Bachelor of Information Technology
Professional Practice for IT
Level 5, Credits 15

Assessment Task
Professional Portfolio

Assessment Overview
This is one of the three assessments for this course. This assessment requires you to collect and collate evidence of your professional performance during the semester. You are expected to be working towards this for the whole semester, and anything you do during the semester could count towards your mark.

Assessment Table

Assessment	Weight	Learning Outcomes	Assessment Grading Scheme	Completion requirements
Professional Portfolio	50%	1-3	Percentage / CRA	Cumulative 50% weighted average
Assignment	25%			
Oral Presentation	25%			

Conditions of Assessment
You will complete this assessment during both learner-managed time and class time. This is an individual assessment. There is no length requirement or word count, but the amount of material you include should reflect the work of an entire semester.

You will hand in your portfolio in week 12, before the final project. The due date is **12 October**.

Authenticity
All parts of your presentation must be your own work. All images or other media used must be appropriately attributed.

Late Submission, Reassessment, Extensions
The School process in relation to Submissions, Extensions, Resubmissions and Resits complies with Otago Polytechnic Policies. Students can view policies on the Otago Polytechnic Website located at http://www.otagopolytechnic.ac.nz/.

Resubmission is where an original assessment is returned to the student for minor reworking and then being resubmitted for final grade. Where a student achieves a D grade for any assessment, an application for resubmission may be made to the Head of School. A maximum of two resubmissions will be permitted in any one year for any student.

Resubmissions are completed within a short time frame (usually no more than five working days) and usually must be completed within the timing of the course to which the assessment relates. Resubmissions will be available only to students who have made a genuine attempt at the first assessment opportunity. The maximum grade awarded for a resubmission will be C-.

Information about late submission and extensions can be located in the Course Outline, available on the course Moodle page.

Learning Outcomes

At the successful completion of this course, students will be able to:

1. Select, learn and use appropriate technology to communicate and solve problems.
2. Write technical documents for the IT environment, following professional standards.
3. Demonstrate professional behaviour appropriate to an IT environment.

Instructions

You will use the Portfolio section of your class notebook to collect and collate evidence of your professional performance during the semester. Examples of kinds of evidence will be given in class and in the Content Library part of the OneNote Class Notebook.

Written evidence will probably form the bulk of your portfolio, but other kinds of evidence are also important, such as:

- Screen captures
- Files and documents
- Audio or video recordings
- Photographs
- Links

A lot of the evidence you generate is likely to come from your teamwork during the projects. It's important that you take notes along the way so that you don't leave out crucial information.

The marking rubric for this assessment looks at several aspects of your professionalism as an IT person. These include

- your use of technology to solve problems (which is expected to go beyond standard home or office applications),
- your ability to learn independently,
- your ability to research and plan things thoroughly and
- your contribution and commitment to working hard in and outside of class.

You will also be asked to complete specific writing tasks as part of this assessment, such as planning an essay and giving peer feedback. These writing tasks do not have their own mark because they will be marked on the portfolio rubric as part of the aspects mentioned above. You may want to capture evidence of your research and planning processes for these tasks, as well as other class activities.

You do not need to reproduce class work in your portfolio, for example by pasting in a completed activity, because this work is already handed in elsewhere. However, you may wish to screen capture small parts of your work to accompany writing to demonstrate a specific aspect of your performance.

In addition to evidence of your own work, you must also provide a full written reflection on each project. This will include your thoughts about what went well, what could be improved, what you learnt during project work, and what things you still need to learn or improve on.

Submission Instructions
Your portfolio will be completed in the Portfolio section of your part of the Class Notebook. This will be monitored throughout the semester to ensure progress, so add material frequently. It is fine to have drafts in your portfolio until the due date. Any pages that change after the due date will not be marked.

Marking Schedule
Attached below

Portfolio Marking Rubric

Performance criteria	Exemplary: 10-9	Excellent: 8-7	Satisfactory: 6-5	Inadequate: 4-3	Poor: 2-1
Technology described	Student's portfolio includes ample, well-presented, concrete evidence to demonstrate advanced use of technology to communicate and solve problems.	Student has proficiently used well-selected technology to communicate and solve problems and has included concrete evidence of this in the portfolio.	Student has used appropriate technology to communicate and solve problems, and there is sufficient evidence in the portfolio to demonstrate this.	Student has attempted to provide some evidence of using technology to communicate or solve problems.	Insufficient evidence or not much consistent use of technology to communicate or solve problems.
Independent learning	Student has provided ample concrete evidence of constant independent learning from various sources.	Student has provided concrete evidence of several instances of independent learning from more than one kind of source.	Student has provided evidence of independent learning such as use of documentation to learn a new technology.	Student has provided only anecdotal evidence of perhaps token independent learning.	Insufficient evidence or very little independent learning.
Research and planning	Student provides ample evidence of thorough research and planning for nearly every activity and outcome where it would be appropriate.	Student provides concrete evidence of research and planning for most required outcomes.	Student has provided evidence of some research and planning towards class activities and tasks.	Student attempts to provide some evidence of research or planning.	Insufficient evidence or very little research or planning done for any activities.
Contribution, time management and commitment	Student provides ample concrete evidence of team contribution and leadership, exemplary time management and total commitment to class.	Student has provided concrete evidence of active team contribution, effective individual time management strategies and conscientious commitment to class.	Student has provided evidence of sufficient team contribution, individual time management strategies and commitment to class (i.e. absences explained).	Student attempts to provide some evidence of team contribution or individual time management. Mostly committed to class.	Little attempt to provide evidence, or to contribute to team work. Little intentional time management. Not very committed to class.
Performance reflection	Student identifies things done well, areas for improvement, lessons learnt and opportunities for further learning for all project work as well as several other aspects of the course.	Student identifies things done well, areas for improvement, lessons learnt and opportunities for further learning for all project work.	Student identifies things done well, areas for improvement, lessons learnt and opportunities for further learning for most project work.	Student attempts to identify some things done well, areas for improvement, lessons learnt or opportunities for further learning for most project work.	Little attempt to identify things done well, areas for improvement, lessons learnt or opportunities for further learning.