

What is the International Big Picture Learning Credential?

The International Big Picture Learning Credential is a new, personalised form of assessment. It evaluates and recognises the capacities, experiences and qualities of secondary school graduates from diverse cultures and backgrounds more comprehensively than exam-based certification systems.

The impetus is to put the 'person' back into educational assessment so that young people exiting schooling do so with a rich, customised portrait of their abilities that offers meaningful, accessible information to end-users in the wider community, while allowing students significant agency in the way they are represented.

As no two Big Picture students have the same interest-based learning pathway, a personalised approach to final-year assessment is required to provide a fair and balanced assessment that adequately portrays a student's distinctive learning, achievement, competencies and potential.

Unlike other forms of assessment, no attempt is made to rank or scale students against each other. Their achievements are judged on demonstrations and observations of performance throughout their schooling against six specially constructed assessment frames in the areas of: *Knowing how to learn, Empirical reasoning, Quantitative reasoning, Social reasoning, Communication and Personal qualities* (for further details on these frames see pages 6-12 of this document.)

Student final year results are presented in a Learner Profile that is a showcase of a graduate's attainments, backed up by evidence of their work that students curate in a interactive online portfolio. The Learner Profile is personalised and designed to reflect the richness of students' real-world experiences, personal qualities and academic results.

A new Credential for entry to tertiary education, training and work

The International Big Picture Learning Credential was designed in partnership with the Assessment Research Centre at the University of Melbourne with the intent of providing a rich, personalised "passport" to further study and work.

The assessment frames were statistically and psychometrically validated through a thorough test phase involving sample and live data. Evidence supporting teacher judgment for each student is stored securely on-line and regular moderation and adjustment is built into the assessment process.

In our initial year of issuing Credentials (2020) 18 Universities in Australia signed on to accept students to their preferred full degree programs based on their Big Picture Learning Credential alone. For context, this is over 40% of the universities in Australia.

As the Big Picture Credential shows personal achievement through learning dispositions and real world experience rather than a rank or localised curriculum outcomes, it is applicable to a wide range of cultural contexts.

The Credential is already being accepted at select tertiary institutions outside Australia and we look forward to building more partnerships with tertiary institutions around the world.

International Big Picture Learning Credential

A passport to the world

Dean Prentice

Dean is a young Journalist currently based in Wollongong, New South Wales. Dean grew up in Rural NSW. It's there where he developed his skills and love for the media and news reporting volunteering and working for the local radio station. He has been engaged continuously in community radio broadcasting since the age of 14. He honed his interviewing and production skills on the job. He is known for his balanced reporting on important issues affecting his local community. And has a main interest in social and political affairs. Dean is a young Journalist currently based in Wollongong, New South Wales. Dean grew up in Rural NSW. It's there where he developed his skills and love for the media and news reporting volunteering and working for the local radio station. He has been engaged continuously in community radio broadcasting since the age of 14. He honed his interviewing and production skills on the job.

Knowing How to Learn - Level 5
Students at this level are open to ideas that challenge their current thinking and action and they pursue new knowledge to develop improved solutions.

Empirical Reasoning - Level 3
Students at this level define and analyse social issues using research frameworks and perspectives and take responsible social action.

Quantitative Reasoning - Level 4
Students at this level understand the systematic nature of mathematics and the power of it in modelling the physical or social environment.

Communication - Level 5
Students at this level use a blend of tools to design and refine their communication in order to deliver a compelling message that expands perspectives.

Personal Qualities - Level 5
Students at this level are insightful and hold themselves accountable for their actions.

Achievements:

- Certificate IV in Media Production
- Year 12 - HSC Advanced English
- Javascript fundamentals - codeschool.com

Real World Experiences:

- Internship at BBC's Blues
- Internship at ABC Wollongong
- Organising fundraiser for Koala bushfire relief

What do these levels mean?

Outline portfolio **Video statement**

Big Picture EDUCATION AUSTRALIA **THE UNIVERSITY OF MELBOURNE**

In comparison to the standard senior secondary certificates (and the Aust. Tertiary Admission Rank) that are issued in Australian schools by the curriculum and assessment authorities, the Big Picture Learning Credential is reliable in measurement terms. Importantly, however, it seeks to represent different, more relevant learning than those standard credentials can manage, particularly in areas valued by employers and further education providers. I am confident that the credential provides an accurate representation of those qualities.

Sandra Milligan

**Director and Enterprise Professor
Assessment Research Centre**

**Melbourne Graduate School of Education
University of Melbourne**

Key features

Warranted by the University of Melbourne
through the Assessment Research Centre

Student Statements
a nutshell description of the student's passions, goals and achievements as a learner

Live links
these lead to a repository of evidence in a student's Online Portfolio and Video Profile

International Big Picture Learning Credential *A passport to the world*

Flower diagram
each petal represents a credential and demonstrates the student's level of proficiency

Level Statements
a description of the standard from 1 - 5 attained by the student

Achievements
a list of awards, short courses, internships, part time work and community activities

Criterion based
a student is assessed in terms of what they can do and demonstrate, rather than by what others can do

Formative assessment
occurs over multiple occasions and contexts

Teacher judgement is central
supported by regular moderation mechanisms

Underpinned by psychometrics
ensures validity and reliability of the assessment tools and processes

Credential samples

The Credentials on the following pages are from real students from our 2020 pilot year.

They have been provided with the students' permission, however, we ask that you not circulate these documents without seeking the permission of Big Picture Education Australia.

www.bigpicture.org.au

International Big Picture Learning Credential

A passport to the world



Jareef Ahmed

Jareef Ahmed graduated in 2020 from the Big Picture Academy at Liverpool Boys High School. He is a 17-year-old who was born in Bangladesh, migrating to Australia with his parents in 2005. His dedication to hard work and collaboration has been a defining feature of his work ethos. He values skills such as critical analysis, interpersonal communication, initiative and teamwork. Jareef is deeply passionate about military history, strategic studies as well as international security. He is also interested in physics, military technology and Australian politics. These passions and interests have driven his research within Big Picture, such as his thesis on transparency within Sino-Australian relations during COVID-19. To continue the exploration of these passions, he is interested in studying a Bachelor of International Security Studies at the Australian National University. Jareef aims to pursue a pathway towards a career in intelligence or defence.

[Online portfolio](#)

[Video statement](#)

Knowing How to Learn - Level 5

Students at this level are open to ideas that challenge their current thinking and action and they pursue new knowledge to develop improved solutions.

Social Reasoning - Level 5

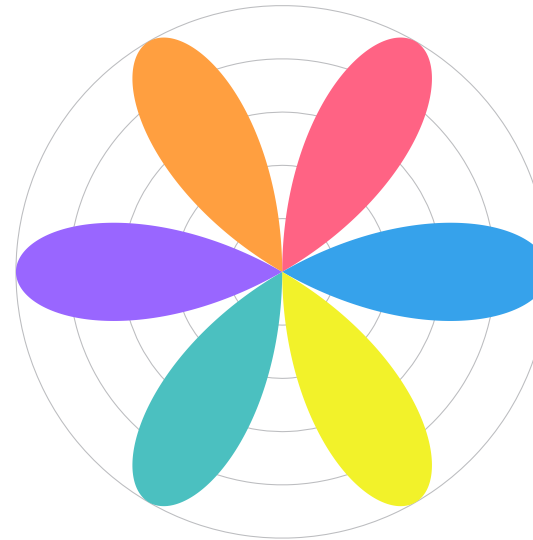
Students at this level define and analyse social issues using relevant frameworks and perspectives and take responsible social action.

Communication - Level 5

Students at this level use a blend of tools to design and refine their communication in order to deliver a compelling message that expands perspectives.

Achievements:

- Completion of HSC Physics (2019)



[What do these levels mean?](#)

Real World Experiences:

- Member - Liverpool Boys High School Student Executive
- Cadet - Australian Army Cadets (22/29 Holsworthy)
- UTS Faculty of Engineering and IT Summer School

Personal Qualities - Level 5

Students at this level are insightful and hold themselves accountable for their actions.

Quantitative Reasoning - Level 5

Students at this level understand the systematic nature of mathematics and the power of it in modelling the physical or social environment.

Empirical Reasoning - Level 5

Students at this level systematically refine hypotheses to develop authoritative knowledge from their investigations.

International Big Picture Learning Credential

A passport to the world



Abbie Leyshon

Abbie is a determined, self motivated young person who is passionate about helping Australians have improved options when seeking treatment for knee injuries. Abbie has a competitive nature, and has represented her club, association and state for Netball and is on her way to be identified at a national level. Abbie has proactively sought out opportunities to develop and deepen her knowledge of the human body and it's systems. Abbie has excellent communication skills and has been able to establish authentic adult connections with mentors both at university and in the field of physiotherapy to support her learning. Through these connections Abbie has gained employment at a local physiotherapists providing her direct access to professionals in the field, and opportunities to see best practice in action. Abbie demonstrates high self efficacy, is flexible and adaptable, has well established communication skills and has a deep understanding of the work of a Physiotherapist.

[Online portfolio](#)

[Video statement](#)

Knowing How to Learn - Level 5

Students at this level are open to ideas that challenge their current thinking and action and they pursue new knowledge to develop improved solutions.

Social Reasoning - Level 4

Students at this level recognise the connections and distinctions between social issues through systematic investigation.

Communication - Level 5

Students at this level use a blend of tools to design and refine their communication in order to deliver a compelling message that expands perspectives.

Achievements:

- 1st in mainstream course HSC PDHPE



[What do these levels mean?](#)

Real World Experiences:

- Internship at Sharpe's Physiotherapy
- Internship at Gwandalan Public School- Delivering Gross Motor Program
- Internship at Macquarie Physiotherapy
- Humanitarian Social Action Trip to Tonga

Personal Qualities - Level 5

Students at this level are insightful and hold themselves accountable for their actions.

Quantitative Reasoning - Level 4

Students at this level are competent and confident users of mathematics in their lives.

Empirical Reasoning - Level 4

Students at this level pose and test hypotheses, applying investigative methods to clarify/explore their new understandings.

About the International Big Picture Learning Credential

Big Picture Education Australia (BPEA) is part of an international network of schools implementing a highly personalised approach to secondary education. Responding to global and local challenges that are driving the need for educational change, Big Picture learning is designed to develop students as researchers and independent learners with real world experience, ensuring they are well prepared for life beyond school.

Big Picture students learn through exploration of their own interests and aspirations through sustained project and inquiry work as well as internships with expert mentors in the community. This approach - uncoupled from traditional school structures, subjects and timetables - encourages students to develop diverse knowledge, skills and qualities, while having agency in their learning. As no two students have the same interests or learning experiences, it follows that a different approach to assessment is required.

In 2020 Big Picture Education Australia (BPEA) introduced the **International Big Picture Learning Credential - passport to the world** to evaluate and certify student achievement at graduation. It provides a tool for Big Picture students to communicate with the wider community about their distinctive learning achievements, aptitudes and qualities as they move into the world beyond secondary school.

Developed in partnership with the Assessment Research Centre at the University of Melbourne, the method of student assessment is derived from 6 Assessment Frames based on the Big Picture Learning Goals: Empirical Reasoning, Quantitative Reasoning, Social Reasoning, Communication, Personal Qualities and Knowing How to Learn. The Assessment Frames describe developmental progressions each typified by a series of behavioural indicators that can be performed at five or six levels of proficiency. They have been designed using the teaching expertise of experienced

Big Picture advisors and coaches, combined with the assessment, credentialing and psychometric expertise of researchers from the Assessment Research Centre.

The assessment model is informed by the Big Picture design principles incorporating observation, discussion, demonstration and exhibitions. Teacher judgement is central to the assessments, supported by comprehensive moderation processes with oversight from the Assessment Research Centre. Each student produces a Graduation Portfolio which provides a rich source of evidence to support the assessments in their Credential.

The **International Big Picture Learning Credential** is warranted by Big Picture Education Australia and the Assessment Research Centre at the University of Melbourne and presents an accurate description of student achievements, aptitudes and qualities as they graduate from their school.

The Assessment Frames

Knowing How To Learn

Develops the disposition and strategies to take responsibility for learning

In this learning area students build their repertoire of strategies for learning. They build relationships that enhance their learning, plan for long range goals and seek opportunities that deepen understanding and challenge their thinking. They develop the confidence to tackle and solve problems in innovative ways.

Quantitative Reasoning

Develops the disposition, confidence and capability to use mathematics for life, learning and work

In this learning area students build their confidence to choose suitable mathematical ideas, tools and techniques to solve problems and complete practical tasks. They appreciate that mathematics is helpful in understanding the world and can open up new possibilities. They develop their capacities to investigate, generalise and reason mathematically and critically evaluate the mathematical claims made by others

Social Reasoning

Contributes to society through understanding of social issues

In this learning area students explore social issues using the skills of social inquiry. They build their capacities to identify, investigate and analyse issues from a range of perspectives, developing a commitment to social justice, sustainable development and cultural responsiveness. They identify and apply ethical principles and take responsible social action.

Empirical Reasoning

Uses observation, experience and experimentation to explain phenomena and make decisions

In this learning area students learn through experimentation and observation, using evidence to understand and evaluate their world. They develop their capacities to explore phenomena systematically, formulate and test hypotheses and identify patterns in data. They learn to use increasingly innovative methods and can evaluate and defend their processes and conclusions.

Personal Qualities

Develops an understanding of self and others, and takes social action

In this learning area students develop the personal insight, resilience and confidence to understand and sustain themselves as learners. They take responsibility for their personal growth and well-being and demonstrate respect and empathy for others. They act in informed and ethical ways, initiate social action and learn to advocate for themselves and others.

Communications

Develops the ability to express ideas to connect with and influence others

In this learning area students develop their confidence to communicate with purpose and awareness across a range of contexts and audiences. They learn to design and adapt communication strategies with increasing sophistication and control to convey and clarify meaning. They engage others in productive conversations, using specialist language and technologies to express, explain and challenge new ideas.