

Assessment

The Institute uses assessment to support student learning and measure achievement of subject and course learning outcomes. Assessment is designed to be fair, equitable, inclusive and appropriate to the level of study, with assessment expectations, requirements and grading criteria clearly communicated to students.

Assessment becomes progressively more complex throughout a course, requiring students to demonstrate increasing levels of knowledge, skills, analysis and critical thinking as they progress through their studies.

Constructive Alignment

- › Assessment provides a measure of a student's attainment of Course Learning Outcomes.
- › 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.
- › 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.
- › Subjects 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.
- › Assessment weightings and level of difficulty are aligned with AQF level of the course, subject learning outcomes and year of study.

Fairness

- › 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 webinars and residential schools to facilitate development of these skills prior to assessment.
- › Information about assessment (including moderation, grading, feedback, rubrics, instructions) is transparent and communicated to students on the subject site of the Higher Education Learning Portal (HELP), in plain language, by the first week of the semester.
- › Assessment is designed to be equitable and inclusive of all students and study modes.

- › 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.
- › 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.
- › For a subject of standard length:
 1. the maximum weighting of an assessment item is 60% of the total summative assessment for the subject/unit
 2. the minimum weighting of an assessment item is 10% of the total summative assessment for the subject/unit
 3. the maximum weighting for the group component of teamwork is 50% of the total summative assessment for the subject/ unit
 4. the maximum number of summative assessments per subject/unit is 3.
- › 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

- › 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

- › Each subject is assessed using a combination of formative and summative assessment methods that are suited and applicable to a subject's particular content and learning outcomes.
- › All first-year courses include a summative pre-census Engagement assessment item. Other courses have a summative or formative Engagement Assessment Item.
- › All assessment must align with Assessment Types defined in the Student Handbook and in the Assessment Types Schedule.
- › 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.

- › Students are provided with the opportunity to engage with a variety of assessment types.
- › Assessment design is grounded in the scholarship of learning and teaching, discipline-specific approaches, and regulatory requirements.
- › Several counselling subjects require students to undertake assessments that show practical demonstration of skills and application of theory to practice. Students are assessed and provided with feedback on practical skills at compulsory Residential Schools.

Quality Assurance

- › 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.

Assessment Types

Students may encounter a range of written, oral, practical and creative assessment types throughout their course. The assessment methods used in each subject/unit are selected according to the content and learning outcomes being assessed.

Written Assessment

Type	Description
Abstract	A short summary of a research article or paper.
Annotated bibliography	A list of texts, primary sources and internet sites on a specified topic, with commentary, using a specific referencing convention.
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.
Critique (written)	A constructive criticism or judgement based on a predetermined set of criteria.
Diary	A record of learning over a set period of time, interspersed with reflective commentary.
Essay	An extended prose response to a set question, problem or issue. May also include an essay plan outlining preparation, planning and reading associated with a topic.
Journal	A regular record of news, events, experiences or personal observations, interspersed with reflective commentary.
Literature review	Assessment of a body of research that addresses a research question.

Type	Description
Online forums	Contribution to an online discussion with peers.
Planning document	A detailed proposal for doing or achieving something, such as a communication, strategic, professional development, treatment or clinical plan.
Portfolio	A compilation of work completed over a course, such as an ePortfolio or learning portfolio.
Problem solving	A task requiring a problem of limited scope to be solved using predetermined rules or techniques, such as an experiment or case scenario.
Quiz	Responses to a set number of questions, including short-answer or multiple-choice questions.
Reflection (personal or clinical)	A personal response to an experience, situation, event or new information that explores learning, thoughts, feelings or self-knowledge.
Report	A structured written product following a discipline-specific report format.
Research (paper)	A written investigation of a selected topic using the required style of a particular discipline.
Research (project)	The building or testing of a theoretical position that is not part of a thesis or dissertation.
Workbook	An objective record of observations or completed tasks that have been attempted.

Oral Assessment

Type	Description
Critique (oral)	A constructive criticism or judgement based on a predetermined set of criteria.
Debate or moot	An argument for or against a specific question or topic.
Interview	A dialogue between two or more people intended to generate information or identify problems, issues or strategies.
Presentation	An individual, group or multimedia oral presentation on a particular topic.
Viva voce	An oral response to tasks, questions or problems provided in spoken form.

Practical Assessment

Type	Description
Practical	A demonstration of professional or practical knowledge or skill.
Demonstration	A demonstration of professional or practical knowledge or skill relating to a classroom practice, clinical procedure or similar activity.
Placement performance	A demonstration of professional or practical competency in a workplace or community context, such as an internship, clinical placement or practicum.
Poster presentation	A two-dimensional or digital work used to visually communicate learning, an argument, concept or idea.

Creative Assessment

Type	Description
Creative work	A tangible product of creative effort, which may include multimedia, recorded material, creative writing, digital content or other creative work.
Portfolio	A compilation of work completed over a course, such as an ePortfolio, exhibition portfolio or photographic portfolio.
Recorded/rendered work	The presentation of work through a recorded medium, such as a podcast, video, webpage or digital model.

Marking, Grading and Feedback

Assessment is marked by appropriately qualified academic staff using the published assessment criteria and rubric. Results and feedback are normally provided within two weeks of the assessment due date, or at least one week before a subsequent assessment item is due.

Final subject/unit results use the following grading scale:

Grade	Code	Mark
High Distinction	HD	85–100%
Distinction	D	75–84%
Credit	C	65–74%
Pass	P	50–64%
Fail	F	Less than 50%

Other grades may apply in particular circumstances, including Fail – Incomplete (F-INC), Fail – Withdrawal (F-WD), Non-graded Pass/Fail (NGP/NGF), Special Consideration (S), and Conditional Reassessment (CR).

For eligible international students, a Conditional Reassessment (CR) may apply where a mark of 45–49% is received on the first attempt at an assessment. The maximum achievable result on the reassessment is 50% (Pass). This does not apply where professional accreditation requirements require a minimum pass on the first attempt.

Final subject/unit grades are normally issued within three weeks of the end of the teaching period.

Review of Grades Close to a Cut-Off

Students cannot apply directly for a review because their final subject/unit mark is close to the next grade boundary.

The Examiner's Committee may consider a review where the student's final aggregated mark is 1% below a grade cut-off, no more than one subject/unit is reviewed for the student in that teaching period, and the subject/unit does not contain a placement component.

Assessment Quality

Assessment tasks and marking are subject to moderation and quality assurance processes to help ensure that assessment is fair, valid and appropriately aligned with subject/unit learning outcomes and that marking decisions are consistent.

Requesting a Review of an Assessment Mark

Students who are dissatisfied with an assessment mark may request a review through the Institute's Academic Complaints and Appeals process.