The University of Western Australia - Faculty of Life and Physical Sciences

MINUTES OF THE MEETING OF THE
FACULTY TEACHING AND LEARNING COMMITTEE
Monday 11 March 2008 - Faculty Executive Meeting Room

Present:
Professor Geoff Hammond (Chair)
Dr Jane Emberson (Academic Student Advisor)
Ms Jenny Gamble (Faculty Manager)
Dr Nancy Longnecker (CATLyst)

Representatives from Schools:
Dr Jan Meyer (Anatomy and Human Biology)
Professor Don Robertson (Biomedical, Biomolecular and Chemical Sciences)
Professor Tim Ackland (Sports Science, Exercise and Health)
Dr Paul Abbott (Physics)
Dr Davina French (Psychology)

Other Representatives:
Ms Marjan Heibloem (Representative from FNAS)
Ms Carmel O’Sullivan (Biological Sciences Library)
Ms Tess Vermuelen (Undergraduate Student Representative)

Visitor:
Ms Heather Morton for item 11

Apologies
Ms Jacqueline McNally (Postgraduate Student Representative)

PERSONAL
The Chair welcomed the following new members:

Dr Jan Meyer
Ms Tess Vermuelen

1. MINUTES
RESOLVED - 1
that the minutes of the meeting held on Friday 11 January be confirmed.

2. DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICT OF INTEREST
No declarations of conflict were declared.

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

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<td>Response to the Discussion Paper: Courses for Tomorrow’s World: Issues and Options</td>
<td>The Chair informed members that submissions were being considered by the panel.</td>
<td>Recommendations were expected in August 2008.</td>
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4. ACADEMIC CONDUCT ESSENTIALS (ACE)
The unit Academic Conduct Essentials (ACE) informed students of their responsibilities as a student of this University and provided resources that could be used throughout their university career. From 2008 ACE would be a required unit for all students enrolling at UWA for the first time. Information about ACE could be obtained from the UWA website at [http://ace.uwa.edu.au](http://ace.uwa.edu.au).
5. ANIMAL ETHICS
Professor Alan Dench, Chair of the Animal Ethics Committee, had proposed that more stringent procedures be implemented regarding applications for the use of animals for teaching purposes. He stated that this was necessary to ensure that:

- Requests for animal usage were approved prior to the publication of unit details.
- Requests complied with the University’s responsibility to adhere to the principles of Replacement, Reduction and Refinement (3Rs).

Members felt that six a month deadline would be difficult to meet, especially for new units and special projects. They were also concerned about the flow-on affect this may have on the handbook.

The Chair asked Dr Jan Meyer, Professor Don Robertson and Ms Jenny Gamble to prepare a response on behalf of the Faculty.

6. PRINCIPLES FOR THE OPERATION OF COMMITTEES REF: F12439
In 2005 the Deputy Vice-Chancellor and the Executive Director (Academic Services and Registrar) had commissioned a working party in order to investigate ways of streamlining and improving committee processes without compromising collegiality.

The Chair reminded members to familiarise themselves with the University’s principles and rules. This was particularly important for new members. Copies, attached to the agenda for this meeting, could be obtained from the UWA website at

http://www.secretariat.uwa.edu.au/home/uwas_committee_system/other_committees_and_general_information

7. CHAIR’S REPORT
The Chair’s report to members included the following Teaching and Learning issues:

Working Party in MATH1050 – Students in the BSc who passed Discrete Mathematics in their TEE had to successfully complete MATH1050. The high failure rate in this unit was an issue that had been identified at the review of the School of Mathematics and Statistics in 2007. A working party had been set up by the Senior Deputy Vice-Chancellor to identify ways in which the problem could be resolved. Members made the following comments:

- Increase resources for to these students (e.g. extra tutorials)
- Students could be required to undertake a bridging course similar those available at Curtin
- Overloaded courses were not the solution. These would be too stressful for struggling students
- Maths Tutor UK – this remedial maths program was being trialled with students in FNAS. If purchased outright it could be made available to students on-line. FNAS planned to approach FLPS to assist in purchasing the program at a cost of $57,500. It was also suggested that students be able to access the program in the computer labs in the Science Library.

Learning and Teaching and Performance Fund (LTPF)
The Faculty had to decide on the projects for the next LTPF round. As a guide a list of possible projects had been included in a letter from Professor Don Markwell, Deputy Vice-Chancellor (Education). An excerpt from this letter was tabled at the meeting (Attachment A).

The Faculty had been given an extension to the deadline to allow discussion at the Faculty retreat to be held on the 21st and 22nd April 2007.
8. **SCHOOL REPORTS**
School representatives were asked to report on their school’s teaching and learning priorities for 2008.

**Anatomy and Human Biology**
Dr. Jan Meyer reported that one of the priorities of the School for 2008 was to become more sustainable. To achieve this, the School had to find ways to become more efficient. These included:
- Review of service teaching
- Staff teaching load model
The Chair felt that it would useful if the staff teaching load model was included for discussion at the Faculty retreat.

**Biomedical, Biomolecular and Chemical Sciences**
Professor Don Robertson reported that, to date, BBCS had not formulated priorities for 2008. However any priorities would have to take into consideration the increased teaching load, particularly in Science and Medicine. There had also been an increase in the demand for the introduction of boutique units for the Dentistry and Podiatry courses. Other developments that had impacted on the workload in BBCS included:
- The increased interest in masters courses over honours
- The introduction of the new master courses in Analytical Chemistry and Infectious Diseases.

**Sport Science, Exercise and Health**
Professor Tim Ackland reported that a priority for SSEH was the accreditation application to be submitted to Australian Association for Exercise and Sports Science (AAESS) in April. This would be followed by a visit by AAESS representatives in August. A review of assessment had been conducted in 2007. Preliminary work, started in 2007, would recommence following the submission of the accreditation application. One recommendation had been the introduction of better guidelines.

**Physics**
Dr. Paul Abbott reported that a priority for Physics in 2008 was the ongoing review of the physics course. First and second-year had been completed. Third-year would be conducted in 2008. Other priorities included:
- Physics to be reviewed in May 2008
- Workload model target set at 50% research/teaching. Currently 40% research workload.

**Psychology**
Dr. Davina French reported that in 2008 Psychology aimed to become more efficient without jeopardising the quality of the programs taught by the School. Projects planned for this year included:
- A review of honours courses was planned in 2008. This follows the introduction of changes to third-year course in 2007.
- A mentoring program would be undertaken to encourage PhD students to teach.
- A marketing plan was proposed. This would be aimed at the mature age market.

9. **CATLYST REPORT**
CATLyst reported on the following Teaching and Learning issues:

**Teaching and Learning Grants** - applications were available for $3,000.00 grants.

**Semester One project** – This project involved the identification of class attributes. Dr. Longnecker was seeking names of staff members who might be willing to participate in this project.

**Semester Two project** – Mapping generic skills across different schools. Part of this CATL initiative included small workshops on practicums (e.g. SSEH). Sue Miller from FNAS would facilitate these.
2008 Teaching and Learning Forum – in 2008 the Forum was held at Curtin. Dr Longnecker encouraged staff to attend the Forum in 2009 as she had found the 2008 Forum very interesting. The program and abstrata were available on loan from Dr Longnecker.

Federation of Australian Scientific and Technological Societies (FASTS) Forum – The forum focussed on the rights and obligations of scientists and researchers. Senator Kim Carr, Minister for Innovation, Industry Science and Research gave a presentation about the media, the charter of rights and obligations, his support for freedom of speech and a culture of engagement. The Government was preparing a green paper for publication in May. This will be followed by a white paper later in the year. A copy of the Minister’s speech is available on the following website:


10. FACULTY TEACHING AWARDS
The recipients of the inaugural Faculty Teaching Awards were determined at a meeting of the Awards Committee held on 5 February 2008. The Chair informed members that 33 nominations had been received for the seven categories available in these awards. Nine awards, including five letters of commendation, were made to recognise the contribution to teaching made by these staff.

The members of the Awards Committee felt that the process needed to be fine tuned for the next round. The current guidelines and proposed changes were included with the agenda for this meeting (MBO). Members were asked for their comments. These included:

New categories
- Student teacher – Postgraduate student teacher to be winner under school award. Winner from each school to be considered for Faculty award. In response to a question it was confirmed that postgraduate students who taught postgraduate coursework would be eligible.

- Category 7 from programs that Enhance Student Learning to be removed as this has lead to confusion with the Student Support Award. It was suggested that rather than rename this category it would be better to rename it ‘Student Services’.

Criteria for Teaching Awards
- ‘Early Career’ to be defined as staff that started teaching at the tertiary level in the previous three years (this will not include teaching completed whilst the individual was a student).

In response to an enquiry it was confirmed that the definition had been borrowed from Carrick.

- The current employment level of the academic staff member will also be taken into consideration in relation to the Early Career Coursework Teaching Award.

There was no support for this proposal as good teaching deserved to be recognised regardless of experience.

Applications
- The application process to be simplified with clearer definition of categories and submissions via Heads of Schools.

It was agreed that the original nomination be included in the application.

Letters of Commendation
- Letters of commendation to be sent those staff members who the selection committee agrees should be acknowledged as having made advances in their teaching in the previous 12 months.
11. **TEACHING AND LEARNING GUIDE FOR FACULTY STAFF**
The Chair and the Faculty Manager proposed the introduction of a Teaching and Learning Guide for Faculty staff. The guide, similar to those used in the Business School and the Faculty of Arts, Humanities and Social Sciences would be a useful resource for new staff members. Members had been asked to provide feedback to the Chair by 4 March 2008. A draft copy of the guide, compiled by Ms Heather Morton, was tabled at the meeting. A copy is attached (Attachment B). Ms Morton was present at the meeting for this item. The Chair asked members for their comments. These included:

- Requirements on page nine should be reviewed as these were too time consuming.
- A member did not support the proposal to show examination papers to good students.
- ‘IRIS’ should be changed to ‘Science IRIS’.

Members were asked to forward their comments to Ms Morton. A revised draft would be sent to members for comment.

12. **PEER MENTORING**
The Science Union put forward a proposal to introduce a peer mentoring program to assist new students in their academic and social transition, from high school to university. Mr Cameron Ritchie, President of the Science Union, sought feedback from the Faculty regarding this initiative.

Due to lack of time and the absence of the nominated Science Union representative the Chair deferred discussion of this item to the next meeting.

13. **REVIEW OF ENGLISH LANGUAGE SKILLS OF UWA GRADUATES – REF: F19237, F983**
Working parties had been established in 2001 and again in 2005 to review the English language skills of UWA graduates. A copy of the report of the 2005 working party was tabled at this meeting. Due to lack of time the Chair deferred discussion of this item to the next meeting.
While activities or projects of any kind which enhance the student learning experience are eligible, it may be of interest that the following broad areas have been suggested for consideration (some clearly identified in *Teaching and Learning Indicators 2007* as important, and some more clearly relevant to faculties than to other parts of the University):

- Improving feedback to students on their work;

- Encouragement of student engagement, including encouragement of positive interaction between international and domestic students, and of the sense of lively learning communities within UWA in which students and staff are actively engaged;

- Mentoring and advising;

- Increasing opportunities for students to interact with academic staff;

- Developing students’ ability to work as team members, and/or their communication skills;

- Transition and access, including bridging programs; and

- Provision for implementing changes resulting from the current Course Structures Review. (Although outcomes of the Review will not be known for several months, it could be expected that one outcome will be further emphasis on UWA’s Educational Principles (graduate attributes) - see


Funds may also be earmarked for changes resulting from the Review, the explicit expenditure of which may be considered once the Review has been finalised in 2008. You may wish to refer to the Issues and Options paper, *Courses for Tomorrow’s World*, at http://www.coursestructuresreview.uwa.edu.au/)
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<td>Faculty of Architecture, Landscape &amp; Visual Arts</td>
<td>Ms Penny Bovell</td>
<td>Through a series of workshops, this project will identify best practices for presentation of practical work in order to enhance teaching and learning strategies for studio units of architecture, landscape and visual arts degrees.</td>
<td>15/2/08 Attachment B4</td>
</tr>
<tr>
<td>Faculty of Arts, Humanities &amp; Social Sciences</td>
<td>Dr Beverley McNamara</td>
<td>This project aims to establish and address the possible reasons for low SURF results in the teaching of advanced language units in order to develop a faculty model for addressing issues of low student satisfaction.</td>
<td>15/2/08 Attachment B5</td>
</tr>
<tr>
<td>UWA Business School</td>
<td>Associate Professor Philip Hancock</td>
<td>The aim of the project is to systematically expand the use and appearance of web-based learning platforms, such as WebCT6, across the Business School in order to capitalise on the possibilities of this online environment for enhancing student engagement and improving timely feedback to students. In particular, the project would seek to standardise unit web based pages offering tools valued by Business School students which achieve the provision of feedback on learning in a progressive and timely manner.</td>
<td>6/2/08 Attachment B6</td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>Dr Sarah Hopkins</td>
<td>The 2007 Improving Student Satisfaction project will build on last year's 2006 CEQ project which involved the development and implementation of a questionnaire similar to the CEQ that was trialled during the second semester, 2006. The 2007 project aims to develop and administer a questionnaire to graduates from the Graduate Diploma of Education's two pre-service teaching courses – the Graduate Diploma of Education and the combined degree Bachelor of Education to examine graduate course satisfaction and employment patterns.</td>
<td>15/2/08 Attachment B7-B12</td>
</tr>
<tr>
<td>Faculty of Engineering, Computing and Maths</td>
<td>Dr Defeng Huang</td>
<td>This project aims to improve student satisfaction in ELEC3302, and the units in the communications area as a whole. The project intends to make abstract concepts concrete through the extensive use of interactive animations and hardware demonstrations in class. It is hoped that improved student satisfaction will be demonstrated through the improvement of SURF scores for the Unit.</td>
<td>7/2/08 Attachment B13-B14</td>
</tr>
<tr>
<td>Faculty of Law</td>
<td>Mr Peter Creighton</td>
<td>The project aims to develop, deliver and evaluate a program for improving writing skills in Level One law students and for providing efficient and effective formative and summative feedback on student writing.</td>
<td>14/2/08 Attachment B15-B22</td>
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<td>Project Summary</td>
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<tr>
<td>Faculty of Life and Physical Sciences</td>
<td>Mr Guy Ben-Ary</td>
<td>The ISS project funding will be used to continue development by the School of Anatomy and Human Biology of an on-line learning aid that enhances student learning by practising multiple-choice questions, a project which was initially funded from the Teaching and Learning Performance Fund. It is envisioned that the developed product can be utilised in other Schools in the Faculty and across the University.</td>
<td>14/2/08 Attachment B23-B36</td>
</tr>
<tr>
<td>Faculty of Medicine, Dentistry &amp; Health Sciences</td>
<td>Dr Nick Boyd and Ms Diana Jonas-Dwyer</td>
<td>This project aims to design, implement and evaluate strategies to enhance the development of reflective dental practitioners through workshops for students and staff and through the use of an audience response system to assist staff in providing students with opportunities for reflective feedback. This will be measured by student and staff opinions, increased student/staff interactions and comparative SPOT and SURF results.</td>
<td>18/2/08 Attachment B37</td>
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| Faculty of Natural & Agricultural Sciences | Dr Patrick Finnegan and Dr Sue Miller | The overall aim of this project is to enhance the level of generic science and maths skills of first year students in FNAS; this will have the flow-on effect of students understanding concepts more readily, thereby increasing their confidence and ability to assess topic relevance, enhancing their learning experience. The objectives of the project are to:  
  - Identify the generic science and maths skills required by and already embedded in first year FNAS units  
  - Develop on-line Web-based modules to strengthen learning of key generic skills  
  - Assess the effectiveness of the modules in strengthening the learning of generic skills.  
  The on-line modules could be modified and applied to other units in other levels in the future. | 25/2/08 Attachment B38        |
<p>| School of Indigenous Studies           | Dr Tim Featherstonhaugh               | Feedback from Indigenous graduates throughout the 2006 CEQ project undertaken by the School indicated their desire to 'give back' to the University and School. The 2007 aims to utilise this desire through the establishment and piloting of a mentoring network between current Indigenous students and past Indigenous graduates | 14/2/08 Attachment B39        |</p>
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<tr>
<td>Centre for the Advancement of Teaching and Learning</td>
<td>Dr Lee Partridge</td>
<td>The objective of this project is to improve the quality of formative feedback provided to students across all faculties as indicated by student opinions, student learning outcomes and comparative SURF and CEQ results. The project will build on the results of work carried out in the Faculty of Medicine, Dentistry and Health Sciences as part of the faculty's 2006 CEQ project. Faculty CATLysts will work collaboratively on this project to coordinate the collection and analysis of data. An audit of existing practices and student perspective of these will be carried out. Interventions designed to improve feedback will be developed, trialled and evaluated.</td>
<td>20/2/08 Attachment B40</td>
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<tr>
<td>Registrar's Office/ Student Services and UWA Student Guild</td>
<td>Dr Judy Skene (Student Services)</td>
<td>The aim of this project is to improve student's satisfaction with their student experience through an increased perception of UWA as a supportive campus environment. It aims to improve peer-to-peer networking between first year undergraduates, with senior students in their faculties and with staff members.</td>
<td>19/2/08 Attachment B41-B42</td>
</tr>
<tr>
<td>UWA Albany Centre</td>
<td>Ms Barbara Black</td>
<td>This project will implement a Citrix Presentation Server at UWA Albany for use by students accessing databases held on a central server in Perth. These include data for GIS and statistics units delivered in Albany. This will increase data security and provide fast and reliable performance.</td>
<td>15/2/08 Attachment B43</td>
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Acknowledgement

The provision of guides prepared by the Teaching & Learning Committees from the School of Economics and Commerce, and the Faculty of Arts, Humanities and Social Sciences, is greatly valued, appreciated and acknowledged. They were used as a basis for the preparation of this guide.

This guide was prepared by Heather Morton.

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Preamble

The mission of the Faculty of Life & Physical Sciences (LPS) is to ensure that our core values of pursuit of knowledge, creativity and lifelong learning are protected and enhanced.

Our Faculty embodies the University’s educational principles in all its teaching and learning endeavours. This is evidenced by the fact that many of our graduates have become recognised leaders in their fields, both nationally and internationally.

Within the Faculty of Life & Physical Sciences we do not simply train our students for particular jobs, rather we teach them crucial skills for the workplace: the ability to communicate at the highest level, to be analytical and creative, to question and to critique and to apply knowledge to new situations.

This guide has been compiled with the needs of both the experienced teacher and the new academic in mind. It will also be of help to administrative staff who assist in teaching related matters. It addresses, at least in the first instance, most queries that are likely to arise in the course of teaching within the Faculty of Life & Physical Sciences at The University of Western Australia. Much of what has been assembled here is available from other sources and where appropriate the reader is directed to relevant websites.

While the guide is presented in four main sections, much of the information is cross-referenced and so may be repeated in different contexts. The reader may choose which of the four sections is relevant to their needs or use the index to source the information they seek. The sections are:

- Roles and Responsibilities, which outlines the key protagonists in the delivery of teaching and learning within the Faculty
- 31 Things You Need To Know, which lists facilities, procedures and general information relevant to the teaching and learning role
- Resources, Ideas and Best Practice, which offers a selection of tools which may be helpful in the development of teaching practice
- Procedures and Protocols, which detail University teaching and learning policies and practices.

Acknowledgement and grateful thanks are due to the Teaching and Learning Committees of the School of Economics and Commerce, and the Faculty of Arts. Humanities and Social Sciences, for sharing their procedures manuals as a framework for this guide.

Teaching and Learning Committee
Faculty of Life & Physical Sciences
University of Western Australia February 2008

Every effort has been made to produce a resource that is both accurate and useful. Please direct any corrections or suggestions for improvements to the Executive Officer of the Faculty Teaching and Learning Committee.

While this resource has been provided in hard copy in 2008, it will be updated annually and made available on the FLPS intranet under the Staffnet Teaching and Learning Link.
The University's Educational Principles

Students at The University of Western Australia are encouraged and facilitated to develop the ability and desire:

- to master the subject matter, concepts and techniques of their chosen Discipline(s) at internationally-recognised levels and standards;
- to acquire the skills required to learn, and to continue through life to learn, from a variety of sources and experiences;
- to adapt acquired knowledge to new situations;
- to communicate in English clearly, concisely and logically;
- to acquire the skills needed to embrace rapidly-changing technologies in a global environment;
- to think and reason logically and creatively;
- to undertake problem identification, analysis and solution;
- to question accepted wisdom and be open to new ideas and possibilities;
- to acquire mature judgement and responsibility in ethical, moral, social, and practical, as well as academic matters;
- to work independently and in a team;
- to acquire cross-cultural and other competencies to take a citizenship and leadership role in the local, national or international community.
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Roles and Responsibilities – who does what

The delivery of good learning experiences involves a team effort. Members of the team and their key areas of responsibility are listed below.

TEACHING STAFF

The Unit Coordinator/Lecturer

The unit coordinator, whether a part-time or full-time member of the University, has the ultimate responsibility for the design, teaching and assessment of the unit. Any major changes to assessment in a unit (e.g. replacing an existing examination with another form of assessment, or reducing or increasing the amount of assessment) must be approved by the Faculty Teaching and Learning Committee. The unit coordinator is usually, but not always, also the lecturer who delivers the course. Some activities (e.g. recording of marks) may be delegated, but there are some matters (e.g. academic misconduct issues) that the unit coordinator may not delegate.

It is the role of the unit coordinator to oversee the subject material delivered to students. Any new unit coordinator should check the relevant unit description including the broad learning outcomes, in the current UWA handbooks (http://handbooks.uwa.edu.au/) and the relevant unit outline on Calliope (http://www.unitoutlines.uwa.edu.au/) when deciding on the set of unit material. Units should, where possible, be kept up to date with the latest developments and/or research in the subject area. Consultation within the School should precede any changes to units in order to preserve the sequence of disciplinary study. Whenever there are changes to unit content, entries in the handbooks and Calliope should be reviewed and updated if necessary.

Unit coordinators are normally expected to:

- be familiar with University policies and guidelines related to teaching (Teaching, Learning and Assessment 2005, AV-CC 2003, Academic Conduct 2005, Appeals 2005, ACE ? date, IRIS ? date etc.);
- prepare a unit outline;
- deal with students’ concerns in relation to their learning;
- regularly review the existing assessment approach to ensure it is in line with the learning outcomes of the unit;
- ensure that students are made aware of possible formats in which examination questions for a unit may be posed;
- ensure that all markers for the unit are appropriately briefed;
- ensure the consistency of marks across markers;
- ensure adherence to the Faculty/School policies on assessment in relation to the unit;
- be prepared to defend the grade awarded for a piece of work in terms of the standards and requirements of the unit;
- be prepared to arrange for students to view their marked examination papers on request, and to discuss them with an appropriate staff member;
- take due care to ensure that the essay and examination questions they set are clear and unambiguous;
- avail themselves of opportunities to enhance their understanding of assessment processes (e.g. attending relevant Centre for Staff Development courses);
- organise tutors/lecturers to fill in for colleagues who are absent due to illness.

Unit coordinators should make sure that all full-time and part-time staff connected with their unit:

- are delivering the appropriate material;
- are available to students for reasonable levels of feedback;
• are available to give students a clear explanation of the grade they have been awarded for any piece of work;
• are available to help students to identify weaknesses apparent in their work and suggest approaches to remediating these;
• accept responsibility for the safe custody of students' written work on and off the University campus.

The unit coordinator (or their nominee) should make sure that all staff involved in their unit have a copy of:
• the course text(s);
• any additional material such as journal articles or professional standards which students would be expected to read;
• all handouts and notes;
• tutorial and/or workshop questions and solutions (where appropriate).

Theunit coordinator should maintain contact with all staff involved in their unit.

The Lecturer

Staff assisting with lecturing may be required to set tutorial, workshop, assignment and exam questions based on that portion of the unit for which they have been responsible. Part-time or sessional lecturers will have their responsibilities specified in their employment contract or accompanying documentation.

The Tutor

Tutors are expected to be fully prepared for each tutorial and to have read all the necessary unit material. They must be able not only to discuss and direct students on the set tutorial questions, but also to explore related topics and issues, and encourage student discussions. The unit coordinator may have special requirements regarding other activities that are to be conducted at tutorials, such as presentations, debates or class tests. The unit coordinator should discuss the approach he/she wants tutors to adopt prior to the start of semester. If tutors have any problems with the content or delivery of tutorial material they should discuss these with the unit coordinator as soon as possible.

Tutors will normally be expected to:
• keep accurate records of class attendance, and in some cases to assess students' tutorial preparation and/or participation;
• help with assignment marking and possibly exam marking as specified by the unit coordinator;
• help with unit administration required by the unit coordinator;
• provide regular feedback to their respective unit coordinator;
• return all original assessment documentation and unit materials to the unit coordinator (or nominee) at the end of the semester;
• fulfil other requirements as specified in their contract (eg. attendance at lectures).

Part-time (fractional or casual) tutors will have their responsibilities specified in their employment contract or accompanying documentation.

OTHER ACADEMIC STAFF

The Dean

The Dean has ultimate responsibility for teaching and learning in the Faculty. While many of the specific responsibilities may be delegated to the Associate Dean (Teaching & Learning), the Heads of School, the Academic Student Adviser and the Faculty Manager, the Dean reports to the University executive on the standards of teaching and learning in the Faculty and ensures correct conduct and high standards amongst students and staff.
The Head Of School

The Head Of School provides leadership in teaching and learning matters at School Level. While some of the specific duties may be delegated to the School Teaching and Learning Coordinator, Discipline Chairs or the School Manager, the Head of School takes primary responsibility for ensuring high standards of teaching and learning in the School and equity in the provision of teaching across Discipline groups. Specifically, they:

- encourage and support innovation and best practice in teaching;
- identify and develop areas suitable for interdisciplinary teaching;
- enhance the nexus between teaching and research at School level;
- approve all new courses and units proposed within the School;
- develop and maintain School policies on staff workload in relation to teaching;
- discuss with each member of academic staff their teaching and learning portfolio through a process of Professional Development Review (PDR);
- manage or advise Discipline Chairs in relation to School requirements for curriculum review;
- manage or advise Discipline Chairs in relation to School requirements for peer support;
- oversee the management of sessional staff employed in the School.

The School Teaching And Learning Coordinator

The person filling this position is required to liaise between Disciplines, the School and the Faculty. They work closely with the Head of School in maintaining the high standards of teaching and learning across the School. In addition, the School Teaching and Learning Coordinator will:

- ensure that all degree programs and courses offered through the School are relevant to students changing needs and reflect new developments in disciplines and pedagogy;
- conduct a systematic process of review of new courses and units within the School and help prepare these for the Faculty Teaching and Learning Committee;
- sit on the Faculty Teaching and Learning Committee;
- ensure correct policy and practice related to Teaching and Learning at School Level;
- encourage and support innovation in teaching and learning across the School, including improving the practice of flexible and collaborative teaching.

The Discipline Chair

The role of the Discipline Chair is to lead the direction of teaching and learning at Discipline level. If there are no Discipline Chairs, this role is undertaken by the Head Of School. This position will involve working with the Head of School and School Teaching & Learning Co-ordinator to ensure that Discipline teaching is in line with best practice at School and Faculty level. The Head of School may delegate many of the more Discipline specific or routine responsibilities for teaching and learning to the Discipline Chair. These may include:

- ensuring that Discipline curricula is coherent, up to date and relevant to the needs of students major in the area;
- ensuring that students are provided with correct advice about selection of subjects, Discipline majors, honours, student exchange, practicum etc.;
- advising and supporting academic staff to develop and maintain an excellent teaching programme;
- helping to distribute teaching workload equitably;
- supporting sessional staff.
Roles and Responsibilities – who does what

The Program Co-ordinator

The role of the program coordinator is to manage a program of study to ensure that:
- the component units are contributing to the specified area of knowledge;
- the unit coordinators understand the role their unit plays in the program;
- the students enrolled in the program are kept advised of the requirements of the program;
- they are available to advise students about their progress within the program;
- information about the program, in the relevant handbook and prospective student literature, is kept up to date.

The units may be drawn from more than one school and it is important for the program coordinator to also liaise with the various heads of schools and disciplines, and school Teaching & Learning Coordinators whose offerings contribute to the program. Consultation with the Faculty Teaching and Learning Committee should precede any changes to the program structure.

The Associate Dean (Teaching & Learning)

The role of the Associate Dean (Teaching & Learning) is to assist the Dean in all matters related to teaching and learning and to chair the Teaching & Learning Committee. The Dean delegates several responsibilities to the Associate Dean, who is responsible for overseeing the management of teaching and learning in the Faculty. The role includes:
- devoting attention to Faculty-wide and University-wide matters relating to teaching and learning;
- ensuring Faculty teaching and learning policy is in accordance with University practice;
- chairing the Faculty’s Teaching and Learning Committee;
- developing, coordinating and implementing Faculty-wide teaching and learning initiatives, including the Learning and Teaching Performance Fund projects;
- acting as the Faculty Academic Conduct Adviser;
- supporting and giving advice to the Academic Student Adviser and any Faculty Student Advisers.

The Academic Student Adviser

The role of the Academic Student Adviser is to assist the Dean in matters relating to academic student affairs. The role includes:
- ensuring Faculty teaching and learning practice is in accordance with University and Faculty policies;
- responsibility for Faculty academic processes from selection, enrolment, assessment, and completion;
- providing comprehensive high level advice to students about selection of subjects, discipline majors, honours, student exchange, practicum, leave of absences, academic penalties etc;
- assessment of requests for special approval, special consideration, deferred examinations, academic appeals etc;
- Providing support and advice to Faculty Advisers.

Faculty Student Advisers (Temporary)

In busy times Faculty staff may fill the roles of Student Advisers which includes:
- providing accurate course advice to students;
- assisting with checking of enrolments;
- updating course information available of the web and in hard copy.
Faculty Catlyst Representative


The Centre for the Advancement of Teaching and Learning (CATL) coordinates a network that aims to create greater awareness of interesting developments and best practice within UWA and keep practitioners abreast of current developments and trends. Each Faculty has a representative on the CATLyst Network group, whose broad responsibility is to:

• promote teaching and learning within the Faculty;
• sit on the Faculty’s Teaching and Learning committee;
• assist with teaching and learning projects and initiatives;
• work with others within the CATL network to promote teaching and learning within the broader UWA community.

THE TEACHING AND LEARNING COMMITTEE

http://intranet.uwa.edu.au/flps/committees/teaching_and_learning

The Teaching and Learning Committee provides advice to the Faculty Board on matters relating to teaching and learning (including curriculum matters) in the Faculty. The role of the committee is to:

• develop and monitor policies relating to teaching and learning on behalf of the Faculty Board;
• deal executively with matters relating to postgraduate courses offered by coursework, or by coursework and dissertation, in the Faculty.
• develop new initiatives in teaching and learning (such as new modes of delivery, study abroad, summer courses, etc.);
• develop incentives and mechanisms for collaborative forms of teaching across Discipline groups and Schools in the Faculty;
• assist in the formulation and implementation of Operational Priorities related to teaching and learning;
• assist in the selection of Faculty Excellence in Teaching Awards.

THE BOARD OF STUDIES


The Board of Studies provides advice to the Faculty Board on matters relating to teaching and learning (including curriculum matters) in the Faculty. The role of the Board of Studies in Science is to:

• oversee on behalf of the Faculty of Life and Physical Sciences and the Faculty of Natural and Agricultural Sciences academic matters concerning the teaching and assessment of the Bachelor of Science degree;
• consider changes to the structure of the Bachelor of Science degree and any of its majors and specialised programmes (including changes to units) and make recommendations to the Faculty and to the Faculty of Natural and Agricultural Sciences;
• consider changes to other degree courses within the two Faculties; and
• consider items referred to it by the Deans of the two Faculties.

SCHOOL STAFF

In some cases certain functions of each of these positions may be combined into a single role, further divided amongst staff or redistributed differently.
**The School Administrative Assistant (AA)**

The AA is the initial point of contact for students, staff and members of the public for each School. Specifically, the AA:

- responds to counter, email and telephone enquiries;
- records the submission of assessments and final marks;
- provides, where appropriate, academic support by helping with the production of teaching materials and assistance with setting up and monitoring WebCT, Online Class Registration (OLCR), and School websites.

**The School Administrative Officer (AO)**

The AO provides a high level of administrative and secretarial support to the School office. The role includes:

- responsibility for the establishment and maintenance of office systems, policies and procedures, as well as aspects of personnel, financial and student management;
- liaising with other areas of the University to provide advice to academics and general staff on University and disciplinary policies and procedures.
- Co-ordinates handbook and Calliope entries

**School Course Advisers**

School course advisers’ role is usually limited to either post graduate or undergraduate provisions and includes:

- Maintaining an up-to-date awareness and understanding of all the courses, program and majors offered by the Faculty;
- providing accurate course advice specific to units, majors and programs offered by the school or discipline both locally, and at enrolment, re-enrolment EXPO and other events;
- providing accurate advice to students for issues relating to academic penalties, assessment of requests for special approval, special consideration, deferred examinations, academic appeals etc;
- Facilitating the flow of information about changes to courses to other school staff.

**FLPS OFFICE STAFF**

**The Receptionist (AA)**

The Office Receptionist is the first point of contact for students, staff and members of the public who have enquiries about courses taught in the Faculty. The receptionist responds to counter, email and telephone enquiries, provides advice, and directs appropriately.

**The Administrative Assistant/Administrative Officer (AA/AO)**

The Administrative Assistant and Officer’s roles includes responsibility for:

- providing advice to staff, prospective and current students and the general public, and referring queries as appropriate;
- admissions, enrolments and completion duties;
- coordinating the administration of prizes, endowments and scholarships.
- processing honours and postgraduate applications.
- Providing assistance with hosting EXPO, prize giving events, information sessions etc
The Administrative Officer (AO)

The AO has a key role in the support of the Faculty Teaching and Learning committee and contributes to Office advising on policy and publications. The functions of this position include:

- providing executive support to Faculty committees;
- updating of publications, such as the handbooks;
- drafting and reviewing policies, procedures, rules and conditions;

The Faculty Manager

The Faculty Manager oversees the roles of all staff and is responsible for:

- the administration of the Faculty’s courses;
- provision of high-level advice to students;
- development and implementation of policies, procedures and regulations relating to students and courses;
- ensuring compliance with relevant statutes and regulations.
31 Things You Need To Know

GENERAL RESOURCES

1. FACULTY WEBSITE
http://www.science.uwa.edu.au/

The Faculty website contains information on: current and past issues and publications, such as Science Matters; listings of Faculty committees and key Faculty contacts; links to relevant Faculty and UWA guides and procedures for; planning, research, and teaching and learning.

2. CENTRE FOR THE ADVANCEMENT OF TEACHING AND LEARNING (CATL)
http://www.catl.uwa.edu.au/support

The Centre for the Advancement of Teaching and Learning falls under the portfolio of the Deputy Vice-Chancellor (Education). Its mission involves supporting academics in their practice with the aim of enhancing the quality of the student learning experience. Their website provides information on: the CATLyst network; eLearning development and support; evaluation of teaching; and programmes and workshops run by the Centre.

Prior to each semester CATL run teaching workshops for those new to teaching, or new to teaching at UWA. Current staff may also attend to update their skills and knowledge.

3. TEACHING AND LEARNING CHECKLISTS AND TEMPLATES
http://www.catl.uwa.edu.au/resources/tandl

A series of useful resources including checklists and templates, advice, information about enhancing your teaching etc, can be found here.

4. GLOSSARY OF TERMS

The University Secretariat has compiled a Glossary of Terms used at the University including commonly used acronyms.

5. HERDSA - HIGHER EDUCATION RESEARCH & DEVELOPMENT SOCIETY OF AUSTRALIA INC

The society has many resources including a number of teaching guides available for purchase for a minimal fee.


DEVELOPING UNIT MATERIAL

6. STUDENT LEARNING OUTCOMES
UWA is an outcomes-based university. CATL provides good resources on student learning outcomes.

7. **ACE AND IRIS – COMPULSORY UNITS**


ACE and IRIS are compulsory on-line units to assist the students with an understanding of academic conduct and research skills respectively. They are completed in the first semester of enrolment. All new students enrolled at UWA, undergraduate and postgraduate, complete ACE, while only undergraduate students are required to completed IRIS.

8. **UNIT OUTLINES**

http://www.unitoutlines.uwa.edu.au/

The University has implemented a new central online database called Calliope. Calliope allows the management and viewing of unit outlines online. It provides more detailed information than that available in the Handbooks, and will be a useful tool for many people, including:

- Students – when choosing units, students will be able to see the teaching staff involved, the forms and weighting of assessments, the learning outcomes and the required materials in advance;
- International and exchange students – Calliope will be able to be connected to OUTWARD, the International Centre’s online resource for Student Exchange and Study Abroad;
- Academic staff – Calliope will mean that academics acting as unit or course coordinators for the first time will be able to see how the unit was presented previously and ensure they maintain consistency with the advertised unit. Ongoing unit coordinators will be able to control their units’ Calliope page and make small changes when required;
- General staff – administrative staff in Schools and central FLPS offices will be able to utilise Calliope to assist students, eg. the Academic Student Adviser will be able to look up the requirements and unit coordinator of a unit to determine Advanced Standing and liaise re students specific issues;
- The general public – prospective students and family members will be able to navigate Calliope in order to evaluate possible areas of interest, and employers will be able to look up the content of an applicant’s degree to assess their suitability for a particular role.

A template is available from Calliope for use in developing unit outlines. Each unit outline should contain at least:

- the name and correct code of the unit;
- details of how to contact and where to find staff involved in teaching the unit;
- a link to the unit website
- any unit rules including prerequisites or notes
- times for student consultation
- a description of the unit (as it appears in the current handbooks);
- a list of expected learning outcomes for the unit;
- a timetable of topics to be covered;
- information about the assessment mechanisms that will be followed;
- details of any penalties that will apply (eg. for late submission of assignments);
- a statement about academic conduct (available from the teaching and learning Faculty intranet site);
- a link to the Charter of Student Rights (http://www.secretariat.uwa.edu.au/home/policies/charter);
• a statement regarding acceptance of handwritten work;
• for first year units, a statement on IRIS - Introductory Research and Information Skills (http://intranet.uwa.edu.au/arts/staff/teaching_and_learning/iris);
• a list of the text(s), journal articles, and any other material deemed to be part of the unit, requirements for practical sessions and suggestions for additional reading if appropriate.

From second semester, 2008, mandatory information for each unit will be required on Calliope. Unit coordinators are responsible for providing school administrative staff with all the details so that the data can be added or updated each year by August and February. School Administrative Officers/Assistants will oversee this process. It is anticipated the handbook will pull data from the Calliope database.

9. ESSENTIAL UNIT INFORMATION

Students require a range of information at the first lecture essential to the running of the unit. These will include the unit outline, tutorial/workshop questions, laboratory requirements, assignment details, assessment details etc. In line with best practice, unit materials should be made available electronically on WebCT or a School or Discipline website.

If necessary, the Administrative Assistant in the school may assist with photocopying providing they are allowed plenty of time to complete the task. No charge may be made for materials essential for the unit.

10. WEBCT


WebCT, which stands for Web Course Tools, is a robust eLearning system used in over 85 countries around the world. WebCT is the centrally supported Learning Management System (LMS) at The University of Western Australia, and provides academic staff with an online framework in which to locate their coursework, lectures, mark book, assignments, bulletin board etc., and to manage communications with their students.

There is extensive training and support available to unit coordinators who want to use this system. To find out more about WebCT, go to the WebCT staff support website.

11. LECTURE NOTES, COURSE READERS AND LABORATORY MANUALS

Most lecturers prepare additional lecture notes and laboratory manuals or reading material for students to assist the learning process. These are provided either in hardcopy as handouts, laboratory manuals or course readers, or in softcopy on the unit WebCT page. Check with your Head of School for policies and procedures regarding hard copy handouts.

Copyright standards MUST be adhered to when preparing unit materials. See http://www.legalservices.uwa.edu.au/iso/copyright.

All hardcopy material must be prepared in advance to allow time for printing/photocopying. Laboratory manuals and course readers need to be prepared well in advance as they are sent to outside printers. School AAs can provide help in assembling the material and will advise on deadlines for the submission of material for printing.

resolved to halt the charging of illegal ancillary fees and charges, in terms of the DEETYA guidelines as follows:

- Departmentally produced laboratory manuals and reading booklets which contain material essential for participation in a class cannot be charged for unless the essential material is also available during the class at no charge to the student. Sufficient copies of this material should also be available in the Library.
- Departments should make the purchase of these laboratory manuals and reading booklets clearly optional to students.
- Departments should be advised that a general access fee, as outlined in the subcommittee’s report is clearly contrary to the DEETYA guidelines and should therefore not be charged.

Check with your Head of School about any School policy to provide:

- a hard copy of these materials for everyone,

or

- if some will be made available as follows but that students can purchase their own hard copy if they wish. These resources are normally sold through the Co-op Bookshop. Contact the bookshop to make appropriate arrangements.

Course readers should be made available through the library’s reserve collection and course materials on-line service. (see also section on The Science Libraries p 20).

http://www.library.uwa.edu.au/library_services/lending_services/placing_items_in_the_reserve_collection

Copies of your laboratory manual should be available for students to read during practical classes. You may wish to advise students that they may not remove or write in reference copies.

12. TEXTS

Text(s) must be chosen well in advance and the Co-op Bookshop notified. The Bookshop notifies unit coordinators of any deadline(s) by email. During the course of the year publishers’ representatives may contact academic staff. They are usually happy to send texts to assess. Copies of the text(s) will also need to be ordered for the Library either in person or on-line:

http://www.library.uwa.edu.au/library_services/recommending_new_titles_for_the_library

13. SCIENCE LIBRARIES

http://www.library.uwa.edu.au/

Science materials will usually be found in either The Biological Sciences Library (BSL), The Undergraduate Physical Sciences Library, The Mathematics and Physical Sciences Library or the Medical & Dental Library. The latter is located near the dental school at the Queen Elizabeth II Medical Centre. While the Library still supports the placement of hard copy materials in Closed Reserve to support student learning, they are highly supportive of making all resources available on-line for students to access. This is accomplished by linking electronic copies of resources through the Course Materials On-Line function. To arrange to have readings for a unit made available electronically, visit the Course Materials Online page where resources are arranged by unit lecturer name and unit number:

www.library.uwa.edu.au/library_services/lending_services/placing_items_in_the_reserve_collection

The Library usually takes a maximum of two weeks to process material for Closed Reserve. To process resources for Closed Reserve log in and use the on-line system.
HSS Librarians are more than happy to answer queries regarding the library. More details on using the library can be found on the library’s web site.

14. LECTOPIA

http://lectopia-service.uwa.edu.au/

Lecturers are encouraged to have their lectures recorded on Lectopia and made available to students who may be unable to attend or who wish to listen to the lecture for revision. The Lectopia system developed by the Arts, Humanities and Social Sciences Faculty’s Multimedia Centre (on the second floor of the Arts building) makes this possible. Both visual components from either your Powerpoint presentation, or direct from the data projector, and/or audio of the lecture can be recorded.

Please request this facility when submitting your annual timetabling data. Please also respond directly to Lectopia, completing the application form, before the beginning of semester.

15. LABORATORY CLASSES AND TUTORIALS

Most of the Faculty’s undergraduate units have either laboratory or practical classes or tutorials, where students are split into small groups. As the enrolment in each of the Faculty’s undergraduate units is often quite large, and lectures are typically just a time where the lecturer delivers material, laboratory classes and tutorials are particularly important. They provide the opportunity for students to interact with a member of the teaching staff. Demonstrators and tutors should try to put students at ease and make sure they are encouraged to question and discuss all the unit material. Inexperienced staff may find Staff Development Courses helpful in learning to handle practical or tutorial classes. Information on these can be found on the CATL website at http://www.catl.uwa.edu.au/programmes.

Students should be reminded of any personal health and safety requirements that are required before their first practical class. Health and safety information should be readily available and staff need to model safe behaviour. Refreshments should not be brought into laboratory areas, suitable footwear and personal protective measures must be taken.

Consult the safety and health website for more information.

http://www.safety.uwa.edu.au/safety_management

Unit coordinators should set an appropriate amount of material to engage the students over the practical or tutorial time slot. They should not go over their specified time. Students have other classes to attend and at times must make their way right across the campus, or even to the Queen Elizabeth Medical Centre site.

Demonstrators and tutors need to keep accurate records of class attendance and any other details that the unit coordinator requires. Practical and tutorial marks may be based on preparation, participation, attendance or any other performance measure that the unit coordinator stipulates. It is always advisable to mark students at the end of each tutorial, rather than leave the assessment to the end of the semester.

Failure to attend

Any penalty for non-attendance at tutorials or workshops must be clearly stated in the unit outline. New Faculty rules!!!

Lecturers and tutors are not expected to provide regular one-on-one sessions for students whose external commitments prevent them from attending scheduled classes. Such students should be advised to adopt a ‘buddy’ system with classmates, or organise one or two times per semester to meet with their tutor, during their consultation period, to resolve specific queries.
16. ALLOCATING STUDENTS TO CLASSES

http://www.olcr.uwa.edu.au/

There is a faculty policy concerning the use of the On-Line Class Registration (OLCR) system and the faculty guidelines will soon be available on the Staffnet on the Faculty website.

The University utilises OLCR to allocate undergraduate students to classes and students can enter their class preferences based on listed options prior to the allocation. The timetabling office downloads the relevant data onto OLCR which allocates students a timetable that is most likely to work, and takes account of entered preferences. Students are able to resolve some difficulties on their own if there are spaces in classes into which they wish to move. Being an on-line system changes made in one class will show immediately if the problem is completely solved or another problem has been created.

Some clashes, such as two concurrent classes without repeats are unresolvable. Other steps need to be taken to accommodate these students, such as access to taped lectures, liaison with unit coordinators of the other unit etc. Many students, particularly at level 3, will have unsolvable clashes.

Unit co-ordinators who do not use OLCR must obtain their Head of School's permission to opt out. They must then arrange their class allocations to accommodate any OLCR allocations, not the reverse.

Gone are days of unit co-ordinators allocating students to a class and expecting them to be present at the appointed time. Class lists MUST be maintained on-line on the OLCR system and while they should be fairly stable by week 2, they should not be locked until the beginning of week 3.

The system is organised and monitored for each unit by School administration staff in consultation with unit coordinators. Unit coordinators will be consulted about any issues that arise in relation to their class groups. OLCR is able to provide class attendance lists, information on timetable clashes, and real time changes to allocations.

17. ONE-OFF BOOKINGS FOR VENUES

Staff who have a need for venues on an ad hoc basis should see the administrative staff, who will organise the booking or you can consult the timetable website where you can make your own on-line bookings.

http://www.timetable.uwa.edu.au/

18. STUDENT CONSULTATION TIMES

Unit coordinators should make sure that contact details and office consultation times are made available to students for each of their units. All students must have access to staff teaching the units in which they are enrolled. Students who do not see the lecturer in person during consultation times should expect a reasonably prompt response to email or telephone inquiries. Some units may have question and answer sessions or on-line chat facilities.

Faculty policy is for full-time teaching staff to be available to students for at least two hours per week. This should include some period in which the staff member is available in their office. The consultation commitments for part-time staff are stated in their employment contract or accompanying documentation. Note that students should not be limited to seeking help from their assigned tutor but should be able to attend at consultation times of any staff member involved in the unit. Unit coordinators may wish to institute a consultation feedback form on which tutors can provide details of student problems raised.
Students are also able to consult School Course Advisers, (see page 14) or the Academic Course Adviser in the Faculty (see page 12) regarding their academic progress. “On-the Spot” Faculty advising sessions are available most days.

http://www.science.uwa.edu.au/studentnet/support

The Academic Student Adviser and Faculty Manager may also be available to students by appointment at other times.

19. EVALUATING TEACHING AND LEARNING

The Centre for Advancement of Teaching and Learning (CATL) includes the Evaluation of Teaching Unit that provides guidance on several different ways in which teaching staff can seek feedback on the effectiveness of their teaching. All teaching staff are encouraged to reflect on their teaching frequently. Student Feedback (SPOT, SURF, informal questionnaires) and Peer Review are the most commonly used. Whichever method is chosen, student feedback is always on a voluntary basis.

STUDENTS’ UNIT REFLECTIVE FEEDBACK (SURF)


This feedback survey is designed to collect data about the unit as a whole, rather than the teaching of any one specific teacher. The questions are limited to collecting data needed to form an institutional view of teaching at UWA. SURF reports should not be used as an indicator of individual performance, for which SPOT is the appropriate instrument.

SURF is produced, for every unit, by the Institutional Research Unit (IRU) and distributed online to all students. This survey is not optional and the results are provided to the Unit Coordinator, Head of School, Dean of Faculty, Faculty T&L Representative, University Executive, and the Dean of Undergraduate Studies. The Dean of the Faculty is expected to account for unsatisfactory performance in teaching to the Deputy Vice Chancellor. The Head of School provides counselling and advice on matters of unsatisfactory performance and makes note of highly satisfactory performance.

Student Perceptions of Teaching (SPOT)


Academic staff can carry out a Student Perceptions of Teaching (SPOT) survey. These are usually administered towards the end of the unit delivery but can be used at any stage of the unit. The system provides a valid and reliable format for customised ratings forms which can be ordered from the website.

An item bank system is available, through which academic staff receive materials and guidance in designing their own questionnaires. The system has been developed with the aim of overcoming some of the inherent problems that arise when using pre-designed standard ratings forms. It will:

involve teaching staff every step of the way;

overcome the issue of item irrelevance, common to pre-designed student rating forms;

have the potential to produce normative data, from which to interpret a rating score relative to others who use the same item.

SPOT questionnaires must be prepared well in advance. Allow two weeks from the time the question list is supplied to the time the forms are ready to be administered.

It is important that teaching staff do not administer SPOT surveys of their own units. It is best to ask a staff member not involved in the unit to administer the SPOT evaluation, thus preserving student anonymity. As an alternative, a student volunteer can collect the forms into the provided envelope and return it to the office.
The information collected by this means is private and confidential to the teaching staff named on the form. The results are used for various purposes, including the development of units, review of existing units, and teaching portfolios used for promotion applications.

Informal feedback

Individual questionnaires for informal feedback from students may be designed. These do not carry the weight of an externally administered and processed evaluation, but may be more suitable for specific situations.

Peer feedback on teaching


Peer review and reflection is encouraged as an alternative method of evaluating teaching. CATL currently provide a form for peer review that is suitable for inclusion in teaching portfolios.

ASSESSMENT

20. PREPARATION OF ASSIGNMENT MATERIAL

The due date for each item of continuous assessment must be stated in the unit outline so students can schedule their workload. It is important to make sure that the material they need is prepared with adequate time for students to complete the assignment before the due date.

Assignments should have a cover sheet attached, signed by the student/s who produced the assignment. General-purpose cover sheets are available from the faculty website:

http://www.science.uwa.edu.au/__data/assets/pdf_file/0017/5228/PSB_Assignment_Cover_Sheet_2.pdf

It would be advantageous to inform the AA of any specific requirements of the assignment as early as possible (e.g. group/individual, coversheet layout, how will they be returned to students, due date & time).

21. GROUP ASSIGNMENTS

Assignments can be set individually or in groups. Group size will usually depend on the type of work and/or the number of students enrolled in the unit. Students often complain about group assignments, particularly in the difficulty of meeting with other group members, so for group assignments it is particularly important to give students enough time to be able to complete the assignment.


Presentations

A number of unit coordinators schedule student presentations. Clear guidelines should be given to students as to the running of these sessions.

The difficulty here is not so much with the presenters but making sure that the remainder of the class do not 'switch off.' Some ways to encourage student involvement include:

- placing an expectation on them to have at least one question ready to pose to the presenters;
- handing out a sheet on which they can jot questions.

The following website at Student Services contains some useful tips for students on communication skills activities:

22. SUBMISSION OF ASSIGNMENTS
Assignments are usually submitted through the assignment box located at the School student office. Administrative staff will date and time-stamp the assignment and make them available to the unit coordinator. Administrative staff should check off assignments against a class list as they are received.

Students should be advised to keep a backup copy of their assignment either electronically or in hard copy.

Deadlines should be set during office hours and to allow enough time for administrative staff to process the assignments received.

23. EXTENSIONS
The unit coordinator is able to give approval for assessment work to be submitted late. There must be a legitimate reason for late submission in order to waive a late penalty. This does not include such matters as queues at the printer in the computer laboratories. Unit coordinators are advised to record extensions granted with the reasons. Students who ask for an extension may qualify for Special Consideration and they should be referred to the Faculty Academic Student Adviser.

24. SPECIAL CONSIDERATION
When students report encountering significant and unforeseen circumstances that can reasonably be expected to have an effect on their academic performance, they should be advised to register this with the Faculty Academic Student Adviser in confidence and request special consideration. The form of the consideration, if granted, will vary depending on the circumstances (eg. deferred examination, additional final marks, extensions) and should be taken into account by the School Board of Examiners when determining the mark awarded. The Academic Student Adviser will inform the unit coordinator whenever special consideration is granted, although they may not always give the reasons for granting it. Guidance on the form of the concession will also be provided. An information pamphlet is available at:

www.studentadmin.uwa.edu.au/__data/page/8581/Special_Consideration_Form.pdf

25. OVERDUE SUBMISSION OF ASSIGNMENTS
Penalties for late submission of assignments must be stated clearly in the unit outline. It is necessary to state the percentage penalty per time period (eg. UWA working day), and whether this is applied to the mark for the assignment before or after marking. Penalties should be standardised within each School.

26. MARKING
The design of the assignment or examination can make the marking easier and less stressful for the marker/s. It is a good idea to split the marking when there are multiple persons teaching in a unit. However, when more than one marker is used the unit coordinator should be aware of the need to moderate marks after the marking is complete. In some cases, problems with lack of consistency can be avoided if the marking is divided such that each marker marks the same section in each assignment or examination instead of marking the whole of a small number of assignments. Unit coordinators should prepare clear guidelines for markers and meet with or have discussions with all markers before and during marking. Markers should prepare a summary of their approach to marking for the unit coordinator, making note of any common mistakes or other points of interest. This will enable the unit coordinator to be better informed about the whole marking process.
Timeframe

Continuous assessment often performs a formative role in student learning as well as serving a summative purpose. It is crucial that marked assessments are returned promptly in order to allow students to learn from their earlier mistakes before submitting the next assessment. For units with large student numbers, unit coordinators are asked to organise the marking to be complete as soon as possible.

The University guidelines prescribe an upper limit of four weeks for the return of marked assessments, other than semester examinations. Wherever possible, the assessment structure should allow for the marking and return of assignments before the end of semester.

The University’s Grading System

University grades are as follows:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-44%</td>
<td>N (Fail)</td>
</tr>
<tr>
<td>45-49%</td>
<td>N+ (Fail)</td>
</tr>
<tr>
<td>50-59%</td>
<td>P (Pass)</td>
</tr>
<tr>
<td>60-69%</td>
<td>CR (Credit Pass)</td>
</tr>
<tr>
<td>70-79%</td>
<td>D (Distinction)</td>
</tr>
<tr>
<td>80-100%</td>
<td>HD (High Distinction)</td>
</tr>
</tbody>
</table>

The distinction between N and N+ grades becomes important if the unit is a level 1 unit or the last unit that the student needs to pass in the final semester of study to complete their course of study. In this situation, a supplementary exam may be taken if the final mark is in the N+ range. There are a few exceptions to this rule (e.g. practicums) and they are listed in the Unit Handbook.

Final results for a unit are published as both a grade and a percentage mark unless the student has taken a supplementary exam, in which case the result is ungraded pass (UP) or ungraded fail (UF) with the original numeric mark.

Providing feedback to students

Students must be given adequate feedback to justify their mark. Usually, detailed comments are provided throughout the assignment, sometimes with a concluding comment at the end. If using abbreviations to indicate common errors it is a good idea to include a key to corrections in the unit outline. Examples of marking criteria, keys and matrices are available on the AHSS Faculty Teaching and Learning intranet site: [http://intranet.uwa.edu.au/arts/staff/teaching_and_learning/assessing_students_work](http://intranet.uwa.edu.au/arts/staff/teaching_and_learning/assessing_students_work).

Giving students detailed feedback means fewer complaints as they have a greater understanding of where they went wrong. The more feedback you give students the fewer queries you will receive regarding marks.

27. RETURNING ASSIGNMENTS

Where possible minor assignments should be handed back to students at tutorials. However, this is not always possible (e.g. with group or final assignments), so in some cases assessments may need to be given to the School Administrative Assistant so that students can collect them from the office. For group assignments it is advisable to make all marks centrally available as well as on the returned work, so that all group members can easily find out their mark/grade.

Whenever marks, class lists etc are made publicly available, student names or providing a means of associating names and student numbers, must be avoided. Leaving students work publicly accessible outside offices should be avoided at all costs, as this can lead to
plagiarism and it contravenes students’ privacy. A student must provide ID if requested, when collecting assessments.

**28. RECORDING STUDENTS’ MARKS**

All unit coordinators must keep an accurate record of all marks awarded to students for each piece of assessment and any circumstances of special consideration, extensions etc. Unit coordinators may wish to keep the records of marks within WebCT so that their ongoing marks are available to the individual student. Alternatively, unit coordinators may use a table in a word processing package or spreadsheet. The task of updating and maintaining this record may be delegated to tutors or the School Administrative Assistant but the final responsibility for its accuracy remains with the unit coordinator.

It is important to keep documentation and proper records in order to be able to review the marks if a student questions their final grade.

**Late/Amended Results**


Any mistakes that come to light should be readily admitted and student marks changed accordingly. The process for this is very straightforward and does not require the full weight of the appeals procedures. Unit coordinators should simply submit a Submission of Late/Amended Results form (link above) to the FLPS office staff for processing by the Academic Student Adviser as soon as any changes are realised. They should also inform the Administrative Officer/Assistant for their school, so that a letter can be sent to the student informing them of the change.

**STUDENT CONDUCT**

**29. ABSENCES**

Any penalty for non-attendance at tutorials workshops, or practical classes must be clearly stated in the unit outline.

Lecturers and tutors are not expected to provide regular one-on-one sessions for students whose external commitments prevent them from attending scheduled classes. Such students should be advised to check their work against provided solutions, adopt a ‘buddy’ system with classmates or organise one or two times per semester to meet with their tutor, during their consultation period, to resolve specific queries.

**Elite athletes**


UWA is a part of the Elite Athlete-Friendly Universities (EAFU) Network, which is an agreement between the University and the [Australian Sports Commission](http://australian-sports.com) to support elite athletes in pursuit of their academic and sporting aspirations. Eligible students may be granted a certain amount of flexibility with their attendance and assessments in order to allow them to train and compete. The Academic Student Adviser can provide guidance on matters relating to elite athletes’ studies.

**30. ACADEMIC CONDUCT**


In 2004 UWA undertook a major review of the way in which policies on academic conduct are managed. This resulted in policy statements about academic literacy, ethical scholarship and plagiarism. The process for dealing with academic misconduct was formalised and the responsibilities of different levels of teaching staff are now clearly prescribed. It is important that these procedures are adhered to, as there may be legal
implications for the University. The main person within the process is the Faculty Academic Conduct Adviser who, in our Faculty, is the Associate Dean (Teaching & Learning).

The process is complex, however, some aspects are simple to state:
- when academic misconduct is suspected, teaching staff must notify the unit coordinator and may NOT take any independent action;
- unit coordinators are responsible for informing the Head of School. Depending on the nature of the incident, and in accordance with the guidelines, either the Unit Coordinator will contact the student to pursue the matter, or the Head of School will notify the Faculty Academic Conduct Adviser of the incident.
- the Faculty Academic Conduct Adviser contacts the student and takes whatever counselling or punitive action is required according to University policy.

Academic Conduct Essentials (ACE)
http://www.catl.uwa.edu.au/ace

From 2007 all new entry students, both under- and post-graduate, will be required to complete an online module known as Academic Conduct Essentials (ACE), outlining issues of academic conduct and the University's expectations of ethical scholarship. Students are automatically enrolled in the unit and given WebCT access to the module. They must demonstrate completion of the unit by achieving a score of at least 80% on the module's quiz. Students have their first semester of enrolment to fulfil this requirement. An "Ungraded Pass" or "Not Completed" grade is awarded and the results are recorded on the students' official academic record.

STAFF CONDUCT

31. ABSENCES

There will be times when tutors or lecturers are sick and classes must be rescheduled, reorganised or cancelled. The Discipline Chair and Head of School should be notified of all absences whether for illness or other reasons.

It is the unit coordinator's responsibility to organise tutors/lecturers to fill in for colleagues who are absent due to illness. If tutorials and/or lectures have to be cancelled, unit coordinators should advise the administrative staff immediately so that students can be informed.

Other absences from classes must be cleared with the unit coordinator and/or the Head of School, and suitable alternative arrangements made by the person concerned. Recreation, Conference or Research leave requires approval from the Head of School, prior to the leave being taken.
Teaching and Learning Best Practice in FLPS

A number of useful T&L (teaching and learning) resources that might be used on a regular basis were listed in the previous section of this guide. This section is devoted to outlining some of the aspects of best practice in teaching and learning within the Faculty.

Excellence in teaching and learning is a high priority in the Faculty of Life & Physical Sciences. Matters related to teaching and learning are overseen by the Faculty’s Teaching and Learning Committee and the Associate Dean (Teaching & Learning), who is currently Dr. Geoffrey Hammond. This committee, through the Associate Dean, reports to the University’s Teaching and Learning Committee and the Deputy Vice Chancellor (Education).

CATL

The Centre for the Advancement of Teaching and Learning (CATL) coordinates a network that aims to create greater awareness of interesting developments and best practice within UWA, and keep practitioners abreast of current developments and trends. Each Faculty has a representative on the CATLyst Network (see ‘Faculty CATLyst’ p 13 under the Roles and Responsibilities section), whose broad responsibility is to promote teaching and learning within the Faculty and to work with others within the network to promote teaching and learning within the broader UWA community. The network appointment benefits the Faculty by providing a focal point for the promotion of teaching and learning. The CATLyst Network member is able to make a contribution to teaching and learning development and new initiatives in the Faculty as well as contributing to the development of policy and strategic planning in the areas of teaching and learning generally.

FACULTY INITIATIVES

FLPS has been instrumental in a number of teaching and learning initiatives.

Teaching Large Class Initiative

Anatomy & Human Biology have been highly commended by Carrick for their initiative in teaching large classes. Their first year units, with enrolments of 450 – 600 students are managed with interactive laboratory classes of about 16 students. Tutors are well briefed, and student affairs are well managed. The educational pedagogy is inclusive in both content and practical teaching.

Incomplete - Awaiting more info

SSEH Practicum units,
leading to industry networks and growing alumni

Incomplete - awaiting more info

Psychology 3rd Year research units PSYC3310/11 – Preparing for honours

These newly introduced units prepare students for honours with active learning about research. One part involves students presenting at least one current research paper to the group of 15 to 20 students. In the other part, groups of 3 – 5 students prepare a problem based research project where they formulate and implement a research plan in an area related to the seminars. Assessment includes an initial proposal and a final report for the research project, a written assessment based around understanding Human
Research Ethics requirements and an oral presentation. In order to enhance students’ skills in communication with a range of audiences they present both to their peers (in the seminars) and to a less knowledgeable audience (students enrolled in level 2 psychology units).

Learning outcomes for the unit include:

- Acquisition of in depth knowledge about a particular area of psychological research
- Acquisition of skills in identifying a research question and planning and executing a research plan
- Skills in analysing data and interpreting the results of these analyses
- Collaborating with a team
- Communicating the results in a variety of ways

A further outcome is achieved through the involvement of graduate students in facilitating the project work. The staff member and graduate student ‘team teach’ the topic in a setting which gives maximum opportunity for mentoring the graduate student as a developing teacher.

Whilst the resources committed to this unit exceed any other undergraduate unit in the School, we see the benefits in a number of ways. Our Honours cohort is well prepared and can get started on empirical research more quickly. Our graduate students gain opportunities to develop their teaching and learning profile. We have also been able to gain a number of research related outcomes through the research projects, which have variously served to provide pilot data for Honours and PhD projects, and even publishable data.

**ANHB 3rd year tutors for 2nd year unit and enhanced learning**

Incomplete - Awaiting more info

**On-Line Class Registration System**

http://www.olcr.uwa.edu.au/olcr_admins

Faculty supported the use of the OLCR System, developed by the Business School, to allocate students to all undergraduate units, which assisted its widespread uptake throughout the university. Faculty has developed a set of guidelines for use with the OLCR system to maximise the benefits to staff and students. This real time database allocates students a global workable timetable and makes managing allocations at a school level easier. The number of clashes is much reduced, with better, more workable timetables for students, and control of class size by the schools. Some clashes, where classes without a repeat session are co-scheduled, are unfortunately impossible to solve. See also 16 Allocating Students to Classes, p 22

**BSc Learning Outcomes**

The Faculty has developed a set of learning outcomes expected of students enrolled in the Bachelor of Science. They fall into 4 different groups:

- Knowledge
- Transferability
- Science as a human endeavour
- International Quality

Unit coordinators should consult the outcomes when preparing unit outlines.

The list will soon be on the Faculty’s Staffnet website
UNIVERSITY INITIATIVES

Academic Conduct Essentials (ACE)

http://www.catl.uwa.edu.au/ace

ACE is a university-wide initiative implemented in 2007, which, requires all entering students, undergraduate, honours and postgraduates, to complete an online unit via WebCT. ACE focuses on issues surrounding ethical scholarship generally, and the repercussions of incidents of academic misconduct by students at UWA specifically. The unit is designed to be a relatively quick familiarisation with the University's Guidelines on Academic Conduct. Completion of the unit, as demonstrated by receiving a score of at least 80% on the unit’s quiz, is required within the first 10 weeks of the students’ enrolment. Completion is recorded on the students' academic transcripts as 'Ungraded Pass,' while failure to complete the unit is recorded as a non-completion.

MONITORING BEST PRACTICE IN TEACHING & LEARNING

A series of practices to support improvements in teaching and learning are recommended and encouraged through the allocation of funding and awards.

What The Individual Teacher Can Do

Evaluation of teaching

The Centre for the Advancement of Teaching and Learning (CATL) includes an Evaluation of Teaching Unit that provides guidance on several different ways in which teaching staff can seek feedback on the effectiveness of their teaching. All teaching staff are encouraged to reflect on their teaching frequently. Student feedback (see part 19 of the 31 Things You Need To Know section) and peer review are the most commonly used. Whichever method is chosen, student feedback is always on a voluntary basis.

Developing an academic portfolio

http://www.hr.uwa.edu.au/policy/toc/promotion_and_tenure_of_academic_staff/academic_portfolio_guide

An Academic Portfolio is a summary of the major activities and accomplishments, documenting the nature and extent of contributions as well as roles and achievements (Promotion And Tenure Of Academic Staff 2005). It has three major components (or folios) – Teaching and Learning, Research, and Service, supported by a Curriculum Vitae. A Teaching and Learning folio is a summary of the academic's major accomplishments and strengths in this area.

CATL run one course per annum to assist staff in developing their academic portfolio.

Staff Development Programmes

Organisational and Staff Development Services

http://www.osds.uwa.edu.au/

Organisational and Staff Development Services, (OSDS) is a central university service that supports all UWA staff in their ongoing professional and leadership development. OSDS operates at two levels: as an organisational development unit, and to assist individual staff development.

Staff new to the University are provided with a range of development opportunities, including a Staff Orientation, Teaching and Learning and Research Orientations, and a range of workshops relating to University processes and systems.

Teaching-related academic staff can participate in a Foundations of Teaching and Learning Course within their first two years of appointment. Additional workshops,
Teaching and Learning Best Practice in FLPS

Courses and individual support are offered through CATL. These include central support and Faculty-based initiatives. In addition to these, OSDS has designed a series of specific, interactive workshops to support the introduction of the Professional Development review (PDR) process. This training is mandatory for any supervisor of staff members, both Academic and General, and is highly recommended for all staff that want to learn more about the PDR process and how it affects them.

Teaching And Learning Fora

There are several societies in Australia that provide a forum for the discussion and dissemination of research related to teaching and learning in universities. Within the Western Australian universities, an annual Teaching and Learning Forum provides an opportunity to meet and discuss shared issues over a two-day conference. This local conference is held at one of the member universities in early February and the registration fee is usually subsidised for UWA academics (see http://www.catl.uwa.edu.au/tlf2007 and http://lsn.curtin.edu.au/tlf2008/).

The Higher Education Research and Development Society of Australasia (HERDSA) distributes various publications to its members and holds an annual conference in Australia or New Zealand. The site has an impressive page of links to related bodies (http://www.herdsa.org.au/).

ACKNOWLEDGING BEST PRACTICE IN TEACHING & LEARNING

Learning And Teaching Awards At UWA

Excellence in Teaching Awards

http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/prizes_and_awards/excellence_in_teaching_awards

The Excellence in Teaching Awards began in 1991 as an initiative of the Guild of Undergraduates and existed as a joint initiative with the University until 2006. These awards were aimed at recognising excellence in teaching and research supervision and were governed by a joint Guild/University committee, chaired by the Guild President. All of these awards were student nominated and students were also represented on the judging panel.

During 2004 the UWA Teaching and Learning Committee formed a working party to conduct a review of the Excellence in Teaching Awards. As part of the review, an evaluation of teaching award schemes at other Western Australian and Australian GO8 universities was completed which looked at their subsequent success at the national level (then called the Australian Awards for University Teaching). The most successful universities at a national level had three clear indicators; a) they had a tiered awards process embedded at each level of the university, i.e. school or Faculty through to institution; b) the criteria were closely aligned with the Carrick criteria; and c) this was mirrored in the institution’s promotions framework.

In 2006 the UWA Teaching and Learning Committee agreed that, with effect from 2007, the centrally coordinated Excellence in Teaching Awards be devolved and embedded in the faculties and the School of Indigenous Studies (SIS).

Faculty Teaching Awards

http://www.science.uwa.edu.au/studentnet/teaching_awards

2007 observed the inaugural Faculty Teaching and Learning Awards. The benefits to the Faculty are three fold; peer review and assessment of good teaching will be made at the Faculty level; the selection process for the national awards will be more localised; and the workload of an award nominee should be reduced with the streamlining of the internal awards process, and the merging of academic promotion framework and the academic
portfolio requirements with the Carrick awards criteria. The policy for Faculty-Based Teaching Awards is available from the above link.

As with the University and Carrick awards, the purpose of the Faculty Teaching Awards is to celebrate and reward innovation and sustained excellence in teaching. The FLPS guidelines represent an amalgamation of the Carrick Awards for Australian University Teaching and the UWA/Guild of Undergraduates Excellence in Teaching Awards.

For 2008, the Faculty of Life & Physical Sciences will bestow up to seven awards from a prize pool of $4000, offered in five categories:

- excellence in coursework teaching, including 2 categories: 1st year teaching and early career teaching
- programs that enhance student learning
- excellence in postgraduate research supervision
- excellence in honours research supervision
- excellence in student support

The judging panel will constitute academic and student representatives and the Faculty CATLyst and will be chaired by the Associate Dean (Teaching & Learning). The judging panel, on behalf of the Faculty of Life & Physical Sciences, will reward winners with: a certificate and a monetary prize, an announcement of their success through the internal media; and a formal presentation at a FLPS function. The panel may also give out commendations. The winners will be encouraged to enhance their application for submission to Carrick

The guidelines for the award, including nomination forms, are located at:

http://www.science.uwa.edu.au/studentnet/teaching_awards

Carrick Awards for Australian University Teaching (CAAUT)
http://www.carrickinstitute.edu.au/carrick/go

The Carrick Institute for Learning and Teaching in Higher Education was launched in August 2004. In 2006 the Carrick Institute introduced a range of nationally competitive teaching awards, which are in line with the previous Australian Awards for University Teaching, historically overseen by the Australian Universities Teaching Committee (AUTC).

A centrally formulated Carrick Awards Selection Committee (with representation from the UWA Executive, UWA Teaching and Learning Committee and the student body) will select nominees for the national teaching awards based on submissions received from faculties, SIS and other appropriate sections (Library, Central Administration, Student Guild, etc.). The Committee will select the ‘top’ nominee from each Carrick category (Teaching Excellence, Program and Citation), which will be awarded as follows:

- UWA Teacher of the Year;
- UWA Program of the Year;
- UWA Citation of the Year.

At the discretion of the Selection Committee an additional award to acknowledge excellence in postgraduate supervision may also be awarded if the nominations received are strongly referenced to postgraduate supervision and teaching. The award will be the UWA Teacher of the Year (Postgraduate).

These awards will be chosen by the selection committee as part of the Carrick Awards selection process. The awards will not be monetary but will be considered prestigious within the institution and acknowledged at an appropriate graduation ceremony.

CATL will organise an annual ceremony during Teaching Month (May) in order to congratulate winners of Faculty Teaching Awards, announce the nominees to the Carrick Awards and also announce the UWA Teaching Awards.
Distinguished Teaching Award for Schools

http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/prizes_and_awards/distinguished_teaching_and_learning_award_for_schools

This is a biennial award based on the submission of a teaching portfolio for the school, which addresses the indicators used for teaching and learning during a school review. In 2007 the School of Humanities received this award. The Graduate School of Management was highly commended and also received an award.

Teaching And Learning Grants & Schemes

Improving Student Learning Grants

http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/grants_and_funding/improving_student_learning_grants

Twice a year submissions are called for small-scale grants (up to $3000) to support an innovative approach to teaching that will lead to improved student learning. Assistance with submission of these applications can be provided from the Faculty CATLyst member or the Associate Dean (Teaching & Learning).

Postgraduate Teaching Internship Scheme


The Postgraduate Teaching Internship Scheme (formerly the ‘Teaching Internship Scheme’) allows promising doctoral research students (including professional doctoral students) to develop teaching skills in their fields and to undertake a programme of professional development activities during the course of their PhD candidature.

Information sessions are held annually in August and applications are due in September. Questions about the Postgraduate Teaching Internship Scheme should be directed to the Administrative Officer, Teaching and Learning Policy Unit.

Teaching Fellowship Scheme

http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/grants_and_funding/teaching_fellowship_scheme

The Teaching Fellowship Scheme, introduced in 2005 by the University Teaching and Learning Committee, provides five $20,000 fellowships across the University. The scheme is designed to support the University’s teaching and learning priorities as identified in the Operational Priorities Plan (OPP), and will be offered on an annual basis to academic staff who are interested in developing a project of relevance to their Discipline or School.

Staff interested in this scheme should consult with the Associate Dean (Teaching & Learning) to make sure the project also reflects the Faculty’s teaching and learning OPP.

Distinguished Visiting Teachers Fund


The Distinguished Visiting Teachers Fund is administered by the University Teaching and Learning Committee to encourage visits by teachers with a national or international reputation. The principal purpose of the fund is to enhance the quality of teaching and learning at UWA, at either or both undergraduate and postgraduate levels, and thereby improve the quality of the student learning experience.

Learning and Teaching Performance Fund

In 2007 and 2008 the Faculty was given funding for teaching and learning projects. The 2007 projects included:
• the provision of funds to establish the Faculty Teaching Awards;
• the development of the first year practical experience;
• web technologies;
• a project to develop closer ties between the student body and the Faculty;
• developing inclusion of generic skills;

The awards for 2008 are yet to be made.

Further information about these projects can be obtained from the Associate Dean (Teaching and Learning).
Procedures and Protocols

This section contains information on some common procedures that you will need to be familiar with. The following websites are good reference points and should be consulted for rules pertaining to academic courses:


Unit information in the handbook can be found at
http://units.handbooks.uwa.edu.au/units

Schools are responsible for updating all their unit information entries before the end of May, for the following year.

They are updated annually before September

**ENROLMENT**

**Special Approval**

http://www.studentadmin.uwa.edu.au/welcome/forms

Special Approval forms are a way of clarifying or managing complications relating to student enrolments. They are commonly used: in order to waive a unit rule (eg. relating to unit co- or pre-requisites) in exceptional cases, when a unit or course coordinator believes a student should be able to enrol in a unit from which they would normally be precluded, or: to outline the content (or changes to the content) of a non-standard course, such as an honours or graduate diploma programme. Prerequisites stated in the unit rules need to be real and applied globally, and should be reviewed on a regular basis. Where appropriate, special approval should be granted by unit or course coordinators in consultation with the student, and then sent to the FLPS office for processing. It should be noted by staff and students that special approval forms are a precondition, not a substitute, for enrolling in the relevant unit or course itself. The form is available from the link above.

**ASSIGNMENTS**

Unit coordinators should provide a clear statement of the assignment requirements including a marking scheme at the commencement of each unit. All students should be required to keep an original or electronic copy of their work. A suggestion is to keep a sample assignment (with permission from the student) for each grade level so that students can see for themselves the differences between their own assignment and an assignment awarded a higher grade. Identifying features should be removed.

Providing feedback to students is important. Most appeals against academic assessment see page 43, are submitted because the student failed to receive feedback.

Any marks made available in a publicly accessible area should use student numbers only and should not include students’ names.

**FINAL EXAMINATIONS**

UWA’s Examinations Office administers the final examinations of all relevant undergraduate units. They also oversee the running of deferred final examinations. Final examinations are held over a two week period, starting one week after the end of semester.
Insert logo

Procedures and Protocols

**Layout**
Details of the final examination paper layout required by the Examinations Office are provided each year. The School Administrative Assistant (AA) will assist in the preparation of the examination paper layout but the unit coordinator must proof-read and sign off on the final examination paper.

**Due Date For Submission Of Examination Papers**
The due date for submission of final examination papers to the Examinations Office is approximately six weeks before the end of semester. The School Administrative Officer (AO) will inform academic staff of relevant due dates. It is best to avoid stressing your relationship with school administrative staff and the examinations office by delaying preparation of your papers.

**Attendance At The Examination Venue(S)**
In accordance with Committee of Deans R10/87, approved by the Vice-Chancellor on 27 February 1987:

- examiners or their delegates must be present in the examination venue at the commencement of the examinations for which they are responsible and must remain in the venue during the first 10 minutes of the examination;
- examiners or their delegates must be available in their offices or schools (or homes if nearby) during the examinations for which they are responsible, to readily answer queries from invigilators or examination office staff members.;
- examiners or their delegates are required to attend examination venues immediately to answer any queries that require alterations to their papers, or when more than one student has requested the same information and the invigilators consider they cannot convey the answer accurately to the student.

If your examination is in multiple venues you must spend some time in each venue.

Unit coordinators are responsible for collecting the exam papers at the conclusion of the exam for their unit. With the large volume of exam papers it is impossible for Student Administration to provide storage facilities.

**The Role Of The Examinations Office**
The Examinations Office is required to:

- organise final examinations for all examinations of two and three hours in accordance with the policy approved by Academic Council Resolution 16/94;
- provide Boards of Examiners with Faculty policies relevant to final assessment;
- wherever practicable, enable students with disabilities, permanent or temporary, to take examinations in appropriate conditions;
- process and issue results, in accordance with the policy approved by Academic Council in Resolution 17/94, in the minimum time.

The Examinations Officer is encouraged to provide feedback to heads of Schools on matters within the School’s control that contribute to difficulties in examinations.

The Registrar’s Office is responsible for handling Discipline cases relating to misconduct in examinations, referred to the Discipline Committee in terms of Statute No. 17 (Discipline).

**Duration Of Examinations Administered By The Examinations Office**
R16/94 states:

- that from Semester 2 of 1994, all examinations administered by the Examinations Office be of a “standard” duration of either two hours (+ ten minutes notional reading time) or three hours (+ ten minutes notional reading time);
• that such standard examination periods provide, where appropriate and practicable, for consecutive examinations in sub-sets or components of a unit (ie. two consecutive one-hour examinations or two consecutive 1.5 hour examinations);
• that examinations of standard duration have a minimum allowance for reading time of 10 minutes, but that students may be advised to extend that time for specific examinations;
• that a School offering an examination of standard duration not be required to administer the examination itself, regardless of the number of candidates;
• that any School offering an examination of non-standard duration be required to administer the examination itself, at a time scheduled by the Examinations Office, in a venue or venues not used by the Examinations Office for standard duration examinations, and in accordance with the general principles governing the conduct of all University examinations.

**Examination Timetable**

Each semester, about six to eight weeks before the final examination period, the Manager of Student Administration requests unit information to allow him to draft a timetable for the end of semester examinations. Special requests for particular times and dates are not considered. It is important to include information about practical examinations, even if they are to be scheduled into school venues. The final timetable, produced a few weeks later, is available through Staff Connect. It is also anticipated, but not yet confirmed, that any alternative sessions scheduled by the Examination Office, due to exam clashes or access needs, will also appear on the timetable on Staff Connect.

Details of the venues and times of final examinations should not be given to students; instead, students should be directed to the Student Connect website ([https://student.sims.admin.uwa.edu.au/connect/webconnect](https://student.sims.admin.uwa.edu.au/connect/webconnect)) where each student can access their individual timetable. Problems arise when students claim to be given incorrect examination details and University regulations specify that details should not be given out by Schools or Discipline groups.

It is not uncommon for students to have 2 examinations on one day. This is not seen as grounds for a deferred examination. Where a student is enrolled in two units that have co-scheduled examinations, the student will be allocated a personal timetable, where examinations for both units will be held on the same day at different sessions. Unit coordinators will be notified of second session by email from the Examinations Office. It is also anticipated, but not yet confirmed, that these alternative sessions will also appear on the timetable on Staff Connect.

Neither staff nor students are able to change the examination timetable, although any clashes should be brought to the attention of the Examinations Office as soon as possible.

Students with a disability who may need special conditions, scheduling etc, need to register with UniAccess in Student Services as soon as possible, and not wait until the timetable is released. Recommendations for special conditions are made by UniAccess, after discussion with the student. Any special conditions will be made known to the unit coordinator by email from the Examinations Office.

**Practical Examinations**

If a unit is to have a practical examination, it is important for unit coordinators to liaise with technical staff in charge of the desired venue/s by week 4 of the semester, to ascertain a suitable venue/s, with regard to the following:

• the number of students that can be admitted to the venue in one sitting
• the time required to prepare and clean up such an examination
• the technical requirements
• other practicalities including safety,
• time required for the actual examination, plus the time required to admit and settle the students, explain the proceedings, collect the papers and exit the students ready for the next group
• processes for determining who is present, eg checking ID
• the contact details for academic staff involved with supervising the exam set up
• the number and engagement of invigilators, particularly if they will include technical as well as academic staff.

This liaison is particularly important for units taught across schools or where the venue is in another school’s control and/or where mid semester practical examinations are planned.

Having settled all the above details, they will be readily added to the unit examination details supplied to the Examinations Office to prepare the examination timetable.

Marking
The marking of final examinations must be done quickly in order to finalise student marks before they are required by the Examinations Office. The AO will keep academic staff informed of all relevant deadlines. The AA may help in bundling examination papers ready for marking. Unit coordinators should make sure that all markers have details of the relevant marking guides and schedules and a general meeting of all markers may be desirable. Markers should keep in touch with the unit coordinator during marking as sometimes marking schedules need adjustment. Marks should be clearly written on each question inside the paper and transferred carefully to the front of the paper. The marks for all bundles should first be added by the markers before they are handed to the AAs for checking and uploading into SIMS – Student Information Management System.

Responsibility for the accuracy of uploaded marks lies with the Unit Coordinator.

Deferred Final Examinations
There are many circumstances that would lead to the granting of a deferred examination (eg. illness, religious issues) and students should contact the Academic Student Adviser in the first instance. Unit coordinators may not make alternative arrangements for deferred final examinations.

Deferred final examinations are run by the Examinations Office and a separate examination paper must be supplied. Students must apply in writing to the Academic Student Adviser for permission to do a deferred exam.

The final marks for students doing deferred examinations must be available in time for the Board of Examiners meeting usually held two to three weeks after the deferred examinations. The School’s AO will be able to supply academic staff with the relevant dates. Examiners must be available during the deferred examination in the same way as for the final exam.

Timing Of Deferred And Supplementary Final Examinations
R56/94 states that for all Faculties other than the Faculty of Medicine and Dentistry, the supplementary and deferred examinations from 1995 onwards (for second semester units) be held in the week commencing four weeks before the start of first semester.

Deferred examinations for first semester units are normally held in the second week of second semester. Students who fail a 1st semester supplementary exam may be required to adjust their enrolment if they do not meet the prerequisites. This leads to some instability of class enrolments at the beginning of semester 2.
**Supplementary Assessment**

Students in degrees offered by the Faculty of Life & Physical Sciences may find themselves studying units offered by 4 other faculties. Rules for supplementary assessment may vary depending on the faculty sponsoring the unit. Students should be advised that the rules vary, and that they should consult the handbook to find the rules set out by each faculty.

1. In the last unit of a degree:
   - where the unit in question is the final unit needed for degree completion.
   - where a result of 45-49% (inclusive) has been obtained for the unit in question.

2. For Science units in level one:
   - supplementary assessments are offered in most level 1 units run by the two Science faculties to students who have achieved a result of 45-49% (inclusive).
   - this does not apply to mathematics units

Postgraduate students should be advised to consult the handbook for details of any supplementary examinations offered in their course, and to check if the offering applies only to a sub set of units.

Supplementary assessment will be in the form of an examination or other additional assessment at the unit coordinator’s discretion. It will only be available at the end of each semester to students who meet the above criteria for a unit taken during that semester. For example, under section one above, if a student fails a unit in semester one and is then one unit short of completing their degree in semester two, the failed unit will not be considered the final unit needed for their degree and supplementary assessment will not be available.

Supplementary exams cannot be deferred or rescheduled. They are offered as an opportunity to show that, although the student may have failed the unit, they know the work well enough to be allowed to progress. If the student does not take that opportunity, for whatever reason, it normally lapses, as the decision on their result cannot be postponed.

Combined course students will be eligible for supplementary assessment in the final unit for each of their degree components. This policy will apply to the BSc component of combined courses and the other Faculty’s policy will apply to the other degree component.

There are a number of units offered by the Faculty for which it is not possible to offer supplementary assessment, usually because they consist of placements in external organisations. The following units are approved exceptions to the supplementary assessment policy:

- If students fail one of these units as the last unit in their degree, supplementary assessment will not be available.
**MID-SEMESTER EXAMINATIONS**

**Scheduling Mid-Semester Examinations**

If they wish, unit coordinators may set examinations other than the final examination. However, unlike the final examinations, these must be run by the School. Unit coordinators should consult with other unit coordinators in the School so that suitable dates can be set for these examinations.

**Venue(s)**

Unit coordinators need to liaise with their School's AA concerning their venue requirements for written examinations. They will endeavour to book the required rooms. Some lecture theatres and rooms are unsuitable for examinations. Students need either a desk or bench on which to work and venues such as the Social Sciences Lecture Theatre, with a small shelf built into the arm of each seat, are unsuitable for examinations.

If a practical examination is planned this must be planned well in advance and in consultation with the appropriate technical staff. Venue availability needs to be explored carefully with appropriate staff. See p 38

**Invigilation**

As mid-semester examinations are run by the School, invigilators must be organised for each venue. Invigilators also need to set up the venue making sure that there is sufficient room between each student. The number of students that a venue can accommodate for examination purposes is usually just over half the normal number of seats.

**Marking**

See Marking page 39

**Deferred Mid-Semester Examinations**

In the Faculty of Life & Physical Sciences, students must apply to the Academic Student Adviser for permission to do a deferred mid-semester exam. This guarantees a consistent approach to the granting of deferred examinations. It is not up to the unit coordinator to grant deferred mid-semester examinations. Examinations/tests for which timing is not important (eg. questions known in advance) are exempt from this process and the administration of deferred examinations in this situation is handled by the unit coordinator.

The unit coordinator is obliged to set a deferred mid-semester examination if such has been granted by the Academic Student Adviser. Marks may not be reallocated to the final examination unless the student is unable, for valid reasons, to sit the scheduled deferred examination.

**Student Feedback**

Providing feedback to students is important. Most appeals against academic assessment see page 43, are submitted because the student failed to receive feedback. Students do like to see their examination papers from mid-semester exams and unit coordinators may decide to hand these back in tutorials or run a special session in a lecture venue. Students may not keep their papers, as all examination papers need to be kept by the School for a period of 12 months after the relevant Board of Examiners meeting, before being destroyed in a secure way.

Any marks made available in a publicly accessible area should use student numbers only and should not include students' names.
FINAL RESULTS

Scaling Final Marks

The Faculty does not as a rule scale marks. Some Faculties use scaling as a routine practice and this is done where the application of statistical norms is warranted and with a highly rigorous and systematic approach. Any use of scaling must be systematic, in accordance with current University best practice, well justified and stated clearly in the assessment statement on the unit outline so that the process used to award marks is transparent to the students and can be defended by the unit coordinator.

A University standing committee on assessment is currently considering, among other issues, scaling practices and policies. In part they are responding to the UWA Guild's request to deal with this matter. The Guild has written a position paper that can be accessed at:


The Guild paper of 2004 notes that in some Faculties (e.g., Sciences) 'there is no clear scaling policy that students are able to access and thus ascertain how their final mark was derived. This practice can often lead students to the not unreasonable conclusion that their marks are not being scaled at all, where, in fact, they are.' The Faculty will await the findings of the standing committee on assessment and will then develop a policy related to scaling. Until this time scaling should be avoided and any plans to scale marks should be discussed with the Associate Dean (Teaching & Learning). Those planning to scale marks will be asked for a thorough academic justification that will be tabled at the Teaching and Learning Committee.

Finalising Student Marks

At the end of each semester students’ marks must be finalised in time to be submitted to the AO/AA who will prepare the material for the School Board of Examiner’s meeting. Unit coordinators must check and provide marks to the AO so that they have time to finalise and organise the material for the Board of Examiner’s Meeting. Once approved by the Board the AO/AA will upload the results in the Student Information Management System (SIMS) to meet the deadline set by Student Administration.

Release Of Final Marks

It is important that all academic staff adhere to the University policy that final marks are only available to students through the Student Information Management System (SIMS). Marks must not be discussed with students, including Honours students, before they are formally released.

Final results for almost all units in courses at all levels are produced as both percentage marks and letter grades, and both results appear in notifications of examination results and on academic records. Where a student has taken a supplementary examination to pass the last unit of their degree, the mark is recorded as Ungraded Pass or Fail. Some units are designed as Pass or Fail only, with no higher grading.

?? UF ungraded fail.
?? pass mark above 50%

Recording Student Marks

All unit coordinators must keep an accurate record of all marks awarded to students for each piece of assessment. Unit coordinators may wish to keep these records within WebCT so that their ongoing marks are available to the individual student. Alternatively,
unit coordinators may use a table in a word processing package or spread sheet. The task of updating and maintaining this record may be delegated to tutors or Administrative Assistants but the final responsibility for its accuracy remains with the unit coordinator.

Please remember that it is very important to keep documentation and proper records, in order to be able review the marks if a student questions their final grade.

**Correcting Final Grades**

After the Board of Examiners meeting, any late or amended results must be signed off by the Head of School and submitted on the Late and Amended Results form (see Recording Student Marks page 42).

**Missing Grades**

The Schools are responsible for chasing up missing or incorrect grades in advance of the Faculty Board of Examiners meeting.

**APPEALS**

**University Secretariat**

http://www.secretariat.uwa.edu.au/home

This site has material about matters that may have legal repercussions.

**Appeals Against Academic Assessment**

Providing feedback to students during semester is important and may help to avoid future appeals. Most appeals against academic assessment are submitted because the student failed to receive feedback.


The University Regulations governing this can be found at the above link. On the website you will find a brief guide to appeals and a lengthy document (20 pages) about the regulations that govern the appeals process. The site also has various documents and checklist to help in the running of a Faculty Appeals Committee.

Students looking for material on the appeal process should be directed to the same link, which can be found under the Examinations section of the Student Administration website.


**Student Grievance Resolution Policy**

http://secretariat.uwa.edu.au/home/policies/griev

The concept of grievance covers a number of undesirable scenarios that the university might reasonably be thought to be responsible for under certain circumstances.

Student grievances can take many forms, including:

- appeals against academic assessment;
- appeals against the award of a progress status;
- appeals against the result of an application for special consideration in relation to an individual student;
- appeals against the application of scaling or other adjustment systems;
- appeals against non-adherence to the Assessment Mechanism Statement for the unit.

The appeal process has an informal stage, in which students seek feedback and guidance from the unit coordinator, followed by a formal stage.
Students who believe that the mark they have received for part or the whole of the unit assessment is incorrect or unfair need to be able to explain the grounds for appeal. They should then institute an informal discussion with the unit coordinator. This must take place as soon as possible after the mark has been made available, as any formal application must be lodged within twelve working days of the release of the results.

If the student is still dissatisfied, they should be directed to make an appointment with the Student Adviser, who will guide them through the formal process. The University has definitive rules for formal appeals and any student who wants to progress their appeal beyond an informal discussion with the unit coordinator should be advised to read these attentively (http://www.secretariat.uwa.edu.au/home/policies/appeals), as there are forms and procedures that must be followed to expedite the process. Students who want additional advice and help in formulating a formal appeal can approach the UWA Student Guild.