Assessment for Learning Policy

Section 1 - Summary

(1) The purpose of this Policy and its associated procedures is to ensure that student coursework assessment:

   a. is aligned with the vision, mission, values and behaviours expressed in the University's Strategic Plan, the VU Block Model Principles; and with all requirements of unit(s) of competency from National Training Package qualifications or other externally accredited VET courses;

   b. complies with relevant regulatory frameworks, including the Higher Education Standards Framework (Threshold Standards) 2021 (Cth) , the Australian Qualifications Framework; the Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements 2025 and the Outcome Standards for NVR Registered Training Organisations 2025; and,

   c. is congruent with all related university policies and procedures.

(2) The principles underpin the design, conduct and evaluation of student coursework assessments. Assessments also need to meet any relevant external regulatory and accreditation requirements.

Section 2 - Scope

(3) This Policy applies to:

   a. Higher education coursework assessment at all levels, including postgraduate coursework courses;

   b. National Training Package or other externally accredited VET courses at all levels; and,

   c. Non-award courses where performance is being assessed.

(4) This Policy does not apply to:

   a. The assessment of Higher Degrees by Research dissertations or research projects.

Section 3 - Policy Statement

Part A - Key Principles of Assessment

(5) Victoria University defines assessment as the methods and procedures by which a student's academic progress and standard, at a given time, are measured. Within this single definition, the University recognises three broad types of assessment:

   a. diagnostic — assessment that identifies the level of competency/performance/ knowledge before commencing learning in a course/ program/ learning experience but does not contribute to the student's final grade;

   b. formative — assessment that provides feedback to the student during the learning experience;

   c. summative — assessment that is focused on the outcomes of the learning experience.

(6) Hurdle requirement, as defined in this Policy, refers to a condition that must be met in order for students to be able to pass a unit or graduate from a course.

(7) Assessment tasks must engage students in learning rather than solely measure student achievement; a quality assessment strategy is integral to quality teaching.

(8) Assessment plays a central role in student learning and the student experience at Victoria University.

(9) In addition to principles of assessment articulated within standards of relevant regulatory frameworks, Victoria University applies the following key principles to assessment design, conduct and evaluation.

(10) Assessment is integral to course and unit of study design. This means that:

a. Assessment design represents best practice as established by research and benchmarking, and is an integral part of curriculum and course design, planning and delivery from the earliest stages of course development.
b. Assessment tasks are mapped across a course and aligned with the learning outcomes of units of study and / or the elements, performance criteria and assessment requirements of units of competency and the course as appropriate.
c. Assessment explicitly contributes to students achieving desired learning outcomes including learning outcomes/ elements and graduate capabilities / employability skills.
d. Assessment design is purposeful, provides a meaningful learning experience for students and enhances employment outcomes through active consultation with stakeholders (employers, industry, students, teaching team).
e. Assessment design prioritises authentic assessment tasks that mirror real-world professional scenarios, the application of discipline specific knowledge, and the development of problem-solving and transferable 21st Century skills.
f. Secure assessment task judgments are based on evidence that a student could demonstrate the skills and knowledge in other similar situations.
g. Assessment design avoids known risks to quality outcomes.

(11) Assessment provides an authentic representation of student achievement and provides for diverse learners. This means that:

a. Assessment tasks are evaluated using a criterion-referenced approach, according to specific criteria that are clearly articulated and communicated to students and are not dependent upon the performance of their cohort.
b. Assessment tasks specify the grading schemes or measures that will be used to record achievement, including any exceptions or hurdle requirements.
c. Students can demonstrate their learning, competency and capabilities through a variety of assessment activities.
d. Assessment design and practice for collaborative tasks such as team or group work recognises both group contributions and individual attainment.
e. Where graded assessment is applied in National Training Package or other externally accredited VET courses, this only occurs after assessment for competency is applied.

(12) Assessment feedback is used to enable and enhance student learning. This means that:

a. Feedback is provided in a timely and constructive manner, and an early assessment task is included so that students can be provided with feedback that supports and directs their ongoing learning.
b. Formative feedback is used to provide information or advice about the academic standards and expectations of a unit or course and informs students of how they can improve.

c. A variety of opportunities are provided to train students in feedback literacy and to engage with feedback processes through teacher, self, peer and workplace feedback and to be able to both give and receive feedback constructively.

(13) Assessment is fair and equitable. This means that:

a. An assessment task's purpose, method, requirements, standards and marking criteria are clearly articulated.

b. The type, amount and timing of assessment is manageable and commensurate with the weighted marks and level of the course, as defined by the relevant University and professional standards and the Australian Qualifications Framework.

c. Assessment is equivalent and comparable across diverse locations, delivery modes and learning situations.

d. Students have access to clear guidelines on assessment due dates, submission methods, conditions of assessment, conditions for variation or adjustment, penalties for late submission and relevant procedures such as the granting of extensions, applying for adjustments such as special consideration, alternative exams and supplementary assessment.

e. Assessment variations / adjustments and processes for allowing and recording any variations / adjustments to the stated conditions of assessment, submission and grading rules are in line with the Assessment for Learning - Adjustments to Assessment Procedure (HE), Assessment for Learning - Assessment Procedure (VET) and the Student Equity and Social Inclusion Policy.

f. Processes for recording results ensure their integrity, security and timely publication.

g. Students who disagree with an assessment result have access to a review process, as outlined in the relevant procedure.

(14) Assessment practices and processes are continuously monitored for quality assurance and improvement purposes. This means that:

a. Assessment practices and processes incorporate moderation, validation and review procedures that assure the quality and standards of assessment tasks and outcomes.

b. National and discipline benchmarking activities are carried out on a regular basis to ensure appropriate levels of learning outcomes and assessment.

c. Assessment practices and processes assure the equivalence of learning outcomes or performance criteria (as appropriate) for all modes of delivery and locations.

d. Assessment practices and processes, and the review of these practices and processes are responsive to student feedback.

e. Assessment practices and processes confirm that the evidence on which assessment judgments are made `belongs' to the student being assessed (and has not been plagiarised or generated inappropriately with artificial intelligence (AI) tools) and provides genuine evidence of that student's skills and knowledge.

f. Relevant stakeholders (employers, industry, clients, teaching team) are actively involved in the setting of standards.

Section 4 - Procedures

(15) Assessment for Learning - Adjustments to Assessment Procedure (HE)

(16) Assessment for Learning - Supplementary Assessment and Conceded Pass Procedure (HE)

(17) Assessment for Learning - Moderation and Validation Procedure (HE)

(18) Assessment for Learning - Examination Administration Procedure

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Page 3 of 6

(19) [Assessment for Learning - Management of Results and Grade Sets Procedure (HE)](#)

(20) [Assessment for Learning - Review of Individual Assessment Outcomes Procedure (HE)](#)

(21) [Assessment for Learning - Standards for Assessment Procedure (HE)](#)

(22) [Assessment for Learning - Resulting Procedure (VET)](#)

(23) [Assessment for Learning - Assessment Procedure (VET)](#)

(24) [Assessment for Learning - Assessment Validation Procedure (VET)](#)

Section 5 - HESF/ASQA/ESOS Alignment

(25) HESF: Standards 1.3 Orientation and Progression; 1.4 Learning Outcomes and Assessment; Standard 2.2 Diversity and Equity; 2.3.1 Wellbeing and Safety; 2.4 Student Grievances and Complaints; 3 Teaching Design; 5.2 Academic and Research Integrity; 5.3 Monitoring, Review and Improvement; 7.2 Information for Prospective and Current Students.

(26) Outcome Standards for NVR Registered Training Organisations (2025): Standard 1.3-1.5 Assessment; 2.3, 2.4 Training Support; 2.7, 2.8 Feedback, Complaints and Appeals; 3.1 VET Workforce Management; 4.4 Continuous Improvement.

(27) National Code of Practice for Providers of Education and Training to Overseas Students 2018: Standard 6 Overseas Student Support Services; Standard 8 Overseas Student Visa Requirements; 10 Complaints and Appeals.

Section 6 - Definitions

(28) Diagnostic Assessment: identifies the level of competency/performance/knowledge before commencing learning in a course/program/learning experience but does not contribute to the student's final grade.

(29) Formative Assessment: assessment that provides feedback to the student during the learning experience and feeds forward into secure assessments.

(30) Summative Assessment: assessment that is focused on the outcomes of the learning experience and measure the extent of knowledge and skill acquisition at a specific point.

(31) Hurdle Requirement: refers to a condition that must be met for students to be able to pass a unit or graduate from a course.

(32) Secure Assessment: assessments of learning that validate core knowledge and skills with confirmation that evidence of learning 'belongs' to the student being assessed (and has not been plagiarised or generated inappropriately with artificial intelligence (AI) tools) and provides genuine evidence of that student's skills and knowledge.

(33) Open Assessment: (usually) formative assessments that may draw upon human/Gen AI collaboration, including where students use Gen AI tools to analyse data and reflect and provide/receive feedback on their learning process.

(34) Secure Assessment - Foundational: Secure Assessment that validates core knowledge and skills as a base for scaffolding further learning.

(35) Secure Assessment - Developing: Secure Assessment that validates core knowledge and skills and builds on Secure Assessment - Foundational.

(36) Secure Assessment – Proficient: Secure Assessment that validates core knowledge and skills at the level expected of the graduating student entering the profession/workforce.

(37) Integration units: Purposefully designed units which synthesise and draw on learning and assessment from previous units and mirror real-world professional scenarios.

(38) Capstone units: Capstone units are a form of integration unit which synthesise and draw on learning and assessment from previous units and apply that learning to new or less familiar contexts in accordance with the AQF level.

Section 7 - Supporting Documents and Information

(39) [Learning and Teaching Quality and Standards Framework](#)

(40) [Graduate Capabilities Guidelines](#)

(41) [Minimum Standards for Online Presence Guide](#)

(42) [Unit of Study Guide template](#)

Status and Details

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Page 6 of 6