



## ASSESSMENT OF CLASS PARTICIPATION PROTOCOL

Contact Officer	Student Affairs and Service Quality Manager / Learning and Teaching Manager
Date First Approved	January 2014
Approval Authority	
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### 1. OVERVIEW

- 1.1. The criteria to be used in assessing class participation are similar to those used in assessing written work. Students should show that they comprehend the law and they should present that understanding accurately. They should demonstrate their ability to 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

For the purposes of this protocol, the following words/phrases have the meaning attributed to them below:

**Class** Any educational setting (e.g., tutorial, seminar) within which student participation is assessed.

**Instructor** The person teaching the class, and may include the subject coordinator or a tutor.

**Subject Coordinator** The academic with overarching responsibility for the subject.

### 3. THE PROTOCOL

#### 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:

3.1.1. attend regularly;

3.1.2. read the materials and be prepared to answer the questions set for discussion or asked during class; and

3.1.3. participate in the class discussion (attendance only without participation or responding to questions will not result in a passing grade).

- 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 reasonable special arrangements can be made, especially where a student has a Learning Access Plan. Attendance at and participation in tutorials cannot be waived for reasons other than those provided for in the Bond University policies, and the submission of written work cannot replace attendance at and participation in tutorials, except in limited circumstances with the permission of the subject coordinator.

3.4. The following descriptions of typical levels of performance apply to the assessment of tutorial, seminar and/or class participation, unless academics advise students otherwise:

<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 or identify connections or relationships between issues.
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.

<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 a fair 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. Unexcused absences will negatively impact a student's class participation marks.
- 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. Where illness, personal circumstances or other reasons result in an unacceptable number of tutorials missed, the subject coordinator will advise the SASQ Manager who will liaise with the student.
- 3.12. Appeals against class participation marks will be dealt with in accordance with the Faculty's policy on review of interim assessment.
- 3.13. Class participation marks must be released to students before final examinations/assessments in the subject are due.

#### **4. RELATED POLICIES AND PROTOCOLS**

[Assessment Policy TL 3.5.1](#)

#### **5. RELATED GUIDELINES AND FORMS**

Nil

6. **MODIFICATION HISTORY**

<b>Date</b>	<b>Sections</b>	<b>Source</b>	<b>Details</b>
21 September 2016	All		Date of Approval
28 November 2022	All	Version 1.2	Date of last amendment
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