

Programmatic Assessment for Learning

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

These instructions only apply to programs and specialisations that use programmatic assessment for learning.

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1. Overview

- 1.1. Programmatic Assessment for Learning (**PAL**) is a whole-of-program approach that combines programmatic assessment and assessment for learning.
- 1.2. PAL collects evidence over time from multiple assessment tasks that are validated by different methods and assessors (**triangulated evidence**).
- 1.3. PAL interprets triangulated evidence that is collected across a program or specialisation (including major or minor) to form narrative judgements for:
 - evaluating a student's progress toward program-level or specialisation-level learning outcomes, competencies and graduate capabilities
 - informing decisions on a student's progress.
- 1.4. PAL can be used in any program or specialisation requiring milestone-based or accreditation-driven progression.
- 1.5. PAL is appropriate where an accreditation body or external standards require students to demonstrate their learning at defined progression points in the program or specialisation before the student can progress or graduate.
- 1.6. PAL builds on the mandatory requirements of program-level approaches to assessment in line with clause 2 of the procedure. All requirements in the procedure apply to PAL unless stated otherwise in these instructions.

2. Designing programmatic assessment for learning

- 2.1. PAL will ensure that assessment tasks are designed to:
 - align with program learning outcomes (**PLOs**), specialisation learning outcome (**SLOs**), graduate capabilities and competencies
 - generate triangulated evidence of a student's progress in the program or specialisation
 - provide opportunities for feedback that supports a student's learning and improvement.

- 2.2. Decisions on a student's progress, or having achieved a learning outcome, will be based on the total triangulated evidence collected across the relevant stage of the program that has been interpreted to form a narrative judgement. The decision will not be based on an individual assessment task.

3. Student engagement with programmatic assessment for learning

- 3.1. A student will engage with PAL by:
- setting and monitoring their learning goals in relation to PLOs, SLOs, graduate capabilities and competencies
 - curating evidence of their progress toward achieving their learning goals
 - showing improvement through interpreting and applying the feedback that has been provided and re-demonstrating their learning.
- 3.2. The Program Authority, or a delegate such as a competency committee or progression panel, will guide and support a student to engage with feedback and address any identified gaps in their learning.

4. Governance of programmatic assessment for learning

- 4.1. The Program Authority, competency committee or progression panel is responsible for reviewing a student's evidence at defined milestones to make progression decisions that are:
- fair
 - transparent
 - a narrative judgement of competence based on triangulated evidence collected across the program.
- 4.2. A progression panel will ensure consistent decisions are made across programs and specialisations.
- 4.3. The program rules will state when PAL is used.

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