

Course Assessment Profiling for enhanced educational and employment outcomes

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Abstract

Teaching and learning are part of the core business of universities. For long term economic sustainability, as well as for graduate satisfaction from their investment in higher education, it is imperative that graduates enter the workforce with appropriate ‘work ready’ skills. The competitive climate in which higher education institutions operate has prompted consumers to be more discerning in selecting an educational provider. It is therefore critical that a course provides a holistic experience resulting in a positive perception from graduates. These factors have prompted sector-wide curriculum reform. All courses (degrees) at Curtin University of Technology are undergoing comprehensive course review as a key task in a strategic three-year project, Curriculum 2010 (C2010). Two existing tools, the Needs Analysis and Curriculum Map, support the curriculum review process and provide academic teaching staff with an evidence-based approach to course improvement. A third tool, Curtin’s **Course Assessment Profiler (CAP)**, has been developed to support the review process by providing teaching staff with a visual profile of key elements of the curriculum. The **CAP** produces visual representation of assessment types and frequency of assessments as well as the spread of graduate attributes and professional industry attributes across the course. This provides the opportunity to view the course (degree) from the student’s perspective, ensuring there is a balance of experiences and assessment types. The Profiler is a catalyst for discussion among academic staff thereby enabling a critical and constructive interrogation of the course experiences in an informed manner. This paper introduces the **CAP**, discusses its stages of evolution and outlines the way in which it enhances the comprehensive course review process.

Keywords: Course Assessment Profiler, course review, graduate attributes

1.0 Introduction

An increasingly competitive climate and an emphasis on graduate satisfaction has prompted wide spread curriculum reform within the university sector. All courses (degrees) at Curtin University of Technology are undergoing comprehensive course review as a key task in a strategic three-year project, Curriculum 2010 (C2010). Two existing tools, the Needs Analysis and Curriculum Map, support the curriculum review process and provide academic teaching staff with an evidence-based approach to course improvement. A third tool, Curtin’s **Course Assessment Profiler (CAP)**, has been developed to support the review process by providing teaching staff with a visual profile of key elements of the curriculum. The **CAP** produces visual representation of assessment types and frequency of assessments as well as the spread of graduate attributes and professional industry attributes across the course. This paper describes how the **CAP** produces visual evidence to inform curriculum review and promote robust discussion among teaching staff. The paper provides an overview of the range of graphical representations the **CAP** creates. Proposed enhancements of the **CAP** and opportunities for further research using the data captured by this tool are also discussed.

2.0 Background

High student numbers, industry and government demands for work ready graduates, the competitive climate in which universities now operate, and enhanced student feedback instruments have increased pressure on universities to interrogate and improve assessment methods. Assessment practices and protocols in the Australian university sector are increasingly under scrutiny (Race & Pickford, 2007; Scott, 2008; Barrie, Smith, Hughes & Thomson, 2009). Universities are increasingly accountable to the stakeholders and success depends on to providing evidence of a well-rounded and educative course experience. Feedback from stakeholders and a range of other influences need to be considered when designing curriculum. The **Course Assessment Profiler (CAP)** has been developed to address these requirements.

Methods used to assess students are one of the most critical of all influences on their learning (Ramsden, 2003; Brown & Knight, 1994). Not only does assessment influence learning it also impacts significantly on graduates' perceptions of the overall course experience. Refining assessment processes and designing exemplar practices around assessment is a topic of international interest across the higher education sector and according to Scott (2008) warrants close attention. In the National Student Survey administered in the UK, students have consistently recorded the lowest level of satisfaction with assessment practices, including feedback (Nicol, 2008). This is also evidenced in an Australian study which examined the qualitative feedback from very large cohorts of the graduates in the Course Experience Questionnaire (Scott 2005). Ramsden (2003) believes the two key aspects to consider are the amount of assessed work and the quality of the tasks. These aspects require a considered approach when designing and reviewing curriculum.

Stakeholders such as industry, government agencies and students are demanding explicit evidence of where and how graduate attributes are addressed in the curriculum (Precision Consulting, 2007; Review of Australian Higher Education Final Report, 2008). In an analysis of Cycle 1 Australian Universities Quality Agency (AUQA) audits, Ewan (2009) determined that about 80% of institutions had developed generic graduate attributes but in most cases, the attributes were not overtly addressed in the curriculum, nor was there evidence of assessment of the graduate attributes. Around 16% of recommendations and affirmations from the first round of AUQA audits were concerned with clearly defining graduate attributes and ensuring they were embedded in course outcomes and assessment (Ewan, 2009). Thus, it seems government agencies are mandating that universities develop and implement an articulated curriculum where outcomes address graduate attributes and are clearly assessed.

Student workload is not the only area of concern when reviewing the assessment pattern in a course. Staff workload is increasingly an issue for universities and according to Race and Pickford (2007) the most significant element of the work of teachers in post-compulsory education is generated by assessment processes. Quality academic staff are integral to the achievement of expected educational outcomes for the higher education sector. One of the biggest challenges for the sector is attracting and retaining high calibre academic staff with the capacity to implement and drive the changing agenda for universities (Review of Australian Higher Education Final Report, 2008). Workload is cited as a key factor in the reduction of staff morale and satisfaction with international evidence to support this claim (OECD 2008). It is in the interests of the university to monitor staff workload in an attempt to balance the teaching and research nexus and acknowledge the time commitment required to develop and implement authentic, reliable and fair assessment and provide constructive and meaningful feedback to students. The **CAP** addresses this by creating graphical representation showing the intensity of staff workloads by semester and across a whole course.

Assessment must be an intrinsic part of the learning process and should therefore be seen as a vital part of the initial design of the course (Oxford Centre for Staff and Learning Development, 2002). Quality assessment practices are synonymous with quality curriculum design and therefore a central component of the review process. Brown and Knight (1994) believe assessment is at the heart of learning and impacts significantly on students' perceptions of the course. It is imperative that assessment is given due consideration in the curriculum development and curriculum review process.

According to Brown and Race (1995) feedback to learners is probably the most crucial ingredient in any recipe for successful learning. Brown and Knight (1994) state that assessment tasks can be constructed and communicated to students to enhance the capacity to provide students with timely and constructive feedback, thus enhancing motivation. Learning can be both monitored and promoted through effective assessment and constructive feedback (Huba & Freed, 2000). Ramsden (2003) considers that of all the facets of good teaching that are important, feedback on assessed work is perhaps the most commonly mentioned.

At Curtin students' perceptions clearly confirm this observation: *eVALUate*, the University's unit feedback system, asks students to indicate their level of agreement with items about key aspects of the teaching and learning experience (Oliver, Tucker, Gupta & Yeo, 2008; Oliver, Tucker & Jones, 2006). Items about the effectiveness of assessment and feedback in assisting students to achieve the unit learning outcomes consistently attract lower percentage agreement (Oliver et al, 2008). This theme is also consistent in the analysis of student comments in *eVALUate* (see following section). For this reason, the comprehensive course review process focuses on designing assessment tasks which facilitate opportunities to provide valuable and informative feedback. Constructive feedback requires the design and implementation of appropriate assessment tasks. The timing of assessments needs to be considered to facilitate opportunities for feedback and enable learning to be scaffolded. Through the Comprehensive Course Review process, this data is collected and the **CAP** creates visual images showing the timing and weighting of assessments in a course to help colleagues schedule and organise assessments.

The Learning and Teaching Performance Fund (LTPF), a government initiative, was implemented in 2003 to monitor course quality at Australian universities and financially reward universities that demonstrate excellence in teaching. Data are gathered through the Australian Graduate Survey and internal university sources and used to compare and rank universities. While the LTPF has now been discontinued, benchmarking is an important element of a quality framework. Benchmarking is viewed by AUQA as an essential activity for the university sector and valuable as a quality assurance mechanism (Ewan, 2009). The implementation of the LTPF and the subsequent national ranking register has forced universities to consider the calibre and currency of courses offered; modes and quality of delivery; and the relevance and clarity of assessment tasks. These are key elements that influence a graduate's perception of the course experience and therefore impact on the outcomes of national surveys administered to graduates.

These influences have ushered in a new era of quality assurance and accountability under the corporate model whereby students are paying customers. All of these developments have impacted on the core business of undergraduate teaching and student assessment (Dunn, Morgan, O'Reilly & Parry, 2004). Diversity of student cohorts means assessments must cater to a plethora of backgrounds and experience. Courses that are taught across locations and to very different cultural, ethnic or age groups need to be inclusive of these differences and assessment practices must likewise be appropriate (Dunn, et al., 2004). As previously mentioned, Huba and Freed (2000) agree that assessment is an intrinsic element of quality instruction and must therefore be

carefully scrutinised during the course review process. The **CAP** serves as a tool for providing quality assurance and accountability to all stakeholders and supplements the review process for staff through the provision of 'intelligence' around a course in a visual format.

3.0 Comprehensive Course Review

Curtin University is in the final year of Curriculum 2010 (C2010), a three year project aimed at ensuring the University has 'excellent and sustainable'; courses by 2010 (Curtin University of Technology, 2007). A major undertaking within the project is that all courses at the University undergo comprehensive course review (Ferns, S., Oliver, B. & Jones, S., 2009). Several tools have been developed to facilitate the review process and support academic staff in the task of curriculum renewal and development. The tools are:

- **The Needs Analysis** captures a 360 degree perspective from key stakeholders including current students, recent graduates, employers and industry experts, and benchmarking partnerships. The Needs Analysis seeks to address key issues including: How might this course change and why? How can strengths be maintained, and issues addressed? (Jones and Oliver, 2008; Oliver, Jones, Tucker, & Ferns, 2007); and
- **The Curriculum map** displays all units in the course (the syllabus, learning outcomes and the Graduate Attributes to which they relate, assessment alignment with learning outcomes and the level of thinking they require (using Bloom's taxonomy). The curriculum map also shows how and where the Graduate Attributes are contextualised, embedded and assessed throughout the course (Oliver, Jones, Tucker, & Ferns, 2007; Oliver, Jones, Tucker & Ferns, 2007)

The Needs Analysis and the Curriculum Map are invaluable tools for generating discussion among academic staff and prompting an in-depth investigation of the curriculum from the perspective of a whole course experience. Perhaps unsurprisingly, experience to date suggests that teaching staff often have little knowledge of content covered in other units. These tools provide the visual stimulus to scrutinise the units and determine how they function collectively to impact on the overall course experience. This systemic approach ensures consistency across the University, guarantees staff become familiar with the tools and maximises the opportunity for inter-Faculty collaboration.

As the project has evolved, it is evident that staff required comprehensive intelligence relating to the assessments in a course and how the assessments impact on the students' course experience. In response to this need, a third tool, the **Course Assessment Profiler (CAP)**, has been developed to complement the Needs Analysis and Curriculum Map. The Course Assessment Profiler produces visual images relating to the assessments and graduate attributes in a course. *Figure 1* demonstrates the process of comprehensive course review and provides a visual overview of the function of the tools.

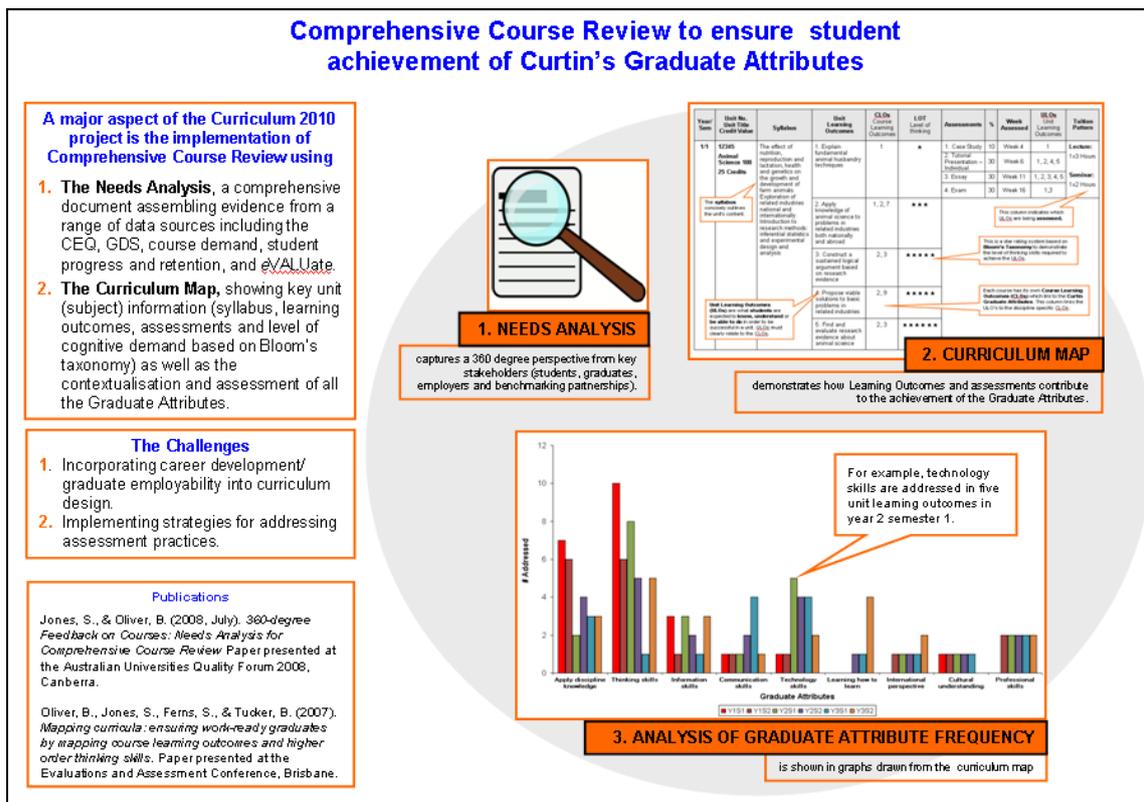


Figure 1. Tools for comprehensive course review (Ferns, Oliver & Jones, 2009).

This paper reports on the ongoing development of the Course Assessment Profiler and how it contributes to the comprehensive review process.

4.0 Drivers of the Development of the Course Assessment Profiler

4.1 Analysis of Student Feedback

Analysis of qualitative data from eVALUate, Curtin's online system for capturing students' perceptions of their learning experiences demonstrates the dominance of assessment as an element students believe requires improvement. Using the software package CEQuery (Scott, 2005), students' comments were analysed and categorised into sub-domains. The sub-domains pertaining to assessment are:

- **Assessment expectations:** provision of clear guidelines such as grading criteria and deadlines;
- **Assessment marking:** consistent, reliable and fair marking strategies;
- **Assessment relevance:** currency, authenticity and application of assessment tasks;
- **Assessment standards:** level of challenge and higher order thinking skills; and
- **Assessment feedback/return:** promptness with which assignments are returned and the quality of the feedback.

Student comments from four large courses, each from a different Faculty, were collated, analysed and categorised according to the groups above. Table 1 Frequency and Odds of Sub-domains in

Best Aspects and Needs Improvement of Combined Courses shows the aggregated results for this analysis.

Table 1
Frequency and Odds of Sub-domains in Best Aspects and Needs Improvement of Combined Courses

All four courses combined							
Total Comments: 53126 – Period: Sem 1, 2006 to Sem 1, 2008							
Best Aspects				Needs Improvement			
Rank	Sub-domain	Total hits	BA:NI odds	Rank	Sub-domain	Total hits	NI:BA odds
1	unit_design::methods	6498	1.3	1	unit_design::methods	4835	0.7
2	staff::quality	4885	2.3	2	support::learning_resources	4521	1.2
3	support::learning_resources	3816	0.8	3	assessment::standards	3531	3.8
4	staff::accessibility	3052	2.3	4	unit_design::structure	3317	3.9
5	staff::teaching_skills	2256	1.1	5	staff::quality	2090	0.4
6	assessment::relevance	2049	1.5	6	staff::teaching_skills	1977	0.9
7	unit_design::relevance	2029	1.5	7	unit_design::flexibility	1897	1.2
8	unit_design::flexibility	1647	0.9	8	assessment::expectations	1494	3.8
9	outcomes::intellectual	1551	8.4	9	staff::accessibility	1351	0.4
10	outcomes::knowledge_skills	1327	1.1	10	assessment::marking	1349	3.8

The data from Table 1 demonstrate the frequency with which comments relating to assessment are identified as areas requiring improvement. While assessment standards received 3531 hits out of a total of 53126, considerably more than expectations or marking, the three categories have an equal likelihood of being an area needing improvement. The assessment standards, assessment expectations and marking of assessments are all 3.8 times more likely to be an area needing improvement than a best aspect. The unit design structure category is marginally higher with odds of 3.9 times more likely to be an area needing improvement than a best aspect of the course.

It is interesting to note that assessment relevance received 2049 hits as a best aspect from a total of 53126 comments. These figures result in odds of 1.5 times more likely to be identified as a best aspect than an area needing improvement. While students appear moderately satisfied with assessment relevance, it is the standards, expectations and marking of assessments that are cause for concern. There is evidence of improvement in assessment practices across the university, the regularity of student feedback expressing dissatisfaction with assessments in a course is sufficient to warrant thorough investigation during the comprehensive course review process. The **CAP**, used in conjunction with the Needs Analysis and Curriculum Map, serve this purpose.

4.2 Staff and Student Workload

The number and nature of assessment tasks in a course impacts on work load for both staff and students. The **CAP** provides visual images which show submission dates for assessments across the semester and therefore identifies periods of concentrated workload for staff and students. The **CAP** can assist in monitoring workload and prompt consideration of the timing of assessment submissions across a course.

4.3 Frequency of Assessment Types

Through the collation and recording of assessments across a course using the **CAP**, data pertaining to assessment categories are readily accessible. These data enable identification of assessment trends across disciplines and faculties. A comparison between student feedback and assessment categories is also possible, providing valuable information about student perceptions of a course in relation to assessment categories. Data captured during the course review process via the **CAP** provides an invaluable source of information for conducting intensive research about assessment practices across disciplines, improvement over time, frequency of different assessment categories and benchmarking within the University and possibly with other institutions.

5.0 Course Assessment Profiler Design

The Course Assessment Profiler was built using MS Excel 2007. Data are captured from a degree's curriculum map produced as part of comprehensive course review. The data are collated and presented as a series of graphs that fall into two groups: those that provide a course assessment profile and those that approximate student semester workload profile. This process is summarised in *Figure 2*.

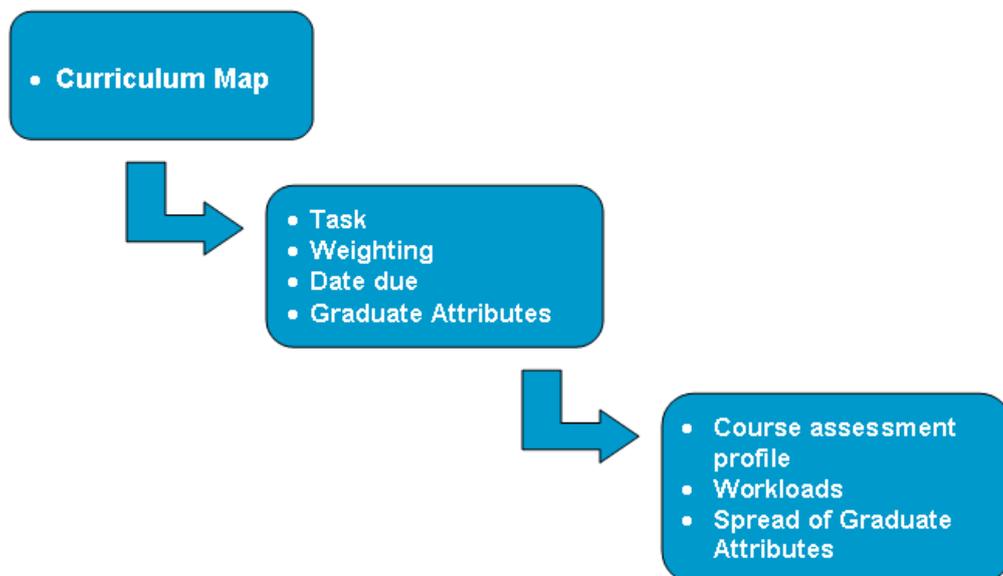


Figure 2. Data capture for the course assessment profiler.

The curriculum maps describe assessment tasks differently, depending on the nature of the assessment task and the faculty in which the course is taught. While some descriptions are common across the faculties (for example, “final exam”), the nature of this task can differ. A final examination could be oral, practical or perhaps a more traditional pen and paper exercise. An “assignment” could be a set of short problems to be solved, participation in an online discussion group or a WebQuest. The myriad of task descriptions have been grouped under ten headings:

- Test
- Exam
- Directed Tasks
- Portfolio
- Presentation
- Project
- Formal Writing
- Practical/ Fieldwork/ Laboratories
- Research
- Work Placement

Within these groups, assessment tasks can be further categorised. For example, formal writing could be an essay, a literature review or a personal reflection. Similarly, a literature review can also be found within the research group.

5.1 Breakdown of Assessment Types

Calculating the number of times a particular task occurs involves comparing the data to a pre-determined list and scoring the number of “hits”. Collating the numbers of tasks within each group is simply a matter of adding up the “hits” within each group. This allows a series of graphs to be produced. *Figure 3* is an example of one such graph. Each wedge of the pie graph on the left represents the number of tasks within each assessment category. Each wedge can be further sliced to show the different assessment types within each category, as shown in on the right hand side of *Figure 3*.

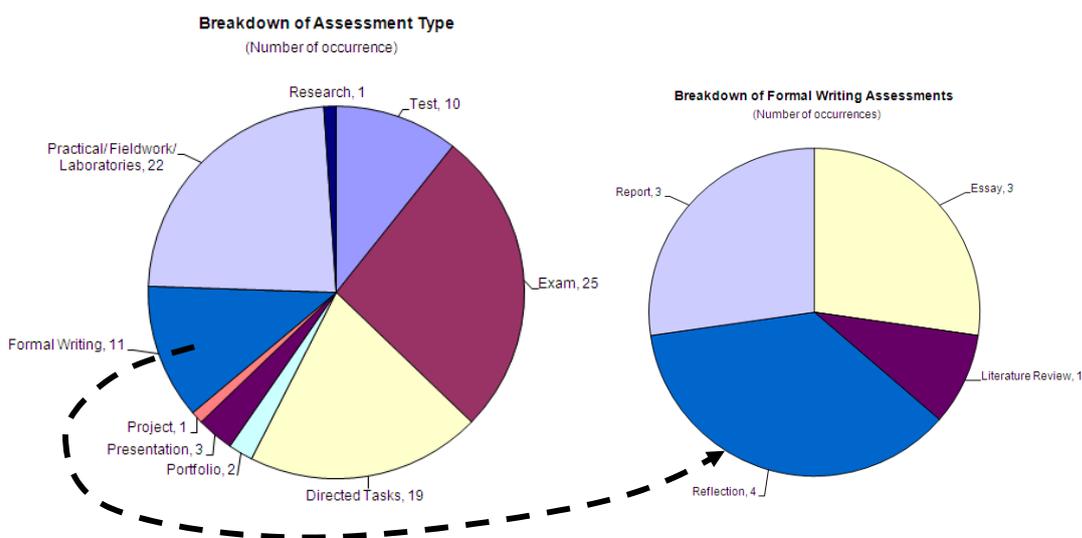


Figure 3. Breakdown of assessment types.

The pictorial representation in *Figure 3* shows that while this course encompasses a variation in assessment types, there is an emphasis on the practical aspect of course content and a focus on exams, tests and directed tasks. The nature of the assessment tasks suggest an emphasis on recall of facts, generally indicating application of the lower level thinking skills. Relevant discussions would consider the nature of the discipline and the year level to determine if this approach was relevant.

Additional analysis of the formal writing category gives a clear indication of the nature of the specific tasks as portrayed in the second pie graph. This in depth examination of the category highlights the variety of writing the students are required to undertake. In a similar fashion the graph can be split into the courses component years, to show differences and similarities as a student progresses through a course.

5.2 Number of Tasks versus Weighting of Tasks

Within any given unit the assessment tasks are marked with weightings appropriate to that unit, and within a unit the scores add up to 100. By collating the numbers of the types of tasks with the per cent value of the tasks, judgments can be made about the suitability of the marking schemes. *Figure 4* compares the number of assessments in each category with the weighting allocated to each of these categories.

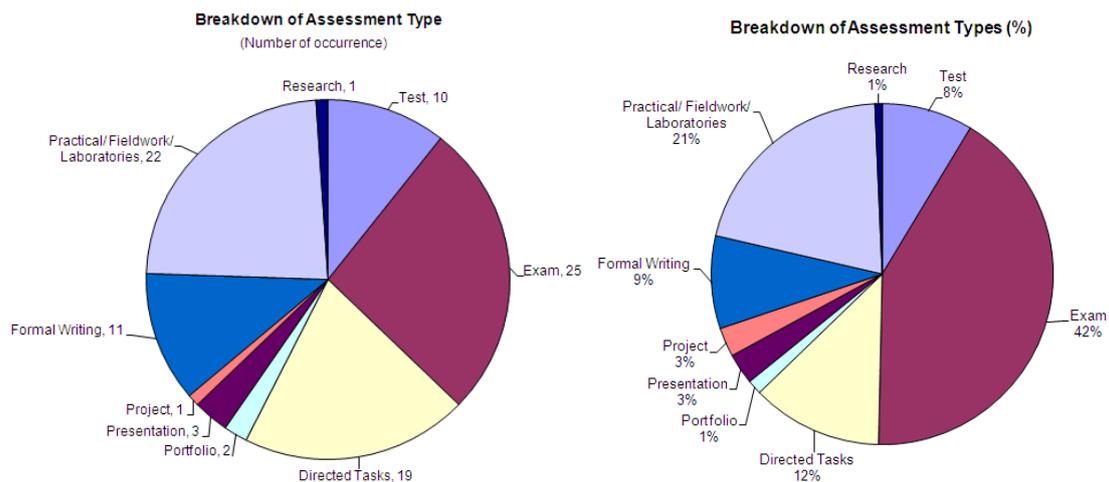


Figure 4. Comparing the number of tasks with their percentage weightings.

Figure 4 shows that for a particular course there are 25 exams (approximately one quarter of the total assessments) and 22 laboratory activities (again, approximately one quarter of the total assessments). Laboratory tasks are generally scheduled to run for two or three hours, as are exams. The second graph in *Figure 4* demonstrates the difference in weighting for these assessment types. Laboratory tasks culminate in 21% of the total marks for the course while the weighting of exams is double this at 42% despite the number of assessments in each of these categories being almost equal.

5.3 The Radar Plot

The graphs presented so far tend to focus on the types of assessment that are present within a course. They are inclined to mask assessment types that are not employed. The **Course Assessment Profiler** allows the user to view assessment data as a radar plot, shown in *Figure 5*. This shows the relative numbers within the assessment groups and, more importantly, it emphasises the assessment groups that are not used.

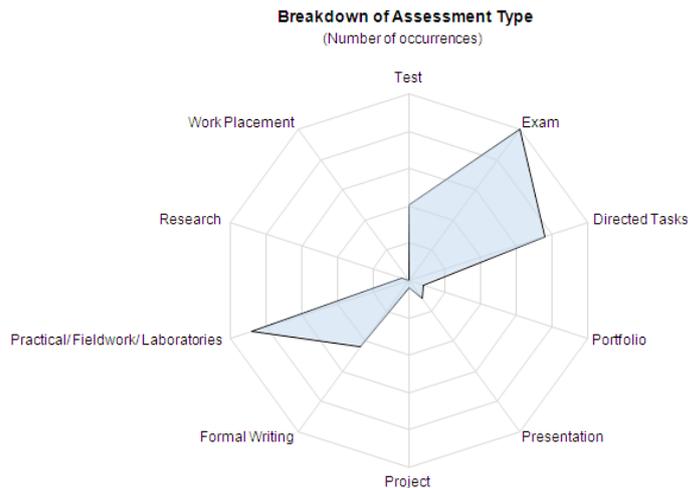


Figure 5. Radar plot of assessment types.

The radar plot shows evidence of a concentration on exams, directed tasks and laboratories. Clearly there is a lack of a research focus and no evidence of project work. While this may be entirely appropriate for this particular course, the data presented may prompt conversation and a need to investigate the assessment patterns in this course on a yearly basis to investigate opportunities for building in some project work. There is no intention to pass judgement on the quality of the assessment structure. It may well be that the tasks chosen, and their relative number, are most appropriate for the course. It may also alert the course designers to other methods of assessment.

5.4 Workload

By capturing data related to the submission dates of assignments it is possible to profile a “typical” student workload for a given semester. When specific submission dates, or submission weeks, are given it is a relatively simple exercise to add up the number of assignments due in one week and show it as a graph. This does not account for ongoing assessment tasks such as weekly quizzes or in-class tutorial questions. For the purposes of graphing student workload, an on-going task is spread over the semester. This means in a given week there might be 0.07 of a task due. If this is repeated in several units within one semester, this 0.07 task will appear as 0.14, 0.21 etc. In a similar fashion, work that is assessed fortnightly can be included, as shown in *Figure 6*. In this example the 0.6 that appears in some weeks is derived from two weekly tasks and three fortnightly tasks ($\frac{1}{14} + \frac{1}{14} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7}$), assuming that there are fourteen weeks (therefore seven fortnights) per semester

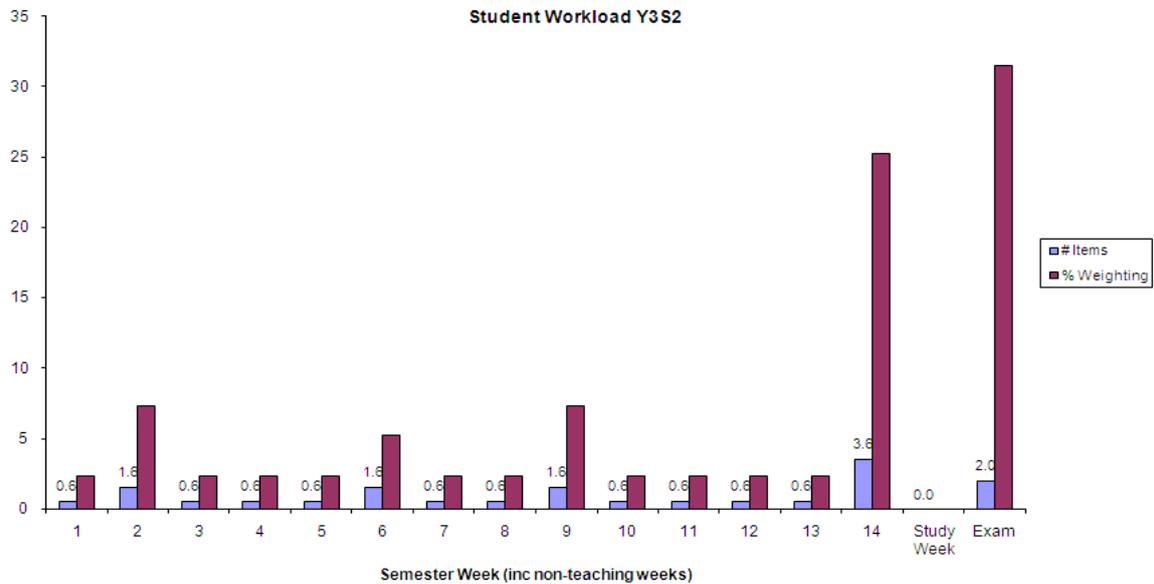


Figure 6. Student workload

As well as showing the number of tasks due at any given time *Figure 6* also indicates the relative importance of the tasks, based on the marks assigned to each task. A combination of these two columns can be used as a study-planning aid for students. The graph in *Figure 6* indicates an intensity of submission for students and marking for staff in week 14 and exam week. There is a relatively even spread of assessment tasks across the remainder of the semester. The data presented in this graph may prompt further analysis of assessment submission weeks across different units in each semester of the course. It is important that staff teaching in different units have a spread of workload and the submission dates for students studying a cluster of units simultaneously varies.

5.5 Spread of Graduate Attributes

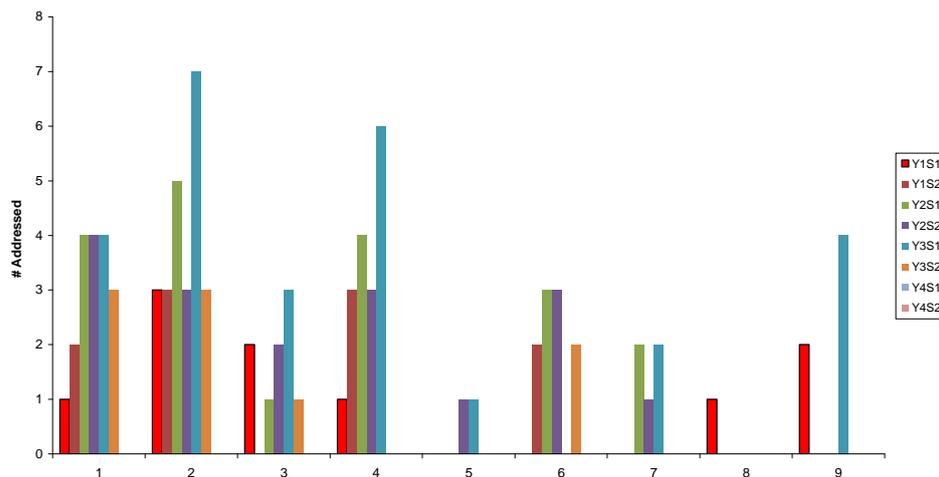


Figure 7 Spread of graduate attributes

Figure 7 displays the frequency of Curtin's nine graduate attributes across each semester. The graph clearly shows the graduate attributes which are emphasised and those which are lacking.

Figure 7 provides the visual evidence which shows Graduate Attribute 5 and 8 require further embedding in the curriculum.

6.0 The Course Assessment Profiler and the Course Review Process

The **CAP** complements the Course Review process in many ways. While the Profiler does not directly improve assessment practices, it does provide a tool for promoting conversation about assessment with academics, sessional staff and curriculum developers. The **CAP** encourages innovative thinking and new approaches, facilitating a paradigm shift. Through the process of reflecting on current assessment practice and considering other assessment options, staff have the opportunity to engage in a subtle form of professional development. The Profiler produces the evidence to instigate such conversation and elicit change. It enables academic staff to play an active role in making decisions about the assessments in a course, a necessity if change is to occur (Huba & Freed, 2000).

The **CAP** promotes the diversity of delivery and assessment practices across the University. The data produced by the Profiler can be customised according to the specific needs of an academic area, building in information and providing graphical representation of data pertinent to that area. The Profiler provides intelligence around the students' experiences pertaining to assessment and graduate attributes. Staff can obtain a visual perception of the students' workload, the assessment variation and the equity of assessment weighting and number of tasks in any one category.

In addition to providing information for staff, students and the University, the **CAP** is a valuable asset when a course is undergoing industry accreditation. The Profiler enhances the accountability and credibility of a course, providing valuable visual evidence for industry representatives.

7.0 Discussion and Future Developments

The **CAP**, in conjunction with the **Needs Analysis** and **Curriculum Map**, has been instrumental in driving an evidence-based approach to curriculum renewal at Curtin. Teaching staff have interpreted course data presented via the **Needs Analysis** and through discussion and negotiation have identified the areas where a course needed improvement. Throughout the course review process, the **CAP** closes the loop, providing evidence of changes to the course and ensures the areas needing improvement have been addressed. The **CAP** identifies any gaps in the curriculum after course review, thereby outlining ongoing areas for improvement and embedding a culture of continuous improvement. This has been an empowering exercise for staff and influential in nurturing a cultural shift within the organisation. There is only anecdotal evidence to support this claim presently. However, staff are now familiar with the tools, presenting an opportunity to gather data pertaining to the impact of the tools and the value to staff. The nature of this research will assist in refining the tools further.

While the Curriculum 2010 (C2010) project comes to an end in December 2009, the processes and practices initiated by this project will be operationalised within the University infrastructure from January 2010. In addition, the C2010 tools described here will be disseminated and enhanced through voluntary university partnerships across the sector through an Australian Learning and Teaching Council Teaching Fellowship (Australian Learning and Teaching Council, 2009). The course review process will enter a new phase: the curriculum map will include the capture of the curriculum elements described above (eg graduate attributes and assessments) as well as curriculum themes (eg internationalisation, indigenisation, and work-

integrated learning). The **CAP** will be enhanced accordingly to produce visuals that will demonstrate the location and frequency of these in the curriculum. Presently, creating visual images using the **CAP** is undertaken by Curriculum Developers who manually enter the data from the Curriculum Map into the Excel spreadsheet. The intention is to develop a dynamic version of the **Curriculum Map** and the **CAP** so the process can be automated, thus minimising the labour intensity.

The national focus on graduate attributes as outlined by Ewan (2009) and Barrie, Smith, Hughes and Thomson (2009), as well as the increasing focus on graduate employability in the national and international literature (Archer & Davison, 2008; Hager & Holland, 2006; Knight & Yorke, 2006; Little, 2006; Oliver, 2008; Tomlinson, 2007), require universities to provide measurable outcomes showing how this is addressed in the curriculum. The **CAP** provides this evidence and serves as a valuable accountability mechanism for the University. The **CAP** is useful for courses that have professional accreditation and must show evidence of where and how attributes specified by the industry body are taught and assessed in a course.

Perhaps one of the key and more valuable functions of the **CAP** is to initiate discussion among teaching staff and prompt deliberation on assessment practices. The **CAP** has enabled a connection between the assessment experience and feedback from students and graduates. It has instigated conversations about formative and summative assessment and the value of incorporating both approaches into assessment patterns. This in turn has driven discussion around methods for improving feedback to students and the impact of constructive feedback on the learning experience. The **CAP** is a rich source of data for further research in to assessment methods. With the data collected and presented using the **CAP**, investigation can be carried out about assessment trends in different disciplines; frequency of work integrated learning experiences; the pattern of graduate attributes with in teaching areas; and many other areas of interest to the sector. Finally, the **CAP** has capacity to heighten staff awareness of gaps in the curriculum and emphasise the strengths. It can be customised to suit the needs of different disciplines and teaching areas. As the course review process moves into a new phase in 2010, the **CAP** has the potential to be tailored to emerging needs and ensure a systematic and streamlined curriculum renewal procedure.

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