MINUTES OF THE MEETING OF THE
FACULTY TEACHING AND LEARNING COMMITTEE
held in Room 1.58, First Floor, Physics Building
on Tuesday 14 April 2009

Present:
Professor Geoff Hammond (Chair)

Representatives from Schools:
Professor Don Robertson (Biomedical, Biomolecular and Chemical Sciences)
Dr Peter Whipp (Sport Science, Exercise and Health)
Associate Professor Ian McArthur (Physics)
Dr Vance Locke (Psychology)

Other Representatives:
Dr Des Hill (Mathematics and Statistics)
Dr Thomas Martin (Senior Lecturer/Faculty Offshore Programs Director)
Dr Jane Emberson (Academic Student Advisor)
Mr David Enright (Senior Administrative Officer/Offshore Programs)
Ms Rachel Owens (Postgraduate Student Representative)
Miss Tess Vermeulen (Undergraduate Student Representative)

Apologies
Dr Nancy Longnecker (Teaching and Learning Co-ordinator)
Dr Jan Meyer (Anatomy and Human Biology)
Ms Jenny Gamble (Faculty Manager)
Ms Felicity Renner (Biological Sciences Library)
Mrs Vickie Falcetta (Representative from FNAS)

Mrs Kath Williams (Executive Officer)

1. MINUTES

RESOLVED – 2

that the minutes of the meeting of Teaching and Learning Committee held on Tuesday 10 March 2009 be confirmed subject to the following correction.

Item 6. Anonymous Assessment “Members agreed that in principle they supported anonymous assessment, but.” be changed to “Members agreed that if a problem of bias was shown to exist they would support measures to combat it. Furthermore, they.”

2. DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST

No conflicts were declared.

3. ITEMS/BUSINESS IN PROGRESS FOR NOTING SINCE PREVIOUS MEETING

<table>
<thead>
<tr>
<th>Item/Business in Progress</th>
<th>Progress Update</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Guide for Faculty Staff.</td>
<td>Draft to be checked by Faculty Student Advisor and Faculty Manager prepared by Ms Heather Morton</td>
<td>On hold</td>
</tr>
<tr>
<td>Task</td>
<td>Status</td>
<td></td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Formal request to SIMS for standardised marks. Request has been submitted for the position in cohort (percentage) which is easier to calculate.</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>It has not been possible for SIMS to create a program that generates standardised marks, however, they have developed a program that identifies the student's place in the class and number of students in class. This was used this year in determining prize winners for 'faculty' prizes and had been found to be very useful.</td>
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<tr>
<td>The specification of learning outcomes for courses and majors offered in the Faculty.</td>
<td>In progress</td>
<td></td>
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<tr>
<td>Audit to be undertaken by Teaching and Learning Co-ordinator. School to recommend major/s sequence</td>
<td></td>
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<tr>
<td>Audit of each major sequence to determine whether English Language Competency Skills are shown in at least one unit in each year level.</td>
<td>In progress</td>
<td></td>
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<tr>
<td>Audit to be undertaken by Teaching and Learning Co-ordinator. School to recommend major/s sequence</td>
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<tr>
<td>Faculty Operational Priorities Plan (OPP) implementation strategies and targets.</td>
<td>In progress</td>
<td></td>
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<tr>
<td>Faculty Manager has updated implementation strategies and targets and distributed them to members for consideration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Should students at PSB be offered a 1) BSc Science and Technology or 2) BSc with selected majors.</td>
<td>Completed</td>
<td></td>
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<tr>
<td>Problems with the process of getting new programs through the International Centre had been encountered which had caused delays. Students who could not complete a program because of successive failures could be awarded a BSc with selected majors.</td>
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</tr>
<tr>
<td>New grade for failed component (FC); is it appropriate to have a supplementary assessment in all components of a unit.</td>
<td>In progress</td>
<td></td>
</tr>
<tr>
<td>School representatives to report</td>
<td></td>
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<tr>
<td>Master of Science Thesis – Faculty positional statement on completion by papers.</td>
<td>In progress</td>
<td></td>
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<tr>
<td>Representative from the Graduate Research School to attend May meeting</td>
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4. **CHAIR’S REPORT**

The Chair reported as follows:

Anatomy and Human Biology were congratulated on receiving the Distinguished Teaching and Learning Award for Schools for 2008 in recognition of sustained outstanding achievement in teaching and learning. It was awarded on the basis of schools’ teaching portfolios, which had to provide evidence of excellence and of focus on continuous improvement in teaching and learning quality. The teaching portfolios for the School of Anatomy and Human Biology were available on the web at:

http://www.teachingandlearning.uwa.edu.au/page/74872

Members were informed that the University had received $3.95 million from the Learning and Teaching Performance Fund (LTPF) which was 79% of the 2008 allocation and the Faculty had received $533 thousand, 81% of last year’s allocation. Proposals were due centrally by 12 June 2009 and Schools were asked to submit proposals to the Faculty by 22 May 2009. The guidelines require at least half of the allocation to be spent on implementation of the Future Framework and the remainder on Faculty OPP initiatives designed to ‘enhance the student learning experience’. The Chair advised that a sub group of this committee would be set up to decide which proposals to support and submit.

Members were informed that representatives from Macquarie University Accessibility Services, a National Accessibility Service used by the University were to visit UWA on 21 April 2009 to discuss how staff can facilitate equity of access to learning materials for students who have disabilities. The Chair would discuss with the Academic Student Advisor who should attend.

Members were provided with correspondence received from the Work Integrated Learning Study's Senior Project Officer (Attachment A). Members were asked to distribute this within their Schools.

**ACTION** Chair to circulate current OPP and in turn School representatives were asked to submit proposals for the LTPF into the Faculty by 22 May 2009.

5. **TEACHING AND LEARNING INDICATORS**

At the last meeting members were given a copy of the 2009 Teaching and Learning Indicators and were asked to consider this within their schools for discussion at this meeting.

Member’s comments included:
- Overall figures were quite stable;
- On-line administration of SURF had not allowed for adequate return and had increased workload. One member suggested that a direct link to the survey on WebCT under announcements’ could increase response rates.

6. **UNIVERSITY POLICY SPECIAL CONSIDERATION**

At its last meeting the Teaching and Learning Committee considered a report from its Assessment Standing Committee on special consideration. Members were provided with an extract from the report (Attachment B) which included 8 recommendations. Members had been asked to consider the report and provide feedback to the Teaching and Learning Committee by Monday, 18 May 2009.

During discussion the following points were made:
- How can individual circumstances be standardized in a framework that attempts to codify special consideration?
- Members felt that the statement in Recommendation 3 that “Any delay in providing this information is likely to delay the faculty’s decision, which should also be guided by commonsense and cultural sensitivity” was ambiguous.
In relation to Recommendation 5; if the matrix is to be public students may make strategic requests for special consideration.

Members felt that problems existed in Science because compulsory attendance requirements were high.

Special Approval needed to be subjective, but culturally sensitive.

Members were concerned by the statement that "Assessors must not contact report-providers direct" In the past there have been cases where, with the permission of the student, report providers had been contacted to either confirm medical certificates or to gain further information.

The statement “Faculties must notify students by email or by letter of the outcome of their application” would have a workload implication; students had previously been told in person.

**ACTION** Chair to provide feedback on Special Consideration to the Teaching and Learning Committee.

7. **TAYLORS COLLEGE: PREPARATION FOR UNIVERSITY EDUCATION- ENTRY REQUIREMENTS**

The representative from offshore programs had been concerned about students entering science degree programs without adequate mathematics background and had asked for this item to be discussed.

Minutes of the Admissions Committee (21/8/07- Resolution 23) recommended to Academic Council that the following University of Western Australian Foundation Program (UWAFP) subjects and corresponding scores be approved to be comparable to relevant TEE subjects which satisfied pre-requisites for admissions to UWA:

- That an overall pass of 50% in ANY THREE Maths units be assessed to be comparable to TEE Discrete Maths;
- That an overall pass of 50% in UWAFP unit MA4 plus any other TWO units be assessed to be comparable to TEE Applicable Mathematics
- That an overall pass of 50% in any FIVE UWAFP Maths units be assessed to be comparable to TEE Calculus.

Many students who had required an Applicable Mathematics background for entry to the LPS degree programs such as BSc (Advanced Sci), BSc (MBBT), BSc (Physical Sci) had not meet the entry requirements with the units they had chosen at Taylors College.

A student could have done Maths units 1, 2, 4 which met bullet point 1 above and also satisfied bullet point 2. This was not satisfactory. A student who would have completed Applicable Mathematics (locally) would have done Introductory Calculus in Year 11 and hence had a Calculus background to cope with the minimum MATH1040. Completing Taylors Maths units 1, 2, 4 had not prepared students sufficiently to enter MATH1040, yet it had met bullet point 2 above.

The following recommendations to ensure adequate mathematics preparation for science programs were put:

Science programs **requiring the equivalent to a DISCRETE TEE Maths background** for entry accept students from Taylors College with any three mathematics units from the 6 available.

Science programs **requiring the equivalent to an APPLICABLE TEE Maths background** for entry accept students from Taylors College with Mathematics unit 3 (Calculus) and 4 (Predictive Mathematics) and any other mathematics unit from the remaining 4 units available.

Science programs **requiring the equivalent to a CALCULUS TEE Maths background** for entry accept students from Taylors College with 5 Mathematics units from the 6 available.

These recommendations were endorsed for entrance with immediate effect.
RESOLVED – 3

that the above recommendations, for mathematics prerequisites in Science, be endorsed for entrance.

8. UNDERGRADUATE RESEARCH OPPORTUNITY

The Review of Course Structures had emphasized the importance of research skills and research-based learning in the undergraduate curriculum. Prior to the meeting members were provided with suggestions prepared by the Chair to begin a discussion on how the Faculty could implement a research opportunity for undergraduate students. Members agreed that this was a good idea, but one that would require clear guidelines for staff and students. The following comments were made in discussion:

- The grade of ungraded pass (UP) could be a disincentive for good students.
- Projects would need to be approved to ensure that they were suitable for students and that students would benefit from them.
- The Academic Student Advisor suggested looking at the Undergraduate Research Opportunities Programme in Science run by the National University of Singapore, which was one of UWA’s exchange partners: [http://www.science.nus.edu.sg/undergraduates/curriculum/specialprog/urops/index.html](http://www.science.nus.edu.sg/undergraduates/curriculum/specialprog/urops/index.html)

9. STUDENT REPRESENTATIVE REPORT

The Undergraduate Student Representative reported that a Science Careers Expo was to be held on 5 May 2009 in the Undercroft from 12:00pm -14:00pm. School Representatives were asked to disseminate this information to their Schools.
Dear Jane

Thank you for your support for The WIL Report: A National Scoping Study. As a participant in this Australian Learning and Teaching Council (ALTC) project the Team would like to provide you with access to the report.

Over the last 18 months, ACEN as lead organisation for this project, hosted by Griffith University, Queensland University of Technology and Swinburne University of Technology, undertook the first large scale scoping study of Work Integrated Learning (WIL) curriculum in contemporary Australian higher education. The project, identified, examined and mapped key issues and challenges related to work integrated learning and developed recommendations for a way forward. The report encapsulates the outcomes of the project including the consultative process; the key issues and challenges identified to date, and the framework for future projects.

You can access the report from either of the following websites:


Again we would like to reiterate our appreciation for your support and hope that you enjoy the report.

For further information or enquiries please contact Fleur Webb, f.webb@griffith.edu.au.

Kind regards

Fleur Webb on behalf of the Project Leaders:

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Fleur Webb

Senior Project Officer

ALTC Project
Work Integrated Learning: a national framework for initiatives to support best practice

Australian Collaborative Education Network (ACEN)
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Item for the Attention of Teaching and Learning Committee

EXTRACT FROM NOTES FROM THE ASSESSMENT STANDING COMMITTEE MEETING HELD ON FRIDAY, 12 DECEMBER 2008 AT 11.30AM IN THE CHANCELLOR'S ROOM

4. SPECIAL CONSIDERATIONS AT UWA – REF: F25751, F25752

In May 2006, the Student Guild produced a report entitled “Special Considerations at UWA”, which addressed the current complexities and differences between faculties in the application of special consideration.

In response, the Assessment Standing Committee established a Working Party to review the report and develop relevant policy recommendations for referral to the Teaching and Learning Committee. The Working Party, convened by Ms Eileen Thompson, prepared and presented a report to the ASC for consideration in 2007.

In general terms the Assessment Standing Committee endorsed the Working Party report, but also recommended that a second phase working party, to be convened by Ms Trudi McGlade, be formed to review the existing rules in light of the 13 recommendations presented in the report. Although the Academic Secretary, Trudi McGlade was initially approached to convene the second-stage working party, in light of her secondment, the then Acting Academic Secretary Ms Sylvia Lang agreed to lead this second-stage working party comprising the following members:

Ms Sylvia Lang (Senior Legislative Officer, Governance Services) (Convener)
Guild President (David de Hoog in 2007 and Nik Barron in 2008)
Gina Barron (Guild Education Officer)
Zan Blair (Faculty Administrative Officer, Faculty of Education)
Mary Carroll (Manager, SIMS Support)
Milicent Chang (Senior Lecturer, Accounting and Finance) (2008)
Clare Hannell (Guild Education Officer)
Marjan Heibloem (Senior Faculty Administrative Officer, Faculty of Natural and Agricultural Sciences) (2008)
Beverley Hill (Manager, Equity and Diversity)
Paul Lloyd (Sub-Dean, Faculty of Business)
James Mitton (Faculty Administrative Officer, Faculty of Law) (2007)
Jon Stubbs (Director, Student Services)
Zarrin Siddiqui (Lecturer in Medical Education (Assessment))
Harvey von Bergheim (Manager, Student Administration)

The Chair thanked Ms Sylvia Lang and the Working Party for reviewing the issue of Special consideration in the light of the findings of an earlier report.

The Second Stage working Party has further developed the 13 recommendations set out in the first Working Party Report by gathering the following additional information:

- processes currently used within each faculty in response to an application for Special Consideration
- statistics from SIMS on number of applications for Special Consideration received and number approved
- information about the ways in which other Australian Universities deal with the issue of Special Consideration

Notably, the Second Stage working Party has identified the need to undertake several "projects" with a view to:

- developing a comprehensive set of procedures, including an updated application form
- establishing an authoritative website providing information on Special Consideration
- developing training material, including an information package, to assist assessors of applications for special consideration
- investigating the whole issue and process of granting extensions to assessment deadlines across the University.
The second Stage Working Party has also explored the following additional key issues:

- what constituted grounds for special consideration
- the intersection between special consideration and the accommodations and adjustments available to students who registered with UniAccess
- adjusting marks in response to a successful application for special consideration
- the relationship between special consideration and supplementary assessment
- differences of approach between faculties
- reasonable outside limit for the receipt of work in relation to which an extension has been granted
- academic integrity

Members considered the following recommendations of the second stage Working Party:

**Recommendation 1**
"that use of the term Special Consideration should continue"

Recommendation endorsed.

**Recommendation 2**
"that there be one University-wide policy and a comprehensive set of associated procedures relating to Special Consideration"

Recommendation endorsed.

**Recommendation 3**
"that the attached draft policy and procedures on Special Consideration be circulated widely for comment within the University with the aim of having a policy and basic set of procedures in place by mid-2009"

Members considered the draft policy and suggested minor amendments to the section on "Procedures" for providing supporting documents (section 5). Currently, it reads as follows:

>"Students must take all reasonable steps to provide the appropriate supporting documentation at the time that the application is lodged. Any delay in providing this information is likely to delay the faculty’s decision on the application”.

It was suggested that staff members should be logical, compassionate and culturally sensitive to individual cases in the event of any delay, on the part of the student, in providing appropriate supporting documentation for consideration. Thus, members agreed to the following amendment:

>"Students must take all reasonable steps to provide the appropriate supporting documentation at the time that the application is lodged. Any delay in providing this information is likely to delay the faculty’s decision, which should also be guided by commonsense, compassion and cultural sensitivity”.

Recommendation endorsed.

**Recommendation 4**
"that a project be undertaken to develop a comprehensive set of procedures with a view to achieving a consistent and equitable approach and promoting best practice across the University, the procedures to include but not be limited to:
- guidance in relation to maintaining confidentiality of information including with respect to filing procedures
- an updated application form
- examples of previous applications and their outcomes"

Recommendation endorsed.

Members discussed recommendations 5 and 6 (Agenda Attachment) and agreed that the two recommendations should be presented as two parts of a single recommendation. Thus the following amendments were made:
Recommendation 5

(a) "that adjustment of marks be an available outcome of successful applications for Special Consideration only if a matrix is developed for the process of determining the appropriate adjustment"

One member criticised the idea of adjusting marks for successful applications for Special Consideration. It was noted that it may not be academically sound to adjust marks based merely on the individual cases of Special Consideration. Rather, successful applicants for Special Consideration should be given another opportunity in the form of sitting for alternative tests to demonstrate their academic capabilities.

While the argument, from the point of view of some members, bore some merit, it was noted that exceptions may still apply in that some students given the nature of the individual cases leading to Special Consideration may not be able to undertake additional/alternative assessments.

Further, it was noted that adjustment of marks is not an unusual practice. It was pointed out that the University General Rules currently provided for adjustment of marks in relation to successful applications for Special Consideration and the University has had a policy on mark adjustment with reference to the administration of its UWaY scheme for undergraduate admissions. Notably, "UWay applies a notional adjustment to [a student's] Tertiary Entrance Rank (TER) (or equivalent) according to the disadvantage [the student has] experienced. This does not change [the student's] actual TER – the adjustment is only for the purpose of your UWay application".

In summary, members agreed that adjustment of marks for Special Consideration be undertaken only in exceptional circumstance. Thus, the recommendation was amended as follows:

"(a) that adjustment of marks be an available outcome of successful applications for Special Consideration only in a limited range of circumstances, which is to be determined and to be reflected in the policy and subject to the development of a matrix to determine the appropriate adjustment"

Recommendation endorsed.

(b) "that a matrix be developed for the process of determining appropriate adjustment of marks in relation to Special Consideration"

Given that mark adjustments could vary across faculties, members agreed that the development of a matrix may help to make the process not only standardised but also equitable. The recommendation was slightly amended as follows so that the use of a matrix for adjusting marks be applied in a limited range of special circumstances.

"(b) that a matrix be developed for the process of determining appropriate adjustment of marks in relation to Special Consideration in the limited range of circumstances to be determined in accordance with (a)"

[EO's note: As a result of presenting recommendations 5 and 6 as two parts of a single recommendation, the numbering of subsequent recommendations was changed accordingly.]

Recommendation 6

"that, following adoption of a University-wide policy and set of procedures -
- an authoritative website providing information on Special Consideration be established, including details of positions with responsibility for managing the process, and be linked to the relevant policy and procedures document;
- all existing information on Special Consideration be removed from the University's website; and
- that, in accordance with best practice, faculties, Student Services, the Guild and others wishing to provide information on Special Consideration do this via links to the authoritative website, policy and procedures"

Recommendation endorsed.
Recommendation 7
*that a project be undertaken to develop training material, including an information package, to assist those who have responsibility for assessing applications for Special Consideration*

Recommendation endorsed.

Recommendation 8
*that a project be undertaken to investigate the issue of extensions to assessment deadlines across the University, other than those associated with applications for special consideration, with a view to developing -
  • a transparent and fair process for considering requests for extensions
  • a consistent approach to extensions across the University based on best practice; and
  • an appropriate appeals mechanism in the event that an extension request is refused*

Members felt that the issue of extensions should be deferred as a stand alone item for future consideration by the Assessment Standing Committee and thus, agreed to remove recommendation 8 from the report.

Further, the Chair noted that the report should also make provisions for cases in which further application for Special Consideration had been lodged on similar grounds due to the worsening of the existing situation. In such an event, the Special Consideration may need to be reviewed in the context of new evidence. Members agreed that the following be also included as one of the recommendations of the second stage Working Party report:

*that application for Special Consideration be reviewed and reconsidered in the event where
  • Special Consideration has already been granted, but further application has been lodged on the same grounds as a result of the worsening of the existing situation
  • Special Consideration has not been granted, but further application has been lodged on the same grounds as a result of the worsening of the existing situation;
  • the decision for Special Consideration is pending, but further application has been lodged on the same grounds as a result of the worsening of the existing situation*

OUTCOME: (a) The amended Second Stage Working Party Report and relevant policy document be forwarded to the Teaching and Learning Committee for consideration leading to its wider circulation across the university.

(b) The Teaching and Learning Committee be also asked to consider making appropriate resources available for undertaking various projects as identified in recommendations 4 & 7.
SUMMARY AND RECOMMENDATIONS

The Second Stage Working Party has undertaken its task to consider and further develop the 13 recommendations contained in the report of the [First-Stage] Special Consideration Working Party. It has met on four occasions and gathered the following additional information to assist its deliberations:

- processes currently used within each faculty in response to an application for Special Consideration
- statistics from SIMS on number of applications for Special Consideration received and number approved
- information about the ways in which other Australian Universities deal with the issue of Special Consideration

The Working Party recommends as follows:

1. That use of the term Special Consideration should continue.

2. That there be one University-wide policy and a comprehensive set of associated procedures relating to Special Consideration.

3. That the attached draft policy and procedures on Special Consideration be circulated widely for comment within the University with the aim of having a policy and basic set of procedures in place by mid-2009.

Appendix 1

4. That a project be undertaken to develop a comprehensive set of procedures with a view to achieving a consistent and equitable approach and promoting best practice across the University, the procedures to include but not be limited to:
   - guidance in relation to maintaining confidentiality of information including with respect to filing procedures
   - an updated application form
   - examples of previous applications and their outcomes

5. (a) That adjustment of marks be an available outcome of successful applications for Special Consideration only in a limited range of circumstances, which is to
be determined and to be reflected in the policy and subject to the
development of a matrix to determine the appropriate adjustment.

(b) That a matrix be developed for the process of determining appropriate
adjustment of marks in relation to Special Consideration in the limited range
of circumstances to be determined in accordance with (e).

6 That, following adoption of a University-wide policy and set of procedures -

- an authoritative website providing information on Special Consideration be
  established, including details of positions with responsibility for managing
  the process, and be linked to the relevant policy and procedures document;
- all existing information on Special Consideration be removed from the
  University’s website; and
- that, in accordance with best practice, faculties, Student Services, the Guild
  and others wishing to provide information on Special Consideration do this
  via links to the authoritative website, policy and procedures.

7 That a project be undertaken to develop training material, including an information
package, to assist those who have responsibility for assessing applications for
Special Consideration.

8 That application for Special Consideration be reviewed and reconsidered in the event
where

- Special Consideration has already been granted, but further application has been
  lodged on the same grounds as a result of the worsening of the existing situation;
- Special Consideration has not been granted, but further application has been
  lodged on the same grounds as a result of the worsening of the existing situation;
  and
- The decision for Special Consideration is pending, but further application has
  been lodged on the same grounds as a result of the worsening of the existing
  situation.

BACKGROUND

Brief

At a meeting held on 24 April 2007 the Assessment Standing Committee considered the
report of a Special Consideration Working Party established under its auspices. The
Assessment Standing Committee endorsed the report in general terms and agreed:

"that a second-stage Working Party be established to consider and further develop the 13
Recommendations contained in the Special Consideration Working Party Report;"

The 13 recommendations to be considered were as follows:

1. That Academic Consideration be used in preference to the term Special
   Consideration, and that the expression Academic Consideration is used to
   encompass a range of accommodations available to students during periods of
   adversity and where crises and life events impact on academic progress.
2. That guidelines be developed to enable the rules and policy relating to Academic
   Consideration to be more readily interpreted and consistently applied by decision
   makers.
3. That the current University rules and policy concerning Academic Consideration be
   reviewed to ensure compliance with the Commonwealth Disability Legislation.
4. That any faculty specific rules and policy relating to Academic Consideration be
   published and promoted widely to staff and students.
Policy statement:

1 Rights and Responsibilities in Relation to Special Consideration

1.1 Applications for special consideration are made and assessed having regard to the Charter of Student Rights and Responsibilities.

1.2 Applicants and assessors must observe the principles of equity and academic integrity.

1.3 Any person who has access to an application for special consideration or any supporting documentation has a responsibility to respect confidentiality.

Procedures
Guidance is provided in relation to respecting confidentiality and what this means in practical terms. (To be developed as part of comprehensive procedures)

2 Eligibility

2.1 A student who believes that illness or other significant circumstances have had or will have an adverse effect on their academic performance in, or preparation of, work for assessment may apply to the relevant faculty for special consideration.

2.2 Significant circumstances may include but are not limited to:

- death or serious illness of a member of the student’s immediate family or household or of a close friend
- serious injury
- victim of crime
- breakdown of relationship
- sudden loss of income or employment
- serious disruption to domestic arrangements.

2.3 It is recognised that a number of circumstances applying together may constitute grounds for special consideration even if one of those circumstances alone would not.

2.4 Students who are entitled to reasonable adjustments by virtue of having registered with the University’s Disability Office are not precluded from
3 Form of Special Consideration that may Apply

3.1 Special consideration takes the form of one or more of the following:

- deferred examination or assessment
- variation to assessment deadline (or extension)
- provision of an alternative or additional assessment opportunity
- exemption from assessment and reassignment of marks to other assessments
- consideration of an increase in marks of up to five per cent of the marks available for the piece of work
- withdrawal without academic penalty.

3.2 In determining the appropriate form(s) of special consideration to apply assessors must observe the principles of equity and academic integrity.

3.3 Adjustment of marks may be considered following a successful application for special consideration in the following circumstances only:

(to be determined)

3.4 Withdrawal without academic penalty is the appropriate form of special consideration if an applicant's adverse circumstances are unlikely to change sufficiently to permit them to complete the remaining requirements of the unit within a period of twelve months from the end of the deferred examination period for the teaching period in question.

Procedures

The circumstances surrounding an application for special consideration will normally determine the form that the consideration will take. Each case is considered on its merits and taking into consideration available evidence.

Examples are provided at (Link) to serve as a guide to assessors in deciding which form or forms of special consideration may be appropriate in a particular circumstance. (To be developed as part of the comprehensive set of procedures)

4 Submission of Applications

4.1 Applications for special consideration must be submitted at the earliest possible date.
4.2 The time limit for submitting an application for special consideration is three University working days after the date on which the work for assessment was due unless the applicant is able to demonstrate exceptional circumstances that prevented the application from being submitted within this period.

Procedures

Students seeking special consideration are advised to contact the Student Adviser in their faculty at the earliest possible date. A list of Student Advisers and their contact points is provided (Link to contact points for Student Advisers).

Students seeking special consideration must arrange for an application for special consideration to be submitted. The Application for Special Consideration form is available from Student Administration in hard copy or on the web at: (Link)

Applicants must arrange to have the Application for Special Consideration lodged with the relevant faculty within three University working days of the date on which the assessment was due, unless they can demonstrate that there were exceptional circumstances that prevented the application from being lodged within this period.

Applicants must indicate clearly in the application the kind of special consideration that they are seeking. They may seek assistance with this from the Student Guild or from the Student Adviser in their Faculty. The assessor may recommend a form of Special Consideration that is different from, or in addition to, the one(s) requested. The forms of special consideration set out in this policy are the only ones available.

Applicants must take all reasonable steps to provide the appropriate supporting documentation at the time that the application is lodged and must be aware that delay in providing this information is likely to delay the faculty's response to the application.

5 Supporting Documentation

5.1 An applicant for special consideration must provide appropriate documentary support for their application.

5.2 Documentation provided must support the applicant's account of their condition or circumstances.

5.3 The kind of documentary support that is appropriate in a particular case depends on the nature of the circumstances that form the basis of the application. It may include but is not limited to:

- a report from a medical practitioner
- a written statement or report from a social worker or counsellor
- a written statement from a religious leader
- a statutory declaration.

5.4 Documentation provided by a medical practitioner or other health professional must include

- the date when their assistance was first sought by the applicant
- a professional assessment of the severity of the impact of the applicant's condition or circumstances on their preparation for, or performance in, work for assessment
- the likely duration of the applicant's circumstances or condition.

5.5 Assessors who require additional information to assist the decision-making process must seek this from the applicant.

5.6 Assessors must not contact report-providers direct.
APPENDIX I

Procedures

Students must take all reasonable steps to provide the appropriate supporting documentation at the time that the application is lodged. Any delay in providing this information is likely to delay the faculty's decision, which must be guided by commonsense, compassion and logic.

If a medical practitioner or other health professional is not using the University's standard report form, they must be asked to state in their report when medical attention was first sought and the likely duration of the applicant's condition; and provide their professional opinion on the impact that the condition would have had or will have on the student's preparation or performance.

Applications on grounds other than medical may be supported by a written statement or report from a religious leader, social worker, counsellor, college principal or other person who is sufficiently informed to be able to make a comprehensive assessment of the severity of the applicant's circumstances, their likely duration and likely impact on the student's preparation or performance.

Reports providing evidence of an accident or incident must include the date on which the accident or incident occurred.

Documentary evidence of a death may include a death notice in a newspaper, Notice of Probate, Death Certificate or Statutory Declaration.

Assessors who require additional information to assist the decision-making process must seek this through the applicant.

6 Assessing Applications for Special Consideration

6.1 It is the responsibility of the relevant faculty to decide whether special consideration is granted under this policy and, if it is, which of the forms it will take.

6.2 If a student is enrolled in a course that is administered by more than one faculty, the faculties concerned must consult one another in relation to the application and its outcome.

6.3 In considering applications for special consideration, assessors must observe the principles of equity and academic integrity and must respect confidentiality.

6.4 Decisions must be guided by common sense, compassion and logic.

6.5 Assessors must be aware that granting special consideration on grounds that are not of the significant kind contemplated by this policy may
represent an equity issue in relation to other students who may be in similar circumstances and do not seek special consideration.

6.6 If a student who has previously lodged an application lodges a further application because the circumstances that formed the basis of the previous application have worsened, the assessor must consider the second application.

7 Outcome of Application

7.1 If an assessor approves an application for special consideration they determine which of the forms set out in 3 it will take.

7.2 An assessor may determine a form or forms of special consideration other than the one(s) requested by the applicant but only those forms set out in 3 are available.

7.3 Faculties must notify students by email or by letter of the outcome of their application, whether it has been successful or not, as soon as possible and in any case within ten University working days of receipt of all documentation relating to the application.

7.4 Faculties must advise unsuccessful applicants of the relevant appeals process.

<table>
<thead>
<tr>
<th>Procedures</th>
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<tr>
<td>If a mark is increased as the result of special consideration both the original and the increased mark must be recorded.</td>
</tr>
<tr>
<td>Faculties must advise applicants of the outcome of their application as soon as possible and in any case no later than ten University working days after receipt of all documentation relating to the application.</td>
</tr>
<tr>
<td>Applicants will be asked to indicate on the application form whether they wish to be notified by email or by letter of the outcome of their application.</td>
</tr>
<tr>
<td>If an applicant chooses to be notified by email, the email must be sent to the student’s official student email address.</td>
</tr>
<tr>
<td>Examples of standard wording for emails or letters to students are available at (Link)</td>
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</tbody>
</table>

8 Appeals Process

8.1 A student whose application for special consideration is denied and who wishes to appeal on the grounds that the process was unfair in their case may do so under the appeals regulations available at http://www.secretariat.uwa.edu.au/home/policies/appeals.