

## Assessment of Class Participation Policy

<b>Category/Sub Category</b>	Student Affairs and Service Quality/ Learning and Teaching
<b>Policy Number:</b>	<b>LAW 2.16</b>
<b>Name of Policy:</b>	<b>Assessment of Class Participation Policy</b>
<b>Applicability:</b>	All students enrolled in Law-taught subjects from January 2017 semester
<b>Contact Position:</b>	Learning and Teaching Manager
<b>Policy Status:</b>	Approved (Version 1) (Historical ref LAW 2.11)
<b>Date of approval:</b>	21 September 2016
<b>Date last amended:</b>	15 November 2019
<b>Date of next review:</b>	15 November 2021
<b>Related policies:</b>	<a href="#">TLR 4.01 Assessment Policy</a>

### 1. Overview

The criteria to be used in assessing class participation are similar to those used in assessing written work. Students should seek to show that they can comprehend the law and present it accurately, analyse legislation and cases, apply the law to complex factual situations, discern the principles and policies which underlie legal rules, subject the present law to critical review, and develop innovative answers.

### 2. Definitions

**Class** For the purposes of this policy, any educational setting (e.g. tutorial, seminar) within which student participation is assessed.

### 3. The Policy

#### Guidelines

3.1. Students will be assessed on the quality rather than the quantity of their contributions. This is not to suggest that quantity is unimportant – it is difficult to award marks to students who are absent or unable to respond to comments and questions. A student's failure to participate also detracts from the potential learning experience of the other students in the group. Thus in order to obtain a passing grade it is ordinarily essential to:

- a) attend regularly;

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- b) read the materials and be prepared to answer the questions set for discussion; and
  - c) participate in the discussion of those questions.
- 3.2. To achieve good marks, students need to do more than simply respond to the set questions. Students need to contribute proactively to the development of the discussion. This can be done, for example, by volunteering answers to questions raised, making useful comments about the answers given by someone else, and raising new questions.
- 3.3. Students need to be considerate and respectful of others in terms of their behaviour and communication. A student who regularly dominates discussion or diverts discussion to irrelevant issues will be penalised. A student who speaks a lot, but does not demonstrate proper preparation, will not achieve high marks. A student who has prepared well will receive no marks, unless they demonstrate that preparation through their participation. If nervousness or other difficulties impair a student's ability to respond to questions, this should be explained to the instructor so that special arrangements can be made.
- 3.4. The following descriptions of typical levels of performance are used when assessing class participation:

<b>Undergraduate</b>	
<b>Grade</b>	<b>Description</b>
High Distinction (85% and above)	Excellent attendance. High quality participation based on thorough preparation. Consistently displays excellent analytical skills and a clear understanding of the issues. Able to cross-relate issues and develop innovative answers.
Distinction (75% to 84%)	Very good attendance. Good quality participation arising from consistent preparation. Generally displays good analytical skills and a clear understanding of the issues. Evidence of capacity to cross-relate issues and develop innovative answers.
Credit (65% to 74%)	Regular attendance with good preparation generally demonstrated. Either a lot of participation of variable quality; or less participation but of good quality. Demonstrates a reasonable understanding of the issues. Able to clarify responses if requested.
Pass (50% to 64%)	Regular attendance with a reasonable level of preparation demonstrated. Successful in answering questions, but in a patchy way: some principles and concepts may not be fully grasped or explained; some answers are good and some are poor. When prompted, can usually explain the point with greater clarity.
Fail (35% to 49%)	Irregular attendance without explanation or excuse; or regular attendance but without demonstrating a reasonable level of preparation. Misses obvious issues. Answers are unclear, disjointed, illogical. No apparent attempt to relate issues together.
Fail (less than 35%)	Unacceptable level of absence from class; or participation virtually non-existent or unhelpful. Little, if any, preparation apparent. Unable to answer questions or to clarify vague and ambiguous answers. Apparent lack of commitment to study in the subject.

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<b>Postgraduate</b>	
<b>Grade</b>	<b>Description</b>
High Distinction (85% and above)	Excellent attendance. Consistent highly-engaged participation based on exemplary preparation. Always demonstrates advanced and integrated understanding of the issues. Excellent ability to identify and analyse relevant issues. Able to adapt knowledge to a range of contexts. Consistently able to cross-relate issues and generate creative responses.
Distinction (75% to 84%)	Excellent attendance with thorough preparation consistently demonstrated. High quality participation demonstrating advanced understanding of the issues. Consistently displays strong analytical skills. Generally able to cross-relate issues and generate creative responses.
Credit (65% to 74%)	Very good attendance with good preparation consistently demonstrated. Good participation demonstrating coherent understanding of the issues. Generally displays good analytical skills. Some ability to cross-relate issues; usually able to clarify responses if requested.
Pass (50% to 64%)	Regular attendance with satisfactory preparation generally demonstrated. Participation is of variable quality, but majority of answers are sound. Demonstrates reasonable understanding of the issues. Responds to prompts; some ability to clarify responses if requested.
Fail (35% to 49%)	Irregular attendance without explanation or excuse; or regular attendance but without demonstrating a reasonable level of preparation. Misses obvious issues. Answers are unclear, disjointed, illogical. No apparent attempt to relate issues together.
Fail (less than 35%)	Unacceptable level of absence from class; or participation virtually non-existent or unhelpful. Little, if any, preparation apparent. Unable to answer questions or to clarify vague and ambiguous answers. Apparent lack of commitment to study in the subject.

### **Administrative Procedures**

- 3.5. As instructors will normally record attendance at the beginning of classes, students who are late arriving are personally responsible for ensuring that their presence has been recorded by seeing the instructor immediately after that class.
- 3.6. Where a student attends a 'substitute class' they will normally only receive a mark for that class where they have obtained the prior permission of the instructor concerned. Where such permission has been given it is the responsibility of the instructor to ensure that the mark is 'transferred' to the regular class.
- 3.7. Instructors will keep contemporaneous records of the attendance and performance of each student in each class to use as a basis for awarding class participation marks. Interim feedback will be provided to students in accordance with Bond University's Assessment Policy.
- 3.8. Unexplained absences will negatively impact a student's class participation marks.

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- 3.9. Students who are absent due to illness must lodge the appropriate medical certificate with their instructor by the next class or, where absence extends for more than one class, within two weeks of the initial absence.
- 3.10. Students who are absent due to non-medical reasons must contact the instructor in advance of the class, unless this genuinely is not possible in the circumstances, to provide a detailed explanation of the reason(s) for their absence and request appropriate alternative arrangements. Instructors may only disregard absence and make alternative arrangements if the student's reasons are compelling and genuine.
- 3.11. Appeals against class participation marks will be dealt with in accordance with the Faculty's policy on review of interim assessment.
- 3.12. Class participation marks must be released to students before final examinations/assessments in the subject are due.

**4. Related Policies/Procedures**

[TLR 4.01 Assessment Policy](#)

**5. Related Guidelines and Forms**

Nil

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