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ACADEMIC	1	
TEACHING AND LEARNING	1	
ASSESSMENT	2	
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STUDENT ASSESSMENT WORKLOAD GUIDELINES

Assessment at La Trobe University is regarded as central to subject and course design, to promote, reinforce and reward student learning. There should be a systematic approach that builds and enhances graduate capabilities through tasks that are diverse, complementary and embedded strategically throughout a program of study, to enable students to demonstrate coherent and integrated learning.

The Student Workload Policy states:

There should be proportionality between credit points and workload without the necessity for a direct mathematical linkage. An indicative student workload combining contact and non-contact study is 10 hours per credit point over the period in which the subject is taught.

At the undergraduate level, the total assessment load for essay based assessment is 250-300 essay words per credit point. For a 15 credit point subject this would be a total of 3750-4500 essay words or equivalent, which may be achieved through aggregation of a number of assessment items.

At the postgraduate level, for a 15 credit point subject the essay based assessment load is 4500-6500 words or an equivalent combination of essay and non-essay assessment.

Credit points and student workload

Within the hours of combined contact and non-contact study, it may be the case that postgraduate coursework students have a higher weighting on non-contact hours of study than is the case for undergraduate students.

Assessment workload – suggested equivalences

The Student Workload Policy states:

As not all assessment items will be essay based, broad equivalences for other means of assessment should be applied in achieving the total essay word requirements above. In establishing relativities between different styles of assessment consideration should be given to:

- i. the complexity of the assignment;*
- ii. the estimated amount of time required to think about, sort and structure the response*
- iii. the proportion of the response that will require creative, reflective, analytical thought and evidence of deep learning that is not able to be routinely drawn from texts and lecture notes*

The equivalences below may vary according to the three criteria above, based on the professional judgement of the subject co-ordinator or discipline expert.

Assessment type	Broadly Equivalent to 1000 essay words
Written/Multiple Choice Examination	1 hour
Essay in foreign language	500 words
Group essay	750 words/member
Unstructured reflective journal	2000 – 3000 words
Verbal presentation	20 minutes
Group presentation	10 minutes/member
Clinical practicum assessment	20 minutes

Additional Considerations when establishing assessment workload:

1. Length of an assignment is not necessarily synonymous with difficulty: a diary may not be as inherently demanding as an essay; an essay in a language other than English is likely to be more demanding than an essay in English, which is the primary language of instruction for the University.
2. Where the language of instruction is English and the student does not speak English as their primary language, no changes should be made to the length of the assignment, but rather in the time/level of support provided.

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3. Word equivalents for some assessment items are irrelevant, and professional judgement of the subject co-ordinator is especially important in these cases.

Some Options for Assessment Tasks

Assessment tasks	Options
Examination	<ul style="list-style-type: none"> • Take-home examination • Open-book examination • Multiple choice examination • Essay format examination • Short answer • Any combination of the above
Essay or other writing task	<ul style="list-style-type: none"> • Essay in a second language • Formal essay with correct referencing and citation • Writing constructed in a group in an online environment • Blogging/tweeting/open or closed journal writing on a range of topics (eg literature reviews, reflections on own reading, reflections on observations, scientific observations) • Annotated bibliographies
Quantitative or technical reports	<ul style="list-style-type: none"> • Report on statistical/data analysis • Presentation of mathematical proofs
Verbal presentations	<ul style="list-style-type: none"> • Individual presentation to class • Group presentation to class • Online using web conferencing software • Varying presentations as above but to different audiences and for different purposes
Clinical Practicum	<ul style="list-style-type: none"> • Self review • Peer review • Expert commentary • Demonstration activity
Multimedia and digital presentations	<ul style="list-style-type: none"> • Face-to-face • Online • Digital stories for a range of purposes and audiences • Podcasting • Audio files (including voice recordings) • Radio performance/broadcast
Software development	<ul style="list-style-type: none"> • Computer program
Performance, Exhibition or Artefact	<ul style="list-style-type: none"> • Drama or audio presentations combined with verbal or multimedia presentation in individual or group contexts for a range of purposes and audiences • Exhibition of art works • 3D models • Written descriptions of development processes
Portfolio	<ul style="list-style-type: none"> • Reflective • Analytic collation of a range of evidence of learning or participation to fit different contexts

The Open Conference on Activities, Assignments and Assessment ([AAAOpenConf2013](#)) was held at La Trobe in August 2013.

Please follow this link http://en.wikiversity.org/wiki/Activities,_assignments_and_assessment for new ideas on Assessment tasks.