
PSYP911: Assessment

Subject Outline

6 credit points

Subject Information

Autumn, 2026, Wollongong
On Campus

On-Campus Delivery This subject is delivered in-person and includes on-campus or other location-based learning activities that cannot be undertaken by students studying Online/Distance. Students unable to attend campus or any other nominated physical delivery location should not enrol in this subject.

Subjects with a delivery mode of On Campus and/or Flexible with International Student enrolments will be delivered in accordance with the ESOS National Code. That is, online learning experiences (such as lectures, tuition, and resources) will be supplementary to in-person learning experiences such as scheduled classes and/or scheduled contact hours.

UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.

For up-to-date information please refer to your subject's Moodle site.

The Faculty of Science, Medicine and Health

The Faculty of Science, Medicine and Health offers a range of undergraduate and postgraduate programs designed to meet the needs of a diverse student population. We carry out world-leading research which is strongly aligned with our teaching program

As a student of our faculty, you will be actively engaged in learning with extensive clinical, laboratory and/or field work experiences, use of advanced educational technologies and opportunities for enriching work experience. More information about the Faculty of Science, Medicine and Health and our School is available on our web pages: <https://www.uow.edu.au/science-medicine-health/>

Within many of our courses, attending a workplace experience or clinical placement is an exciting part of your course program. Whilst integral to your learning, these health-related placements also let you experience what it's like to work as a professional in real-life workplace settings. More information about requirements for Health Placements is available on our webpage: <https://www.uow.edu.au/student/health-placements/>

Psychology Inherent Requirements

Inherent requirements are the essential components of a course or unit that demonstrate the abilities, knowledge and skills to achieve the core learning outcomes of the course or unit, while preserving the academic integrity of the University's learning, assessment and accreditation process. The inherent requirements are the abilities, knowledge and skills needed to complete the course that must be met by all students.

3 year degrees - [Inherent requirements - 3 year course - University of Wollongong – UOW](#)

Honours degrees - [Inherent requirements - Honours - University of Wollongong – UOW](#)

Teaching Staff

Teaching Role	Name	Telephone	Email	Room	Consultation Times
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Lecturer	Dr Emanuela Brusadelli	0242212331	emanuela@uow.edu.au	22.G13	
Lecturer	Dr Jason Cusack		jcusack@uow.edu.au		
Lecturer	Dr Ely Marceau	02 4221 4299	elym@uow.edu.au	21.203B	
Lecturer	Dr Nicholas Marsden		nmarsden@uow.edu.au		
Lecturer	Ms Rhianna Wynters		rwynters@uow.edu.au		

Teaching Staff Additional Information

Some additional teaching staff, yet to be confirmed, may be teaching. In addition some listed teaching staff may change. This will be advised in the 0 week timetable and/or on the Moodle site.

Expectations of Students

UOW values are intellectual openness, excellence and dedication, empowerment and academic freedom, mutual respect and diversity, recognition and performance. We will provide a safe, equitable and orderly environment for the University community, and expect each member of our community to behave responsibly and ethically ([Student Conduct Rules](#)).

We expect that students demonstrate these values and professional behaviour, both face to face and online, making genuine efforts to complete their studies successfully, arriving on time to class, taking part constructively in class discussions and activities, demonstrating appropriate professional and ethical conduct in all communication with UOW staff and community members, and submitting assignments on time (or completing a request for Academic Consideration in advance if needed).

Appropriate Online Behaviour

The University is committed to providing a safe, respectful, equitable and orderly environment for the University community, and expects each member of that community to behave responsibly and ethically. Students must comply with the University's [Student Conduct Rules](#) and related policies including the [IT Acceptable Use Policy](#) and [Bullying Prevention Policy](#), whether undertaking their studies face-to-face, online.

For more information on appropriate communication and etiquette in the online environment please refer to the guide [Online and Email Etiquette](#).

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Commonwealth of Australia

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Hardcopies of this document are considered uncontrolled please refer to your Moodle site for the latest version.

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Section A: General Information

Learning Outcomes

Subject Learning Outcomes

On successful completion of this subject, students will be able to:

1. Administer a range of psychological assessments with respect and cultural safety.
2. Identify psychological disorders using a recognised taxonomy by synthesising information from multiple sources into a coherent case conceptualisation of the client's presenting issues to determine the most appropriate interventions.
3. Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language.
4. Demonstrate interprofessional collaborative practice and respectful and culturally responsive working relationships with others, referring on to relevant other practitioners where appropriate.
5. Evaluate the effectiveness of their professional practice, identifying areas of improvement and implementing changes where needed.
6. Demonstrate the ethical and competent use of digital technologies (including generative AI) in psychology practice.

Subject Description

This subject develops advanced competence in the ethical, culturally safe, and evidence-informed practice of psychological assessment and case formulation. Students will learn to administer, score, and interpret a range of psychological tests; synthesise information from multiple sources into coherent case conceptualisations; and communicate findings in culturally responsive oral and written formats, including formal psychological reports. Emphasis is placed on interprofessional collaboration, reflective practice and continuous improvement, and the competent use of digital technologies in contemporary psychology practice. Students will engage in practical assessment tasks (including WAIS-5/WISC-V), compare human- and AI-generated report writing, and demonstrate growing proficiency through weekly knowledge checks.

Course Handbook

Information about subject pre-requisites, co-requisites and restrictions as well as course completion requirements and Course Learning Outcomes can be found in the [Course Handbook](#).

Subject Details: Practical Activities, eLearning, Readings and Materials

Subject eLearning

The University uses the eLearning system Moodle to support all coursework subjects. The subject Moodle site can be accessed via your SOLS page.

Safety Guidelines

Lab/Practical/Fieldwork/Simulation Safety Guidelines

The rules below are general rules that are required when participating in labs or practical activities. Before commencing these activities, you are to ensure that you understand specific procedures and policy related to safety.

- Before commencing any activity, you are to ensure that you understand specific procedures and policy related to the lab in which you work and safety in general.

- You may need to review a Risk Assessment and complete a Participant Acknowledgement form before commencing any experiments/practical work. These materials will be made available by the lab supervisor/Subject Coordinator.
- You must inform the Subject Coordinator of any medical conditions which may impact upon your ability to participate in these activities before commencing the practical.
- All Reasonable Adjustment cases must be discussed with the Subject Coordinator prior to commencing the activity
- Participation in the lab/practical/field/simulation activities may be denied to students who do not abide by these, and other conditions which may be specified by the Subject Coordinator.
- Never use any equipment or attempt any experiment without checking the safety implications with your laboratory supervisor or experienced delegated laboratory worker.
- Undergraduate students are not permitted to work after hours unless there is appropriate approval and supervision.

EMBEDDED Work Integrated Learning

This subject contains elements of 'Embedded WIL'. Students in this subject will experience activities that relate to or simulate professional practice as part of their learning.

Additional Subject Details

APAC PROFESSIONAL COMPETENCIES (LEVEL 3)	
Taking into account the broad diversity and the cultural safety of clients, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of conduct and ethical practice, graduates apply psychological knowledge to competently and ethically:	
3.1	Critically evaluate contemporary scientific literature to inform practice.
3.2	Apply evidence-informed and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways.
3.3	Apply professional interpersonal communication and interview skills in a culturally responsive manner.
3.4	Administer a range of psychological assessments with respect and cultural safety.
3.5	Identify psychological disorders using a recognised taxonomy.
3.6	Synthesise information from multiple sources into a coherent case conceptualisation of the client's presenting issues to select and implement appropriate interventions.
3.7	Implement culturally safe interventions based on evolving case conceptualisation.
3.8	Regularly evaluate client progress to revise case conceptualisation and interventions as necessary.
3.9	Demonstrate interprofessional collaborative practice and respectful and culturally responsive working relationships with others.
3.10	Operate within the boundaries of their professional competence, consult with peers, supervisors or other relevant sources where appropriate, and refer on to relevant other practitioners where appropriate.
3.11	Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language.
3.12	Rigorously apply professional practice policies and procedures, including as they relate to referral management and record-keeping, across a range of workplace settings and with recognition of different organisational cultures and practices.
3.13	Manage ethical dilemmas using sound decision-making processes and take responsibility for professional conduct.
3.14	Engage in self-reflective professional practice, taking account of the impact of their own values and beliefs, and taking appropriate actions as a result.
3.15	Evaluate the effectiveness of their professional practice, identifying areas for improvement and implementing changes where needed.
3.16	Complete a substantial research-based project, capstone experience, or piece of scholarship.

3.17	Demonstrate an understanding of psychosocial risks associated with practice and the ability to apply principles of self-care for safe and sustainable practice.
3.18	Demonstrate the ethical and competent use of digital technologies in psychology practice.

Assessment	Weighting	SLOs	APAC Competencies
1	50	1,5	3.4, 3.15
2	40	2,3, 4, 5, and 6	3.3, 3.5, 3.6, 3.9, 3.11, 3.15, 3.18
3	10	2	3.5, 3.6

Using Generative Artificial Intelligence (GenAI)

UOW is committed to embracing gen AI as a tool to enhance learning and development of important digital and work-readiness skills.

Your subject coordinator will provide specific guidance on the use of gen AI in your assessment tasks via your Subject Outline and/or your subject Moodle site. If gen AI use is permitted, it should be used thoughtfully, critically, and in ways that support your own learning.

Guidance on appropriate use of AI in assessments, including how to [acknowledge GenAI](#) can be found on the [Using Generative Artificial Intelligence in Assessment website](#)

You are responsible for all work you submit, and ethical use of gen AI is an important part of maintaining academic integrity. Misuse or unauthorised use may breach the [Academic Integrity Policy](#).

Major Text(s)

Subject readings are set-up in the Library Subject Readings system at this link:

https://uow.leganto.exlibrisgroup.com/leganto/public/61UOW_INST/lists/14460218690006666?auth=SAML

The link can also be found on the Moodle site under Subject Information - Subject Outline and Subject Readings.

Recommended Readings and Other Resources

Subject readings are set-up in the Library Subject Readings system at this link:

https://uow.leganto.exlibrisgroup.com/leganto/public/61UOW_INST/lists/14460218690006666?auth=SAML

The link can also be found on the Moodle site under Subject Information - Subject Outline and Subject Readings.

This is not an exhaustive list of references. Students should also use the library catalogue and databases to locate additional resources.

Additional Materials

Psychological assessment tools are available at the UOW Psychology Test

Library. <https://www.uow.edu.au/the-arts-social-sciences-humanities/current-students/testlibrary/>

Lectures, Tutorials and Attendance Requirements

Lecture Times *

UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.

For up-to-date information please refer to your subject's Moodle site.

Up to date timetable and delivery information is located at <http://www.uow.edu.au/student/timetables/index.html>

You can access your personal timetable by logging into SOLS and selecting 'My Timetable'

Lecture Program *

Week Beginning (Monday)	Topics covered	Tasks Due
Orientation Week 23 Feb	<u>Orientation to Place Cultural Responsiveness and Wellbeing</u> Catherine Moyle, A/Prof Anthony McKnight, Dr Anna Sidis, & Christine Carey <u>Diagnostic Guidelines - DSM-5TR, PDM-3 and ICD-11</u> Dr Emanuela Brusadelli <u>Neurodiversity and Intersectionality</u> Dr Kate Croaker <u>Digital Competency</u> Dr Nicholas Marsden	
Week 1 2 March	<u>Assessment of Intelligence - Part 1</u> Dr Kate Croaker and Dr Jason Cusack	
Week 2 9 March	<u>Assessment of Intelligence - Part 2</u> Dr Jason Cusack and Rhianna Wynters	
Week 3 16 March	<u>Assessment of Academic Achievement</u> Dr Kate Croaker and Dr Jason Cusack	Quiz on weeks 1 & 2 content Open 11 March 5.00pm until 18 March 8.30 am
Week 4 23 March	<u>Assessment of Behaviour</u> Dr Kate Croaker and Dr Jason Cusack	
Week 5 30 March	<u>Test Interpretation and Hypothesis Testing</u> Dr Kate Croaker	Quiz on weeks 3 & 4 content Open 25 March 5.00pm until 1 April 8.30am
Week 6 6 April	Research Week	1st Group: WAIS-5 / WISC-V Administration Video and Self-Assessment - Due Sunday 12 April, 5.00pm
Week 7 13 April	<u>Communicating Results - Feedback and Report Writing</u> Rhianna Wynters	
20 April	Mid Break	Quiz on weeks 5 & 7 content Open 15 April 5.00pm until 22 April 8.30am
Week 8 27 April	<u>Assessing and Responding to Suicide Risk</u> Dr Nicholas Marsden	
Week 9 4 May	<u>Assessment of Mood, Anxiety, and Functioning</u> Dr Emanuela Brusadelli	2nd Group: WAIS-5 / WISC-V Administration Video and Self-Assessment - Due Sunday 10 May, 5.00pm

Week 10 11 May	<u>Clinical Assessment of Children and Families</u> Dr Ely Marceau	Quiz on weeks 8 & 9 content Open 6 May 5.00pm until 13 May 8.30am
Week 11 18 May	<u>Personality Assessment</u> Dr Emanuela Brusadelli	
Week 12 25 May		Quiz on weeks 10 & 11 content Open 20 May 5.00pm until 27 May 8.30am Psychological Report - Due Sunday 31 May, 8.30am
Week 13 1 June		3rd Group: WAIS-5 / WISC-V Administration Video and Self-Assessment - Due Sunday 7 June, 5.00pm
8 June	Study Recess	
15 June	Exams / Assessment Completion	

* The above times and program may be subject to change. Students will be notified of any change via SOLS.

Recording of Teaching and Learning Activities

The University of Wollongong supports the recording of UOW educational content as a supplemental study tool, to provide students with equity of access, and as a technology-enriched learning strategy to enhance the student experience.

If you make your own recording of a lecture, class, seminar, workshop or any other educational session provided as part of your course of study you can only do so with the explicit permission of the lecturer and those people who are also being recorded.

You may only use educational content recorded through the delivery of subject or course content, whether they are your own or recorded by the university, for your own educational purposes. Recordings cannot be altered, shared or published on another platform, without permission of the University, and to do so may contravene the University's Copyright Policy, Privacy Policy, Intellectual Property Policy, IT Acceptable Use Policy and Student Conduct Rules. Unauthorised sharing of recordings may also involve a breach of law under the Copyright Act 1969.

Most lectures in this subject will be recorded, when they are scheduled in venues that are equipped with lecture recording technology and made available via the subject Moodle site within 48 hours.

Your Privacy - Recording of Teaching and Learning

In accordance with the Student Privacy & Disclosure Statement, and Lecture Recording Procedures when undertaking our normal teaching and learning activities, the University may collect your personal information. This collection may occur incidentally during the recording of lectures in equipped venues (i.e. when your identity can be ascertained by your image, voice or opinion), or via the delivery of online content therefore the University further advises students that:

- Lecture recordings are made available to students, university staff, and affiliates, securely via the Learning Platform;
- Recordings are made available only for the purpose for which they were recorded, for example, as a supplemental study tool or to support equity and access to educational resources;

If you have any concerns about the use or accuracy of your personal information collected in a lecture recording, you may approach your Subject Coordinator to discuss your particular circumstances.

The University is committed to ensuring your privacy is protected. If you have a concern about how your personal information is being used or managed, please refer to the University's Privacy Policy or consult our Privacy webpage <https://www.uow.edu.au/privacy/>

Recent Improvements to Subject

The Faculty of Science, Medicine and Health is committed to continual improvement in teaching and learning and takes into consideration student feedback from many sources including, direct student feedback to tutors and lecturers and responses to the Subject and Course Evaluation Surveys. Feedback is also used to inform comprehensive reviews of subjects and courses.

In response to student feedback, updated APAC guidelines, and course review the following changes have been made to this subject for 2026:

- Content and assessment on digital competency, cultural responsiveness, neurodiversity and intersectionality has been strengthened.
- More time has been allocated to the teaching and practicing of cognitive assessments.
- More time has been allocated to hypothesis testing and communicating of results.
- Teaching of the subject has been made on campus only and held weekly.

Extraordinary Changes to the Subject Outline

In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the amendment, where practicable, prior to the amendment being finalised.

Learning Analytics

Learning Analytics data (such as student engagement with Moodle, access to recorded lectures, University Library usage, task marks, and use of SOLS) may be used by the Subject Coordinator and your faculty's Head of Students to assist in analysing student engagement, and to identify and recommend support for students identified who may be in need of assistance. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to <https://www.uow.edu.au/privacy/>

Section B: Assessment

Assessment Summary

Assessment Item	Form of Assessment	%
Assessment 1	Professional Task	50%
Assessment 2	Report	40%
Assessment 3	Quiz	10%
TOTAL MARKS		100%

Please note: Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

Assessment 1: Professional Task - WAIS-5 / WISC-V Administration Video and Self-Assessment

Marking Criteria	Accuracy and appropriateness of administration, scoring, and self-reflection. See marking rubric available on Moodle.
Length	Video recording of manual administration of WAIS-5 / WISC-V and self-assessment form.
Weighting	50%
Assessment Due	12 Apr 2026 (Sunday in Session Week 6) 10 May 2026 (Sunday in Session Week 9) 07 Jun 2026 (Sunday in Session Week 13) Final submission time: 5:00pm
Type of Collaboration	Individual assessment
Style and format	<p>The Wechsler Scales are widely used to assess intelligence, and competence in their administration is a requirement for registration as a psychologist. Students can select to administer either the WAIS-5 or the WISC-V depending on test kit availability. Students will need to find a partner (who is a fellow student) for this assessment. Do not administer this with any child or adult who is not a psychologist. Identify the age of the child or adult being role played, and submit scoring aligned with that age.</p> <p>IMPORTANT NOTE: You must agree to the signed recording agreement sheet and sign it prior to starting this assignment.</p> <p>Students must:</p> <ol style="list-style-type: none"> Administer the 10 Primary Index Scales subtests (plus the required additional Digit Forwards subtest if administering the WAIS-5) to a fellow student. The administration is to be recorded on your UOW zoom account and saved on your UOW one drive account. A link to the one drive document is to be uploaded to Moodle. The recording is to include the period where you ‘settle down’ the client and explain the assessment process in preparation for the administration, and the final period where you conclude the administration process with the client. In other words, turn the recording apparatus on when the client walks into the room, and turn it off when the client leaves. When you have completed the administration of the WAIS-5 / WISC-V, review the video of your test administration and complete the test self-evaluation checklist form (provided to students on Moodle).

	<p>3. Score the WAIS-5 / WISC-V results and complete the scoring pages of the WAIS-5 or WISC-V record form completing all pages as per the examples provided on Moodle.</p> <p>What to submit:</p> <ol style="list-style-type: none"> 1. Video recording of your test administration (Note: Well before the assignment due date ensure that the recording is clear and plays well. Consideration will NOT be granted for late or faulty submission as a result of technical difficulties). 2. Completed WAIS-5 / WISC-V self-evaluation checklist form. 3. Completed WAIS-5 / WISC-V Record Form. 4. Signed recording agreement sheet.
Generative AI use	<p>Generative AI use Approved: No</p> <p>You must not use Generative AI for any of this assessment. To do so would breach copyright of these materials and risk the test materials being provided to non-psychologists which damages the integrity of the test materials and the validity of psychological assessments. To do so would be in violation of your competencies and the code of conduct for psychologists.</p>
Assessment submission	Online via Moodle
Assessment return	You will receive feedback on your assessment within 15 business days of the due date.
Detailed information	<p>The assessment is due at 3 different dates to allow for enough psychological test materials for the assessment. You will be advised on which group your assessment is due via Moodle. The assessment is due for:</p> <ul style="list-style-type: none"> • 1st Group on 12 April 2026 (Sunday in Session Week 6). • 2nd Group on 10 May 2026 (Sunday in Session Week 9). • 3rd Group on 7 June 2026 (Sunday in Session Week 13). <p>Your test administration will be assessed according to the marking rubric which will be uploaded on Moodle. Minor errors that you detect and address in your self-evaluation will not lead to a re-submission. If serious problems are found in your test administration, you will be required to discuss these problems and arrange for a second submission for further assessment. One or more full or partial resubmission/s can be requested to facilitate progression towards competence in administering the battery.</p> <p>Resubmission will be required when there is evidence of:</p> <ul style="list-style-type: none"> • Poor knowledge of the test battery. • Unsatisfactory familiarity with directions and tasks. • Not following the written instructions and/or reading from the manual in a manner that hinders communication with examinee. • The flow of the assessment being disjointed and would be uncomfortable for the examinee. • Significant errors that would affect the validity of the assessment are committed. • The examiner consistently failing to engage the examinee due to poor familiarity with the processes of standard administration. • Significant errors are undetected on the self-evaluation. • The examinee consistently fails to detect and address small errors in their self-evaluation. <p>This is a hurdle task. You must pass this to be able to undertake cognitive assessments in the practicum subject PSYP923. If you do not pass this task, you will be required to resubmit the task. If you do not pass after the resubmission, you will be at risk of obtaining a Technical Fail for the subject.</p>

Assessment 2: Report - Psychological Assessment Reporting: Human vs AI Comparison

Marking Criteria	The psychological report should be written according to the marking rubric available on the Moodle site.
Length	Written reports are a maximum of 2 pages. The comparative critique is a maximum 500 words.
Weighting	40%
Assessment Due	31 May 2026 (Sunday in Session Week 12) Final submission time: 5:00pm
Type of Collaboration	Individual assessment
Style and format	<p>You will need to complete 4 parts for this assessment:</p> <ol style="list-style-type: none"> 1. Original Human-Written Report (Max 2 pages) - You are to start by writing a psychological report based on the case vignette provided on Moodle. You report should be written to a GP. 2. AI-Generated Report (Max 2 pages) plus AI Process Log - Next you should use your university Microsoft Co-Pilot AI tool and the same case vignette to develop an AI generated psychological report. Make sure to keep a process log documenting the exact prompts and edits / corrections made and why. 3. Final Psychological Report (Max 2 pages) - After comparing both reports make any edits to your original Human-Written report ensuring that this version is the report ready for going to the GP. 4. Comparative Critique (Max 500 words) - Write a focused critique that reflects on what you have learned from the AI report, identifies and justifies changes you made to your original human written report, and provides recommendations for safe, ethical integration of AI in psychological report writing.
Generative AI use	<p>Generative AI use Approved: Yes</p> <p>This assignment requires the use of AI. Please ensure you use AI as it is specified in the assessment instructions. Using AI to write Part 1 (Original Human report) is not allowed and would result in a poor mark as it would hinder your ability to complete Part 3 (Final Psychological Report) and Part 4 (Comparative Critique). Assessment marks are based on Parts 3 and 4 but parts 1 and 2 should be included to show the marker what you are referring to in Part 4.</p>
Assessment submission	Online via Moodle
Assessment return	Within 15 working days.
Detailed information	<p>The report should feature the following:</p> <ul style="list-style-type: none"> • Detail the information and results you have obtained so far. • Provide your working hypotheses. • Detail your plans for further assessment and interprofessional collaboration in order to clarify diagnosis and provide appropriate treatment, as well as to obtain the best support for the client. <p>As this report is written to a GP, make sure it is written as follows:</p> <ul style="list-style-type: none"> • Demonstrates respect for the skills and contribution a GP brings. • Communicate effectively by using appropriate language, a GP would understand. • Is an appropriate length for a busy GP to read, maximum 2 pages. <p>Further details and templates for writing the report, the comparative critique and the AI Process Log will be provided on Moodle. A detailed marking rubric will be provided on Moodle.</p>

Assessment 3: Quiz - Multiple Choice Quizzes

Marking Criteria	Each quiz will be worth 2% and will be made up of multiple choice questions.
Length	10 minutes per quiz.
Weighting	10%
Assessment Due	18 Mar 2026 (Wednesday in Session Week 3) 01 Apr 2026 (Wednesday in Session Week 5) 22 Apr 2026 (Wednesday in Mid-Session Recess Week 1) 13 May 2026 (Wednesday in Session Week 10) 27 May 2026 (Wednesday in Session Week 12) Final submission time: 8:30am
Type of Collaboration	Individual assessment
Style and format	Multiple choice
Generative AI use	Generative AI use Approved: No You should not use Generative AI for this assessment. This assessment is designed to help you learn the material required in order to become a competent psychologist. Making use of Generative AI will make it harder for you to learn these skills which you will require ready access to when working as a psychologist.
Assessment submission	Online via Moodle
Assessment return	Immediate feedback from Moodle.
Detailed information	<p>Quizzes will be conducted on Moodle. Quiz's will be available at the following times:</p> <ul style="list-style-type: none"> • Based on Week 1 and 2 content - Open 11/03/26 5.00pm until 18/03/26 8.30am • Based on Week 3 and 4 content - Open 25/03/26 5.00pm until 1/04/26 8.30am • Based on Week 5 and 7 content - Open 15/04/26 5.00pm until 22/04/26 8.30am • Based on Week 8 and 9 content - Open 6/05/26 5.00pm until 13/05/26 8.30am • Based on Week 10 and 11 content - Open 20/05/26 5.00pm until 27/05/26 8.30am <p>You must attempt all quizzes. If you do not attempt a quiz you are at risk of be obtaining a Technical Fail for the subject. If you missed the deadline for a quiz please contact the subject coordinator for advice.</p>

Minimum Requirements to Pass this Subject

To receive a passing grade in this subject a total mark of 50% or more must be achieved. In addition, failure to meet any of the hurdle assessments is grounds for awarding a Technical Fail (TF) in the subject, even where total marks accumulated are 50% or greater.

In addition, the minimum performance requirements for this subject are:

- Submit all assessment tasks.
- Meet the minimum attendance and participation requirements (as outlined further in the document).

Students who do not meet the above minimum performance requirements (i.e. complete all assessment tasks and meet minimum attendance requirements) will be given a TF (Technical Fail) grade on their Academic Transcript.

Minimum Student Attendance and Participation

Student attendance and active involvement in tutorials, practical's, seminars, labs and/or simulations is compulsory and students must attend all classes. If students are unable to attend a tutorial/ practical/ simulation/ lab they should email the subject coordinator. Absences will require the submission of an application for Academic Consideration via SOLS and the presentation of suitable documentation, for example a Medical Certificate, to Student Central as soon as practical. **For further details about applying for academic consideration visit the Student Central webpage: <https://www.uow.edu.au/student/admin/academic-consideration/>**

Students are expected to attend all their timetabled classes. Active and constructive presence in class makes an important contribution to your education as well as that of your peers.

Attendance records are kept for all tutorials. Students are required to attend a minimum of 80% of all tutorials. Where attendance is affected due to illness or misadventure an application for academic consideration should be lodged. **Failure to comply with mandatory minimum attendance requirements may constitute grounds for the award of a grade of Technical Fail (TF) in this subject.**

This subject outline should be read in the context of the Professional and Clinical Psychology Training Handbook, and students are referred to this Handbook for further guidance on professional expectations, inherent requirements and overall course requirements.

Hurdle Assessment

Subjects may include a hurdle assessment. A hurdle assessment is an assessment that requires a minimum level of performance as a condition for passing the subject. Examples include, achievement of a pass grade or above in a skills-based assessment or final examination. Hurdle assessments are applied to subjects to ensure students:

1. meet learning outcomes
2. demonstrate you can complete a task safely and/or meet professional standards.

For more on hurdle assessments see the Assessment and Feedback Policy [Section 8: Hurdle Assessments \(50-51-52\)](#).

Failure to meet a hurdle assessment requirement may constitute grounds for the award of a Technical Fail (TF) grade in this subject.

Should this subject contain a hurdle assessment, it will be stated under the specific assessment in Section B: Assessments.

UOW Grade Descriptors

The UOW Grade Descriptors are general statements that communicate what our grades represent, in terms of standards of performance, and provide a frame of reference to ensure that assessment practice across the University is appropriate, consistent and fair. Grade Descriptors are expressed in general terms so that they are applicable to a broad range of disciplines. Grade Descriptors are available here <https://www.uow.edu.au/student/exams/results/>. For more information on the UOW grade descriptors refer to the Teaching and Assessment: Assessment and Feedback Policy: [Teaching and Assessment: Assessment and Feedback Policy](#)

Assessment Learning Outcome Matrix

Learning Outcomes	Measures - Assessment weighting		
	WAIS-5 / WISC-V Administration Video and Self-Assessment (50%)	Psychological Assessment Reporting: Human vs AI Comparison (40%)	Multiple Choice Quizzes (10%)
Administer a range of psychological assessments with respect and cultural safety.	✓		
Identify psychological disorders using a recognised taxonomy by synthesising information from multiple sources into a coherent case conceptualisation of the client's presenting issues to determine the most appropriate interventions.		✓	✓
Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language.		✓	
Demonstrate interprofessional collaborative practice and respectful and culturally responsive working relationships with others, referring on to relevant other practitioners where appropriate.		✓	
Evaluate the effectiveness of their professional practice, identifying areas of improvement and implementing changes where needed.	✓	✓	
Demonstrate the ethical and competent use of digital technologies (including generative AI) in psychology practice.		✓	

Submission, Retention and Collection of Written Assessment

Assessed work must be handed in by the date and time listed under each assessment task. All assessment tasks must represent the enrolled student's own ORIGINAL work and must not have been previously submitted for assessment in any formal course of study.

Extensions

Students requesting an extension of time to submit an assessment task, deferred exam or exemption of a compulsory attendance requirement, must apply using Academic Consideration through SOLS. Students must apply before, or on the assessment/s due date and where evidence is required, students must provide evidence no later than three working days after the assessable item's due date for their request to be considered. **For information on the Academic Consideration Policy, eligibility requirements and how to apply, see: <https://www.uow.edu.au/student/admin/academic-consideration/>**

Late Submission of Assessment Tasks and Penalties

Assessed work must be submitted in by the date and time given. If an assessment is submitted late, it will be marked in the normal way, and a penalty will then be applied.

In the absence of an approved request for Academic Consideration in the form of an extension, assessment tasks must be submitted in line with the assessment instructions.

- An assessment task that is submitted late will receive a penalty of 5% of the total possible marks for each 24-hour period, or part thereof, that it is late.
- Work submitted after seven calendar days will not be marked and will be given a mark of 0.
- No assessment task can be handed in for a mark once the assessment task has been returned to students.
- Penalties accrue on each day that the assessment task is late, including Saturday, Sunday and public holidays

Note: Assessments must still be submitted to meet minimum performance requirements even though no mark is to be awarded.

Collection

Students will be notified when they can collect or view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.

Retention

The university may retain copies of student work in order to facilitate quality assurance of assessment processes, in support of the continuous improvement of assessment design, assessment marking and for the review of the subject. The University retains records of students' academic work in accordance with the University Records Management Policy and the State Records Act 1988 and uses these records in accordance with the University Privacy Policy and the Privacy and Personal Information Protection Act 1998.

Scaling

Marks awarded for any assessment task or part of any assessment task, including an examination may be subject to scaling at the end of the session. Marks will be scaled only when unpredicted circumstances occur and in order to ensure fairness of marking across groups of students. The method of scaling will depend on the type of scaling required by the circumstances. When scaling is deemed necessary, it will follow a detailed consideration by the Unit Assessment Committee and/or the Faculty Assessment Committee of the marks of the group of students concerned. Scaling will not affect any individual student's rank order within their cohort. For more information please refer to [Finalisation of Student Results Policy](#) for details.

Supplementary Assessment

Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary assessment. For information about eligibility criteria and the form and timing of supplementary assessments see the [Supplementary Assessment Procedure](#)

Review and Appeal of Academic Decisions

A student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student's right to appropriate and useful feedback on their performance in an assessment task. A student may also seek further explanation for other academic decisions such as Academic Consideration, Supplementary Assessment or Credit for Prior Learning. If a student is not satisfied with the explanation, or have further concerns, they may have grounds for a formal review. For further information refer to [Review and Appeal of Academic Decisions Policy](#)

Assessment Quality Cycle

The UOW Assessment Quality Cycle provides a level of assurance that assessment practices across the University are appropriate, consistent and fair. Quality assurance activities are undertaken to support the continuous improvement of assessment and promote good practices in relation to assessment design, marking and review of the subject prior to subsequent delivery.

Academic Integrity

The University's Academic Integrity Policy, faculty handbook and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the University is considered academic misconduct and students place themselves at risk of being expelled from the University.

Students should visit the following University website and become familiar with the University's policy on plagiarism [Academic Integrity Policy](#)

Referencing

The American Psychological Association (APA) referencing system is to be used. For a comprehensive guide to APA referencing please visit the Library website: <https://uow.libguides.com/refcite>

Section C: General Advice for Students - Policies and Procedures

Student Services and Support

There are a range of services available to students that are provided free of charge. A good place to get to know services that may be of use to you is the [Get Started @ UOW](#) or search for "Get Started @ UOW". Services available include:

Service	Link to information about the service
Aboriginal & Torres Strait Islander	https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/
Careers advice	https://www.uow.edu.au/student/careers/
Counselling	https://www.uow.edu.au/student/support-services/counselling/
Student Accessibility and Inclusion (SAI)	https://www.uow.edu.au/student/support-services/sai/
Information Tech.	https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted
Study Skills	https://www.uow.edu.au/student/support-services/academic-skills/

Student Support Coordinator (SSC)

If you have a temporary or ongoing issue or a problem that is affecting your study, including issues that are related to belonging to an equity group, then the Student Support Coordinators may be able to help. There are Student Support Coordinators available to assist students who are studying at all UOW Campuses and in all UOW Faculties. Contact details can be found on the UOW website: <https://www.uow.edu.au/student/support-services/coordinators/>

Student Advocacy Service

The Student Advocacy Service (SAS) is free, confidential and independent service for all UOW students. The SAS provides advocacy and referral for a range of academic, procedural and administrative issues. For more information visit: <https://www.uow.edu.au/student/support-services/advocacy/>

AskUOW

AskUOW is your primary administrative and information contact during your studies.

Our purpose is to ensure students have access to the information they need, at the time they need it. We can help with a wide range of enquiries, including key topics such as:

- Applying for [academic consideration](#)
- Fees and scholarships
- Official documentation and student letter requests
- Student forms such as course transfer and leave of absence applications
- Student ID card issuance and replacement
- Subject enrolment
- Transport concession cards and Opal cards
- Updating personal details

Get instant answers 24/7 online using [AskUOW](#). Log in with your UOW username and password.

For further support contact askuow@uow.edu.au or call on 1300 275 869 (1300 ASK UOW) or +61 2 4221 3927.

Library Services

Save yourself time and enhance your studies: connect with information specialists and resources anytime, anywhere.

- For Library support connect with [Live Chat](#) or [contact the Library](#).
- For self-help see [Frequently Asked Questions](#) or browse [Library guides](#) to find information, databases and skills tutorials.
- [Research consultations](#) are available to UOW Postgraduate, Honours and Deans Scholar students.

Academic Integrity Policy

Academic integrity involves upholding ethical standards in all aspects of academic work, including learning, teaching and research. It involves acting with the principles of honesty, fairness, trust and responsibility and requires respect for knowledge and its development. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=26>

Code of Practice - Research

This Code mandates the current policy and best practice relating to procedures for responsible research. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=11>

Honours Policy

This policy sets out the responsibilities of all parties involved in managing students undertaking Honours Programs. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=36>

The Code of Practice - Work Integrated Learning (Professional Experience)

The Code of Practice - Work Integrated Learning (Professional Experience) sets out what is expected from students, the University and Host Organisations in providing work integrated learning professional experience programs. It applies to professional experience programs that form the whole or part of a subject or course offered at the University. The Code assists in promoting a productive work integrated learning experience for students and in promoting relevant UOW Work Integrated Learning Design Principles.

<https://policies.uow.edu.au/document/view-current.php?id=12>

Copyright Policy

The purpose of this Policy is to outline responsibilities and procedures regarding the use of third party copyright material, with the objectives of reducing staff and UOW exposure to the risks associated with the use of third party copyright material, assisting staff to make full legal use of the materials at their disposal by clearly identifying responsibilities and promoting copyright compliance. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=135>

Course Progress Policy

The Course Progress Policy establishes the requirements, definitions and procedures to be used in determining the standards of acceptable course progress. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=30>

Examination Rules and Procedures

The UOW rules and procedures outline exam conditions, student conduct in exams, and the procedures for exam management. Further information can be found here: <https://www.uow.edu.au/student/exams/>

Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects

This policy provides a framework for recognition of and responses to students' ethical or religious objection to animal use in coursework subjects at the University of Wollongong. For the purpose of this policy, animal use includes killing of animals in experimental work, dissection of animals that are already dead, use of animal tissues, use of animal-derived products (such as sera). These uses are relevant to teaching and assessment. Further information about this policy can be found here: <https://policies.uow.edu.au/document/view-current.php?id=154>

Coursework Rules

The Coursework Rules (hereafter the Rules) govern the admission, enrolment, progression through, and qualification for a coursework award offered by the University. Further information can be found here: <https://policies.uow.edu.au/document/view-current.php?id=4>

Human Research Ethics

The Human Research Ethics Committee protects the welfare and rights of the participants in research activities. Further information can be found here: <https://www.uow.edu.au/research-and-innovation/researcher-support/ethics/human-ethics/>

Inclusive Language Guidelines

UOW endorses a policy of non-discriminatory language practice in all academic and administrative activities of the University. Further information is available from: <https://policies.uow.edu.au/document/view-current.php?id=239>

Intellectual Property Policy

UOW's IP Intellectual Property Policy provides guidance on the approach taken to Intellectual Property (IP), including its ownership, protection and exploitation. Further information about the management of IP is available at <https://policies.uow.edu.au/document/view-current.php?id=146>

Review and Appeal of Academic Decisions Policy

UOW aims to provide a transparent and consistent process for resolving a student concern about an academic decision that has affected their academic progress, including a mark or grade. Further information is available at: <https://policies.uow.edu.au/document/view-current.php?id=40>

Student Academic Consideration Policy

The purpose of the Student Academic Consideration Policy is to enable student requests for academic consideration for assessable components of a subject to be evaluated in a fair, reasonable, timely and consistent manner throughout the University. **For information on the Policy, eligibility and how to apply see:** <https://www.uow.edu.au/student/admin/academic-consideration/>

The Student Charter - Your Rights and Responsibilities

The Student Charter is based on principles that guide all members of the University and that promote responsible partnerships within and beyond the University community. <https://www.uow.edu.au/student/charter/>

Student Assignment of Intellectual Property (IP) Policy

This policy applies to all Students (under-graduate and post-graduate) of the University of Wollongong (UOW). It may also apply to other persons by agreement. This policy sets out the approach taken by UOW in relation to Student assignment of intellectual property. Further information about this policy can be found here: <https://policies.uow.edu.au/document/view-current.php?id=146>

Student Conduct Rules

These Rules outline the required conduct of students of UOW, and direct staff and students to University Rules, standards, codes, policies, guidelines, procedures and other requirements which specify acceptable and unacceptable student conduct, and the management of alleged student misconduct.

<https://policies.uow.edu.au/document/view-current.php?id=6>

Teaching and Assessment: Assessment and Feedback Policy

The purpose of this Policy is to set out the University of Wollongong's approach to effective learning, teaching and assessment, including the principles and minimum standards underlying teaching and assessment practice.

The Policy can be found at: <https://policies.uow.edu.au/document/view-current.php?id=38>

Teaching and Assessment: Code of Practice - Teaching

This Code is a key document in implementing the University's Teaching and Assessment Policy and sets out the specific responsibilities of parties affected in relation to learning, teaching and assessment, as well as procedures for teaching staff. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=9>

Teaching and Assessment: Subject Delivery Policy

This Policy sets out specific requirements in relation to the delivery of Subjects. The policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=39>

Workplace Health & Safety Policy

The Workplace Health and Safety (WHS) unit at UOW aims to provide structures, system and support to ensure the health, safety and welfare of all at the campus. Further information is available from:

<https://policies.uow.edu.au/document/view-current.php?id=177>