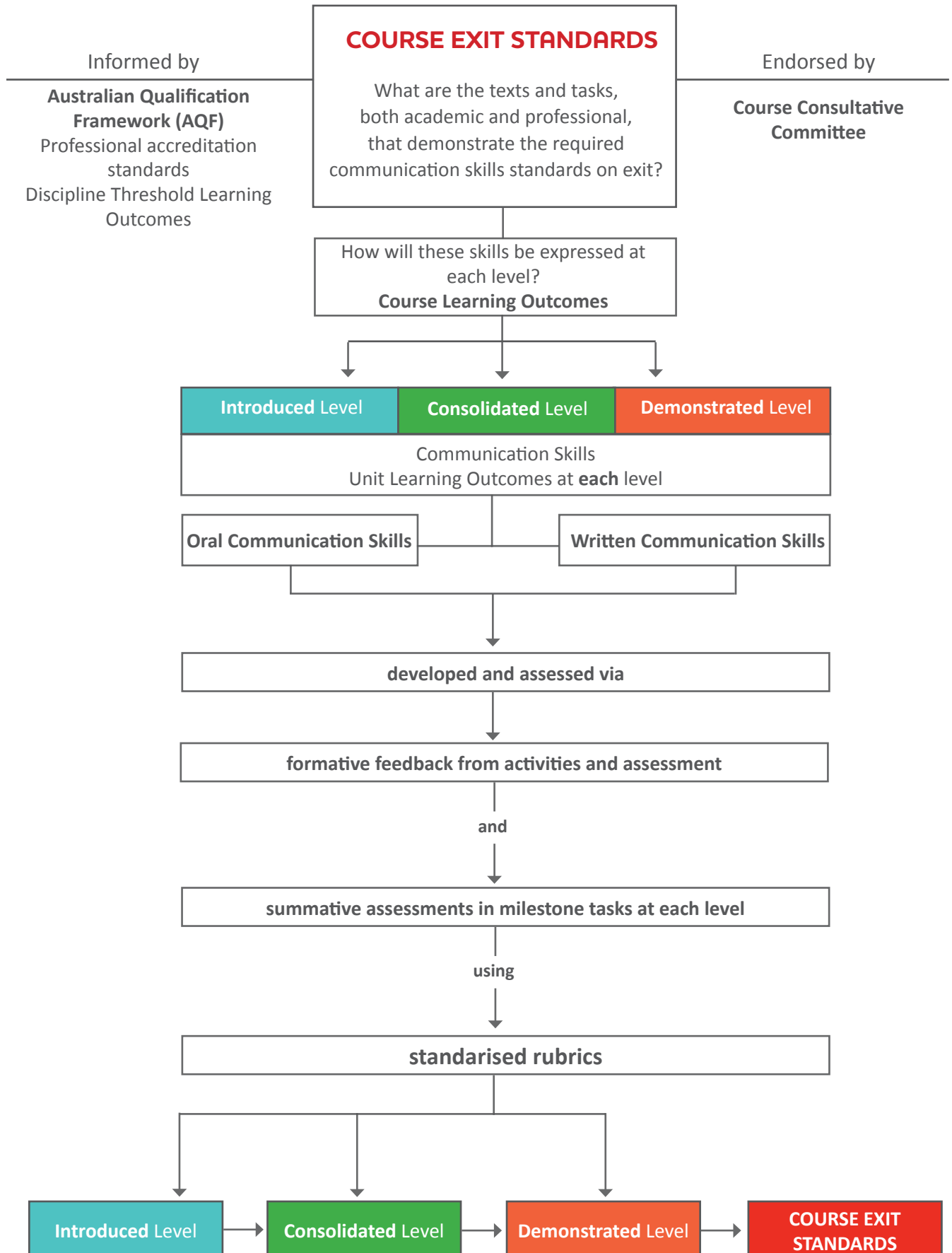


# Communication Skills Embedding and Assessing



## Communication Skills Embedding and Assessing - Explanatory notes

This diagram reflects ECU's commitment to a whole of course approach to the embedding and assessment of communication skills. The aim is to consider the needs and preparedness of students by embedding early and continuous assessment that provides formative feedback to students; and to scaffold learning to support students in their transition into, progression through, and transition out of their course of study, including fostering progressive and coherent achievement of learning outcomes across the course. This diagram is based on the Curriculum Design Policy (Sections 4.2 – 4.6) and the Curriculum Design Procedure (Section 3.7).

### Glossary of terms

Assurance of Learning	On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study.
Australian Qualification Framework (AQF)	The framework that details all the learning outcomes at each level of courses within the Australian education and training system.
Communication skills	In an academic and professional context, these are reflected in a combination of literacies used by a student to communicate in day to day situations, academic contexts and in the workplace. These typically include written, oral, literacy and numeracy skills. This diagram focuses only on the written and oral communication skills which are demonstrated through completion of assessment tasks.
Course Consultative Committee	A committee which meets regularly to provide feedback and advice on courses, teaching, research and professional and community engagement. It is comprised of industry representatives, employers and members of the general community.
Course Learning Outcomes (CLO)	A statement that details the set of knowledge and skills a student has acquired and is able to demonstrate as a result of completing a whole course.
Discipline Threshold Learning Outcomes AND Course Exit Standards	Outcomes which specify the minimum levels of discipline-specific knowledge and skills, and professional capabilities, including attitudes and professional values that are expected of a graduate from a specified level of program in a specified discipline area. Course Exit Standards are evidenced by the final assessments produced by graduates, and are used to demonstrate the Threshold Learning Outcomes or discipline competency standards.
Formative feedback	A learning activity that monitors student progress and provides information in the form of feedback for students and staff on achievement in relation to learning. This is usually a low-stakes activity.
LEVELS: • Introduced • Consolidated • Demonstrated	TEQSA (Tertiary Education Quality and Standards Agency), requires that students are: <ul style="list-style-type: none"> <li>introduced to the CLOs (Introduced)</li> <li>given opportunities to practise (consolidate) CLOs (Consolidated)</li> <li>required to demonstrate the CLOs (Demonstrated)</li> </ul> Every Course Learning Outcome must be explicitly taught at one of these three stages within the course, and every core unit must include at least one CLO.
Milestones	Milestones are points during a student's enrolment where their progress is formally monitored. Milestones may be used to identify 'at-risk' students for the purposes of intervention.
Oral communication skills	Includes both verbal and non-verbal communication. i.e. tone, pace, and pronunciation, as well as body language and facial expression, for instance.
Professional Accreditation	The formal accreditation of a course by, or on behalf of, a professional body, based on an assessment of the course that includes the attainment of profession-specific competence and/or practice by graduates.
Professional accreditation standards	The formal accreditation of a course by, or on behalf of, a professional body, based on an assessment of the course that includes the attainment of profession-specific competence and/or practice by graduates. Accreditation is an endorsement that a program produces graduates who can meet registration standards and may begin professional practice.
Rubric	A learning, teaching and assessment tool used to evaluate performance and provide guidance to students as to where and how they did or did not meet the required standard in an assessment task.
Standardised rubric	A rubric that provides institution-wide minimum standards for the evaluation of written and oral communication skills in every assessment task. The rubric can be incorporated into existing rubrics and adapted by discipline specialists for their particular context, audience and purpose.
Summative assessment	An evaluative activity that assigns a grade to student work and provides information in the form of feedback for students and staff on achievement in relation to learning. This is usually a high-stakes activity that contributes to the final grade for the unit.
Unit Learning Outcome	A statement of the intended learning outcome students will achieve on successful completion of a unit. This is informed by: the relevant Course Learning Outcomes; and the unit level of application of knowledge and skills.
Written communication skills	The skills required to communicate effectively in writing to meet the requirements of the assessment task as detailed in the rubric. This includes use of discipline specific vocabulary appropriate to audience, context and purpose in both academic and professional situations.