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1. Aim

- accurate, clear and complete information for students and staff
- clear alignment of learning outcomes/capabilities, learning activities, and assessment
- appropriate workload and improved student experience/feedback

2. Process

a) session by Fiona with ADs/cluster program directors – October/November

- work through one example of a course guide – description, learning outcomes, capabilities
- highlight what learning outcomes and program capabilities mean
- discuss appropriate levels of outcomes for stage of learning and AQF level
- link learning outcomes and capabilities to learning activities and assessments, with tips for choosing forms of assessment
- discuss number of assessment tasks, assessment criteria, performance expectations
- notes

b) follow up – November/December

- each program director could choose one course guide from their program and bring to another cluster meeting for peer review and discussion
- resources/kit including minimum requirements checklist, templates – provided by Fiona to course coordinators and program directors
- program team meetings to work on improving all course guides particularly assessment (program directors invite Ruth Moeller; and include peer review)
- peer review of samples across clusters – program directors facilitate

c) approval of course guides – February

- one course guide part B from every program to be submitted by program directors to Fiona by Monday 6 Feb for L&T Committee review – feedback provided to program directors by Monday 13 Feb
- final review of all course guides by program directors/teams
- all course guides to be published before semester 1 start
3. Minimum requirements

- Every course delivered must have a part B course guide published before semester starts.

- Learning outcomes (usually 4-5) with appropriate verbs used e.g. identify, explain, analyse, critique, evaluate, recommend, plan, design…..(see learning outcomes/capabilities p.10)

- Program capabilities to be assessed (2-4 designated per course, as shown in program guide capability matrix)

- Assessments clearly linked to learning outcomes and designated program capabilities – include a simple matrix to show which learning outcomes and capabilities are being assessed in which assessment tasks (you could post matrix in Blackboard)

- Assessments to be checked for
  - number (3)
  - form (e.g. report, presentation)
    - varied within and across concurrent courses (avoid having all assessment tasks the same)
    - clearly relevant to stated learning outcomes and capabilities (e.g. if the learning outcome is “apply…..” and the designated program capabilities are about teamwork and problem solving, the assessment task may be a collaborative project or presentation)
  - percentage weighting and due date
  - clear instructions/brief
  - clear assessment criteria including correct academic referencing where relevant (see Plagiarism Policy) and ensuring that assessment criteria are not just a list of deliverables. On what basis will you award a Distinction rather than a Pass? One criterion might be that all components are completed, but what else will be assessed against (criteria) to determine the grade?

- Learning activities/weekly schedule clearly relevant to stated learning outcomes and capabilities AND assessment tasks (see planning template p.4; discuss with Ruth Moeller)

- Content of course guide to be checked for
  - consistent use of ‘you’ and ‘your’ (NOT e.g. ‘students will….’ and ‘they’ or ‘their’)
  - WIL (see program guide for the program’s designated WIL courses) – make sure assessment is appropriate e.g. not a test or essay; discuss with Ruth Moeller
  - internationalisation opportunities/cross-cultural issues – discuss with Marianne Sison
  - no more than two pre-requisites – discuss with your Assoc Dean (see Course Requisites Policy)
  - readings up to date
### 4. Planning template to link learning outcomes, learning activities and assessment possibilities

<table>
<thead>
<tr>
<th>Learning outcome – some examples</th>
<th>Learning activities</th>
<th>Assessment – some options (not limited to these)</th>
</tr>
</thead>
<tbody>
<tr>
<td>create, execute, lead</td>
<td></td>
<td>project, folio, exhibition, campaign, peer/self assessment</td>
</tr>
<tr>
<td>plan, design, adapt</td>
<td></td>
<td>proposal, plan, strategy, project, peer/self assessment</td>
</tr>
<tr>
<td>develop, generate, collaborate, solve</td>
<td></td>
<td>project, exercise, blog, presentation, peer/self assessment</td>
</tr>
<tr>
<td>recommend, propose, justify, reflect</td>
<td></td>
<td>report, project, reflective paper, essay, presentation</td>
</tr>
<tr>
<td>evaluate, assess, test</td>
<td></td>
<td>report, assignment, project, presentation</td>
</tr>
<tr>
<td>research, investigate</td>
<td></td>
<td>essay, report, research paper, presentation, lit review, bibliography, online knowledge bank</td>
</tr>
<tr>
<td>critique, compare and contrast</td>
<td></td>
<td>blog, journal, assignment, exercises, peer/self assessment</td>
</tr>
<tr>
<td>examine, analyse, explore, integrate</td>
<td></td>
<td>essay, reflective paper, journal, report, debate, blog</td>
</tr>
<tr>
<td>apply, use, interpret, implement, present, communicate</td>
<td></td>
<td>simulation, project, exercises, folio, presentation, peer/self assessment</td>
</tr>
<tr>
<td>summarise, explain, articulate, outline</td>
<td></td>
<td>rationale, assignment, presentation, blog</td>
</tr>
<tr>
<td>identify, describe, illustrate, outline</td>
<td></td>
<td>quiz, assignment, presentation</td>
</tr>
</tbody>
</table>

Source: Adapted from Bloom’s Revised Taxonomy Planning Framework  
Course Guides Part A: Course Overview
(Note only Part A of the Course Guides are attached to Program Guides.)

5. Course guide Part A – text to include

Part A: Course Overview

<table>
<thead>
<tr>
<th>College</th>
<th>Design and Social Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Media and Communication</td>
</tr>
<tr>
<td>Course Title (30 including spaces)</td>
<td></td>
</tr>
<tr>
<td>Career</td>
<td>Undergraduate/Postgraduate/Research</td>
</tr>
<tr>
<td>Credit Points</td>
<td></td>
</tr>
</tbody>
</table>

Pre-requisite Courses and Assumed Knowledge and Capabilities

If there are no Pre-requisites enter None. This can then be followed by any Assumed Knowledge and Capabilities. If no further information is to be added after None then SAVE ie. Do not hit the Enter/Return key. This will ensure that information flows correctly into other systems.

Pre-requisites

If you have prerequisites add the following statements adding course details

You should have satisfactorily completed the prerequisite courses [add course code and title] before you commence this course.

OR

Alternatively you may be able to demonstrate the required skills and knowledge before you start this course. Contact your course coordinator if you think you may be eligible for recognition of prior learning. Further information

Co-requisites: If you have co-requisites customise the following statements adding course details

You should undertake [add course code and title] at the same time as this course as it contains areas of knowledge and skills which are implemented together in practice. These are co-requisite courses

Pre & Co-requisites

Note it is a condition of enrolment at RMIT that you accept responsibility for ensuring that you have completed the
**prerequisite/s and agree to concurrently enrol in co-requisite courses before enrolling in a course.**

*For your information: RMIT Course Requisites policy*

Delete statements not required

<table>
<thead>
<tr>
<th><strong>Course Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The first 100 words will be used by Marketing and Publications for the Marketing guide. This needs to be written to the student, eg. ‘you will’…. Beware of edu-speak and technical jargon that students may be unfamiliar with. Describe the course briefly, explaining what the course is about (the objectives of the course) and what the student will be learning. Use this text if this is a nominated <strong>WIL course</strong>: ‘This course includes a work integrated learning experience in which your knowledge and skills will be applied and assessed in a real or simulated workplace context and where feedback from industry and/or community is integral to your experience.’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Objectives/Learning Outcomes/Capability Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In this section address the learning outcomes and capability development. <strong>Learning outcomes</strong> Use the following text: ‘Upon successful completion of this course, you will be able to:’ Each outcome should start with a verb and the action required should be of an appropriate level. For example, ‘list the fibres used to make fabric’ is considered too low level for tertiary study. See Bloom’s Taxonomy. <strong>Capability Development</strong> Use the following text: ‘In this course you will develop the following program capabilities:’ Take these from your program guide and use the same wording. Suggest 2-4 capabilities per course is realistic Ensure the capabilities you include are relevant to the course. Not all capabilities will be relevant for each course in a program. The capabilities will guide assessment eg if a capability addresses teamwork, an aspect of teamwork needs to be assessed in this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Overview of Learning Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the learning context, what the student will do, and how they will engage in the learning. Be careful of being too specific as things may change.</td>
</tr>
</tbody>
</table>
## Overview of Learning Resources

Use the following standard text:

*RMIT will provide you with resources and tools for learning in this course through our online systems.*

You should advise students of types of resources that will be available to assist their learning in all offerings, for example, textbook, notes, reference lists, library resources, laboratories and relevant software. Be careful of being too specific as things may change, eg name of textbooks or software.

## Overview of Assessment

Use the following text:

*You will be assessed on how well you meet the course’s learning outcomes and on your development against the program capabilities. [You may choose to provide a brief context statement here] Assessment may include ........*

**Feedback will be given on all assessment tasks.**

Use the following standard text:

*If you have a long term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program coordinator or the Disability Liaison Unit if you would like to find out more. An assessment charter () summarises your responsibilities as an RMIT student as well as those of your teachers. Your course assessment conforms to RMIT assessment principles, regulations, policies and procedures which are described and referenced in a single document*
6. Standard text to include in course guide Part B (based on policies)

Assessment

Submission of work for assessment:
All assessment submissions require a completed School Cover Sheet. The form is located in the school site. Please check with your lecturer regarding any online submission requirements including the completed Cover Sheet. Work may not be emailed to the course coordinator unless the course coordinator specifically asks you to do so.

Late submission:
If you are unable to complete your assessment project, assignment or essay by the due date, and you are seeking an extension of up to 7 calendar days, you need to apply to the course coordinator. The course coordinator will consider your request and will notify you within 24 hours as to whether your request for an extension of up to 7 calendar days from the due date has been granted or not.

This Application for Extension is to be made using the form provided in the school site, together with supporting evidence such as a medical certificate. The Application is to be submitted to the course coordinator (by email or in person), no later than one working day before the official due date.

However, if you are seeking an extension of longer than 7 calendar days, or if you are seeking an extension for an exam, test or lab-based assessment, you need to apply to the University for Special Consideration.

If you are unsure which application to make, please discuss with your program director.

If the course coordinator does grant you an extension of up to 7 calendar days after the due date, or if the University does grant you Special Consideration, and you submit the work within the time approved, you will not be penalised for lateness. However, if you submit your work late without an approved extension, your work will be penalised for lateness as follows:

xxxxxxxx INSERT THE PENALTY

Grading:
Insert the grid for grades with range of marks i.e. HD (80-100%), etc and describe what each grade “looks like” in this course as an indication of standards

Resubmission of assessment tasks:
The program team is committed to supporting your learning. If your assessed project/assignment is at risk of failing, with a numerical mark between 45-49, you will be advised of this by email to your student email address. In such a case you may negotiate terms with the lecturer to resubmit an improved project/assignment for reassessment, based on feedback provided to you. Such resubmission will be at a later date determined by the lecturer with you and will be no later than two days before the cut off date for entering of the semester’s final results. Resubmissions can gain a maximum possible grading of 50% PA.
Changes to form of assessment:
Changes to the form of assessment may only be made after consultation and with the written consent of at least 70% of students enrolled in the course, as well as the approval of both the lecturer / course coordinator and the Dean of School or Deputy Dean Learning and Teaching. Written notification of any such approved changes will be sent to student email accounts, and the revised assessment instructions will be provided in the online course information in Blackboard. The lecturer will also discuss such changes with you so you can clarify the revised assessment requirements.

Return of assessed work:
You can expect to have your assessed work returned to you …YOU NEED TO INDICATE HOW AND WHEN THEY WILL GET THEIR WORK BACK – WILL IT BE WITHIN 1-2 WEEKS OF THE DUE DATE, WILL IT BE RETURNED IN CLASS ETC, AND DON'T FORGET THAT THE FINAL ASSESSMENT MAY BE DUE WHEN CLASSES FINISH, SO HOW WILL THEY GET THEIR WORK BACK???

Feedback on assessment:
Feedback will be provided ……….YOU NEED TO INDICATE HOW AND WHEN FEEDBACK WILL BE PROVIDED – WILL IT BE IN WRITING, VERBAL, INDIVIDUAL AND OR GROUP BASED …AND MAKE SURE YOU MENTION FEEDBACK IN THE LEARNING ACTIVITIES SECTION AS WELL.

Other Relevant Information
Plagiarism: Plagiarism is a serious academic offence and it is your responsibility as a student to be familiar with the University’s Policy and Procedure related to Plagiarism. It is essential that you refer to the “Important Information” link at the start of Part B of every course guide. This link takes you to a section titled “Academic Integrity”, which includes information about Plagiarism (what it means, and the process and range of academic penalties when it is identified).
7. Capabilities and learning outcomes – what are they?

Existing and possible programs must have a set of program capabilities and these are listed in a capability matrix in the Program Guide. The matrix shows how the capabilities are mapped to particular courses. This creates a holistic picture of when and where the student will develop and be assessed on the program capabilities throughout the program. Our authority to grant awards/qualifications is based on us verifying that the student has achieved the stated capabilities and learning outcomes in each course.

What is a program capability?
A program capability is what the student will be able to do on successful completion of the program. Typically, there are about 7-8 capabilities to be developed and assessed throughout the program.

These capabilities include problem solving, teamwork, communication, leadership, reflective practice and social responsibility – contextualised within the discipline/program – along with some key capabilities specific to that discipline/program.

The guide is 2-4 capabilities to be developed and assessed in each course. While other capabilities may be developed as well, we must list which ones are actually assessed in a course.

What is a learning outcome?
A learning outcome is what the student will be able to do on successful completion of a course. Typically, there are 4-5 learning outcomes stated in a course.

When we list learning outcomes, which must be assessed, this is what underpins our credentialing of the student, along with our assessment of the stated capabilities.

The learning outcomes are not confined to the duration of the course. Learning outcomes are what the student will be able to do beyond the course (having successfully completed the course). So rather than couch learning outcomes in terms of the course itself e.g. “interact with other students to…”, instead you might say “collaborate with others to…” (because this applies both during the course and after it).

Why can’t we use ‘understand’, ‘comprehend’, ‘know’, or ‘appreciate’ as learning outcomes?
Education is about a student developing their understanding, knowledge, skills, attitude, capabilities...

A learning outcome is what the student can do, which you have verified through assessment. If you want a learning outcome to focus on understanding, you simply need to indicate what the student has to DO to ENACT understanding at the level and in the context you expect. This gives us something to MEASURE.

“The learning outcomes should be observable behaviours. For this reason we recommend avoiding using the verb ‘understand’ and prefer words such as ‘explain’, ‘compare and contrast’, ‘predict’ which are more observable and assessable. There are a number of classifications of learning and thinking (eg Bloom’s revised taxonomy; Biggs & Tang’s SOLO taxonomy) that allow you to select verbs appropriate for intended learning outcomes at different levels.”

(RMIT Guidelines for Writing Higher Education Part A Course Guides, p.5)
Instead of saying ‘understand the key principles of...’ you can think about the complexity of the situation that is relevant to the level of the qualification and the stage in the program e.g. first year undergrad cf. third year to signal what you could expect the student to DO.

Example:

In first year of an undergraduate program, you might introduce the five key principles of advertising campaigns, or typography, or stakeholder communication.....in second year you might develop further and in third year do an advanced course focused or built on those five key principles.

So in first year the learning outcome might be ‘identify and describe the five key principles of typography’ and this would be sufficient to show the ‘understanding' you can expect at this stage of learning. It also gives a cue to the assessment task to set.

In second year the learning outcome might be ‘interpret and apply the five key principles of typography’ because you are looking for a deeper understanding of what the principles actually mean in practice (and again you have a cue for the appropriate assessment task).

In third year it might be ‘reflect on the history of communication design in terms of the five key principles of typography’ and at masters level it might be ‘predict future trends in typography in...’

At the end of a three-year undergraduate program in which typography is a major component, you would expect the student to show their higher order thinking and deeper understanding of the principles within a much more complex context than in first year.

Verbs to use
According to what you are looking for, use verbs like identify, describe, apply, examine, analyse, explain, argue, compare and contrast, differentiate, interpret, evaluate, interrogate, investigate, research, justify, reflect, recommend, propose, plan, predict, design, create....

You can incorporate two verbs in a learning outcome e.g. “Interpret and apply the key principles of...”

(Mis-)use of the term ‘understand’ as a learning outcome is explained in cognitive terms:

"...to 'construct and analyze' is qualitatively different from, and somehow at an entirely different level from, to 'name and recite'...without quantum leap advances in brain scanning technology, we simply cannot measure 'understanding'; how much 'knowledge' a student has, how well a student has been 'introduced' to, or how 'familiar' a student is with, a given concept...[t]hese are internal cognitive structures inside the brain, biochemical high-level structuring of which we know very little and on which we can currently only speculate. What we can do, however, is to have a student do something, and then measure the product and/or process...'understanding', 'knowledge', and 'familiarity' are inherently non-operational and non-measurable goals."

(Brabrand & Dahl, 2007, p.2).

So, if the learning outcomes (and capabilities) are what we need to assess, what else do we need to think about in planning our courses?
Start with working out the assessments – mapped back to the stated learning outcomes and capabilities listed for the course. Then work out the learning activities that will support the student in achieving the learning outcomes and developing the capabilities (which will be assessed).

Alignment: learning outcomes/capabilities + learning activities + assessment tasks

Recognising this holistic alignment approach, including how the wording of learning outcomes and capabilities influences learning activities and assessment, is incredibly effective in guiding both teacher and learner so they have clear expectations. Another benefit of adopting this alignment approach is in moderating workload and avoiding over assessment.

An ‘overstuffed curriculum’ means that a course has too much content and associated assessment, with little or no opportunity for the student to learn deeply and develop capabilities (Fox & Radloff, 1997). Use of the word ‘understand’ in a learning outcome exacerbates the issue of the overstuffed curriculum if teachers believe they must cover and assess more content than required. In contrast, using clearly measurable learning outcomes and adopting the alignment approach avoids the temptation to cram in more and more content, and puts the focus back onto what is actually required and is realistic for assessment in a 12 cp course.

Assessment matrix
Assessment activities can address multiple learning outcomes and capabilities. It is very helpful to both teacher and learner if a simple assessment matrix is produced, showing which outcomes and capabilities are assessed in which piece of assessment. It is also very useful to remember that:

- All the stated learning outcomes and capabilities are assessed (no more and no less); and
- Assessments address the stated learning outcomes and capabilities (no more and no less).

Table 1. Example of assessment matrix

<table>
<thead>
<tr>
<th>What is assessed</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcome A</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning outcome B</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Learning outcome C</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Learning outcome D</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Capability X</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capability Y</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Capability Z</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

(insert text for each learning outcome and capability stated in this course, or provide key under table)

When choosing what assessment tasks to set, think carefully about including ‘participation’. Can you clearly link ‘participation’ to the stated learning outcomes and capabilities (i.e. what you have to assess)? What criteria will you set? Does it come down to how many times a student speaks, or does quality count…and if so, what does that mean? Also how will you cater for a student who cannot attend – what alternatives are there? Remember that attendance cannot be assessed. Finally, how will you ensure that ‘participation’ as an assessment item reflects ‘inclusive teaching’ principles? Instead of assessing participation, choose something that clearly aligns as per Table 1.
Observed learning outcomes

John Biggs is regarded as a leading expert on constructive alignment of learning objectives/outcomes, learning activities, and assessment based on stated assessment criteria. He points out that "[t]eachers need to be clear about what they want their students to learn, and how they would manifest that learning in terms of 'performances of understanding'." (Biggs, 1996, p.360).

Ask yourself: What type of understanding am I expecting to see when I assess the work? How simple or complex is the context and level of understanding I am looking for? Then it is clear what you want the student to be able to do, to show you they have ‘understood’ or ‘know’ what you expect e.g. IDENTIFY something; EXPLAIN or ARGUE something; PLAN or DESIGN something; COMPARE AND CONTRAST two or more things; EVALUATE something etc.

By using such a verb you are adding the cue for meaning rather than using the vague word 'understand' and so the student (and teacher) will have more idea of what they have to work towards. Your assessment tasks align with the verb used in the learning outcome/s being assessed. So if the learning outcome starts with “apply…” you might set a practical project as the assessment task. If the learning outcome starts with “research and present…” you might set a report or online presentation as the assessment task, and so on.

A tension arises if we use the word ‘understand’ as a learning outcome because it is open to different interpretations, in terms of what the student is expected to do to demonstrate their understanding. In explaining the importance of communicating the nature of understanding sought when we state the learning outcomes or objectives, and in turn when we set assessment tasks, Biggs (1999, p.66) says:

"In a criterion-referenced system, the criteria must be clear. But while most teachers would agree they teach for 'understanding', that word has many values. We frequently express one meaning of understanding but assess another. In making our objectives clear it is essential that we unpack and make explicit the meanings we want our students to address."

The SOLO taxonomy is a ‘Structure of Observed Learning Outcomes’ with five hierarchical levels to consider in making explicit what we are looking for, as follows:

Table 2. SOLO Taxonomy – five hierarchical levels

<table>
<thead>
<tr>
<th>Hierarchical Levels</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-structural</td>
<td>no knowledge of area or irrelevant knowledge, misconceptions; i.e. least sophisticated level</td>
</tr>
<tr>
<td>Uni-structural</td>
<td>one relevant aspect known, some grasp of problem, can make ‘educated guess’</td>
</tr>
<tr>
<td>Multi-structural</td>
<td>some relevant aspects known, grasps whole problem and its parts but cannot see relationships, ‘cannot see the forest for the trees’</td>
</tr>
<tr>
<td>Relational</td>
<td>integrated knowledge, can solve the problem, ‘sees the forest’</td>
</tr>
<tr>
<td>Extended abstract</td>
<td>extended knowledge in broader context, goes beyond problem to be solved; i.e. most sophisticated level</td>
</tr>
</tbody>
</table>

Source: Adapted from Biggs & Collis (1982); Lister et al. (2006), pp.119-120

It is helpful to reflect on these hierarchical levels of learning outcomes when we consider what ‘understanding’ we are looking for, and what grade to award against the stated criteria.
Summary

1. The stated learning outcome must be measurable (translating into an aligned assessment task);

2. The learning and teaching activities must be focused (supporting achievement of the learning outcomes and capabilities to be assessed); and

3. Assessments are graded according to the stated criteria/level of the student’s response to the challenge set (relevant to the outcome/capability and stage of learning).

So, YES, we can assess the student's understanding. But we need to make it clear what we are actually looking for, in terms of what understanding the student is to ENACT as a MEASURABLE outcome.

References


8. Assessment example

COMM 2241 – Knowledge Network Team Project (24 cp Masters course)

Assignment 1 (Individual Research Paper) – 25%
Networks, collaboration and global commercial cultures – 3,000 words
Due – Friday 30 March 2012

Assessment brief
Identify a global networked organisation and prepare an analysis of how collaboration occurs within the network. Establish the conceptual and management context for the specific network – why and how it was established, and how it is managed. Identify the collaborative model, or hybrid, to which the network conforms. This central task involves analysis in terms of the prescribed text Strategic Intentions and other reading sourced independently and guided by the lecturer.

Investigate existing roles for collaboration, such as relationship manager and knowledge worker, and evaluate their current and potential contribution to strategic growth of the networked organisation. Explain how this particular network considers regional commercial cultures and cross-cultural communication, and propose criteria for the establishment and management of relationships within the global network.

Identify and evaluate the specific technology tools which already facilitate cross-cultural online collaboration and knowledge sharing in this setting. Propose communication areas which may be strengthened, by integrating different IT strategies and relationship management principles.

Recommend how specific technological solutions may enhance communication and collaboration, in the context of regional commercial cultures and cross-cultural communication.

Assessment criteria
You will be assessed on the basis of:

• Academic writing skills: evidencing clarity of expression, logic of argument, excellent referencing, and adherence to word length
• Evidence of high-level research and integrated critical thinking
• Evidence of advanced ability to analyse, compare and contrast examples of collaborative models and knowledge network practice
• Evaluation of the network, in terms of theoretical principles of knowledge networks and best practice
• Recommendations demonstrating engagement with contemporary and future-oriented extensions of practice in global contexts

Learning outcomes assessed
• Critically analyse and reflect on a range of collaborative models relevant to a specific global knowledge network
• Evaluate communication technology infrastructure and propose relationship management practices in a distributed organisation or network

Capabilities assessed
• Research xxxx
• Leadership xxxx