

POLICY NUMBER:	2.4	VERSION NUMBER:	7.0
DATE LAST REVIEWED:	Feb 2026	NEXT REVIEW DATE:	Feb 2027
RELATED POLICIES:	2.1 Course and delivery requirements 2.6 Examinations 2.8 Special consideration and assessment extension 3.11 Issuing Results and Statement of Academic Records 3.12 Graduating Students and Issuing Qualifications	RESPONSIBILITY: Teaching and Learning Committee	
RELATED PROCEDURES:	Included in this policy		

ASSESSMENT METHODS AND REQUIREMENTS

1.0 Purpose

This policy provides a framework and a set of principles that regulate the assessment of student learning.

2.0 Scope

This policy applies to students, staff and members of the Institute's decision-making bodies.

3.0 Principles

- 3.1 The Institute's approach to assessment reflects the following principles:
 - 3.1.1 assessment provides both a means of learning and an instrument to demonstrate learning.
 - 3.1.2 assessment promotes effective student learning through motivating engagement with subject content and active participation in learning activities.
 - 3.1.3 assessment is aligned with subject and course learning outcomes and reflects clearly defined standards of student performance.
 - 3.1.4 assessment is designed to maintain professional and academic standards.
 - 3.1.5 assessment practices and processes will be regularly reviewed, including as part of comprehensive course reviews.
 - 3.1.6 assessment and feedback on assessment are fair, equitable and inclusive.
 - 3.1.7 assessment practices and processes are transparent.
 - 3.1.8 assessment is designed and calibrated to ensure that student learning is not impeded by an overload of requirements.
 - 3.1.9 a variety of assessment tasks is used in each subject and includes both formative and summative assessment.
 - 3.1.10 the purpose, expectations, requirements, and grading criteria relating to each assessment tasks are made clear to students.

- 3.1.11 assessment methods are valid and reliable.
- 3.1.12 assessment and feedback on assessment are authentic.
- 3.1.13 staff involved in assessment are appropriately qualified.
- 3.1.14 assessment processes include timely feedback and grade notification, enabling students to improve future performance.
- 3.2 The Academic Board establishes quality processes that ensure:
 - 3.2.1 on completion of subjects/units and courses, students have demonstrated the relevant learning outcomes and standards via assessment.
 - 3.2.2 assessment decisions are appropriately moderated, verified, and ratified.
 - 3.2.3 grades awarded accurately measure student attainment.
 - 3.2.4 assessment standards are externally benchmarked by academic peers, or professional or industry bodies.
 - 3.2.5 there are effective mechanisms in place for upholding academic integrity.
 - 3.2.6 assessment processes and practices are regularly reviewed, including as part of comprehensive course reviews, and improved as part of a quality improvement cycle, using an evidence-based process and benchmarking with similar institutions.
- 3.3 The principles are informed by the *Higher Education Standards Framework (Threshold Standard) 2021*, which is made under the *Tertiary Education Quality and Standards Agency Act 2011*, and align with evidence-based sector good practice, while addressing the AIPC context.

4.0 Assessment Strategy

- 4.1 The Institute's overall approach towards assessment is grounded on the following principles:
 - Constructive Alignment*
 - 4.1.1 Assessment provides a measure of a student's attainment of Course Learning Outcomes.
 - 4.1.2 AIPC employs a course-wide approach to assessment. All assessment in courses is explicitly aligned with course aims and learning outcomes, the respective level of the AQF, content, experiences, and Graduate Attributes.
 - 4.1.3 The structure of the course and its assessment enables the progressive development of skills, knowledge and understanding from the fundamental and foundational level to more specialised concepts and their application.
 - 4.1.4 Subjects/units require students to complete a series of summative assessment items. Students in post-graduate courses or in their second and third years of undergraduate courses are required to demonstrate increased analytical skills and higher order thinking (conceptualisation, analysis, critique and synthesis of

information) and thus their assessment pieces require a higher order of the amalgamation of skill with knowledge.

- 4.1.5 Assessment weightings and level of difficulty are aligned with AQF level of the course, subject/unit learning outcomes and year of study.

Fairness

- 4.1.6 Assessment occurs after the content has been covered thus enabling the acquisition of the necessary knowledge and skills prior to assessment. Only taught knowledge and skills may be assessed. In subjects/units where skills acquisition is required, ongoing practice of these skills occurs during the lectures for the subject (internal students - counselling), or webinars and residential schools (external students – counselling) to facilitate development of these skills prior to assessment.
- 4.1.7 Information about assessment (including moderation, grading, feedback, rubrics, instructions) is transparent and communicated to students on the subject/unit site of the Higher Education Learning Portal (HELP), in plain language, by the first week of the semester.
- 4.1.8 Assessment is designed to be equitable and inclusive of all students and study modes.
- 4.1.9 Student workload requirements for completion of assessment items are consistent across year-equivalent subjects. Course-level assessment design balances student and staff workloads within and across teaching periods. It is feasible for students to complete assessment and for staff to mark and provide feedback on assessment within the subject/unit timeframe so that students have adequate time to understand and incorporate feedback.
- 4.1.10 Results and feedback on marked assessment items are to be provided within 2 weeks of the due date of the assessment OR at least 1 week before a subsequent assessment item is due.
- 4.1.11 For a subject/unit of standard length:
- a) the maximum weighting of an assessment item is 60% of the total summative assessment for the subject/unit.
 - b) the minimum weighting of an assessment item is 10% of the total summative assessment for the subject/unit.
 - c) the maximum weighting for the group component of teamwork is 50% of the total summative assessment for the subject/ unit.
 - d) the maximum number of summative assessments per subject/unit is 3.
 - e) the maximum weighting for a non-invigilated quiz or test is 20% of the total summative assessment for the subject/unit.
- 4.1.12 Where multi-part assessment Items are used in a course, the total number of items across all multi-part Assessment Items is limited to 5.

Academic Integrity

- 4.1.13 Assessment and feedback promote academic and professional integrity. Assessment is designed and conducted to assure the integrity of the assessment process. Students are provided with opportunities to develop their understanding and practice of academic integrity. Assessment design aligns with the Academic Integrity policy.

Assessment Design

- 4.1.14 Each subject/unit is assessed using a combination of formative and summative assessment methods that are suited and applicable to a subject/unit's particular content and learning outcomes.
- 4.1.15 All subjects/units include a formative pre-census engagement item.
- 4.1.16 All subjects/units include a summative assessment within the first five (5) weeks of the trimester/term.
- 4.1.17 All assessment must align with assessment types defined in the Student Handbook and in the Assessment Types Schedule.
- 4.1.18 To develop a student's critical thinking skills, assessments progressively require students to research, analyse and critically evaluate topics such as theories, ethical and professional issues.
- 4.1.19 Students are provided with the opportunity to engage with a variety of assessment types.
- 4.1.20 Assessment design is grounded in the scholarship of learning and teaching, discipline-specific approaches, and regulatory requirements.
- 4.1.21 Several counselling subjects require students to undertake assessments that show practical demonstration of skills and application of theory to practice. Internal students are assessed on these skills during classes. External students are assessed and provided with feedback on practical skills at compulsory Residential Schools.

Quality Assurance

- 4.1.22 The validity and assurance of attainment standards are regularly monitored through moderation of results and regular expert review and benchmarking of assessment instructions, standards and rubrics.

5.0 Assessment Types

5.1 Written assessment

Type	Description	Function
Abstract	A short summary of a research article or paper.	To provide a concise overview of the main points, findings, and significance of the research, enabling quick comprehension by readers.
Annotated bibliography	A list of texts, primary sources and internet sites on a specified topic, with commentary, using a specific referencing convention.	To demonstrate the breadth of research on a topic, evaluate the relevance and quality of each source, and provide insights into the literature.
Case study	An analytical account of an instance or event relating to a person, group or organisation within its real-life context applying discipline specific models, constructs and Research literature.	To analyse real-life instances or events in depth, applying discipline-specific models and research to understand complex issues and propose informed solutions.
Critique (written)	A constructive criticism or judgement based on a pre-determined set of criteria.	To provide a detailed and constructive evaluation of a subject based on specific criteria, fostering critical thinking and analytical skills
Diary	A record of learning over a set period of time interspersed with reflective commentary.	To encourage ongoing reflection and documentation of learning experiences, fostering personal growth and development.
Essay	An extended prose response to a set question, problem or issue. May also include essay plans that provide an overview of the preparation, planning and reading associated with a selected topic.	To develop and present a structured argument in response to a set question, demonstrating critical thinking and the ability to synthesise information.
Journal	A record of news, events, experiences, or observations of a personal nature that are maintained on a regular basis (e.g. daily, weekly), interspersed with reflective commentary.	Track progress, enhance self-awareness, and integrate personal and academic experiences through regular documentation and reflection.

Literature review	Assessment of a body of Research that addresses a Research question.	Evaluate and synthesise existing research on a specific question, identifying gaps and setting the context for further research.
Online forums	Contribution to an online discussion with peers.	Facilitate peer interaction and collaborative learning through discussions, promoting engagement, critical thinking, and the exchange of ideas online.
Planning document	A detailed proposal for doing or achieving something including, but not limited to, a communication plan, strategic plan, professional development plan, treatment plan, clinical plan.	Outline a detailed strategy for achieving a specific goal, demonstrating organisational, planning, and strategic thinking skills.
Portfolio	A compilation of work completed over a Course including but not limited to an ePortfolio, learning story portfolio, leadership portfolio, language portfolio.	Compile and showcase a selection of work completed over a course, providing a comprehensive view of a student's skills, knowledge, and development.
Problem solving	A task to solve a problem of limited scope using predetermined rules or techniques such as an experiment or case scenario-based task. Can lead to various outputs such as reports and oral-visual presentations.	Engage students in tasks requiring problem-solving skills, fostering analytical and practical abilities with tangible outputs like reports and presentations.
Quiz	Responses to a set number of questions including but not limited to short answer and multiple-choice.	Assess knowledge and understanding of specific content, often used for formative assessment to gauge learning progress and identify areas needing improvement.
Reflection (personal or clinical)	A personal response to an experience, situation, event, or new Information, and may include the communicating of thoughts and feelings, exploring learning or gaining self-knowledge.	To encourage personal response and exploration of experiences or new information, promoting self-awareness and professional skill development.
Report	A structured written product that follows a discipline specific report format including but not limited to major	Provide a structured and detailed written account following discipline-specific formats, demonstrating the ability to collect, analyse, and present information.

	lab report, formal lab report, scientific report, business report, tender bids, funding applications.	
Research (paper)	A written investigation of a selected topic using the required style of a particular discipline.	Conduct a detailed investigation of a selected topic, showcasing research skills, critical analysis, and academic writing.
Research (project)	The building or testing of a theoretical position that is not part of a thesis or dissertation.	To build or test a theoretical position through practical investigation, enhancing understanding and contributing to the field of study.
Workbook	An objective record of observations or completed tasks that have been attempted (e.g. lab workbook).	Record objective observations or completed tasks, providing evidence of practical skills and understanding of experimental work.

5.2 Oral assessment

Type	Description	Function
Critique (oral)	A constructive criticism or judgement based on a pre-determined set of criteria.	To provide detailed and constructive evaluation verbally, enhancing verbal communication skills and critical thinking.
Debate or moot	An argument for or against a specific question or topic.	Develop and demonstrate argumentation, critical thinking, and public speaking skills by engaging in structured debate.
Interview	A dialogue, between two or more people, which is intended to generate information, or identify problems, issues, or strategies.	Gather information, identify issues, and explore strategies through structured, interactive dialogue.
Presentation (individual, group, multimedia)	An oral presentation or speech on a specific topic that may also include multimedia materials or other presentation aids.	Convey information, ideas, or arguments clearly and effectively, utilising multimedia to enhance understanding.

Viva voce	An oral response to a set of tasks, questions, or problems that are provided in spoken form.	Assess understanding and ability to articulate knowledge verbally, often used for detailed and in-depth examination.
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5.3 Practical assessment

Type	Description	Function
Practical	A demonstration of a professional or practical knowledge or skill.	Assess the ability to apply theoretical knowledge in practical scenarios, demonstrating proficiency in specific skills.
Demonstration	A demonstration of a professional or practical knowledge or skill relating to a classroom practice, clinical procedure or laboratory procedure.	Showcase competence in performing specific tasks or procedures, validating hands-on skills and practical application.
Placement performance	A demonstration of a professional or practical competency in a workplace or community context, such as an internship, field experience, clinical placement, community service or practicum.	Evaluate real-world application of knowledge and skills, assessing professional behaviour and competency in a work setting.
Poster presentation	A 2D or digital representational work for public display including but not limited to the graphical summary of learning, an argument, concept, or idea.	Visually communicate ideas, research findings, or concepts in a concise and engaging manner, often for public or peer review.

5.4 Creative assessment

Type	Description	Function
Creative work	A tangible product of creative effort including but not limited to a performance video or audio recording, multi-media artefact, finished design, gallery set-up, 3D model, poster, creative writing, blog, vlog, script, lyrics, music, webpage.	Express ideas and demonstrate creativity through the production of tangible artefacts, showcasing artistic and design skills.

Portfolio	A compilation of work completed over a course including but not limited to an ePortfolio, exhibition portfolio, photographic print folio.	Compile and showcase a selection of work completed over a course, providing a comprehensive view of a student's skills, knowledge, and development.
Recorded/rendered work	The presentation of something through a recorded medium including but not limited to a podcast, video, web page, 3D models	Convey information, ideas, or skills through recorded media, demonstrating proficiency in creating and presenting digital content.

6.0 Marking, Grading and Feedback

The Institute determines the roles and accountabilities of academic staff in relation to the marking and grading of assessment items and tasks. Marking and grading processes ensure consistency and integrity with relevant academic standards.

6.1. All assessments, and final subject/unit results, are graded as follows:

Assessment/Grading Codes

Grade	Code	Range	GPA	Description
High Distinction	HD	85% – 100%	7	Outstanding performance demonstrating an exceptional level of understanding and achievement relative to the subject/unit learning outcomes.
Distinction	D	75% – 84%	6	Excellent performance demonstrating an advanced level of understanding and achievement relative to the subject/unit learning outcomes.
Credit	C	65% – 74%	5	Good performance demonstrating a high level of understanding and achievement relative to the subject/unit learning outcomes.
Pass	P	50% – 64%	4	Performance satisfies learning requirements relative to the subject/unit learning outcomes
Fail	F	Less than 50%	1.5	Student has not demonstrated an acceptable level of achievement relative to the subject/unit learning outcomes.
Fail - Incomplete	F-INC		1.5	Student has completed some but not all, of the mandatory assessment items.
Fail - Withdrawal	F-WD		0	Student withdrawal after the Census Date, but on or before the last teaching day of the Study Period.
Non-graded Pass	NGP			Satisfactory demonstration of subject/unit learning outcomes and/or professional competencies. (Used for practicum and industry project subjects).
Non-graded Fail	NGF			Unsatisfactory demonstration of subject/unit learning outcomes and/or professional competencies. (Used for practicum and industry project subjects).
Special Consideration	S			Administrative grade awarded when there is an outstanding assessment item due to the granting of special consideration.

Conditional Reassessment	CR		Awarded to international students who receive a mark between 45-49% on their first attempt at an assessment. This administrative grade indicates that the student is eligible for a second attempt under specific conditions to improve their grade. The student must complete the reassessment within a specified timeframe. The maximum achievable grade for the reassessment is 50% (Pass). If the student does not complete or pass the reassessment, the original grade will be recorded. This does not apply to subjects with professional accreditation requirements that mandate a minimum pass on the first attempt.
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- 6.2. The Program Leaders are responsible for ensuring that all assessment tasks are marked by qualified academic staff, using the pre-determined assessment criteria and rubric.
- 6.3. Subject lecturers/unit facilitators are responsible for marking assessments and ensuring results and feedback are provided within 2 weeks of the due date of the assessment OR at least 1 week before a subsequent assessment item is due. Any delays to marking timeframes are relayed to the Program Leaders.
- 6.4. The awarding of grades must be a deliberate process, requiring the exercise of academic judgement in maintaining consistent standards. Distributions of grades for each subject/unit are reported by the Lecturer to the Course/Program Leader. Formal moderation of marking is undertaken regularly to ensure consistency across markers.
- 6.5. At the end of each study period, grades are reviewed and finalised by the Examiner's Committee (EC). The Examiner's Committee is chaired by the Director of Teaching and Learning and includes the Dean, Program Leaders, Course Co-ordinator/s and the Head of Regulation and Accreditation.

The EC:

 - Ensures that moderation and scaling of marks is valid and has been applied fairly.
 - Provides approval of final grades
 - Authorises the release of final grades.
- 6.6. Grades for subjects are issued within 3 weeks of semester completion.
- 6.7. Students dissatisfied with an assessment mark can request review of the mark through the Student Complaints and Appeals Policy.
- 6.8. Grades for students are to be recorded as shown in Policy 3.10 Records Management

- 6.9. Feedback is explicitly aligned with course and subject/unit learning outcomes, providing students with opportunities to improve their learning in the subject/unit and across the course. Feedback is timely and encourages students to develop self-evaluation skills for lifelong learning.

7.0 Review of Grade Cut-off

- 7.1 Reviews of grades close to cut-off points cannot be applied for by the student.
- 7.2 The Examiner's Committee will consider a review if the following conditions are met:
- After completing all summative assessment for a particular unit, the student has achieved an aggregated mark of 1% under the cut-off point,
 - Only one (1) unit per study period can receive a Review of Grade at Cut-Off,
 - The unit does not contain a placement component.
- 7.3 The Examiner's Committee may liaise with the relevant subject/unit lecturer to help determine who may be eligible for a grade review.

8.0 Assessment Moderation

- 8.1 Pre-Assessment Moderation
- 8.1.1 Pre-Assessment Moderation is coordinated by the Program/Course Leader and conducted by an internal academic staff member or an external academic representative who is not directly responsible for setting or marking assessments in the subject.
- 8.1.2 Pre-Assessment moderation validates the appropriateness, fairness, clarity, accuracy and standard of assessment tasks and materials before they are used for assessment.
- 8.1.3 Pre-Assessment Moderation specifically ensures that:
- Assessments are appropriately aligned to the approved subject/unit learning outcomes and assessment requirements of subject/unit (appropriate method, topic, coverage, technical accuracy, timings, weightings, mark allocations).
 - Assessments are valid, fair, flexible and feasible.
 - Assessment content and instructions are clearly, comprehensively and accurately presented (clarity, criteria for success, resources).
 - The academic challenge they present the student is consistent with the level of the subject.
 - The marking schedule/assessment rubric is completed with details consistent with the requirements of the assessment tasks and learning outcomes being assessed (technical accuracy, range of acceptable answers/performance, coverage); clearly states the requirements for the awarding of grades (model answers/expected performance, grade allocation); and is sufficiently detailed to enable consistent marking.
- 8.1.4 Every assessment task for a subject/unit is moderated pre-assessment with any changes or improvements to be approved by the Program/Course Leader prior to implementation. Subject/Unit Outlines are to be updated accordingly if required.

8.1.5 The Program/Course Leader ensures this Policy is followed and implemented accordingly.

8.2 Post-Assessment Internal Moderation

8.2.1. The Program/Course Leaders and Course Coordinators are responsible for ensuring internal moderation processes occur on an ongoing basis. The purpose of internal moderation is to ensure that student assessments are marked consistently and validly. The process is:

- A sample of assignments is selected for each assessment and checked by the respective Program/Course Leader, Course Coordinator, or another academic staff member not involved in the delivery and assessment of the subject, prior to release of the marked assessment to the student.
- The respective Program/Course Leader, Course Coordinator or academic staff member checks the assessments have been marked and graded in accordance with guidelines and completes the Internal Moderation Register.
- Feedback is provided to the Lecturer as required, and marks are modified if required.
- Review and possible modification of the original mark and/or assessment rubric for the assessment will only be made if variations of <10 marks occur from the internal moderation process.

8.2.2. The results of internal moderation processes will be used for the following functions:

- Ensuring validity and reliability in the marking and grading of assessment.
- Consideration during the Subject Evaluation and Review process.
- Performance management of academic staff.

8.3 Post-Assessment External Moderation

8.3.1. Post-Assessment External Moderation is an external moderation process and checks allocation of grades and marking with an external moderator. The external moderator blind marks a designated sample of marked student work to check markers are making consistent and accurate assessment decisions, in accordance with the assessment's criteria. The Program/Course Leaders are responsible for ensuring external moderation occurs in accord with this process.

8.3.2. Post-Assessment external moderation occurs at the conclusion of each trimester and involves sending a sample of student assessments to external academic representatives from universities. Distribution of the assessments to be moderated by each external moderator will depend on workloads and commitments at the time of moderation.

8.3.3. Each subject is externally moderated at least annually.

8.3.4. Post-Assessment External Moderation is carried out on the work of at least two samples for each assessment in a subject offered during the year. One sample of work should be at the pass/fail cut-off and the other in the upper quartile.

8.3.5. Post-Assessment External Moderation is checking that:

- Student's work was marked consistently according to the approved assessment task and marking criteria, and
- The marking of the student's work was consistent with the standards required for the awarding of grades including justifiable differences between the grades based on the marking schedule.

9.0 Relevant Legislative and Regulatory Documents

- Australian Qualifications Framework
- Education Services for Overseas Students Act 2000
- Higher Education Standards Framework (Threshold Standards) 2021
- National Code of Practice for Providers of Education and Training to Overseas Students 2018

10.0 Version Control History

Version	Date Approved	Approved By	Summary of Changes
1.0	June 2008	Head of School	Policy created
2.0	June 2010	Head of School	Summative assessment methods removed from policy, formative assessment methods removed from policy, minor wording changes
2.0	June 2011	Head of School	No changes made
2.0	Jan 2012	Head of School	No changes made
2.0	Jan 2013	Head of School	No changes made
2.0	Nov 2013	Head of School	No changes made
2.0	Jul 2015	Head of School	No changes made
2.0	Mar 2016	Head of School	No changes made
2.1	Mar 2017	Head of School	2.4.2 Description of Assessment Strategy was expanded
2.2	Apr 2019	Head of School	2.4.2 Description of Assessment Strategy was expanded, 2.4.2 Description of Examinations was added to the policy, 2.4.2 Description of Marking and Grading was expanded.
2.2	Nov 2020	Teaching and Learning Committee	No changes made
2.2	Mar 2022	Teaching and Learning Committee	No changes made
3.0	July 2022	Teaching and Learning Committee	Policy name change to Assessment Methods and Requirements, 2.4.3 Principles has been added to the policy, 2.4.4 Description has been expanded to include diverse cohorts, 2.4.5 Examinations has been included in the policy to outline academic examination procedures, 2.4.6 Relevant Legislative and Regulatory Documents has been added to the policy
4.0	Nov 2022	Teaching and Learning Committee	2.4.4 Assessment Strategy has been added to the policy, 2.4.5 Assessment Methods has been added to the policy, 2.4.6 Marking, Grading and Feedback has been expanded and made into own

			section, 2.4.7 Assessment Moderation procedures have been added to the policy
5.0	May 2024	Teaching and Learning Committee	Formatting changes to policy, 6.0 Marking, Grading and Feedback – 6.1 Assessment/Grading Codes have been expanded, 7.0 Review of Grade Cut-off has been added to the policy.
6.0	Mar 2025	Teaching and Learning Committee	Formatting changes to policy, 6.0 Marking, Grading and Feedback – 6.1 Assessment/Grading Codes have been expanded, reviewing of grades changed from the Assessment Review Working Party (ARWP) to the Examiner's Committee (EC)
7.0	Feb 2026	Teaching and Learning Committee	Removal of the DA grade and clarification of grade outcomes for non-completion of residential school and approved refunds.