

Competency-Based Assessment

These instructions support the Assessment and Feedback Procedure (the **procedure**) in the [Assessment and Progression Policy](#) (the **policy**).

These instructions only apply to assessment tasks that use competency-based assessment in line with 10.2 of the procedure:

- courses using only competency-based assessment (**competency-based courses**)
- standard-grading courses using competency-based assessment.

Competency-Based Assessment	1
1. Competency-Based Assessment	1
2. Achieving minimum level of competency for assessment tasks and courses	1
3. Hurdle tasks in competency-based assessment	2
4. Late submissions of assessment tasks	2

1. Competency-Based Assessment

- 1.1. Assessment can be designed for students to demonstrate whether they have achieved competency in learning outcomes without using a numerical mark and its associated grade (**competency-based assessment**).
- 1.2. Competency-based courses, in line with clause 10.2 of the procedure, will have:
 - only one competency-based grading basis at the course level
 - a grade only awarded for each assessment task.
- 1.3. A competency-based assessment task in a competency-based course will not have a weighting toward a course result.
- 1.4. All competency-based assessment tasks in a standard-grading course will have a combined maximum weighting of 40% toward a course result.
- 1.5. A group assessment task in a competency-based course will be in line with clause 1.9 of the procedure, except that rather than having a combined maximum weighting of 30% toward a course result, it will account for no more than 30% of the total effort required to complete all assessment tasks in the course.
- 1.6. All requirements in the procedure apply to competency-based courses unless stated otherwise.

2. Achieving minimum level of competency for assessment tasks and courses

- 2.1. An assessment rubric will define the minimum level of competency for a competency-based assessment task based on the subject matter, where appropriate in line with clause 6.2 of the procedure.
- 2.2. The minimum level of competency for a competency-based assessment task does not need to be equivalent to a Pass grade in a standard-grading course.

- 2.3. The course outline will state:
- how the assessment task results, including those for any hurdle tasks, will be used for determining if a minimum level of competency has been achieved in the course
 - the rules for a student having multiple attempts to demonstrate their competency.
- 2.4. Where a student has made a genuine attempt and is assessed as not yet competent in a competency-based assessment task, the Course Authority will determine, in line with clause 3.4, if and how another opportunity will be given to the student to demonstrate their competency, such as:
- allowing the student to resubmit or resit the assessment task
 - providing the student with a supplementary assessment
 - extending the student's time in a workplace placement.
- 2.5. Educational adjustments in a student's learning plan will apply to any further opportunity that is given to the student to demonstrate their competency, except where both
- the further opportunity is for the student having more time to resubmit their competency-based assessment task, and
 - any additional time included as an educational adjustment in the student's learning plan has already been applied to the competency-based assessment task.

3. Hurdle tasks in competency-based assessment

- 3.1. A **hurdle task** in competency-based assessment requires a student to be competent in the learning outcomes before they can progress to the next stage in the course.
- 3.2. A competency-based assessment task will be a hurdle task.
- 3.3. A student can only be considered as competent in a competency-based course if they are competent in all the hurdle tasks in the course.
- 3.4. In exceptional circumstances, students may have only one attempt to complete a hurdle task, which requires the assessor to provide feedback to the student:
- identifying any areas for improvement and guidance on how to improve before the final submission of the assessment task, such as using practice tests or providing written feedback on a draft
 - before the midpoint of the duration for any progressive assessment task, such as class participation, workplace-based assessment or lab-based assessment.

4. Late submissions of assessment tasks

- 4.1. If a student is unable to submit a competency-based assessment task on time, they can apply for:
- a short extension, or
 - special consideration.
- 4.2. A competency-based assessment task that is submitted late will:
- not be accepted for marking
 - be awarded a grade of **CN** (Not Yet Competent) or **FL** (Fail).
- 4.3. Numerical penalties in line with clause 11.6 of the procedure do not apply for a competency-based assessment task that is submitted late.

Version: 1.1

Effective: 4 August 2026

Responsible: Deputy Vice-Chancellor Education and Student Experience

Lead: Pro Vice-Chancellor Education