



Oral Presentation Guidelines

Background

In March 2023, the [Assessment Policy](#) was updated to include the provision of oral defences to broaden the opportunities for students to demonstrate their knowledge, competence and, where applicable, authorship.

When and why would academics do these oral presentations

Students may be required to speak to an assessment that was not originally set as an oral presentation to demonstrate their understanding. Students may be asked to do this when:

- Students/staff have alerted the Convenor that the assessment is very similar to one in another subject.
- Staff has noticed poor academic practice that borders plagiarism in the cohort.
- Turnitin scores are concerning in one assignment (very high or very low).
- Students have reported social media has been used to 'share' assignment answers.
- A screenshot of an exam question found on online tutoring, and other student services sites.
- Document properties are unusual.

An oral presentation can be used to further assess the students' understanding of their assessment, whether the student has completed the work themselves or outsourced to a third party.

Where there is an academic misconduct concern, please complete the [Student Academic Misconduct Checklist](#) available on the staff facing [Student Misconduct web page](#) prior to considering the need for an oral presentation.

Oral presentation process*

Timeframe: The meeting is to be set up as soon as possible, within the first week of the misconduct is being suspected/ or suspicion are raised.

Step 1: Email the student. Outline why the meeting is called and the option for students to bring a support person. (See [Email template](#) below)

Step 2: Oral presentation meeting set-up. Subject Coordinator to set up a face to face, zoom or Teams meeting at a time that suits both parties. Student may bring a support person if required. The support person may not speak unless the student requires comfort. If the Subject Coordinator is not available, another suitable qualified staff member should step in to undertake the meeting. If online, it is recommended the meetings are recorded, with the permission of the student (please start the recording with a statement of this permission).

Expected meeting timing: Please allow up to 30 minutes, with 10-15 minutes of meeting time and 10-15 meeting of reporting (see next step). (See [Meeting preparation](#) below)

Step 3: Document outcome: Subject Coordinator will document outcome in [oral presentation report](#) and note in [QUASAR, Reflection and Planning form, Q4](#) any oral presentations that were conducted for a given subject. Subject Coordinator will email the oral presentation report (and recording, if made) to the relevant faculty operations team: Faculty of Science and Health: FOS-Ops-SAM@csu.edu.au; Faculty of Business, Justice and Behavioural Sciences: FOBJBS-Ops-SAM@csu.edu.au; Faculty of Arts and Education: FOAE-Ops-SAM@csu.edu.au. If misconduct is suspected, please submit an allegation, providing documented evidence from this meeting.

* If at any time, there is concern over the student's welfare, please provide the following information to the student "You can seek advice from a Student Advocate at: studentadvocate@csu.edu.au . If you find that you need personal support, you may also wish to contact the University Counselling Service at [Student Counselling](#)."

Appendix

Email template

Dear <student name/s>,

Where assessing assessment knowledge, please use this opening line:

To further assess your knowledge of the following <assessment item>, you will be invited via e-mail to an oral presentation meeting in line with the current [Assessment Policy](#), specifically Clause 20.

Where there is an academic misconduct concern, please use this opening line:

Due to a possible concern with academic integrity of your <assessment item>, you will be invited via e-mail to an oral presentation meeting in line with the current [Assessment Policy](#), specifically Clause 20.

The purpose of this meeting is for you to have a chance to demonstrate your understanding of the assessment task to an academic familiar with the topic.

This meeting:

- will be held either face to face or online
- is expected to go for 10 to 15 minutes where you will be asked questions related to your assessment task.
- may be recorded – you will provide permission for this (it will not be recorded without your permission).

You may bring a support person to this meeting. The support person may offer you comfort only during the meeting, they may not offer advice or converse with the academic.

Prior to the meeting, please advise if you have a Study Access Plan (SAP) in place or if you will have any difficulty attending an oral presentation.

Please see [Current students - Assignments](#) for further information on this process.

Meeting preparation

Things to consider prior to the meeting:

- Document all communication with the student, including details about oral presentation [when/where/method of meeting (zoom meeting or in person)].
- Ensure the student receives confirmation of these details in email, even if verbally decided with the student.
- Ensure that you check the students photo ID prior to commencing the meeting.
- Charles Sturt University takes an educative approach. In your oral presentation, take an exploratory approach, rather than accusatory.
- Maintain a neutral tone of voice. Allow the student to have an opportunity to explain themselves.
- Ensure the results of your oral presentation are documented. We highly recommend recording but only with student consent (consent must be stated at start of recording).
- Prior to your oral presentation, please create appropriate questions, when developing questions:
 - Make sure the focus of each question is aligned with the assessment guidelines, rationale and rubrics.
 - Consider asking open ended questions and encouraging answers that are not limited to 'yes/no' replies, allowing students to explain the response.
 - Don't ask questions that are too long or complex as the student might not be able to capture the whole question.

We have created some guiding questions below for where there is an academic misconduct concern.



During the meeting:

Meeting step 1: At the start of oral presentation, show the student the material in question and explain your concerns. If being recorded, please start the recording with a statement of permission from the student.

Meeting step 2: Ask questions appropriate to the topic and the assessment guidelines, rationale and rubrics. You should develop these questions prior to the meeting.

Where there is an academic misconduct concern, please consider the following questions

Tell me about your work. Why did you choose this topic? What did you learn from your assessment? What are the key findings from this assessment?

Can you show me an earlier draft of your work?

You used the term _____ in your assessment, what do you understand this term to mean?

What was the process you went through to complete this assessment? How long did it take you? Is there anything else you would like to tell me about your circumstances during the writing of this assessment?

Can you tell me the process you went through to include this information in your assessment? What type of background research did you do for your assessment? Can you show me articles that you downloaded in researching this assignment? Where did you find the sources?

Where did you find the references to _____ source?

_____ source is not available through our library, can you tell me where you found it?

What was your process for attempting to reference? Did you use a reference manager or bibliographic software? If yes, which one?

Did you check your Turnitin similarity report?

Did you work with anyone else to complete this assessment or was it possible for someone to access a draft assignment online? Did you write or prepare the assignment with anyone else's help. If yes, who, and what help did you receive?

Is there anything else you want to tell me about your work?

Meeting step 3: Provide students with materials to support better practices in the future, including:

[Study Support](#) - this page outlines the different study support available for students.

[Academic skills help](#) - this page has lots of useful resources and workshops available for students.

[Academic writing page](#) - resources to develop student writing skills, including paraphrasing and quoting

[Assignment help](#) - this page lists several resources for improving students' assignments.

Meeting step 4: Explain the possible outcomes and next steps:

- a. If the student has demonstrated they have a sound knowledge of the assessment item and no other issues found, then the student will be advised of this outcome and their assessment marks will be released.
- b. If the student has demonstrated adequate knowledge of the assessment item but due to inexperience or carelessness has engaged in low level collusion plagiarism or self-plagiarism. The student will be advised it has been referred to an Academic Integrity Officer for to be recorded as Poor Academic Practice (PAP).
- c. If the student has demonstrated a lack of knowledge in this assessment item, this may constitute academic misconduct. It should be referred to an Academic Integrity Officer for further investigation. The student will be advised the assessment has been moved to the academic misconduct process.

Explain to the student that a decision will be made after the interview has concluded.

Note: Academics must advise the student of the outcome within three business days. Where an answer takes longer students should be informed of steps being taken to respond.

Meeting step 5: Invite any final questions and thank them for attending.

