

## Institute of Education, Arts and Community Assessment Guidelines

This guideline is intended to ensure consistency across the Institute while allowing individual disciplines and unit coordinators the flexibility to determine the nature of assessment tasks most appropriate to that discipline or unit. The guideline is further intended to avoid the under- or over-assessment of students and to prevent staff being overloaded with marking of assessments. Overall, there needs to be correlation and proportionality between assessment workload and credit points that, at times, may not have direct mathematical connections.

The following information has been sourced from Federation University's

1. Higher Education Assessment (inclusive of FedTASKs) Procedure  
[https://policy.federation.edu.au/academic\\_governance/procedures/assessment/ch01.php](https://policy.federation.edu.au/academic_governance/procedures/assessment/ch01.php)
2. Supplementary Guidelines: Student Workloads  
[https://policy.federation.edu.au/forms/ECMXXXXXX\\_Supp\\_Guide\\_Student\\_Workloads\\_Final.pdf](https://policy.federation.edu.au/forms/ECMXXXXXX_Supp_Guide_Student_Workloads_Final.pdf)
3. Supplementary Assessment Procedure  
[https://policy.federation.edu.au/academic\\_governance/procedures/assessment/ch05.php](https://policy.federation.edu.au/academic_governance/procedures/assessment/ch05.php)

**1. In 15 credit point units students can expect to have the total of assessment tasks equivalent to between 4000-4500 or equivalent (undergraduate) OR 4500-6000 or equivalent (masters by coursework) words per student. In 30 credit point units students should expect the equivalent of 8000-9000 (undergraduate) or 9000-11000 (masters by coursework) words. See tables below for guidelines for word limits and equivalences.**

**WRITTEN:** Approx. 1000 standard words = 6 references = 10 hours student workload = 25% overall weighting

Weighting	10%	20%	30%	40%	50%	60%	70%	80%
<b>Essay</b>	400 words	800	1200	1600	2000 words	2400	2800	3200
<b>Journal</b>	500 words	1000	1500	2000	2500 words	3000	3500	4000
<b>Report / Plan / Proposal</b>	400 words	800	1200	1600	2000 words	2400	2800	3200
<b>Annotated Bibliography</b>	400 words	800	1200	1600	2000 words	2400	2800	3200
<b>Literature Review</b>	350 words	700	1050	1400	1750 words	2100	2450	2800
<b>Research Proposal or Report</b>	350 words	700	1050	1400	1750 words	2100	2450	2800
<b>Poster (+Images)</b>	400 words	800	1200	1600	2000 words	2400	2800	3200
<b>Number of References</b>	2-4	4-6	6-8	8-10	10-12	12-15	14-18	16-21
<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

**EXAMS**

Weighting	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>Written Exam</b>	25 m	50 m	1h 10m	1h 35m	2 h	2h 25m	2h 50m	3h 10m	3h 35m	4 h
<b>Practical Exam</b>	18 m	36 m	54 m	1h 12m	1h 30m	1h 48m	2h 06m	2h 24m	2h 42m	3 h
<b>Practical Music Test</b>	7 m	15 m	22 m	30 m	37 m	45 m	52 m	60 m	67 m	75 m
<b>Exam study preparations</b>	<b>3-4 hours</b>	<b>6-8 hours</b>	<b>9-12 hours</b>	<b>12-16 hours</b>	<b>15-20 hours</b>	<b>18-24 hours</b>	<b>21-28 hours</b>	<b>24-32 hours</b>	<b>27-36 hours</b>	<b>30-40 hours</b>

**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%
<b>Video</b>	2 min	4 min	6 min	8 min	10 min	12 min	14 min	16 min
<b>Web Page</b>	400 words	800	1200	1600	2000 words	2400	2800	3200
<b>ePortfolio</b>	400 words	800	1200	1600	2000 words	2400	2800	3200
<b>Narrated Presentation</b>	4 min	8 min	12 min	16 min	20 min	24 min	28 min	32 min
<b>Time for digital editing</b>	<b>3-4 hours</b>	<b>2-6 hours</b>	<b>4-8 hours</b>	<b>6-10 hours</b>	<b>8-12 hours</b>	<b>10-14 hours</b>	<b>12-16 hours</b>	<b>14-18 hours</b>

**OTHER**

Weighting	10%	20%	30%	40%	50%	60%	70%	80%	
<b>Group Work</b>	<b>(per member)</b>								
<b>Group Essay</b>	300 words	600	900	1200	1500 words	1800	2100	2400	
<b>Group Oral</b>	2 min	4 m	6 m	8 m	10 min	12 m	14 m	16 m	
<b>Group Performance</b>	2 min	4 m	6 m	8 m	10 min	12 m	14 m	16 m	
<b>Other</b>									
<b>Oral Presentation</b>	6 min	12 m	18 m	24 m	30 min	36 m	42 m	48 m	
<b>Individual Performance</b>	2 min	4 m	6 m	8 m	10 min	12 m	14 m	16 m	
<b>Practicum</b>	8 min	16 m	24 m	32 m	40 min	48 m	56 m	64 m	
<b>Time for digital editing</b>	<b>3-4 hours</b>	<b>2-6 hours</b>	<b>4-8 hours</b>	<b>6-10 hours</b>	<b>8-12 hours</b>	<b>10-14 hours</b>	<b>12-16 hours</b>	<b>14-18 hours</b>	

**A single assessment task in an introductory undergraduate unit should not have a weighting of greater than 60% of the total grade for the unit.**

This guideline is intended to reduce pressure on first year students that might result from heavily weighted assessment tasks. This principle should also guide the development of assessment in intermediate and advanced levels.

**2. Active participation/engagement with learning may be set as an assessment task so long as it is approved in Unit Outlines, is relevant and measurable, and is linked to Learning Outcomes. For active participation tasks weighted over 10% an artefact should be submitted or double marking/moderation needs to occur.**

Active participation/engagement with learning can include, but is not limited to, (contribution to and engagement with):

- Formal classroom or online discussion
- Workshops, artistic performances, practical sessions, field trips or exhibitions
- Small group discussions (in class or online) or written exercises
- Class presentations, laboratory work, role plays, blogs, wikis and webinars
- Reflecting on, critiquing or commenting on content or presentations provided by staff, other students, artists or professionals
- Creative Arts classes
- Practicals in movement education
- Quizzes

If active participation is set as a hurdle requirement, this should be stated clearly in the Unit Description. The Unit Description should also clearly explain how active participation is to be measured.

Attendance is not normally regarded as active participation, however, minimum attendance may be a relevant hurdle requirement for some units such as Performing Arts or Professional Experience sessions.

**3. In each unit students should receive constructive feedback within the first four weeks about their engagement with a learning activity. This is encouraged as effective practice across all years of each course.**

All academics should provide either a summative or formative assessment task within the first four weeks of teaching to enable students to receive feedback. The assessment task should be included in the Unit Description and allows Unit Coordinators to provide timely feedback and support to students.

These tasks may be part of in-class work that provides formative feedback and academic achievement monitored in core units. These tasks need to be staggered at the course level to prevent students from being burdened with too many tasks at the same time.

**4. Students must receive and alpha grade (HD, D, C, P, MF or F) for each assessment task. Unit Coordinators may choose to also provide a numerical mark and must provide numerical marks to students on request.**

This guideline provides flexibility for Unit Coordinators who would like to provide their students with numerical marks, in addition to alpha grades, and acknowledges the right of a student to request their numerical marks. The alpha grade a numerical mark should form part of the feedback on the assessment and do not replace comments on the student's performance. As a student only receives an alpha grade at the end of semester and on their transcript, this provides the assessors with flexibility.

**5. Students are required to use extension and/or special consideration processes. Where circumstances are known, students with Learning Access Plans (LAPs)/first year students/students with disability) need to be scaffolded to complete tasks before late policy is implemented.**

Extension information can be found in each Unit Description and Moodle shell.

**For further information regarding extension options and special consideration, please refer to the appropriate university resources:**

- [Discretionary assessment extension](#)
- [Higher education special consideration – General](#)
- [Higher education special consideration – Deferred examination](#)

## **6. Late Penalties Position**

<https://federation.edu.au/staff/learning-and-teaching/teaching-practice/assessment/assessment-and-learning/late-penalties>

Late submission of assessment tasks, without a granted discretionary extension from the Unit Coordinator or an approved special consideration, will attract a late penalty. All reasonable attempts must be made in completing and submitting each assessment task within agreed timeframes.

Students who do not have an extension or special consideration will face late penalties. The penalty will be five percent (5%) per day (including weekends and public holidays) of the total marks available up to 7 days after the due date.

Students who have met the unit Learning Outcomes should not fail an assessment task due to the imposition of late penalties.

If an assessment task is submitted after the 7 days have passed, it can be accepted at the discretion of the Unit Coordinator, but this will **not** be usual practice and a very good reason will be required. The late assignment can only be marked on a pass/fail basis (a pass being a maximum of 50% total marks).

Once the Unit Coordinator has aggregated the marks for the unit no further late submissions can be accepted.

**7. All assessment tasks weighted 25% or more that receive a fail grade should be double marked; a sample of HD grades should also be double marked.**

This guideline is intended to ensure consistency and fairness in grading. Unit Coordinators should also refer to the University policies and procedures for further guidance on moderation.

**8. Units with a performance-based assessment task weighted 50% or more should be double marked.**

It is acknowledged that double marking is often problematic in performance-based assessments as, unlike written or recorded assessment tasks, there is no permanent record kept of the assessment task. Having a moderator in attendance at performance-based assessments should provide consistency. Recording/videoing the assessment can provide a record of the assessment so that double marking can be completed after the assessment as well as providing evidence in the case of student appeal. Serious problems arise in complying with the law when performances are of materials that fall under the Copyright Act.

**9. Staff may provide advice to students on how to structure their assessment but must not comment on drafts submitted before the due date, except where the assessment allows for iterative, structured development of a piece of work. When provided to one student, staff should provide equivalent advice and support to all students in the teaching cohort. Students can ask specific questions about the assessment task but specific feedback will not be given as this may disadvantage other students.**

This guideline supports consistency, academic integrity, equity and fairness for all students in a cohort. Tasks requiring feedback and iterative development are commonly used in studio workshops or creative writing courses.

**10. Assessments submitted by the due date should be returned simultaneously to all students in the cohort.**

The Federation University Assessment policy requires feedback to be returned to students within 3 weeks of the due submission date. Unit Coordinators have flexibility on returning late submissions, but they should give timely feedback wherever feasible.

**11. Peer assessment can be incorporated into formative and summative feedback, particularly when group assessment tasks are used.**

Peer assessment is the assessment of students' work by other students of equal status. Students often undertake peer assessment in conjunction with formal self-assessment. They reflect on their own efforts and extend and enrich this reflection by exchanging feedback on their own and their peers' work. Use of a clear and structured marking scheme increases the validity and reliability of peer assessment. Peer assessment for formal assessments should be anonymous and the peer grades must be moderated by the staff assessors, who may base the mark awarded on the peers' scores.

**12a. Group work assessment tasks should be carefully planned and managed to ensure all students on a group collaborate and contribute to the work of the group. Students must be given clear information about key aspects of the task in the Unit Description.**

The Unit Coordinator needs to ensure that:

- The objectives of assessment tasks are clearly stated (including how they link to the unit and unit learning outcomes). It should be clear how contribution to the group's work (process) and the group's task (outcome are assessed).
- Students are informed about how the groups are to be formed.
- Evidence is gathered about each member's contribution so that individual performance can be evaluated if necessary.
- Progress on group assessment tasks is monitored so any problems are identified at an early stage and intervention can occur in time to keep the task on track.

**12b. If an insurmountable problem arises within a student group, the Unit Coordinator will provide an alternate plan, such as splitting the group or specifying an individual assessment.** However, if the purpose of the task is to develop group collaborative skills, a student who is unable to perform well and who is not displaying these skills may be assigned a Fail grade for the process element of the task, provided the situation and circumstances have first been fully investigated. In a group that is not working well together, individual marks may be assigned to group members rather than a group mark.

**13. ZN grade. Supplementary assessment is available to students who have failed a unit but have gained at least 45 per cent for that unit. The student must:**

- Have been studying a unit that allows supplementary assessment in its Unit Description.
- Have failed overall in the unit but gained a final mark of 45 per cent or above.
- Made a reasonable attempt at all major assessment tasks as specified in the Unit Description.
- Not be eligible for any other form of supplementary assessment.

The supplementary assessment must be completed within 3 months.

NOTE: A student with an academic misconduct charge upheld is still eligible for supplementary assessment if their final unit mark inclusive of any penalty imposed for academic misconduct is 45 per cent or above.

**14. A student in the first year of their course, may apply for the Unit coordinator's permission to resubmit one failed assessment task per course.** Any request should be received within one week of the result being released and, if approved, the submission date will be at the discretion of the Unit Coordinator in negotiation with the student. A resubmitted assessment task will receive a pass (50%) or fail grade only.

**15. Feedback.**

When considering learning and assessment, it is important to remember the role of feedback in the process of learning for students' overall progression through the university. 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.
- Personalised – 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 emphasise what students can do to improve their work.
- Analytical – Feedback that emphasises 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.
- Emphasises 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.

**16. The Guidelines: Artificial Intelligence – Use and Interpretation at Federation University.**

[https://policy.federation.edu.au/forms/AI-Guidance-Note--17-4-23--V3---1-11-23.docx?\\_gl=1\\*fr6srd\\*\\_gcl\\_au\\*OTAzMTgxMTcyLjE3MDcwODk2MjQ.&\\_ga=2.253718863.793852350.1709712817-2084942202.1675834055](https://policy.federation.edu.au/forms/AI-Guidance-Note--17-4-23--V3---1-11-23.docx?_gl=1*fr6srd*_gcl_au*OTAzMTgxMTcyLjE3MDcwODk2MjQ.&_ga=2.253718863.793852350.1709712817-2084942202.1675834055)

**“AI tools at Uni”:**

<https://libguides.federation.edu.au/AI>

**How to reference AI content:**

<https://federation.edu.au/library/study/fedcite/content/ieee/artificial-intelligence-tools2/artificial-intelligence-tools>