Assessment and Curriculum Design Guidelines

(References within the Higher Education Assessment Procedure)(V3.2 – Final- 29.1.26)

Contents

1. Introduction

The purpose of this resource is to support academics planning assessments for their undergraduate units. Designing effective assessment tasks for tertiary education requires skill, discipline expertise, imagination and the careful consideration of national quality parameters and local practical constraints. Balancing these issues is important in determining the appropriate number of assessment tasks for any unit.

Recent developments, particularly the development of widely accessible Artificial Intelligence (AI) products, mean that there is likely to be a period of some flux around assessment design as we learn more about the potential for AI, how to limit the potential for adverse effects and retain academic integrity.

The Unit Outlines act as the governing document, while the Unit Description provides additional detail about how the unit operates in practice. Table 1 compares these documents and details the information required for both.

2. Unit Outline versus Unit Description

Table 1: Comparison of Unit Outline (UC) and Unit Description (UD)

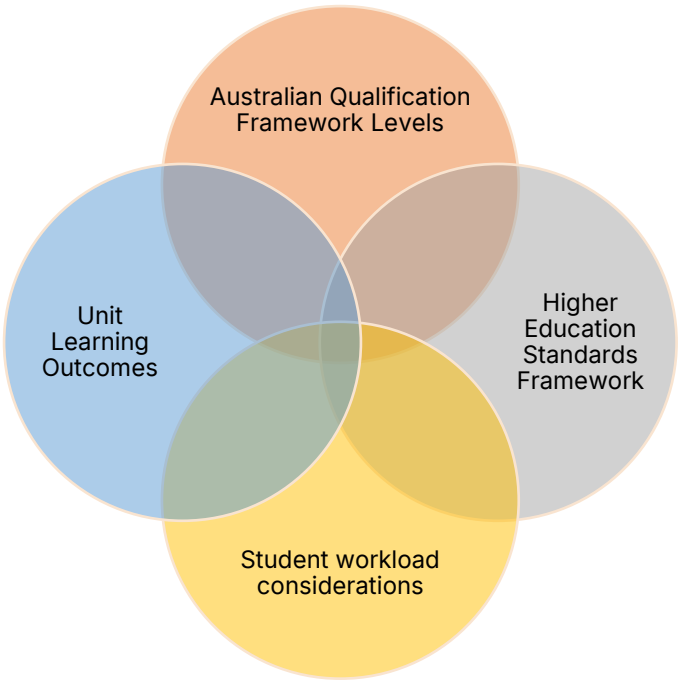
	Unit Outline	Unit Description
Type	Governing document	Operational document
Responsibility	Course Coordinator	Unit Coordinator
Description required	Learning Task	Learning Task (including purpose and task description/instructions)
	Assessment Type	Assessment Type (including any specific learning technology tools)
	Learning Outcomes Assessed	Learning Outcomes Assessed
	Weighting (range)	Mode of submission
	Adopted Reference Style	Due date and time
	Supplementary Assessment	Weighting
	Hurdle Assessment (if applicable)	Word length (or equivalent if using creative work, presentation, video or audio tools)
	Placement (if applicable)	Approximate time to allocate for completion
	FedTASKs	Referencing Style if applicable
		Minimum number of references

How is this document utilised?	Part of the formal governance process.	Part of the formal peer review process and provided to students as part of commencement with each Unit.

Both the 'Unit Outlines' and 'Unit Description' templates must be completed via **the Curriculum Centre**. The information flows through to the Student Handbook and through to governance processes.

3. Quality Parameters

Quality requirements related to assessment design involve four interrelated domains:



Domain 1: Unit learning outcomes (ULOs).

Unit Learning Outcomes (ULOs) need to indicate what students can be expected to be able to do when they complete the unit. The assessments in the unit provide evidence that the stated learning outcomes can be delivered. There should be four to six ULOs in a unit, as trying to achieve more over 12 weeks would be unrealistic. The ULOs for core units in a course should align with at least one course learning outcome, as each core unit contributes to the overall goals of an academic program. ULO should align with assessment details described in the Higher Education Assessment Procedure, these guidelines and the Gen AI ASSURE Framework principles (**Appendix A)**.

Domain 2: AQF requirements

AQF requirements relate to the complexity of the qualification undertaken and refer to the level of knowledge, skill and their application within the expected volume of learning (see **Appendix**

B). Assessment tasks need to be designed to assess students' abilities at the relevant AQF level for that unit.

Domain 3: Higher Education Standards Framework

Several standards in the *Higher Education Standards Framework* are concerned with quality. Standard 1.4.3 specifically addresses assessment: *"Methods of assessment are **consistent with the learning outcomes being assessed**, are **capable of confirming that all specified learning outcomes are achieved** and that **grades awarded reflect the level of student attainment**".* While not precluding formative assessments, this standard indicates that summative assessments are expected to provide the greatest contribution to final grades.

Domain 4: Student workload

Student workload considerations provide the fourth quality parameter. Student workload parameters in Australia are consistent with international standards and commonly equate credit-point value to the maximum time in hours for a unit, for example, at Federation University, 15 credit-points is equivalent to a maximum of 150-hours over a semester, including all face-to-face and other time to attend classes, to read content and to perform assessments and examinations that are required to complete a unit.

Essentially, a maximum full-time study load equates to a weekly workload of approximately forty hours, or ten hours per week per unit. About half of this weekly time allowance is commonly allocated to attending and preparing for timetabled activities (lectures, tutorials, workshops, laboratory sessions etc). The remaining time is for assessment tasks or other activities that occur outside of any in-class time. Formative assessment activities can often take place in class. It is useful to remember that "average workloads" are unlikely to be spread evenly across a semester but instead fluctuate around those times when assessments are due.

A course-level overview may help to ensure that the timing of assessment tasks for units taken concurrently is realistic in terms of workload for students, although the skills learnt in how to meet competing priorities can be invaluable. Coordination of assessment tasks across different units can assist students, although it requires a level of collaboration that may create additional challenges for academic staff. Recognition of student workload and strategies to help students manage competing priorities could reduce the likelihood of students making poor decisions to seek inappropriate help to manage their workload.

4. Practical constraints for assessment tasks

Practical constraints can be critical in the design of assessment tasks, such as the challenges of time allocations for marking and the risks to academic integrity from the use of Artificial Intelligence (AI). Other constraints may be related to the requirements associated with graduate capabilities (Fed TASKs) and policy initiatives, such as the co-operative model.

The time allocated to academics to mark assessments is an issue across the sector, with academics frequently allocated only relatively short periods of time to mark and provide timely feedback. Often, the time allocated for marking in undergraduate courses is somewhere between 45 to 90 minutes per student across all assessments in the unit. Meeting this challenge requires planning, appropriate assessment design and resilience, as it can take time, and often, trial-and-error, to get all the different components into a manageable whole.

AI has provided significant disruption to traditional approaches to assessment design. At this stage, there are many unknowns about the impact of AI on assessment in higher education, particularly as AI appears to create a double-edged sword. The effort that it takes to find ways to ensure assessment integrity (and proof of human input) may be offset by academic time saved in marking. Regardless, AI developments have necessitated reviews of existing assessments across the tertiary education sector. See below for some examples of how others are attempting to do this. It is a new world for assessment design and so it can be helpful to take advantage of professional development opportunities that build understanding of how to incorporate AI into assessment design and make use of the **GenAI Learning and Teaching ASSURE Framework.**

Incorporating university policies into assessments is much easier at the design stage, despite the potential burden it can add. See **Appendix B** for suggestions for the phrasing of course learning outcomes that cover the different Fed TASKs. Corresponding ULOs could be more specific to the specific Fed TASK and the intended learning for each unit. Only capstone and other key units would be expected to cover multiple Fed TASKs.

5. Where to start

5.1 Context of a unit in a course

When thinking about the components of any course, the starting point should be the course learning outcomes (CLOs). CLOs provide the expected endpoint of a course for students, in other words, the course destination. The compulsory units in a course should take students to that point. Course learning outcomes should essentially summarise what a course graduate will be able to do. Across the course, there should be a coherent sequence of units that show how the CLOs will be achieved as students' knowledge and skills develop. Evidence for these achievements is demonstrated through the different assessment tasks in the compulsory units.

Similarly, the ULOs should indicate where the unit intends to take students over the study period in terms of what they will be able to do at its completion. The ULOs of compulsory units in a course should align with the CLOs in some way. This may mean that before making any changes to existing assessments, the ULOs may need to be adjusted to better reflect the goals of the unit, or to better align with the CLOs, or to meet the appropriate AQF level for the unit (see **Appendix C**). If such an adjustment is needed, it should be done in consultation with the Course Coordinator, and other unit coordinators possibly be affected by changes to the unit. See **Appendix D** for common errors in writing ULOs identified by Flinders University.

A 15-credit point unit can have between four to six ULOs. Each ULO should be written as a succinct learning outcome specifying what students will be able to do on its successful completion. All ULOs need to be assessed, so they need to be observable and measurable.

REFLECTION BOX 1

- Do the current ULOs adequately reflect the goals of the unit in terms of what students should be able to do with what they learn?
- Do the ULOs align with the overall CLOs?
- Do the ULOs meet the relevant AQF level for the unit?
- Are the ULOs observable and measurable

5.2 Development of assessment tasks

Assessment tasks are activities that drive learning, and with the development of accessible AI products, the learning and teaching environment has changed and will continue to change as more is learnt about using AI effectively. It is a period of discovery for all teachers who will need to examine their assumptions and the resulting outcomes or impact of the assessment approaches taken.

Not all assessment tasks need to be graded, but their effect does need to be monitored in some way, and AI tools may be able to help with this. Well-designed formative assessments can be an effective way to engage students and encourage them to identify their particular learning needs. They can also be a way to introduce concepts and provide opportunities for developing the skills needed in the graded summative tasks. Summative assessment tasks should align with the ULOs to provide evidence of achievement of those learning outcomes.

Complex assessments may address more than one ULO, and if this occurs, consideration should be given to the possibility of combining or reframing the ULOs to provide a more succinct summary of the unit.

At this stage, there is relatively little research on how best to incorporate AI into the wide range of assessment tasks to minimise adverse impact on academic integrity. While this challenge may seem daunting it does present an opportunity for current teaching academics to explore and contribute to this important issue. All future assessments will need to be evaluated as to their performance against the assumptions underpinning their design. The important questions related to the involvement of AI in assessment tasks involve issues of assessment security, or how the potential for cheating can be minimised while ensuring that students have learnt what a unit purports to teach, as described by their ULOs.

Dollinger and colleagues point out in their recent report on the assurance of learning in online credentialed programs (2025), assessment is unable to measure learning directly; rather, assurance of learning relies on "inferences drawn from observable evidence of performance" (p3). It is not possible to know what has been learnt, at best, educators "can only gather evidence of what students can demonstrate and make reasoned judgements about what that evidence suggests about their learning" (p3).

While the report by Dollinger and colleagues is primarily concerned with the attainment of program, or course, learning outcomes, in online courses, the assurance that ULOs have been achieved and that the desired learning has occurred is likely based on similar foundations. See Table 2.

Table 2: Comparison of Assessment security and Assessment assurance

Dimension	Timing	Scope	Approach	Key dimensions
Assessment security	Specific assessment event(s)	Identify confirmation and control of conditions where learning	Tactical, event-focused measures	• Authentication • Control of assessment conditions

		is demonstrated		

Assessment assurance	Builds over multiple points to conclude with judgment supported by credible evidence of learning	Systematic collection of evidence across degree program to determine if all CLOs are acquired	Strategic, program-level evaluation	• Robust assessment security
				• Culture of academic integrity
				• Valid and trustworthy assessment design
				  ○ Complete – everything needed to evidence learning included
				  ○ Coherent – assessment elements are logical and consistent
				  ○ Plausible – assessment design credibly demonstrates learning outcomes

Source: Dollinger et al (2025)

Assessment security and assurance make choosing an appropriate assessment approach critical, but with so many quality and practical requirements, it can be overwhelming and may need some trial-and-error or tweaks over time, to get it right. Table 3 shows how the key skills identified across the AQF levels in an undergraduate degree (see **Appendix C**), and the useful typology of assessment (see **Appendix E)** developed at Monash University, can help work out how this might be done. The typology includes 11 different assessment types: exercises, quizzes/tests, demonstrations, examinations, written assignments, presentations, performances, portfolios, work-integrated assignments, projects and artefacts. For more detail, including extensive lists of examples of each assessment type, see **https://www.monash.edu/learning-teaching/TeachHQ/Assessment/choosing-assessment-tasks.** However, at this stage, the Monash University assessment typology does not explicitly address the very real disruption that generative AI has wrought on assessment design.

REFLECTION 2

- Does the assessment task align with a ULO or ULOs and include everything needed to provide evidence that the appropriate learning has occurred?
- How could you test this?
- Are there appropriate measures to safeguard assessment security?
- Where do you think students might struggle with the assessment and why?
- How will you scaffold the assessment?
- What strategies could be used to reduce marking load?

Table 3: Key academic skills and their possible assessment by different types of academic assessment

Key Skills						
Types of Assessment	***Knowledge***	***Comprehension***	***Application***	***Analysis***	***Synthesis***	***Evaluation***
Exercise	X	X				
Quiz Text	X	X	X			
Demonstration			X	X	X	
Written		X	X	X	X	X
Examination	X	X	X	X	X	X
Presentation		X			X	
Performance		X	X		X	X
Portfolio			X	X	X	X
Work Integrated	X	X	X			X
Project			X	X	X	X
Artefact			X	X	X	X

See **Appendix E** for detailed assessment definitions by type

5.3 Other considerations in assessment design

As mentioned above student workload can be considered a quality parameter, but estimating the workload associated with particular assignments can be difficult. The evidence base for previous student workload estimates is unclear, and these estimates will need to be reviewed in this era of generative AI; however, in the absence of alternative information, these estimates may need to be applied in the short term (see **Appendix G**). Staff are also encouraged to enlist the help of students by asking them to track the time it takes them to complete different tasks.

As mentioned above, not all assessment tasks require grading. Formative assessments can be completed in class to aid, or may be open to students to reinforce learning, track their progress in the unit, or identify areas where more focus is needed. Formative assessments can scaffold subsequent graded assessments by focusing on specific aspects of the graded assessment or by providing worked examples. Transferring assessments from graded to ungraded is one way to reduce academic marking workloads without compromising teaching quality, but generating answers for such assessments does take time to set up. Such assessments, when completed online, also provide the opportunity to monitor students' behaviour and to test whether completing ungraded assessments has a discernible effect on overall performance in the unit. Engagement in ungraded formative assessments may also provide helpful information for future student workload estimates if the time students take to perform different tasks online is measured. Participation and performance in these types of assessment tasks also provide evidence of student engagement that may helpfully demonstrate human involvement in assessment activity. Non-participation also gives information and may be considered a potential

issue with progression. Establishing feedback loops about student behaviours and performance can provide information to report to subsequent student cohorts to possibly influence student behaviours.

A course overview approach to assessment can be worthwhile in improving student performance overall by creating a coherent sequence, with appropriate reinforcement and unnecessary duplication or conflicting information. This cannot be achieved independently but requires collaboration and coordination with colleagues (Barrie et al, 2014). The involvement of others in the teaching team, using peer review in the process of assessment design, and monitoring student performance and feedback, can be effective ways to improve assessment design over time.

Different units in the same course are likely to have somewhat different underlying teaching philosophies, which can adversely affect the student experience if not managed well. Awareness of this issue can be useful in finding common ground, clarifying expectations, including those related to assessment, and building better scaffolding for learning across the units in a course. **Appendix H** provides examples of common adult learning theories.

REFLECTION 3

- How valid is your estimate of the workload for different assessments?
- Are any ULOs assessed more than once? If so, could ungraded assessments be used?
- Could ungraded assessments provide appropriate scaffolding for students?
- Could information from ungraded formative assessments be useful?
- How are assessment activities and performance monitored?
- Are differences in the teaching philosophies of units taken concurrently affecting student expectations and behaviour?

The use of AI has triggered changes to how assessment tasks are approached. Students are using AI in several ways, including to support reading, to generate and interpret feedback, and to "understand, produce, reference, critique, and polish assessment tasks" (Corbin et al, 2025b). Using AI can lead to assessment tasks that are better written, reducing marking load, but it can have other effects that require more time. For example, the phenomenon of AI hallucinations may add extra time to marking to allow verification of all unfamiliar references and quotations. Creative solutions can help to overcome these problems, such as requiring students to provide hyperlinks to all references and screenshots of all quotations. Other responses are more demanding, for example, a legal academic in France has created a database to track legal decisions across countries, "where generative AI produced hallucinated content – typically fake citations, but also other types of AI-generated arguments" (Charlotin, 2025).

Other responses to the possible use of generative AI in assessment tasks include rethinking traditional approaches to assessment, such as incorporating oral reflection or question-and-answer components into written assignments. Historian Sarah Midford points out that "In an AI-enabled world, educators must design assessment that trains students to achieve the desired outcomes alongside the new technology" (2025). In many humanities disciplines, essays have been fundamental to assessment (Corbin et al. 2025b,), but as Midford (2025) reflects:

The future of the essay lies in the shift from its evaluation being solely about the final output to being about the attainment of skill and how well the process has been executed over time. When the essay shifts from being the sole focus of the assessment, the task can focus more on

assessing the development of research questions, the quality of note-taking from primary and secondary sources, and/or the development and refinement of an argument as a process that occurs throughout the project. An element of the assessment might be a reflection on how a student's thinking evolved as the research progressed. This is an important element of the learning process and something that is tacitly assessed in a more traditional essay. However, making it an explicit learning outcome brings its importance to the fore for students while also assuring the integrity of the assessment because of the nature of the task being difficult to replicate using AI.

REFLECTION 4

- How could generative AI affect assessment security and assurance?
- Are false references and quotes a possible issue?
- How could human involvement in the assessment be verified?
- Does verification of human involvement have timing implications for due dates? (Before or after assignment submission)

6. Workload considerations for feedback

When considering learning and assessment, it is important to remember the role of feedback in the process of learning for students' overall progression throughout university. Feedback is one of the most powerful influences on learning and achievement. The purpose of feedback in learning is to:

- develop student capability to engage in their own learning.
- to identify and reward specific qualities in student work
- guide students on what steps to take to improve
- motivate students to act on their assessment
- justify to students how their mark or grade was derived

Succinct, frequent and meaningful feedback is essential to learning and to sound assessment practices. Without it, assessment becomes only a measure of failure rather than a tool for education. Feedback is most effective when it is:

- **Timely** – Students should receive marks, assignments and feedback as soon as possible, and in time to improve performance in the next assessment task.
- **Personalised** – Feedback needs to be inclusive and suit the target audience (where possible).
- **Empowering** – Aimed at strengthening and consolidating learning
- **As a gateway to future learning** – Consideration of the choice and delivery of language within the feedback cycle. The use of words that emphasise what students can do to improve their work.
- **Analytical** – Feedback that emphasises not only the excellence in what they have done, but the reason why it is excellent.
- **Constructive** – Give guidance to students on areas to improve for future tasks. This can significantly increase the value that students place on feedback.
- **Manageable** – Consideration of our time and the students. Too much feedback can be confusing, and too little of no use. Feedback needs to be concise and action

oriented.

- **Emphasises the role of the lecturer within the assessment task** – Rich, timely feedback engenders within students' recognition that the assessment tasks are considered important by the assessor.

The type of feedback, the way it is delivered and the language used can have a positive or negative impact on learning, thus making it a crucial component of student success and an integral part of student workloads.

6.1 Feedback types and forms

Feedback can serve several purposes and take several forms. Feedback can be provided as a single entity – ie, informal feedback on a student's grasp of a concept in class – or a combination of multiple entities – ie, formal, formative, peer feedback on stage one of an assessment task. Each has its place in enhancing and maximising student learning; thus, where possible, courses should provide opportunities for a range of feedback types. The feedback process can assist learner assess their levels of attainment and support future enhancements towards reaching mastery level. Feedback can also provide clear information to students signposts what they need to progress towards as part of improving their practice (Corbin et al 2025). Feedback must be trustworthy and nuanced (where appropriate). Feedback can provide insight into 'student effort and capacity' and recognised 'teacher expertise' (pg. 724, Corbin et al 2025).

Forms of feedback:

- Written text, audio, video, computer-generated and haptic (involving tactile sensations, such as vibrations or pressure).

Who commonly delivers feedback:

- Educators and other education specialists
- **Student peer feedback** – Teachers don't have to be the only experts within a unit. With basic instruction, opportunities to practice and with ongoing support, students can learn to give quality feedback to each other on either learning and/or assessment, which is highly valued by peers. However this needs to be carefully constructed to ensure non-bias and that the feedback is valued.
- **Student self-feedback** – During the provision of feedback, teachers have the opportunity not only to provide direction for the students, but to teach them through explicit modelling and instruction, and the skills of self-assessment and goal setting, leading them to become more independent learners (Sackstein, 2017).
- **GenAI-derived feedback**: Corbin et al (2025) discuss feedback using these 2 categories top consider feedback and its intersection with GenAI:
    - Recognitive feedback:
      '... characterised by potentially mutually recognitive relations between ... the feedback provider and the recipient. This form of feedback is not reducible to mere information transfer or

performance evaluation…it is a process through which both student and educator identities are affirmed and developed. Central to recognitive feedback is the mutual vulnerability of both parties to the judgment of the other. The educator, in providing feedback, opens themselves to the student's judgment of their expertise and pedagogical skills. Simultaneously, the student, in receiving and engaging with feedback, exposes their developing academic identity to the educator's assessment. This means that students develop their academic identities through being recognised as capable, developing scholars by their educators (pg. 726, Corbin et al 2025)

- Extra-recognitive feedback:
  'Extra-recognitive feedback is primarily a unidirectional transmission of information, lacking the reciprocal nature that characterises recognition-capable feedback. In other words, extra-recognitive feedback may achieve a surface-level personalisation by referencing specific details of a student's work, but it is unlikely to comprise a deeper understanding of the student's unique learning context and trajectory.' (pg. 726, Corbin et al 2025)

Functions of feedback:

- **Informal feedback** – Informal feedback can occur at any time as it is something that emerges spontaneously in the moment or during action. Therefore, informal feedback requires the building of rapport with students to effectively encourage, coach or guide them in daily management and decision-making for learning. This might occur in the classroom, over the phone, in an online forum or virtual classroom.
- **Formal feedback** – Formal feedback is planned and systematically scheduled into the process. Usually associated with assessment tasks, formal feedback includes the likes of marking criteria, competencies or achievement of standards, and is recorded for both the student and the organisation as evidence.
- **Formative feedback –** The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Therefore, formative feedback is best given early in the unit, and prior to summative assessments. Formative feedback helps students to improve and prevent them from making the same mistakes again. In some cases, feedback is required before students can progress, or feel capable of progressing, to the next stage of the assessment.
- **Summative feedback** – The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Therefore, summative feedback consists of detailed comments that are related to specific aspects of their work, clearly explain how the mark was derived from the criteria provided and provide additional constructive comments on how the work could be improved.

6.2 Feeding-forward

The inclusion of feed-forward systems are important within the overall learning and assessment matrix of a unit. They can act as enablers for students to develop academic skills and improve overall learning. These systems of learning and assessment focus on the functional development of skills and knowledge related to aspects of a unit that recognise that learning is developmental and progressive. Feed-forward opportunities can contribute to the overall development of unit learning outcomes through integrated tasks that contribute to a summative task at the conclusion of the unit.

Nicol and Macfarlane-Dick (2007) provide the following examples of feed-forward processes in class dialogue:

- Providing feedback using one-minute papers
    - Reviewing feedback in tutorials where students are asked to read the feedback comments they have been given and discuss these with peers (they might also be asked to suggest strategies to improve performance next time)
- Asking students to find one or two examples of feedback comments that they found useful and to explain how they helped
- Having students give each other descriptive feedback on their work in relation to published criteria before submission
- Peer review during group projects as specified by the unit coordinator

6.3 Peer-to-peer learning and feedback

This is the ultimate goal of feedback for learning. To help students reach autonomy, teachers can explicitly identify, share, and clarify learning goals and success criteria; model the application of criteria using samples; provide guided opportunities for peer-to-peer learning and self-feedback; teach students how to use feedback to determine their next steps and set goals; and allow time for self-feedback/reflection.

These skills, however, are not necessarily intrinsic. Just as other professional skills and graduate attributes need to be taught, supported, and practised, so too are the skills of peer-to-peer learning, peer-to-peer feedback, and self-reflective feedback. Ideally, these skills are best attained when they are scaffolded throughout a program. Commencing with peer-to-peer learning in simple class learning activities in the first year, through to simple peer-to-peer feedback for small assessment tasks, then to more advanced peer-to-peer feedback for larger assessment tasks and finally regulating their own self-feedback mechanisms by the end of their study unit. Providing students with regular opportunities to give and receive peer feedback enriches their learning experiences and develops their professional skill set. For this reason, the integration of these types of feedback needs to be considered in student workloads.

7. Appendices

Appendix A: Federation University's ASSURE Framework

The ASSURE approach to Artificial Intelligence includes the following components that need to be considered in assessment design:

- **AI-Supported:** Embed AI across teaching, learning, and curriculum design to enhance, not replace, human learning and decision making.
- **Scaffolded:** Structure curriculum and experiences so that both students and staff build AI literacy over time, with increasing complexity and autonomy.
- **Student-centred:** Prioritise learner agency, inclusivity, and personalisation, especially when co-designing learning experiences involving GenAI.
- **Understandable:** Ensure policies, expectations, and uses of AI are clearly communicated and consistently applied across learning and teaching practices, including in courses and units.
- **Responsible:** Champion ethical, critical, and culturally aware GenAI use in collaboration with industry. Ensure AI use is equitable, accounting for varied levels of access and digital literacy.
- **Evaluated:** Use data-informed practice, student feedback, and learning analytics (including AI insights) to innovate and improve continuously.

Appendix B: Possible Learning Outcomes for FedTASKs across undergraduate levels

FedTASK	Descriptor (AQF Level 7)	Possible CLO		
		AQF 5	AQF 6	AQF 7
Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and online in: • Using effective verbal and non-verbal communication • Listening for meaning and able to influence via active listening • Negotiating and conflict resolution skills • Working respectfully in cross-cultural and diverse teams	Communicate to team members and others with respect and with the use of specialised knowledge.	Communicate to diverse audiences and teams verbally and non-verbally by the use of active listening, conflict resolution skills, and respectful teamwork.	Communicate verbally and non-verbally with diverse individuals and groups by the effective use of active listening, negotiation and conflict resolution skills, and respectful teamwork.
Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Making informed decisions • Displaying initiative	Apply skills and specialised discipline knowledge to sometimes complex decision-making in defined environments.	Apply a broad range of skills and behaviours, discipline knowledge, and reflection to decision-making in changing environments.	Apply professional skills and behaviours, with coherent discipline knowledge, and self-reflection to create collegial environments and informed decisions in changing and complex environments.
Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination or original ideas to create new ideas. Students will be required to display skills in: • Reflecting critically • Evaluating ideas, concepts and information	Analyse information using a specialised discipline knowledge to describe solutions for sometimes complex problems.	Analyse concepts and information using a broad discipline knowledge and reflection, to interpret and explain solutions for unpredictable and	Evaluate ideas, concepts and information using broad and coherent professional knowledge and critical reflection, to develop creative solutions for unpredictable and

FedTASK	Descriptor (AQF Level 7)	Possible CLO		
		AQF 5	AQF 6	AQF 7
	• Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving		sometimes complex problems.	sometimes complex problems.
Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities	Analyse digital information from a limited range of technologies, including Artificial Intelligence, to support its ethical use.	Analyse digital information from a range of technologies, including Artificial Intelligence, to guide its ethical use.	Identify, analyse and evaluate digital information using a range of tools, platforms and applications, including Artificial Intelligence, selected to facilitate its appropriate and ethical use.
Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: • Making informed judgements that consider the impact of devising solutions in global, economic, environmental and societal contexts • Committing to social responsibility as a professional and a citizen	Make judgments with defined responsibilities that describe possible consequences.	Make informed judgements with defined responsibilities that consider the impact of actions across a diverse range of contexts.	Make responsible and informed judgements that consider the impact of ideas and actions across a range of global, economic, environmental and societal contexts.

FedTASK	Descriptor (AQF Level 7)	Possible CLO		
		AQF 5	AQF 6	AQF 7
	• Evaluating ethical, socially responsible and/or sustainable challenges and generate and articulate responses • Embracing life-long, life-wide, and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life			

Appendix C: Three-year Bachelor Award by AQF level

AQF5 *(Diploma)*	**AQF6** *(Advanced diploma/ Associate degree)*	**AQF7** *(Bachelor degree)*
Summary	**Summary**	**Summary**
Graduates at this level will have **specialised knowledge and skills** for skilled/paraprofessional work and/or further learning.	Graduates at this level will have **broad knowledge and skills** for paraprofessional/highly skilled work and/or further learning.	Graduates at this level will have **broad and coherent knowledge and skills for professional work** and/or further learning.
Knowledge	**Knowledge**	**Knowledge**
Graduates at this level will have **technical and theoretical knowledge in a specific area or a broad field of work and learning**.	Graduates at this level will have **broad theoretical and technical knowledge of a specific area or a broad field of work and learning**.	Graduates at this level will have **broad and coherent theoretical and technical knowledge with depth in one or more disciplines** or areas of practice.
Skills	**Skills**	**Skills**
Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: ▪ **Analyse information** to complete a range of activities ▪ **Provide and transmit solutions** to sometimes complex problems ▪ **Transmit information and skills** to others	Graduates at this level will have a **broad range of cognitive, technical and communication skills** to select and apply methods and technologies to: ▪ **Analyse information** to complete a range of activities ▪ **Interpret and transmit solutions** to unpredictable and sometimes complex problems ▪ **Transmit information and skills** to others	Graduates at this level will have **well-developed cognitive, technical and communication skills** to select and apply methods and technologies to: ▪ **Analyse and evaluate information** to complete a range of activities ▪ **Analyse, generate and transmit solutions** to unpredictable and sometimes complex problems ▪ **Transmit knowledge, skills and ideas** to others
Application of knowledge and skills	**Application of knowledge and skills**	**Application of knowledge and skills**
Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters.	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility: ▪ **In contexts that are subject to change** ▪ **Within broad parameters to provide specialist advice and functions**	Graduates at this level **will apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility** in contexts that require **self-directed work and learning** and within broad parameters to provide specialist advice and functions.

Reference: Australian Qualifications Framework www.aqf.edu.au

Appendix D: Common Errors in Writing ULOs

Common errors in writing ULOs[1]

• Using lower-level verbs such as 'know' or 'understand', as these verbs are vague and don't indicate what level of understanding or knowledge a student must demonstrate
• Listing teaching objectives not learning outcomes. Teaching objectives are about what the teacher will do, not what the student will be able to do.
• Listing topic content, not student outcomes
• Overly complex without relating to context to which it applies
• Not assessable or not linked to assessment tasks
• Not significant or meaningful in the longer term
• Too many (4 – 6 are sufficient)
• Nested learning outcomes in attempt to include more issues, for example, dot points within dot points

Adapted from [1] **https://staff.flinders.edu.au/learning-teaching/good-practice-guides/gpg-learning-outcomes**

Appendix E: Assessment typologies – Links to existing higher education assessment definitions

• Exercise	• Examination	
• Quiz / Test	• Written	
• Demonstration	• Presentation	• Portfolio
• Work integrated	• Project	• Artefact

Appendix F: Key Skills for qualification by AQF level and their definitions[1]

Qualification	LEVEL AQF Level	Key skill	Definition
U/G Certificate	AQF 5	KNOWLEDGE	Recall or recognize information, ideas, and principles in the approximate form in which they were learned.
Diploma Associate Degree	AQF 5-6	COMPREHENSION	Translate, comprehend, or interpret information based on prior learning.
Associate Degree	AQF6	APPLICATION	Select, transfer, and use data and principles to complete a problem or task with a minimum of direction.
Associate Degree Bachelor Degree	AQF6-7	ANALYSIS	Distinguish, classify, and relate the assumptions, hypotheses, evidence, or structure of a statement or question
Bachelor Degree	AQF 7	SYNTHESIS	Originate, integrate, and combine ideas into a product, plan or proposal that is new to him or her.
Bachelor Degree Graduate Diploma	AQF 7-8	EVALUATION	Appraise, assess, or critique on a basis of specific standards and criteria.
Graduate Diploma	AQF 8	ADVANCED KNOWLEDGE AND COMPREHENSION	Explain information that requires an advanced degree of difficulty or complexity
Graduate Diploma	AQF 8	JUDGEMENT	Form opinions or to evaluate work with applied knowledge.
Graduate Diploma Masters Degree	AQF 8-9	CRITICAL ANALYSIS	Address a statement or question by distinguishing, classifying, and/or relating assumptions, hypotheses, and evidence, to
Masters Degree	AQF 9	COMPLEX SYNTHESIS	Develop, integrate, and combine ideas to form a new product, plan or proposal.
Masters Degree	AQF 9	INTEGRATED KNOWLEDGE	Combine two or more kinds of knowledge and concepts (e.g. technical and theoretical)
Masters Degree	AQF 9	SPECIALISED KNOWLEDGE	Explain specialised information that requires an advanced degree of difficulty or complexity and knowledge of research, experience
Masters Degree PhD/Doctorate	AQF 9-10	EXPERT KNOWLEDGE AND COMPREHENSION	Explain expert knowledge based on research, experience or occupation in a particular area of study

Qualification	LEVEL AQF Level	Key skill	Definition
Masters Degree	AQF 9	EXPERT JUDGEMENT	Form opinions or evaluate work through the application of expert knowledge based on research, experience or occupation in a particular area of study
PhD/Doctorate	AQF 10	AUTHORITATIVE JUDGEMENT	Form opinions or evaluate work through application of new insights based on highly integrated research-based knowledge and experience in particular area of study.

[1]Based on Blooms Taxonomy

Appendix G: Estimates of student workload for different assessment types

Table 1: Assessment types, associated maximum word limits/times or equivalency, and overall weighting within the unit

WRITTEN: Approx. 1000 standard words = 6 references = 10 hours student workload = 25% overall weighting

Weighting	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Essay	400 words	800	1200	1600	2000 words	2400	2800	3200	3600	4000 words
Journal	500 words	1000	1500	2000	2500 words	3000	3500	4000	4500	5000 words
Report / Plan/ Proposal	400 words	800	1200	1600	2000 words	2400	2800	3200	3600	4000 words
Annotated Bibliography	400 words	800	1200	1600	2000 words	2400	2800	3200	3600	4000 words
Literature Review	350 words	700	1050	1400	1750 words	2100	2450	2800	3150	3500 words
Research proposal or report	350 words	700	1050	1400	1750 words	2100	2450	2800	3150	3500 words
Poster (+ images)	400 words	800	1200	1600	2000 words	2400	2800	3200	3600	4000 words
Number of references	2 – 4	4 – 6	6 – 8	8 – 10	10 – 12	12 - 15	14 – 18	16 – 21	18 – 24	20 – 28
Research and writing time	**3 – 5 hours**	**6 – 10 hours**	**9 – 15 hours**	**12 – 20 hours**	**15 – 25 hours**	**18 – 30 hours**	**21 – 35 hours**	**24 – 40 hours**	**27 – 45 hours**	**30 – 50 hours**

Reference: La Trobe University Student Assessment Workload Guidelines (2015) | Bennett (2013)

EXAMS

Weighting	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Written Exam	25 m	50 m	1h 10m	1h 35m	2 h	2h 25m	2h 50m	3h 10m	3h 35m	4 hr
Practical Exam	18 m	36 m	54 m	1h 12m	1h 30m	1h 48m	2h 06m	2h 24m	2h 42m	3 hr
Practical music test	7 min	15 m	22 m	30 m	37 min	45 m	52 m	60 m	67 m	75 min
Exam study preparations	**3 – 4 hours**	**6 – 8 hours**	**9 – 12 hours**	**12 – 16 hours**	**15 – 20 hours**	**18 – 24 hours**	**21 – 28 hours**	**24 – 32 hours**	**27 – 36 hours**	**30 – 40 hours**

DIGITAL TASKS: Approx. 1 minute of standard video/web = 1 hour of student workload = 5% overall weighting

Weighting	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Video	2 min	4 min	6 min	8 min	10 min	12 min	14 min	16 min	18 min	20 min
Web page	400 words	800	1200	1600	2000 words	2400	2800	3200	3600	4000 words
ePortfolio	400 words	800	1200	1600	2000 words	2400	2800	3200	3600	4000 words
Narrated presentation	4 min	8 m	12 min	16 min	20 min	24 min	28 min	32 min	36 min	40 min
Time for digital editing	**1 – 4 hours**	**2 – 6 hours**	**4 – 8 hours**	**6 – 10 hours**	**8 – 12 hours**	**10 – 14 hours**	**12 – 16 hours**	**14 – 18 hours**	**16 – 20 hours**	**18 – 22 hours**

OTHER

Weighting	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Group Work	(per member)									
Group Essay	300 words	600	900	1200	1500 words	1800	2100	2400	2700	3000 words
Group Oral	2min	4m	6m	8m	10min	12m	14m	16m	18m	20min
Other										
Oral presentation	6 min	12 m	18 m	24 m	30 min	36 m	42 m	48 m	54 m	60 min
Practicum	8 min	16 m	24 m	32 m	40 min	48 m	56 m	64 m	72 m	80 min

Appendix H: Summary of different adult learning theories

THEORY	WHO	DESCRIPTION	SUITED FOR	PROBLEMS/NOT SUITED FOR	HOW TO ACHIEVE
INDIVIDUAL EXPERIENCE					
Behaviourism	Skinner (1940s) Thorndyke (1911) Pavlov (1927)	Behaviorism theorises that learning occurs through conditioning, using stimulus, reward, and punishment. This theory proposes that the learner: • Gains information in response to stimuli. • Benefits from instruction that repeats and reinforces information • Learners passively receive knowledge Requires demonstration of either positive or negative consequences.	Common in training programs where standard outcome is desired or where participation or action from learners is not needed.	Learners can quickly disengage and not remember important information effectively.	• Use engaging trainers • Use incentives for learners Use in combination with other approaches.
Cognitivism		Developed as a rejection of behaviourism. States that learners are far more active in their learning. Cognitivism states that learners: • Acquire knowledge by combining both old and new information • Receive information, process it, and organise it according to existing knowledge to be able to recall it later. • Are active participants in own learning process.	When learners are able to reflect on knowledge gained and applied to their own work..	Caution needed not to overburden learners with information. Cognitive overload can occur when too much information is given without enough time to process it.	• Present information that is meaningful to learners. • Relate information to existing knowledge (easier to remember) • Use analogies, metaphors and concept mapping • Structure new information to clearly show relationship to existing knowledge.
Andragogy	Knowles (1968)	Art and science of teaching adults. Assumes that adult learners have: Independent self-concept and can direct own learning Life experiences that form rich basis for learning Learning needs closely related to social roles	Better suited for those who are strongly self-motivated, goal-oriented or need to learn how to solve specific problems.	Not suited for those without self-motivation. No acknowledgement of context of learning (history, cultures or surrounding social institutions).	Use simulation and role-play Use materials relevant to learners' needs Using real-world examples to demonstrate relevance Plan for learning to come through doing, rather than memorisation or repetition.

THEORY	WHO	DESCRIPTION	SUITED FOR	PROBLEMS/NOT SUITED FOR	HOW TO ACHIEVE
		Problem centred approach and interest in applying knowledge, immediately Internal motivations to learn.			
Experiential learning	David Kolb (1970s).	Focuses on hands-on learning by using experiences to demonstrate concepts. In experiential learning, learners will: • Actively participate • Reflect upon experience after participation to develop and confirm the knowledge gained. Consider successes and failures to develop improvements for the next learning activity.	Those eager to learn, especially tasks that require systematic thinking or mechanical skills.	Possible overemphasis on individual knowledge without understanding of social context.	• Set up role-play exercises or use virtual reality to simulate common situations. • Encourage reflection and conceptualisation after experiential experience is complete Prompt learners to contemplate how they can activate their new knowledge in their everyday roles.
INDIVIDUAL DEVELOPMENT					
Self-directed learning (SDL)	Garrison (1997)	SDL builds on andragogy with concepts of self-management. SDL suggest that adult learners: • Take initiative to understand what they need to learn. • Will seek out those who can help them, including teachers, mentors, or peers. • Will respond positively to being in control of their learning.	Suited for self-motivated learners, including those who respond well to technology-based learning. Works well with topics/issues/subjects with concrete, black-or-white answers, rather than grey areas. Learners need to be able to evaluate own results to see their progress and to assess where they need to focus.	Can be difficult for some learners, especially those with less education, low literacy skills, or low self-confidence	Facilitators are guides and sources of encouragement rather than teachers. Can identify appropriate starting point and help to access resources.
Constructivism	Ausubel & Robertson (1969) Piaget & Cook (1952)	Knowledge is created by learners creating meaning for themselves, not by transmission from instructors. Constructivists believe that learners: • Actively create own meanings and knowledge from experiences. • Link old information to new and then contextualise it. • Use personal and cultural experiences to contextualise new information.	When learners grouped into teams to learn new concepts or engage in mentorship programs.		• Instructors are facilitators Ask questions and provide informational resources where learners can explore concepts being taught Group discussions Journal clubs and course portfolios Critical appraisal.

THEORY	WHO	DESCRIPTION	SUITED FOR	PROBLEMS/NOT SUITED FOR	HOW TO ACHIEVE
		Using assimilation and accommodation, learners use existing knowledge, experiences, and beliefs to gain understanding of new concepts.			
CRITICAL REFLECTION					
Transformational learning	Mezirow (1978)	Transformational learning is concerned with the ability to use learning to transform the way that learners view the world. Learners face a 'disorienting dilemma' that challenges their perspectives in such a foundational manner that they rethink their existing standpoint and use critical thinking to adjust their beliefs. Remembering the concepts taught is easier as the 'transformation' includes behaviour, thoughts, and beliefs.	Those who enjoy questioning, are eager debaters, rational thinkers or critical analyzers find this type of learning to be engaging Good for those who need personal or professional growth, learning about complex analytical processes or for teaching how to apply evaluation and analysis to different situations.	Not always relevant to context. Criticisms include valuing rationality over emotion, relationships and culture, and being blind to context	Introduce material that explores different points of view. Build a learning culture Critical awareness Group discussions
GROUP REFLECTION					
Project-based learning	Dewey (1897)	Centres around idea of learning by doing, usually as a group. Theory posits that learners: • Acquire deeper knowledge when real-world issue or problem is actively explored. • Should work on this issue for extended time, investigating, developing, and testing potential solutions, using instructors for regular feedback • Will acquire fuller knowledge through its active application	For those wanting to develop long-term project management skills.	Some group members may take advantage of collaborative tasks and take credit for others' work.	• Guide and facilitate problem-solving.

THEORY	WHO	DESCRIPTION	SUITED FOR	PROBLEMS/NOT SUITED FOR	HOW TO ACHIEVE
Action learning	Revans (1982) Wenger (1998)	Concerned with solving problems and simplifying solutions, often in groups, to build cohesiveness, gain collaborative abilities, and better understand group dynamics. Action learning theory requires learners to follow process: • Ask questions to better understand the problem • Reflect on possible solutions • Identify best option • Take action • Reflect again, questioning their process, the results, and how these could be improved.	Facilitates team building, and identifies areas of learning need.	Group needs sufficient time to reflect on the process after the action has been taken.	• Present teams with the issue and simple guidelines. • Facilitator fosters learning environment by guiding process and supplying knowledge if and when needed. • Practical training • Communities of practice
SOCIAL LEARNING					
Social learning theory	Albert Bandura (1970s)	Combines behaviourism and cognitivism. Social learning theory presumes learners: • Gain information by combining own experiences with observations of rewards and punishments that others receive for their actions. • Observe responses to behaviours and gain understanding as to how they should act from that. • Imitate behaviours of those around them who they respect.	This theory is useful in demonstrating proper workplace behaviour. Greater engagement if instructors are respected or well-regarded.	If a lack of uniformity or inequity exists. (Learners quickly identify favouritism or if negative behaviour carries no consequences.)	• Take care to be even-handed and fair. • Be clear about what is being demonstrated • Use anecdotes, role-play, or training videos to reinforce information.

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