

# Supplementary Guidelines

## Student Workloads

A support resource to construct Course Description documents

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This resource aims to support the creation of a comprehensive **Course Description** document. The Course Description is developed specifically each time the course is delivered, and builds upon the brief information provided in the overarching Course Outline. The role of the Course Description is to provide a thorough description of the intended learning outcomes of the course, concise details of the assessment tasks to demonstrate achievement of those outcomes, and the learning journey designed to support both of these elements. The design and sequence of a learning journey and subsequent assessment tasks needs to be constructively aligned, student-focused and within the perimeters of the student workload guides. Student workload allocations are based on credit point value, which guides the total number of learning hours, the type and number of assessment tasks, and the types of learning activities used to successfully demonstrate achievement of those learning outcomes.

- Download a template for the [Course Description Form \(docx 241.1kb\)](#).

This document was updated through collaborative works by staff in the Centre for Learning, Innovation and Professional Practice, and approved by the Federation University Learning & Teaching Committee in August 2019 to support the review of the [Higher Education Assessment Procedure \(LT1254\)](#) and other relevant policies and procedures.

# 1. Student Learning Hours

There are 10 hours of student learning allocated per credit point. Therefore a 15 credit point course should aim to provide 150 hours of student learning. This equates to approximately 10 hours per week, for a 12 week teaching semester, plus 3 weeks study time. For every one hour of teacher directed learning there should be two hours of student/learner directed learning.

- **Teacher-directed** hours of student learning may include online content, synchronous and asynchronous discussions, audio-visual presentations, simulations, exploration of case studies or inquiry-based learning. Active participation is encouraged during collaborative and communicative activities. Students should be notified that non-engagement with course material may limit students' chances of successfully completing assessment tasks and of achieving course and/or program requirements.
- **Learner-directed** hours may include focused learning activities around pedagogy and practice, and assessment tasks. There should also be opportunities for students to reflect on practice, critically evaluate research and reflect on suggested readings. Students are expected to access electronic research databases and use computers to facilitate learning.

Table 1: Examples of Teacher-directed and Learner-directed time allocations per week for 15 credit point course

	Teacher – directed hours		Learner – directed hours	
Fully online	Online learning content 2 hr	Online communicative activities 1.5 hr	Application activities 4.5 hr	Assessment tasks 2hr
Blended	Online narrated lecture(s) 2 hr	F2F Tutorial and/or Laboratory 1 hr + 1 hr	Pre-class learning 4 hr	Assessment tasks 2 hr
Blended	Online learning materials 2 hr	Active F2F learning session 2 hr	Pre-class learning 3 hr	Assessment tasks 3 hr
Face-to-face (F2F)	Lecture 2 hr	Tutorial 1 hr	Self-study 4 hr	Assessment tasks 3 hr

# 2. Workload considerations for learning

The first consideration is determining the levels of knowledge and levels of learning intended as course outcomes, as outlined in the Course Outline document. See the [Supplementary Guidelines \(Learning Outcomes and Assessment\)](#) for details on how and why the intended learning outcomes of the course may have been constructed.

Whilst there are a number of principles and strategies to create effective and quality teaching practices, the most significant is understanding **how your students learn** and **what they need to succeed**. Before, during and after any teaching activity, you need to consider who your learners are, what they bring to the learning environment, and what their needs are in relation to engaging and succeeding in learning.

With this comes the need to understand the additional learning, resources and supports students might need to successfully engage within course learnings. This needs to be factored into student workloads. When students are engaging with new materials or skills, they will require more time to apply new knowledge and attain new skills. As opposed to when knowledge and skills are scaffolded, built upon or applied at a more advanced level.

## 2.1 Further information

For more information on understanding learners and their needs, and the implications for student workloads, consider the following resources:

- Federation University website – [Staff | Learning and Teaching | Teaching Practice | Learning](#)
- Fry, K., Ketteridge, S. & Marshall, S. (2015) *A handbook for teaching & learning in higher education: Enhancing academic practice*. (4th ed.) London: Routledge.
- Race, P. (2015) *The lecturers toolkit*. (4th ed.) Oxon, UK: Routledge

## 3. Workload considerations for assessment

The second consideration is determining the type and number of assessment tasks, weighting, and the intended learning outcomes that they aim to demonstrate, as outlined in the Course Outline document. See the [Supplementary Guidelines \(Learning Outcomes and Assessment\)](#) for details on how and why the assessment tasks for the course may have been constructed. The Course Description should extend upon this to provide clear and concise information for students on all aspects of the assessment tasks, as per the [Higher Education Assessment Procedure \(LT 1254\) Action 5. Formalising assessment requirements](#).

When designing assessment tasks within courses and the program overall, it is important to consider the overall workload implications for students including:

- How long will it take students to complete and submit each assessment task?
- How much effort is required of the student to meet the task
- What is the level of difficulty of the assessment?
- How much time per week will most students have available for assessment?
- When are the assessments due (in all the student's courses)?
- How many assessment tasks do students have in other courses?
- How much time will be required for assessors to mark and provide feedback?

(Adapted from: Bowler, 2012)

Consider the following tables that begin to unpack student workload considerations with designing assessment tasks. Note: These are a GUIDE ONLY. It is recommended that reference is made to any School Assessment Guidelines, or contact your Program Coordinator or Associate Dean (Teaching Quality) for specific guidelines for your discipline/program, AQF level, and any complexities of the individual task(s).

**Table 2: Number of assessment tasks per credit point course**  
 Accessed from: Abstract of previously agreed UB process (2007)

Course Value	Recommendation	Max. number of tasks
15 CP (150 learning hours)	3 tasks	4 tasks
10CP (100 learning hours)	2 – 3 tasks	3 tasks
5CP (50 learning hours)	2 tasks – one practical + one theory assessment	2 tasks

**Table 3: Relationship between credit point value, words in written assessment tasks and overall weighting for assessment of course learning outcomes**  
 Adapted from: Student Workload Policy, Latrobe University (2017)

Credit point	Words	approx. % weighting
1	250-300	5
2	500-600	15
3	750-900	20
4	1000-1200	25
5	1250-1500	35
6	1500-1800	40
7	1750-2100	45
8	2000-2400	55
9	2250-2700	60
10	2500-3000	65
11	2750-3300	75
12	3000-3600	80
13	3250-3900	85
14	3500-4200	95
15	3750-4500	100

The traditional methods of determining student workloads focussed on word counts for written tasks, and exam time lengths. However contemporary assessment tasks can be anything from oral presentations, digital creations, projects and eportfolio's of learning. The following tables takes a number of sources and creates an 'average' of figures to help guide design, estimate equivalency and determine approximate workload allocation for students.

**Table 4: Assessment types, associated maximum word limits/times or equivalency, and overall weighting within the course**  
 Accessed from: CLIPP Student Workload Guidelines (2016) Federation University |  
 LaTrobe University Student Assessment Workload Guidelines (2015) | Bennett (2013)

**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%
<b>Essay</b>	400 words	800	1200	1600	2000 words	2400	2800	3200	3600	4000 words
<b>Journal</b>	500 words	1000	1500	2000	2500 words	3000	3500	4000	4500	5000 words
<b>Report / Plan/ Proposal</b>	400 words	800	1200	1600	2000 words	2400	2800	3200	3600	4000 words
<b>Annotated Bibliography</b>	400 words	800	1200	1600	2000 words	2400	2800	3200	3600	4000 words
<b>Literature Review</b>	350 words	700	1050	1400	1750 words	2100	2450	2800	3150	3500 words
<b>Research proposal or report</b>	350 words	700	1050	1400	1750 words	2100	2450	2800	3150	3500 words
<b>Poster (+ images)</b>	400 words	800	1200	1600	2000 words	2400	2800	3200	3600	4000 words
<b>Number of references</b>	2 – 4	4 – 6	6 – 8	8 – 10	10 – 12	12 - 15	14 – 18	16 – 21	18 – 24	20 – 28
<b>Research and writing time</b>	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

**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

Additional considerations may be required for students with English as a second language. No changes should be made to the length of the assessment, but rather in the time and level of support available to successfully achieve the task.

As an operational document, the Course Description must as a minimum, provide a full description of:

- Learning Task (including purpose and task description/instructions)
- Assessment Type (including any specific learning technology tools)
- Learning Outcomes Assessed
- Mode of submission
- Due date and time
- Weighting
- Word length (or equivalent if using presentation, video or audio tools)
- Approximate time to allocate for completion
- Referencing style
- Minimum number of references

As per the [Higher Education Assessment Procedure \(LT 1254\) Action 5. Formalising assessment requirements](#), the Course Description must be made available to students two weeks prior to the commencement of the teaching semester to enable student planning. Whilst it is preferred for all information relevant to assessment tasks to be designed, peer-reviewed and made available to students prior to the semester, if such has not been included in the Course Description, the following must be provided to students, via the University's LMS, based on the appropriate release of assessment as outlined in Table 6:

- Assessment criteria
- How and when feedback and marks will be provided
- Resources and/or services to support successful completion of the task

This is to enable sufficient time for students to understand expectations, seek clarification, research materials and develop drafts in the weeks prior to submission, and to encourage good time management of their studies. Note: This excludes examinations, which are addressed via the [Higher Education Exams Procedure \(LT1940\)](#).

**Table 5: Minimum dates for release of full assessment details to students**

Weighting	Minimum release date
5 – 10%	3 weeks prior to the due date for submission
15 – 30%	6 weeks prior to the due date for submission
35 – 50%	9 weeks prior to the due date for submission
55 – 70%	Week 1 of the teaching semester
75 – 100%	Two weeks prior to the teaching semester

Choosing the right, evidence-based assessment tasks to demonstrate the intended learning outcomes of a course requires considerable time and effort to ensure sound assessment design. An assessment 'health checklist' devised by CLIPP is provided in *Appendix I* to address key questions related to quality learner-centred assessment, including student manageability.

### 3.1 Further information

For more information on understanding assessment and learning, and the implications for student workloads, consider the following resources:

- Bennett, J. (2013, May 14) *Determining video duration with script word count*. Digital Splash Media. Accessed from: <http://digitalsplashmedia.com/2013/05/determining-video-duration-with-script-word-count/>
- Biggs, J. & Tang, C. (2011) *Teaching for quality learning at university*. (4th ed.) New York: Open University Press
- Faculty of Education and Arts (Federation University) Higher Education Undergraduate Assessment Guidelines (Feb 2014)
- Federation University website – [Staff | Learning and Teaching | Teaching Practice | Assessment](#) – Creating effective ways to demonstrate learning
- Federation University – [Supplementary Guidelines \(Learning Outcomes and Assessment\)](#)
- Federation University – [Higher Education Assessment Procedure \(LT1254\)](#)
- Fry, K., Ketteridge, S. & Marshall, S. (2015) *A handbook for teaching & learning in higher education: Enhancing academic practice*. (4th ed.) London: Routledge.
- Race, P. (2015) *The lecturers toolkit*. (4th ed.) Oxon, UK: Routledge



## 4. Workload considerations for learning activities

'Learning' can take place in a range of ways, formats and environments. Whether the learning environment is on-campus (face-to-face), blended, flexible, off-campus or wholly online, there are a multitude of ways in which students can engage with content, with teachers and with peers. When designing a learning journey – taking into consideration the best activities to achieve the learning outcomes of the course and successfully demonstrate that learning through the assessment tasks (**constructive alignment**) – you need to consider the workload implications for students.

All of the learning activities listed below can take place in the likes of a lecture, tutorial, laboratory, active learning session, virtual learning session, or online space.

### 4.1 Types of learning activities

There are a number of ways in which learners interact and engage with the learning process. The intended learning outcomes stated in the Course Outline guide the level of knowledge and levels of learning expected. Below is a guide to exploring different types of learning activities to achieve those levels of learning. For more details on Learning Outcomes, see [Supplementary Guidelines \(Learning Outcomes and Assessment\)](#).

**Learner – Content interaction (cognitive presence)** – Engaging with course content materials should never be just passive. Even the traditional large group lecture has better learning outcomes when the teacher provides opportunities for students to engage, question, interact and apply the information being covered, rather than just passively listening. Consider the following examples:

- presentations
- watching video interviews, clips, narrations
- solving problem sets
- taking notes on textbook readings
- participating in a game based content
- completing chapter quizzes
- Pop questions within lectures or narrated presentations
- research for assessment tasks
- flipped learning (using online materials to prepare or create something for class)
- 'choose your own learning journey' using online learning tools
- preparation for and sitting tests and examinations
- reflection and/or journal writing

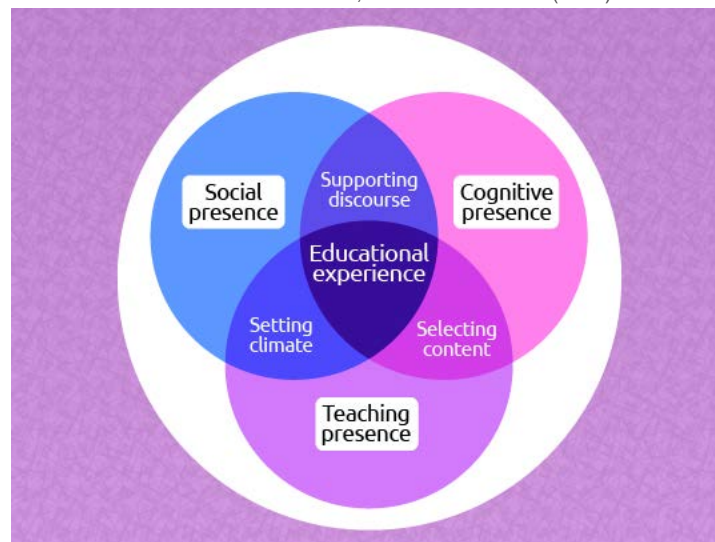
**Learner – Learner interaction (social presence)** – Wallace and Nixon (2013) state that social interaction improves student learning by enhancing knowledge, critical thinking and problem-solving skills. Consider the following examples:

- asynchronous discussion forums in which students share course concepts to their experiences
- small group work on projects
- collaborative group work
- group wikis and blogs
- peer review of classmates' papers
- student-led discussions and debates
- synchronous and asynchronous online discussions
- class develops their own repository of exam revision notes
- class biography (text or video)
- a research process in which groups work together to devise ways of tackling a complex problem

**Learner – Teacher interaction (teacher presence)** – The interaction between a student and an expert teacher can stimulate and maintain the student's interest, motivate the student to learn, provide direction and leadership, organise the student's application of concepts and/or practice of skills, and assess learning. Teacher engagement has always been an important component of student learning, regardless if the course is delivered face-to-face, blended or wholly online. In addition to the obvious presence in face-to-face classes, consider the following examples:

- weekly updates and FAQ's
- virtual office hours
- video discussions to enable students to visual teacher
- teacher facilitation of an online discussion forum
- virtual classes or learning sessions
- ongoing journaling with students
- teacher created study-guides
- feedback on student work, student learning and student assessment

**Figure 1: The Community of Inquiry Framework**  
Accessed from: Garrison, Anderson & Archer (2000)



**Learner – Industry interaction** – It is also valuable to consider the engagement learners can have with other industry experts to support them with applying theory to practice and integrating real-world relevance. It is important as part of your course design, to consider embedding connections with the likes of:

- Field work
- Practicum learning
- Skills practice
- Project work
- Guest industry speakers
- Other FedUni University lecturers who have expertise in the topic covered
- Collaborations with community
- Collaborations with other Universities to enable a regional, national or global perspective

Consider also any industry accreditation requirements that may influence the design process and how and when teaching is to be delivered.



## 4.2 Further information

For more information on understanding assessment and learning, and the implications for student workloads, consider the following resources:

- Federation University website – [Staff | Learning and Teaching | Teaching Practice | Course Design](#) – Designing an inclusive and engaging learning journey
- Federation University – BOLD learning and teaching practices. Accessed from: <https://federation.edu.au/staff/learning-and-teaching/curriculum-quality/institutional-standards-frameworks/bold-learning>
- Fry, K., Ketteridge, S. & Marshall, S. (2015) *A handbook for teaching & learning in higher education: Enhancing academic practice*. (4th ed.) London: Routledge.
- Biggs, J. & Tang, C. (2011) *Teaching for quality learning at university*. (4th ed.) New York: Open University Press
- Lombardi, M. (2007) *Authentic Learning for the 21<sup>st</sup> Century: An overview*. Educase Learning Initiative. Accessed from: <https://library.educause.edu/~media/files/library/2007/1/eli3009-pdf.pdf>
- Race, P. (2015). *The lecturers toolkit*. (4th ed.) Oxon, UK: Routledge

## 5. 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 learning, 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.
- Personalized – 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 emphasis what students can do to improve their work.
- Analytical – Feedback that emphasizes 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 succinct and action focused.
- Emphasizes 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.

## 5.1 Types of feedback

Feedback can serve a number of purposes and take a number of 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.

- **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 course, 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 explains how the mark was derived from the criteria provided and additional constructive comments on how the work could be improved.
- **Student peer feedback** – Teachers don’t have to be the only experts within a course. 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.
- **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).

## 5.2 Feeding-forward

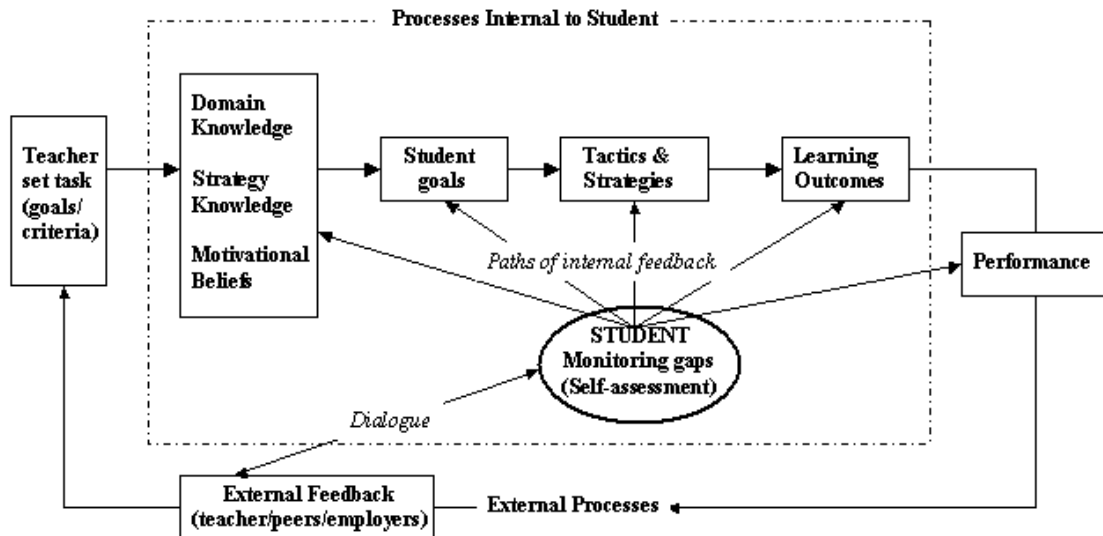
The inclusion of feed forward systems are important within the overall learning and assessment matrix of a course. They can act as enablers for students to develop academic skills and improve overall learning. These systems of learning and assessment focus on functional development of skills and knowledge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

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 course coordinator

**Figure 2: A model of formative assessment and feedback**  
Accessed from: Nicol and Macfarlane-Dick (2007)



### 5.3 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.

**Figure 3: Managing peer evaluations and feedback paths of students**  
Accessed from: <https://teammates-nalin.appspot.com/>



These skills however, are not necessarily intrinsic. Just as other professional skills and graduate attributes need to be taught, supported and practiced, so too are the skills of peer-to-peer learning, peer-to-peer feedback, and self-reflective feedback. Ideally, these skills are attained best when they are scaffolded throughout a program. Commencing with peer-to-peer learning in simple class learning activities in 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 program. 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 need to be considered in student workloads.

## 5.4 Further information

For further information of the role feedback in learning and assessment, and the considerations for student workloads, consider the following:

- Federation University website – [Staff | Learning and Teaching | Teaching Practice | Feedback](#) – Quality feedback for learning
- Gielen, S, Peeters, E., Dochy, F. Onghena, P. & Struyven, K. (2010) *Improving effectiveness of peer feedback for learning*. Learning Instruction. Volume 20, Issue 4, pages 304-315
- Sackstein, S., (2017). *Peer feedback in the classroom: Empowering students to be the experts*. Alexandria, Virginia: ASCD.

## 6. References

- Bennett, J. (2013, May 14) *Determining video duration with script word count*. Digital Splash Media.  
Accessed from: <http://digitalsplashmedia.com/2013/05/determining-video-duration-with-script-word-count/>
- Bowyer, K. (2012) A model of student workload, *Journal of Higher Education Policy and Management*, 34:3,239-258, DOI: 10.1080/1360080X.2012.678729
- Garrison, D., Anderson, T, & Archer, W. (2000) 'Critical inquiry in a text-based environment: Computer conferencing in higher education', in *Internet and Higher Education*, 11(2): pp.1–14.
- LaTrobe University (2015) Student Assessment Workload Policy. Accessed from: <https://policies.latrobe.edu.au/download.php?id=65&version=1&associated>
- LaTrobe University (n.d) Credit Point and Student Workload Policy. Accessed via personal communication
- Nicol, D. and Macfarlane-Dick, D (2007). *Formative Assessment and self-regulated learning: A model and seven principles of good feedback practice*. Taylor & Francis Online.  
<https://doi.org/10.1080/03075070600572090>
- Sackstein, S., (2017). *Peer feedback in the classroom: Empowering students to be the experts*. Alexandria, Virginia: ASCD.

## 7. Appendix I: Assessment ‘Checklist’

Course: \_\_\_\_\_ AQF Level: \_\_\_\_\_ Assessment Task \_\_\_\_\_

	Yes	??	No	Comments
<b>Validity</b>				
Is there evidence to support this assessment task as the best means to demonstrate student learning of this knowledge, skill or application?				What?
Are their evidence-based alternative assessment tasks that enable students to demonstrate the learning outcomes better?				What?
Is there evidence to support the use of any electronic/digital tools as the best tool to support the successful completion of the assessment task?				What?
<b>Alignment</b>				
Is your assessment task directly aligned to the course intended learning outcomes?				How?
Can one assessment task demonstrate multiple learning outcomes?				How?
Do you provide learning and teaching activities to provide students the support to successfully complete the assessment task?				What?
Does the assessment task provide opportunities to assess either FOR, AS or OF learning?				Which?
<b>Authenticity</b>				
Does your assessment task have ‘real world’ relevance?				How?
Does your assessment task demonstrate the learning outcomes and thereby confident in meeting industry standards?				How?
Does your task include assessment of graduate attributes or ‘soft skills’?				Which?
<b>Transparency</b>				
Can the students plainly see/read the relevance of the assessment task with that of the learning outcomes?				Where?
Do you provide clear written, audio or video instructions for the task at the beginning of the teaching semester?				Where?
Are additional resources, examples, previous submissions and/or supports provided for successful completion of the assessment task?				What?
Is there a plan or pathway students are expected to create or follow in order to gain maximum learning outcomes?				How?
Are tasks scaffolded to allow students to practice and build upon the knowledge skills and application required for success?				How?
<b>Inclusiveness</b>				
Can the assessment task be undertaken by a range of students with additional learning needs?				
Is there a level of digital literacy required to successfully complete or submit the task? If yes, do you provide written, verbal or video resources and/or supports to enable successful engagement with task?				What?
				What?

Is there a level of academic literacy or numeracy required to successfully complete or submit the task?				What?
If yes, do you provide written, verbal or video resources and/or supports to enable successful engagement with task?				What?
Have you considered student access to electronic, digital and internet services to successfully complete and submit the task?				How?
<b>Veracity</b>				
Do you provide structures or resources within your assessment task to ensure no plagiarism, copying or cheating occurs?				What?
<b>Reliability</b>				
Does the criteria within the marking guide or rubrics differentiate the various <i>evaluation components</i> of the task required to achieve varying levels of learning? If yes, are they weighted/marked to reflect the significance and simplicity/complexity of the evaluation component?				What?
Does the criteria within the marking guide or rubrics differentiate the various <i>performance levels</i> required to achieve varying levels of learning?				What?
Do you undertake a moderation process to ensure fair, just and consistent marking?				How?
<b>Manageability - Students</b>				
Are students given all details of the assessment task (including assessment criteria) at the beginning of the teaching semester?				Where?
Are your assessment due dates spread even across the weeks of the teaching semester?				
Is the assessment task appropriately weighted given the complexity of the task and time required for completion?				
Are students given a realistic time frame for completing the assessment task?				
Are students provided with clear direction on the following (as per University or School guidelines): <ul style="list-style-type: none"> <li>• Word limits (or equivalent for audio or video submission)</li> <li>• Minimum number of references required</li> <li>• Tools or technologies to be used in the submission</li> <li>• Process of submission</li> </ul>				Where?
<b>Manageability - Staff</b>				
Does the assessment task comply with University and School guidelines and processes around: <ul style="list-style-type: none"> <li>• Word limits (or equivalent for audio or video submission)</li> <li>• Weighting</li> <li>• Efficient processes of submission</li> <li>• Allocated time for marking assessment tasks</li> <li>• Allocated staff for marking assessment tasks</li> </ul>				Where?
Have you considered efficient ways to manage the marking processes?				How?
Have you considered the internet access and capabilities of staff to mark digital or electronic submissions?				How?
<b>Feedback</b>				
Are there opportunities for formative feedback prior to final submission?				When?



Are the processes of providing formative and summative feedback clearly identified and stated?				Where?
Are the time lines for providing formative and summative feedback clearly stated?				Where?
<b>Evaluation</b>				
Do you have a tool or process to evaluate, measure or review the student use of the assessment task in achieving alignment to the learning outcomes?				What?
Do you have a tool or process to evaluate, measure or review the facilitator use of the assessment task in achieving alignment to the learning outcomes?				What?
<b>Other comments:</b>				

*Created by: Centre for Learning, Innovation & Professional Practice (November 2016). Reviewed & enhanced (June 2017 & June 2019)*