



# Approved Assessment Types

Assessment Type	Assessment Description	Security Rating	Level
<b>Abstract</b>	A concise summary of a research article, thesis, review, or other academic work, highlighting the main points and conclusions.	Medium	2
<b>Analysis</b>	A detailed examination and interpretation of data, texts, or problems, breaking them down into components to understand underlying patterns or meanings.	Medium	2
<b>Annotated bibliography</b>	A list of citations to books, articles, and other sources, each followed by a brief descriptive and evaluative paragraph.	Low	1
<b>Application</b>	An assessment commonly associated with work integrated learning. Involves a student submitting an application for a role such as a job application.	Medium	2
<b>Blog</b>	A written assignment in the form of a blog post, allowing for informal or reflective exploration of a topic, often with the opportunity for public or peer interaction.	Medium	2
<b>Calculations</b>	An assessment involving mathematical computations or problem-solving exercises to demonstrate understanding of quantitative concepts.	Low	1



<b>Case study</b>	An in-depth investigation of a single instance or event, used to explore or apply theoretical concepts in real-life contexts.	Medium	2
<b>Clinical skills</b>	An assessment of practical competencies in a healthcare setting, evaluating students' abilities to perform tasks essential to clinical practice.	High	3
<b>Contract</b>	An agreement document where students outline the goals, tasks, and responsibilities they commit to fulfilling in a project or assignment.	Medium	2
<b>Creative work</b>	An artistic or creative task not covered by an alternative, creative Assessment Type such as Performance.	High	3
<b>Critical review</b>	A detailed evaluation of a text, artwork, or piece of research, assessing its strengths, weaknesses, and contributions to the field.	Medium	2
<b>Curriculum Vitae</b>	A document summarising an individual's educational background, work experience, skills, and other professional achievements.	Medium	2
<b>Debate</b>	An assessment where students engage in structured argumentation on a specific topic, demonstrating critical thinking and rhetorical skills.	High	3
<b>Debrief</b>	A reflective discussion following an activity or event, aimed at reviewing and understanding the outcomes and experiences.	High	3



<b>Discussion board</b>	An online platform where students participate in written discussions, contributing to and reflecting on course topics or questions.	Medium	2
<b>Draft</b>	An initial version of a written work, submitted for feedback before final revision and submission.	Medium	2
<b>Essay</b>	A structured written piece exploring a specific topic or argument, often requiring evidence-based analysis and critical thinking.	Low	1
<b>Evaluation</b>	An assessment where students critically assess or judge the value, significance, or impact of a particular object, event, or process.	Medium	2
<b>Exam: proctored, online</b>	A timed assessment conducted remotely under supervision, where students complete questions or tasks within a secure online environment.	High	3
<b>Executive summary</b>	A brief overview of a longer document, summarizing the main points and conclusions for a quick understanding by readers.	Low	1
<b>Fact Scenario Analysis</b>		Medium	2
<b>Framework</b>	A structured outline or set of principles used to guide analysis, design, or decision-making processes in a given context.	Medium	2
<b>Infographic</b>	A visual representation of information or data, combining text, graphics, and design elements to communicate key messages clearly.	Medium	2



<b>Interview</b>	A task where students engage in a structured conversation, often to assess communication skills, knowledge, or attitudes on specific topics.	High	3
<b>Journal</b>	A reflective writing task where students regularly record their thoughts, experiences, and learning progress over a period.	Medium	2
<b>Learning Plan</b>	A personalised document where students set learning goals and strategies to achieve them, often used to guide their academic progress.	Medium	2
<b>Literature review</b>	A comprehensive survey of scholarly sources on a specific topic, synthesizing findings and identifying gaps in the research.	Low	1
<b>Map</b>	A visual or spatial representation of data or concepts, often used to demonstrate relationships, patterns, or geographical information.	Medium	2
<b>OSCE</b>	Objective Structured Clinical Examination: a practical assessment where students rotate through stations to demonstrate clinical skills in simulated scenarios.	High	3
<b>Participation</b>	An assessment of a student's engagement and contribution to class activities, discussions, or group work.	High	3
<b>Peer review</b>	A process where students evaluate each other's work, providing constructive feedback to help improve the quality of the final output.	Medium	2



<b>Performance</b>	A live or recorded presentation of skills, typically in the arts or public speaking, demonstrating proficiency and creativity.	High	3
<b>Placement</b>	A work-integrated learning experience where students apply academic knowledge in a professional setting, often assessed through reflection or supervisor feedback.	High	3
<b>Plan</b>	A detailed outline or strategy developed by students for achieving specific objectives in a project or assignment.	Medium	2
<b>Portfolio</b>	A curated collection of a student's work over time, demonstrating learning progress, skills, and achievements in a particular area.	Medium	2
<b>Poster</b>	A visual presentation summarizing research or projects, designed for display and discussion in academic or professional contexts.	Medium	2
<b>Practical</b>	A hands-on task requiring students to demonstrate technical skills or apply knowledge in a laboratory or workshop setting.	High	3
<b>Presentation</b>	An oral or visual delivery of information, typically involving slides or other media, used to communicate findings or ideas to an audience.	High	3
<b>Professional Writing</b>	A written task designed to comply with the requirements of an identified professional genre such as Case notes, Legal briefs, Policy Documents, Copywriting, News articles.	Low	1



<b>Programming</b>	An assessment involving the development of code or software, demonstrating proficiency in computer science concepts and problem-solving.	Low	1
<b>Project</b>	A comprehensive assignment requiring students to investigate, design, and execute a plan or solution over an extended period.	Medium	2
<b>Proposal</b>	A document outlining a plan for a project, research, or other initiative, including objectives, methods, and expected outcomes.	Medium	2
<b>Quiz</b>	A short, often timed assessment consisting of questions designed to test students' knowledge or understanding of specific topics.	Low	1
<b>Reflective writing</b>	A task where students critically reflect on their experiences, learning processes, or personal development.	Medium	2
<b>Report</b>	A structured written document presenting research findings, analyses, and recommendations, often used in scientific or professional contexts.	Medium	2
<b>Short written response</b>	A brief, focused written answer to a specific question or prompt, requiring concise articulation of ideas.	Low	1
<b>Thesis</b>	A substantial research project completed as part of a degree, involving original research, analysis, and written presentation of findings.	Low	1



<b>Viva voce</b>	An oral (or video) assessment that allows students to demonstrate their ability to reflect, to analyse and to clearly communicate complex ideas, while providing examiners with an opportunity to engage with students to assess in-depth learning.	High	3
<b>Website</b>	A task involving the creation and design of a web-based platform, demonstrating technical skills and content organisation.	Medium	2
<b>Wiki</b>	A collaborative online platform where students contribute to and edit a shared body of knowledge on a specific topic.	Medium	2
<b>Workbook</b>	A set of exercises or tasks compiled in a document, designed for students to practice and apply their learning.	Low	1
<b>Yarning circle</b>	Gnibi units only or by Indigenous yarning circles with cultural safety framework. Delivered by Indigenous Academic.	High	3