

29.10.25 - Assessments and Libraries



Chair: Erin Gerard [EG] - VP Education

Student Attendees: 2 x HITS School Reps, 1 x SAC School Rep, 2 x Academic Inclusivity Reps, 15 x SAC Course Reps, 26 X HITS Course Reps

Introduction and Welcome

Introduction to Lunch and Listen and it's purpose, as well as overview of the topic: Assessments and Libraries.

Purpose of the session is to explore the feedback course reps have been collecting, as well as their own ideas and opinions, to get a representative perspective of the student body and their academic experiences. Introduction to VP Education, school reps and academic inclusivity reps.

Summary of Minutes

Mentimetre

Students feel slightly prepared for the upcoming assessment and exam period, with many students reporting feeling anxious, overwhelmed and stressed. Many students reported needing extra support with assignment writing, staying motivated and study tips.

Students felt prepared for some aspects of their assignments, such as referencing and exams, however there was a general concensus that they were mostly prepared for the assignment period to be over [before it has even started].

Students reported feeling that they needed more motivational support to help prepare them for their assignments, as well as better guidance and resources, even to the extent of where to locate/how to access resources. AI as a useful resource had an extremely mixed response, however libraries as a resource was noted as utilised by most students and very helpful for preparing for assignments.

Many issues were raised with clustered deadlines across both faculties, such as workload management due to deadlines being too close together and a lack of notice/additional assignments with short notice.



Lunch & Listen

There is a lack of support and knowledge in the foundation skills needed to do assignments, such as referencing or using specific software. Modules were noted as feeling disjointed and irrelevant to upcoming assignments, suggesting that some assessments may not be assessing the actual learning outcomes of the course.

While course reps generally reported that academic staff make great attempts and efforts at explaining assignments, there can be inconsistencies across modules with this approach. Reps shared some best practice of staff explaining assignments in seminars, utilising drop-in sessions and allowing students to submit drafts for improvement. But when this best practice isn't followed, students find themselves chasing academic staff for support with queries, as rubrics can be vague and unhelpful.