadership within projects
- High levels of technical proficiency in more than one area
- Independence in the selection and application of scholarship and research to support outcomes

### Distinction Standards in Stage II

<b>Professional Context</b>	<p>I have begun to exercise greater judgement and autonomy in aspects of my craft. I reflect upon my own aspirations and show that I am capable of acquiring skills, knowledge and behaviours which are relevant to my aspirations</p> <p>I add value to the projects I am assigned to. Peers often seek me out to work on their projects because of my reputation as a talented and hard-working colleague.</p> <p>I can articulate the qualities which make for a high-quality creative media professional based on the 3Ps. I am able to appraise my own skills, knowledge and behaviours against examples of high-quality creative media professionals and set developmental goals to work towards achieving the same high-quality in my own craft.</p>
<b>Scholarly Context</b>	<p>Scholarship is evident in my processes and used to push me beyond my comfort zone. I implement scholarly concepts meaningfully into my craft.</p>
<b>Personal Attributes &amp; Evidence</b>	<p>I am an effective interdisciplinary collaborator and sought out by others to help them execute their own projects.</p> <p>I can deal with ambiguity and change calmly, using the Transferable Skills guidelines to enhance my person attributes.</p> <p>I understand how others perceive me through my behaviours and use this insight to enhance my relationship with peers and my supervisors.</p>
<b>Process Attributes &amp; Evidence</b>	<p>I can shift and adapt process to meet the changing needs of the scenarios in which I face. I am methodical in dealing with issues.</p>
<b>Proficiency Attributes &amp; Evidence</b>	<p>My technical proficiency in a particular area is nearing that of professional work. I am able to acquire new skills and knowledge, independent of formal instruction.</p>

### High Distinction

A high distinction is the highest grade awarded for a module. In addition to meeting the standards required for a pass, the following standards must be met in order to achieve a high distinction in a module of study.

### Evidence to Support a High Distinction Assessment

- Experimenting in areas related to the module and individual aspirations, with reflection on outcomes
- Ability to integrate into the workflows and practices of interdisciplinary work

- Effective appraisal of the qualities of high quality work and individuals within creative media practice
- Independent learning, showing initiative and responsibility for individual development
- Sophistication in addressing Stage II project specifications, particularly in relation to creativity and problem solving
- Meaningful collaboration with peers both locally and remotely
- Leadership within projects
- High levels of technical proficiency in more than one area
- Independence in the selection and application of scholarship and research to support outcomes

### High Distinction Standards in Stage II

<b>Professional Context</b>	<p>I have begun to exercise greater judgement and autonomy in everything that I do. I reflect upon my own aspirations and take responsibility for the independent acquisition of skills, knowledge and behaviours which will help me progress towards my professional goals.</p> <p>I add value to the projects I am assigned to. Peers seek me out to work on their projects because of the reputation that I have developed for being an exceptional colleague to work with.</p> <p>I can articulate the qualities which make for a high-quality creative media professional through the lens of the 3Ps. I am able to appraise my own skills, knowledge and behaviours against examples of high-quality creative media professionals and set developmental goals to work towards achieving high-quality in my own craft.</p>
<b>Scholarly Context</b>	<p>Scholarship is evident in my work and used to push me beyond my comfort zone. I implement experimental and novel ideas as part of my continued desire to innovate and enhance my practices.</p>
<b>Personal Attributes &amp; Evidence</b>	<p>I am an effective interdisciplinary collaborator and sought out by others to help them execute their own projects.</p> <p>I am calm in the face of adversity and I can adapt readily to changes in scenario.</p> <p>I understand how others perceive me through my behaviours and use this insight to enhance my relationship with a broad range of relevant stakeholders</p>
<b>Process Attributes &amp; Evidence</b>	<p>I can shift and adapt process to meet the emerging needs of varying scenarios.</p> <p>I am methodical in dealing with issues.</p>
<b>Proficiency Attributes &amp; Evidence</b>	<p>My technical proficiency in a particular area is close to that of professional work.</p> <p>I am able to acquire new skills and knowledge, independent of formal instruction.</p>





### Fail

A fail grade is awarded when a lack of active participation in module activities means that you were not able to demonstrate the evidence required to address one or more learning outcomes and their associated learning outcome standards. Your facilitator will provide you with feedback on your performance towards meeting the associated standards throughout the trimester. Active and consistent participation in the pre-class, in-class and post-class activities each week will provide you with the opportunities you need to pass the module.

If for whatever reason you are unable to participate in a module fully due to illness or other mitigating circumstances, then please talk to your facilitator or campus student services officers. They can help you apply for special consideration. Remember that we are here to support you.

### References

If you would like to learn more about the scholarship and research that informs SAE's approach to assessment, you can access the following resources via SAE's Library Portal.

Rhodes, M. (1961). An analysis of creativity. *Phi Delta Kappa International*, 42(7), 305-310.

Sadler, D. R. (2009). Transforming holistic assessment and grading into a vehicle for complex learning. In G. Joughin (Ed.), *Assessment, learning and judgement in higher education* (pp. 1-19). [https://doi.org/10.1007/978-1-4020-8905-3\\_4](https://doi.org/10.1007/978-1-4020-8905-3_4)