



# EDST8302

## Educational Assessment

Session 1, In person-scheduled-weekday, North Ryde 2025

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff  
Lecturer, tutor, & subject convenor  
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Monday - Friday, 9 am - 5 pm

Credit points  
10

Prerequisites  
Admission to MTeach(Prim) or MTeach(Sec) or MEd or GradCertEd or MEdLead or MHEd or GradCertHEd or MEChild or GradCertEChild or MTeach(0-5) or GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or MChildLit

Corequisites

Co-badged status

Unit description  
This unit is designed as an introduction to the technical dimensions of educational assessment, measurement, and evaluation. The aim of this unit is to equip teachers and higher education academics with assessment, measurement, and evaluative skills in order to meet the ever increasing demands on teachers and lecturers to use assessment data to enhance learning. Educators today are expected to collect, compile, and analyse assessment data in order to inform teaching, to facilitate the planning of syllabuses, and to evaluate programs of work. In order to meet these needs, this unit introduces the fundamental principles of assessment, the basic mathematics of educational measurement, and models of learning program evaluation.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

**ULO1:** Apply knowledge of the technical dimensions of assessment to evaluate assessment tasks and strategies.

**ULO2:** Critically appraise and apply the mathematics of educational measurement to interpret and report learner performance on a variety of assessments, state and national tests and large-scale standardised assessment programs.

**ULO3:** Identify various sources of educational data and examine techniques for analysing and interpreting qualitative and quantitative data.

**ULO4:** Utilise current theoretical models of educational evaluation to strategically plan, facilitate and critically assess school learning programs using a variety of educational data.

## General Assessment Information

Please format assessments using 12-point font and 1.5 spacing.

All assessments must be submitted electronically. Turnitin plagiarism detection software is used to check all written assessments. It is the responsibility of all students to ensure that their submitted work is in a format compatible with Turnitin software for plagiarism checking. Submissions must meet the required file type and formatting specifications outlined in the assessment guidelines. Failure to submit work in an acceptable format may result in delays in processing your submission and potential penalties for non-compliance with assessment requirements. If you are unsure about the file format or have technical difficulties, it is your responsibility to seek assistance before the submission deadline. Students should be careful to check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file. It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to contact the unit convenor.

Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit. Word limits are strictly applied. Work above the word limit will not be marked.

### Use of Artificial Intelligence (AI)

Students should be aware of and apply the University policy on academic integrity (see: <https://policies.mq.edu.au/document/view.php?id=3>). Any student suspected of using unauthorised AI in an assignment will be referred to the Faculty of Arts Discipline Committee. Penalties can include reduced marks for an assessment, being awarded '0' for a task, failing an entire unit, being excluded from a course of study. Please see each assessment task description/rubric for expectations about AI.

### Special Consideration / Late Penalties

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day an assessment is not submitted, up until the 7th day (including weekends) (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>).

ration). Applications for extensions must be made via [Service Connect](#). After the 7th day, a mark of 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessments (incl. essays, reports, posters, portfolios, journals, recordings etc).

Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special Consideration application. A Special Consideration outcome may result in a new question or topic.

## Marking

All assessments are marked using a rubric. Marking of all assessments is moderated by the Unit Convenor.

## Quiz

The quiz is an individual assessment task and **must be completed by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion.

## University Policy on Grading

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the [University's Grading System](#) and [University Assessment Policy](#).

## Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline. Does not report content or ideas generated by third parties or AI sources.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience. Does not report content or ideas generated by third parties or AI sources.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline. Does not report content or ideas generated by third parties or AI sources.

P (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes. Does not report content or ideas generated by third parties or AI sources.
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline. Reports content or ideas generated by third parties or AI sources.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>A written report in three parts using educational data (2500 words).</u>	50%	No	23:55 11/05/2025
<u>Final Examination</u>	50%	No	during examination period

### A written report in three parts using educational data (2500 words).

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **23:55 11/05/2025**

Weighting: **50%**

In this assignment students are required to write a report on a fictional school or Higher Education department using NAPLAN or Higher Education data. In part 1 (500 words) students will interpret, analyse and compare a data set with normative educational data. In Part 2 (1000 words), students will determine a specific issue which is identifiable in the data (e.g., poor attendance of students, boys not making benchmarks in reading etc.). Students will then review current empirical research on the factors relating to the chosen issue. In Part 3 (1000 words), students will outline a proposal (a list of recommendations) which are aimed at resolving the chosen issue and improving the outcomes of students. This will include an evaluation plan using the Logic Plan to assess the effectiveness of the plan to improve learning outcomes.

On successful completion you will be able to:

- Apply knowledge of the technical dimensions of assessment to evaluate assessment

tasks and strategies.

- Critically appraise and apply the mathematics of educational measurement to interpret and report learner performance on a variety of assessments, state and national tests and large-scale standardised assessment programs.
- Identify various sources of educational data and examine techniques for analysing and interpreting qualitative and quantitative data.
- Utilise current theoretical models of educational evaluation to strategically plan, facilitate and critically assess school learning programs using a variety of educational data.

## Final Examination

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **during examination period**

Weighting: **50%**

Examination (2 hours) (MC, short answer, and open-ended response)

On successful completion you will be able to:

- Apply knowledge of the technical dimensions of assessment to evaluate assessment tasks and strategies.
- Critically appraise and apply the mathematics of educational measurement to interpret and report learner performance on a variety of assessments, state and national tests and large-scale standardised assessment programs.
- Identify various sources of educational data and examine techniques for analysing and interpreting qualitative and quantitative data.

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

### Required and recommended texts

There is no required textbook for this subject. All readings are provided via the LEGANTO system in iLearn.

## Information about the unit iLearn site

This unit has a full web presence through iLearn. Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help. Assistance is available from IT Helpdesk: via email [onehelp@mq.edu.au](mailto:onehelp@mq.edu.au) or Ph: 9850 4357 or 1800 67 4357. On Campus: Ground floor at 18 Wally's Walk.

Students will need regular access to a computer and the Internet to complete this unit. Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies. Various activities and materials for discussion and critical reflection are included and students enrolled in online mode are especially encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly. Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures. PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

The unit structure can be found in the university timetable. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. Students are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting iLearn site for the unit providing additional readings, links and materials. The weekly program for the course with the accompanying readings/preparation is available on the following pages and on the unit iLearn site. Students are required to listen to the respective weekly pre-recorded lectures, do the set readings, and participate in one tutorial every teaching week (and contribute to the online discussions where specified).

## Unit Schedule

Wk	Week Start	Lecture	Tutorial Topic	Reading
1	Feb 24 (Week 1)	Introduction  Principles of assessment	Principles of assessment/current research and trends	Unit guide  Shepard, L. A. (2000). The role of assessment in a learning culture. <i>Educational Researcher</i> , 29(7), 4 – 14.  Elwood, J. & Klenowski, V.  (2002). Creating communities of shared practice: The challenges of assessment use in learning and teaching. <i>Assessment &amp; Evaluation in Higher Education</i> , 27(3), 243-256.

2	Mar 3 (Week 2)	Mathematics of measurement 1	The basic mathematics of measurement theory and how it can be applied to educational data part 1.	Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). <i>Measurement and assessment in education</i> . Pearson: US. Chapter 2.  Wright, B. D. (1997). A history of social science measurement. <i>Educational Measurement: Issues &amp; Practices</i> , 33 – 45.
3	Mar 10 (Week 3)	Mathematics of measurement 2	The basic mathematics of measurement theory and how it can be applied to educational data part 2.	Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). <i>Measurement and assessment in education</i> . Pearson: US.  Chapter 6.
4	Mar 17 (Week 4)	Reliability	Reliability of assessments for teachers	Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). <i>Measurement and assessment in education</i> . Pearson: US. Chapter 4.  Brookhart, S. M. (2005). Developing measurement theory for classroom assessment purposes and uses. <i>Educational Measurement Issues and Practice</i> , 22(4), 5 – 12. 3.
5	Mar 24 (Week 5)	Validity Q2	Validity of assessments for teachers	Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). <i>Measurement and assessment in education</i> . Pearson: US. Chapters 5.  Moss, P. A. (2003). Reconceptualizing validity for classroom assessment. <i>Educational Measurement: Issues and Practice</i> , 22(4), 13–25.
6	Mar 31 (Week 6)	Standardised Testing	Standardised tests & testing/  NAPLAN	Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). <i>Measurement and assessment in education</i> . Pearson: US. Chapter 3.  Klenowski, V., & Wyatt-Smith, C. (2012) The impact of high stakes testing: the Australian story. <i>Assessment in Education: Principles, Policy &amp; Practice</i> , 19(1), 65-79.
7	Apr 7 (Week 7)	Quantitative & Qualitative Data	Interpreting and using quantitative and qualitative data	Shaddock, A. (2014). <i>Using data to improve learning</i> . ACER Press: Victoria. Chapter 3 & 8.  Matters, G. (2006). <i>Using Data to Support Learning in Schools Students, teachers, systems</i> . Australian Council for Educational Research. p. 1 – 14.
RECESS	Apr 14  Good Friday 18 April			Recess
RECESS	Apr 21  Easter Mon 21 Apr/ Anzac Day 25 Apr			Recess

8	Apr 28 (Week 8)	Evaluation and marking	Evaluation of educational programs/ Marks and grading	Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). <i>Measurement and assessment in education</i> . Pearson: US.  Chapter 11.  Frye, A. W., & Hemmer, P. A. (2012) Program evaluation models and related theories: AMEE Guide No. 67, <i>Medical Teacher</i> , 34(5), e288-e299, DOI: <a href="https://doi.org/10.3109/0142159X.2012.668637">10.3109/0142159X.2012.668637</a>
9	May 5 (Week 9)  <b>Major Assignment</b>  Sunday 11/5/2025	Test construction	Creating a classroom test	Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). <i>Measurement and assessment in education</i> . Pearson: US. Chapters 7.
10	May 12 (Week 10)			Professional experience
11	May 19 (Week 11)			Professional experience
12	May 26 (Week 12)			Professional experience
13	June 2 (Week 13)	Review		
		EXAM PERIOD		

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## **Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## **Results**

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [connect.mq.edu.au](https://connect.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## **Academic Integrity**

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## **Academic Progression Policy**

This unit is a part of a professional course listed on Schedules 2 and 3 of the [Academic Progression Policy](#). This course has additional requirements that are applicable for the full duration of the course, including course-specific Inherent Requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

## **Fitness to practice in a Professional Experience unit**

Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so.

For more information see the [Academic Progression Policy](#).

## **Communication**

It is the student's responsibility to check all electronic communication on a weekly basis.

Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

### **Attendance and Participation**

See the University timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is compulsory as the Master of Teaching is a professional qualification. Activities completed during weekly tutorials (DAY or ONLINE DAY mode) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements. Attendance at all tutorials and/or on campus days is expected and will be recorded. All students must meet the 80% attendance requirement. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-Student. Please do not contact the unit convenor to request a change.

### **Withdrawing from this unit**

If you are considering withdrawing from this unit, please seek academic advice via [Service Connect](#) before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

### **Professional Experience Unit Expectations**

- Important Professional Experience information can be found on Education Commons – see iLearn for details of how to self-enrol in Education Commons
- Students must be able to present evidence of completion of mandatory requirements prior to session census date (or as otherwise advised) to receive a placement for Professional Experience. Please check your email from the Work Integrated Learning (WIL) Office. Requirements are outlined here: <https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating->
- Students must have submitted all written assessment tasks and/or completed associated unit requirements scheduled prior to the commencement of the block.
- Students who are completing a unit offered by another Department are expected to inform and negotiate with that unit convenor about their professional experience block

dates and discuss how that unit's requirements can be met. For some situations it may mean that a student is enrolled externally for that unit so that attendance for tutorials for that unit is not impacted.

- Feedback from Placement Support Team and/or Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any assessments or Professional Experience written tasks prior to submission.
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and resolved.
- The timing of placements can vary. For placements early in the session, fail grades may be approved by the university prior to the end of session for students who do not meet the placement expectations of the unit.
- If a Student is identified as being **In Need of Additional Support** (INAS) for Professional Practice and/or Professional Experience written tasks, the [Macquarie School of Education's 'Additional Support' procedure](#) will be activated.

To enrol in EDST8302 PEx Unit you must have met the standard for both the Literacy and Numeracy tests prior to commencing the professional experience placement unit. Enrolling in EDST8302 while waiting for your results will not be accepted. You will be required to unenrol.

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## The 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

Resilience practised inside and outside of the classroom.

In order to be more resilient to the stresses of the teaching environment, teachers need to be aware of, and maintain, their holistic health and sense of coherence. They need the confidence and clarity of mind to manage uncertain and complex issues and unexpected events whenever they arise in their career.

Reflexive in their teaching practice.

Teaching is about understanding multiple and changing ecologies of learning. This encompasses individual students' needs, the affordances of classroom spaces, student and teacher relationships, curriculums, school culture, parental expectations, community demographics and needs and expectations of the profession, and the effects of government policy.

Responsive to students, colleagues, parents and professional communities.

Teaching is a relational profession. The best teachers make deep connections with their students, parents and communities. Most of us remember a great teacher, not because of what they taught, but because they were inspiring. They engaged us through the personal connections they made with us, and their recognisable care for our wellbeing and success.

Ready to learn.

When teachers graduate from university, they are far from the end of their learning journey, but rather just at the beginning. The ongoing pursuit of learning is a mark of a quality teacher. There are always new methods and ideas to try. But in practice, learning needs are not a one-size-fitsall affair. Teachers need to identify their individual learning needs within the context of their career. Then, they can pursue that learning to the benefit of both themselves and their students.

Research engaged throughout their career.

Effective teaching practice is based on evidence. This evidence can come from their own research in the classroom and the latest academic research in learning, teaching, motivation, cognition, curriculum, technologies and spaces, to name a few. A critical understanding of data is essential, allowing it to be analysed and woven back into practice.

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Unit information based on version 2025.02 of the [Handbook](#)