Faculty Assessment Guidelines:

This document proposes four guidelines concerning weightings of assessment items, due dates for assessment items, relative weightings of tasks, scaling factors for different task types, and word counts for course units.

Guideline 1 — Word counts for units by degree type
The word count for 12.5%-weighted units shall be as follows:
(i) Undergraduate units (such as the BEd, BPAS, etc): 4000 words;
(ii) Masters units (not including the MTeach): 4000 words;
(iii) MTeach units: 4000 words.

Guideline 2 — Number and weight of items for assessment
The assessment for a non-project-based unit should comprise two or three assessment tasks, subject to the following constraints:
• Online quizzes can, together, comprise one assessment task but, in total, may have a weighting no greater than 10%.

Guideline 3 — Assessment due dates within a course
Assessment task due dates should be subject to the following requirements:
• Due dates for assessment tasks within a course should be coordinated by the Course Coordinator in consultation with relevant Unit Coordinators to prevent unreasonable demands on students, and to take into account the timing of professional experience, student and staff workloads, and marking deadlines.
• The final piece of assessment for a unit should be due after all classes in that unit have ended and, for non-exam-based assessment, no later than the end of the student study week (“swot vac”).

Guideline 4 — The value of words in assessment tasks
The Unit Coordinator should propose the word value for each assessment task and this should be approved by the Course Coordinator. This word value need not equate to the actual word count expected, depending on the type of task. A well-argued essay that involves reasonable study and preparation and engagement with academic literature shall be regarded as the baseline measure, so that, for example, a 2000 word essay shall be deemed to contribute 2000 words to the unit word count. Some assessment tasks may require a greater number of words in order to convey the same level of engagement and academic rigour. For example, a lesson plan may have a designated word value of 1000 words (being 25% of the words for a unit), but the Unit Coordinator may require a greater number of words as the word limit for the lesson plan to be submitted.