A work integrated learning (WIL) curriculum includes academic standards, assessment and grading practices including a pass/fail or criterion/symbol expected to link with graduate attributes and learning outcomes. Grades are expressed as the most salient form through which a student can receive performance feedback and correspond to the quality, breadth and depth of a student's academic achievement. Grades are purposeful; highlight an individual student's sense of achievement and subsequent learning and may affect a student's grade point average, and their employment, career and life prospects as a graduate.

During the roundtable discussion current types of assessment and the individual grading practices will be the primary focus. Attendees will examine the implications of different grading practices for assessment items and the associated learning outcomes, as well as the perceived effects on a student's university experience. Outcomes of the roundtable will involve attendees working towards identifying clear equitable academic standards for WIL courses nationally and will provide participants with different perspectives of the issue of grading to assist in their future decision-making. Interested members willing to continue this work further will be identified during the roundtable.

Keywords: WIL, Academic Standards, Grades, GPA, Academic Achievement

REFERENCES


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