MEMBERS OF THE ASSESSMENT AND EVALUATION STANDING COMMITTEE
Pro Vice-Chancellor (Education) (Winthrop Professor Jane Long) – Chair
Associate Chair of Academic Board (Professor Brett Kirk)
Director of Centre for Advancement of Teaching and Learning (Winthrop Professor Denise Chalmers)
Director of Institutional Research Unit (Dr Greg Marie)
President of the Guild (Ms Emma Greeney)
Director of Student Services (Mr Jon Stubbs)

Faculty representatives from the University’s Teaching and Learning Committee:
- Associate Dean (Teaching and Learning), Faculty of Engineering, Computing and Mathematics (Associate Professor Cara MacNish)
- Associate Dean (Teaching and Learning), Faculty of Natural and Agricultural Sciences (Dr Brenton Knott)
- Associate Dean (Teaching and Learning), Faculty of Medicine, Dentistry and Health Sciences (Associate Professor Sandra Carr)
- Assistant Professor Eileen Thompson (CATLyst, UWA Business School)
- Professor Sid Nair (Higher Education Development (Evaluations), CATL)

Special Invitees
Ms Sylvia Lang, University Academic Secretary
Ms Fay Davidson, Project and Research Officer, Governance Services

Observer
Ms Pip Rundle, Senior Administrative Officer, Education Policy Services

ASSESSMENT AND EVALUATION STANDING COMMITTEE MEETING – THURSDAY 9TH SEPTEMBER 2010

This is to confirm that the next meeting of the Assessment and Evaluation Standing Committee will be held from 10.00am to 11.30am on Thursday 9th September 2010 in the Office of Development meeting room (Level 1)

Part 1 of the agenda is to be dealt with en bloc by motion of the Chair. There are no items in Part 2. Part 3 is for discussion. A member may request the transfer of an item from Part 1 to Part 3.

Jan Cardy
Executive Officer
AGENDA

WELCOME AND THANKS

The Chair will welcome the following to the meeting:

- Associate Professor Cara MacNish who is representing the Faculty of Engineering, Computing and Mathematics
- Ms Sylvia Lang and Ms Fay Davidson as special invitees to discuss item 4 on ‘Special Consideration’
- Ms Pip Rundle who will be the incoming Executive Officer of the Assessment and Evaluation Standing Committee

The Chair will also extend her thanks to Dr Angus Tavner for his services as Deputy Chair of the Assessment and Evaluation Standing Committee.

APOLOGIES

The Chair will record any apologies. Members are reminded that apologies should be forwarded to the Executive Officer prior to the meeting.

DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST

The Chair will invite members to declare potential for conflict or perceived conflicts of interest, if applicable, with regard to items on the agenda.

1. MINUTES – REF: F29275

Confirmation of the minutes of the Assessment and Evaluation Standing Committee meeting held on Thursday 10th June 2010.

2. ITEMS/BUSINESS IN PROGRESS FOR NOTING – REF: F7739, F25751, F27278, F29500, F29501, F8744, F7739

Members are asked to note the following items as ‘business in progress’.

<table>
<thead>
<tr>
<th>ITEM/BUSINESS IN PROGRESS</th>
<th>ACTION</th>
<th>RESPONSIBLE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>F7739 Assessment Practices within respective faculties</td>
<td>Feedback was sought from Associate Deans (Teaching and Learning) on the extent to which the advice, provided in the paper entitled 'Response to assessment Committee on Examinations' had impacted on assessment practices within respective faculties. As no feedback was received, the Chair will ensure that the principles are reflected in any future assessment policies</td>
<td>Chair</td>
<td>Closed</td>
</tr>
</tbody>
</table>
3. **APPROACH TO ASSESSMENT AND FEEDBACK TO STUDENTS – REF:F28685**

The Teaching and Learning Committee’s Teaching and Learning Development Fund supports priorities in teaching and learning focussing on strategies outlined in the Education Section of the University’s Operational Priorities Plan. In support of the operational objective (EDU 3) "to extend high-quality teaching approaches and improve learning outcomes", enhanced feedback to students has been targeted for further action.

At its meeting held on 1st April 2010, the Teaching and Learning Committee considered and endorsed (R7/10) the Teaching and Learning Development Fund 2010 Scheme on Assessment and Feedback.

In addition to the Teaching and Leaning Development Fund grants noted in June’s Agenda, members’ are advised that the following additional submissions have been received and grants allocated:

<table>
<thead>
<tr>
<th>Faculty/School</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law School</td>
<td>First-year Law Assessment and Moderation (FLAM): Developing a coordinated, coherent and progressive approach.</td>
</tr>
<tr>
<td>School of Natural and Agricultural Sciences</td>
<td>To develop methods of assessment and feedback that will help capture the benefits expected to accrue from New Courses 2012.</td>
</tr>
</tbody>
</table>

For information
PART 3 – ITEMS FOR DISCUSSION

4. SPECIAL CONSIDERATION – REF: F25751, F25752

In May 2006, the then Assessment Standing Committee had considered a report from the Student Guild entitled “Special Considerations at UWA” which had addressed the current complexities and differences between faculties in the application of special consideration. In response, the Assessment Standing Committee established a working party to review the report, with the aim of formulating a University-wide policy on special consideration as it applied to academic assessment.

The working party prepared and presented a report to the Assessment Standing Committee for consideration in 2007. In general terms the Assessment Standing Committee endorsed the working party report, but also recommended that a second phase working party be formed to review the existing rules in light of the 13 recommendations presented in the report and subsequently, a second stage working party was convened by Ms Sylvia Lang, University’s Academic Secretary.

Following its endorsement, the second stage working party report and relevant policy document were forwarded to the Teaching and Learning Committee for consideration leading to its wider circulation across the University and also for consideration in making appropriate resources available for undertaking various projects as identified in the report.

Upon advice from the Assessment Standing Committee, the University’s Teaching and Learning Committee considered a proposed University Policy on Special Consideration at its meeting held on 5th March 2009, and resolved as follows:

“RESOLVED – 3/09

i) to note the Report from the Assessment Standing Committee on special consideration at UWA, as attached to the agenda;

ii) to endorse in principle the proposed University Policy on Special Consideration, as attached to the agenda;

iii) to request that members of the Teaching and Learning Committee forward the Report and proposed University Policy on Special Consideration to their relevant constituents, including faculties, schools and sections, for consideration and feedback;

iv) to request the Assessment Standing Committee to organise formulation of a budgeted proposal to undertake the additional work associated with the policy, including:
   • development of a comprehensive set of procedures to accompany the policy;
   • development of a matrix to determine appropriate adjustment of marks in relation to special consideration;
   • development of an authoritative website providing information on special consideration;
   • development of training material, including an information package.

v) that the Teaching and Learning Committee revisit the proposed University Policy on Special Consideration in light of feedback and clarity on accompanying procedures and the matrix.”

Feedback from the Faculties was sought and referred to the Special Consideration Second Stage Working Party for further consideration and progression in May 2009.”

Members have before them a document titled ‘Special Consideration: Interim report on development of procedures and other guidance’ (Attachment A) and includes:

- Interim report
- Guidance for Student Advisers and Assessors of Special Consideration
- University Policy on: Special Consideration
- Application for Special Consideration

The Chair will invite Ms Sylvia Lang (University Academic Secretary) and Ms Fay Davidson (Project and Research Officer), as primary authors of the document, to introduce the item.
Members are specifically asked to consider recommendations as outlined in the report (see item 3 of Attachment A, pages A5 - A8).

For discussion

5. THE RESTRUCTURE OF STUDENT PERCEPTIONS OF TEACHING (SPOT) – REF: F24800, F27278

In 2009 the Pro Vice-Chancellor (Education) had commissioned a Review of Student Evaluations of Teaching at UWA through the Centre for the Advancement of Teaching and Learning (CATL). The report, prepared by Dr Janice Orrell, had been finalised in August 2009. The report’s perspectives were considered by the University’s Executive who recommended a staged approach to undertaking the review and, as a result, CATL began a restructure of SPOT in early 2010.

At June’s meeting, members will recall endorsing (for consultation) (R5/10) a proposal, prepared by Professor Sid Nair, Centre for the Advancement of Teaching and Learning (CATL), which presented a framework for the redesign of the survey tool so as to achieve a systematic approach across the University and subsequently provide a number of benefits to the teaching and University community.

CATL conducted a consultative process from 25th June to 23rd July 2010, when Winthrop Professor Denise Chalmers and Professor Sid Nair attended a series of meetings with teaching and learning representatives of each Faculty (including SIS) and representatives of the Academic Consultative Committee to present the proposal and receive feedback and suggestions.

At it’s meeting on 5th August 2010 the Teaching and Learning Committee considered the proposal along with feedback gathered at that stage. The Committee noted its content and endorsed (R25/10) six recommendations to guide CATL in the next stages of the review process. A full minute extract is attached for members’ information (Attachment B).

A report titled ‘The Restructure of Student Perceptions of Teaching (SPOT) – Post Consultation’ has been prepared by Professor Sid Nair, as an outcome from the consultation process and is attached for members’ consideration as Attachment C.

CATL seeks endorsement of the report and, in particular, to recommend the approval of two revised questionnaires to the Teaching and Learning Committee:

- Student Perception of Teaching (SPOT) – Teaching Version (Report Appendix C)
- Student Perception of Teaching (SPOT) – Tutoring Version (Report Appendix D)

Members are asked to note that CATL is still investigating team and clinical teaching surveys and will report any further questionnaire templates in due course.

For discussion

6. INFORMAL REPORT FROM THE CHAIR

This agenda item is to provide an opportunity for the Chair to advise members on any issues which are of relevance to the assessment and evaluation portfolio since the last meeting.

7. NEXT MEETING

The next meeting of the Assessment and Evaluation Standing Committee will be held on Thursday 14th October 2010 from 10am to 11.30am in the Office of Development meeting room (Level 1).
1. Introduction
At a meeting held on 24 April 2007 the Assessment Standing Committee endorsed in general terms the report of a Special Consideration Working Party and agreed:

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

The report of the Second Stage Working Party and a draft policy on Special Consideration developed by that working party were submitted to the Assessment Standing Committee at its meeting of 12 December 2008.

The resulting recommendations of the Assessment Standing Committee were referred to the Teaching and Learning Committee at its meeting on 5 March 2009 where it was noted that further work was required with regard to the following report recommendations:

Recommendation 4: development of a comprehensive set of procedures to accompany the policy;

Recommendation 5: development of a matrix to determine appropriate adjustment of marks in relation to special consideration;

Recommendation 6: development of an authoritative website providing information on special consideration;

Recommendation 7: development of training material, including an information package.

The Teaching and Learning Committee subsequently resolved (R3/09):

i) to note the Report from the Assessment Standing Committee on special consideration at UWA, . . . ;

ii) to endorse in principle the proposed University Policy on Special Consideration, . . . ;

iii) to request that members of the Teaching and Learning Committee forward the Report and proposed University Policy on Special Consideration to their relevant constituents, including faculties, schools and sections, for consideration and feedback;

iv) to request the Assessment Standing Committee to organise formulation of a budgeted proposal to undertake the additional work associated with the policy, including:

- development of a comprehensive set of procedures to accompany the policy;
- development of a matrix to determine appropriate adjustment of marks in relation to special consideration;
- development of an authoritative website providing information on special consideration;
• development of training material, including an information package;

v) that the Teaching and Learning Committee revisit the proposed University Policy on Special Consideration in light of feedback and clarity on accompanying procedures and the matrix.

The Teaching and Learning Committee received feedback following the action agreed under its R3iii)/09 and referred this to the Second Stage Working Party together with a request that the Working Party consider and develop a budgeted proposal to undertake the additional work associated with the policy.

The second stage working party duly considered the feedback provided and adjusted the draft policy accordingly. It also considered the resources required to undertake the work described in Teaching and Learning Committee R3/09(iv) and concluded that a full-time, level 6 position for a period of six months, or the equivalent, would be needed to carry out the remaining tasks required in relation to the Special Consideration policy and its promulgation.

A request for funding for the project from the Learning and Teaching Performance Fund was unsuccessful however Registrar’s Initiative funding for a full-time project officer for a period of six weeks was subsequently obtained.

The Second Stage Working Party identified two stages of the project (Notes of the Special Consideration Working Party 19 August 2009 F25751), the first being that associated with Recommendations 4 and 5 of its report and the second being that associated with Recommendations 6 and 7. Owing to the reduction in anticipated resources available for the project, and in order to meet the timelines set by the Assessment and Evaluation Standing Committee, its scope has been limited to:

• development of a comprehensive set of procedures to accompany the policy; (Recommendation 4 as endorsed by the Assessment Standing Committee)
• development of a matrix to determine appropriate adjustment of marks in relation to special consideration; (Recommendation 5 as endorsed by the Assessment Standing Committee);

and partially addressing
• development of an authoritative website providing information on special consideration;
• development of training material, including an information package.

It is acknowledged that the above tasks are interdependent and that in developing comprehensive information for a website and training material, further recommendations may emerge to amend policy and procedure.

2. Progress to date
In the six weeks available the project officer has undertaken the following:

2.1 Review of relevant information
The following have been reviewed:
In addition it has been recognised that Special Consideration must be considered in the light of the new courses framework (New Courses 2012) and possible associated governance implications, and other existing relevant Statutes, legislation, rules and policies, including:

- UWA Education Principles
- Guidelines on Assessment
- University General Rule 1.2.1.21 Special Consideration
- University General Rule 1.2.1.24 Deferred Examinations
- University General Rule 1.2.1.25 Supplementary Assessment
- Disability Access and Inclusion Action Plan (DAIAP)
- The provisions of the Elite Athlete Friendly University Network agreement
- Charter of Student Rights and Responsibilities
- Anti-discrimination Legislation
- Disability Legislation
- Privacy Legislation
- UWA Disability Policy
- WA Equal Opportunity Act
- The university’s i-point website
- Statement to students on confidentiality of personal information

2.2 Draft guidance document
The attached draft guidance document (Attachment 1) reflects the results of the review of relevant information. The document seeks to address the issues set out below, which have been identified in the course of the review as being areas of concern for students and staff.

What is Special Consideration?
What are grounds for Special Consideration?
What are not grounds for Special Consideration?
What constitutes evidence for supporting documentation?
What outcomes can the student expect?
What timeframes should apply to applications of Special Consideration?
How can Special Consideration be rated/ranked with consistency?
How should the application be made?
How can the process be made more transparent and consistent across Faculties?
Can students appeal?
The guidance document, which is draft only and subject to revision, is intended to amplify the policy and procedures and to form the basis for development of an authoritative website on Special Consideration (Recommendation 6 as endorsed by Assessment Standing Committee) and of training material, including an information package (Recommendation 7 as endorsed by Assessment Standing Committee).

The draft document and appendices reflect proposed changes or additions to existing practice. Where appropriate these changes and additions are also reflected in draft amendments to the policy and procedures document. (See 3)

2.3 University Policy on Special Consideration
Amendments to the draft policy and procedures document have been proposed as set out in the attachment (Attachment 2) to reflect recommendations made as a result of the review of relevant information and to take account of the introduction of New Courses 2012 and possible associated governance implications.

2.4 Matrices
Several matrices have been developed to guide assessors and to assist in achieving consistency in decision-making. As requested, a matrix has been proposed to guide the adjustment of marks (See 3.1.3). The other matrices are appended to the Guidance document (See Attachment 1)

3. Specific issues for consideration by the Assessment and Evaluation Standing Committee

As previously stated, the guidance document and draft policy and procedures reflect practices and include terminology that differ from the existing. Some of these take account of the introduction of New Courses 2012 and possible associated governance implications. The documents cannot be finalised until the proposed amendments to practice are approved. The recommendations set out below are submitted for consideration by the Assessment and Evaluation Standing Committee.

3.1 Adjustment of Marks
Earlier discussions have indicated that adjustment of marks as a result of Special Consideration is one of the most problematic aspects of the issue. In the course of her research, the project officer has noted that other Australian universities either explicitly state that adjustment of marks will not occur as the result of Special Consideration, or do not list it specifically as a possible outcome.

At UWA it has been agreed that adjustment of marks should continue but only if a matrix can be developed to assist the process. Given this decision, the attached policy and guidance documents retain provision for adjustment of marks but recommend that conditions apply.

3.1.1 Adjusting marks in most severe circumstances only
To be consistent across circumstances, schools and faculties, it is proposed that marks should only be increased in the most severe of circumstances and where the student:

- has performed satisfactorily in the unit prior to the adverse circumstances (with or without extensions, special arrangements, or alternative assessment)
was adversely affected by serious illness or other specific problems which could reasonably have been expected to cause the student to perform less well than would otherwise have been expected.

A matrix, based on similar documents at other institutions, to assist in evaluating the severity of a student’s adverse circumstances is appended to the guidance document (Attachment 1).

3.1.2 Adjusting the final mark only
In is noted that adjusting marks for individual pieces of assessment can potentially lead to inconsistent and unfair outcomes. For example, in the case of an assessment worth 20% of the overall mark for a unit, adjusting a mark by 5% would effectively increase the overall mark by 1%. In the case of an assessment worth 80% of the overall mark, adjusting the mark by 5% would result in an increase in the overall mark of 4%. Therefore, currently for the most severe circumstances (for example the loss of a parent, partner or sibling) some students could receive a 1% increase in their overall mark while others could receive a 4% increase.

It is recommended that if adjustment of marks is to remain as a potential outcome of Special Consideration at UWA, the following conditions apply:

- where an adjustment of marks is considered appropriate by an assessor, the only mark that can be adjusted be the final mark for the unit
- adjustment of marks occur only when circumstances are rated as severe
- a matrix based on similar documents at other institutions be provided to assist in evaluating the severity of a student’s adverse circumstances. (An example is appended to the guidance document.)
- the Sub-Dean (or equivalent) be the only officer in a faculty who can authorise a school to increase a mark by increasing the mark awarded for unit (which reflects its actual academic worth) by up to 5%
- the Sub-Dean (or equivalent) authorise adjustment of marks only where he or she has clear evidence (i.e. special consideration application and satisfactory documentation) of circumstances that justify it, as well as clear evidence that a student has the capacity to perform better than is suggested by the result under consideration
- adjustment of marks require completion of the Submission of Amended Results form
- deliberations leading to a decision to adjust or not adjust marks be documented and placed on the student file.

3.1.3 Matrix for adjustment of marks
As previously stated, it has been agreed that, at UWA, adjustment of marks continue to be a possible outcome of Special Consideration provided that a matrix can be
developed to assist the process. A specific task of this project was to develop such a matrix.

It is recommended that adjustment of marks should take into account the timing of the circumstances, the persistence of the circumstances, and the value of the assessment disrupted by the circumstances and that this be reflected in the matrix developed for the purpose of assisting the process of adjustment of marks.

For example,
- a severe circumstance that happens over a long period of time (chronic) and disrupts work for assessment that constitutes a significant part of the unit, could be considered for the maximum adjustment of marks;
- a severe circumstance that occurs over a very short period of time (acute) that affects work for assessment that constitutes more than 50% of the overall mark for a unit could be considered for a moderate adjustment of marks;
- a severe circumstance that occurs over a very short period of time (acute) that affects work for assessment that constitutes less than 50% of the overall mark for unit could be considered as grounds for a minor adjustment of marks.

The following matrix is proposed:

<table>
<thead>
<tr>
<th>Circumstance</th>
<th>Time period</th>
<th>Value of assessments</th>
<th>Approximate Adjustment of marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Severe</td>
<td>chronic</td>
<td>More than about 75%</td>
<td>4-5%</td>
</tr>
<tr>
<td>Severe</td>
<td>acute</td>
<td>More than 50%</td>
<td>3%</td>
</tr>
<tr>
<td>Severe</td>
<td>acute</td>
<td>Less than 50%</td>
<td>1-2%</td>
</tr>
</tbody>
</table>

3.2 Applications

(A revised application form is attached (Attachment 3))

It is recommended that
- for applications to be considered valid, the student must have been performing satisfactorily in the unit up to the date that the adverse circumstances commenced;
- the Student Advisers or other authorised person (as defined in the policy) be permitted to complete Section 7 of the application form if a professional practitioner is unable or unwilling to do so.

3.3 Grounds for Special Consideration

It is recommended that, whilst not ordinarily grounds for Special Consideration, in certain exceptional circumstances the following be accepted as grounds provided all other eligibility requirements are met
- obligations as a volunteer in the State Emergency Services or other community emergency services;
- obligations to sporting clubs;
- obligations to the Army Reserve; or
- unforeseen work commitments.
3.4 Consequences of submitting an application for Special Consideration that is not based in fact

*It is recommended* that students who seek to gain an unfair advantage in assessment by submitting applications for Special Consideration that are not genuine be subject to appropriate disciplinary action whether or not the claim for Special Consideration is subsequently withdrawn.

3.5 Guidance on the appropriate form of Special Consideration to apply in particular circumstances

*It is recommended* that guidance be provided on the appropriate form of Special Consideration to be applied in particular circumstances. An example is appended to the Guidance document. *(Attachment 1)*

3.6 Guidance on appropriate documentation to be submitted in support of an application for Special Consideration

*It is recommended* that guidance be provided on appropriate documentation to be submitted with an application for Special Consideration. An example is appended to the Guidance document. *(Attachment 1)*

4. Draft University Policy on Special Consideration

The attached University Policy on Special Consideration has been amended to take into account the recommendations listed above. The Assessment and Evaluation Standing Committee is invited to consider the proposed amendments to policy and procedure in the light of its decisions with respect to those recommendations. *(Attachment 2)*

5. Draft Guidance Document and Appendices

It is proposed that the attached draft Guidance Document and Appendices be revised as necessary including to take into account any feedback on the above recommendations, noting that their revision may result in further amendments to the policy and procedures document, and that, once revised, the Guidance Document and Appendices serve as the basis for development of a website and training material relating to Special Consideration.
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for
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Introduction
The University recognises that at times an event or set of circumstances may occur that could not have reasonably been anticipated, avoided or guarded against by a student. Special Consideration is a process to help students minimise the impact of certain adverse and unforeseen circumstances on their progression and performance in units of study, so that individual students are not disadvantaged by adverse personal circumstances or by the activities of other students.

Each application for Special Consideration needs to be considered on its merits and in the context of the learning outcomes for the unit, and the student’s progress. It is important is that the Special Consideration is applied consistently across the University, and that students have realistic expectations about what they can ask for and what can be achieved.

It is important that we try to meet genuine student cases for Special Consideration in a way that is flexible, but still maintains academic integrity. Students with genuine cases should be able to meet the requirements of the application process, but the application process should be rigorous enough to halt unauthentic applications.

1. Glossary

1.1. Deferred Examination, Alternative Examination Arrangements, Rescheduled Exams
The terms Deferred Examination, Alternative Examination Arrangements are sometimes applied incorrectly and inappropriately throughout the University. There needs to be consistent use in the application of the terms.

1.1.1. **Deferred Examination** means exams held during the deferred examination period. Students must request Special Consideration to apply for a deferred exam. Deferred exams cannot normally be deferred a second time because there is no designated formal deferred, deferred exam period approved by the University.

Students granted a deferred exam will be treated as though they are sitting the exam during the normal examination period, and as such may be offered a supplementary exam if the requirements for supplementary examination in that particular unit are met. The format of a deferred examination may be different from that of the initial examination. Deferred examinations are covered by University rule [1.2.1.24(1)]

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1 **Deferred examinations**

1.2.1.24(1) The Registrar may permit a student to take a deferred examination in one or more units if the faculty is satisfied that, for medical or other exceptional reasons, the student was either—

(a) substantially hindered in preparation for an examination; or

(b) absent from or unable to complete an examination.

(2) The format of a deferred examination may be different from that of the initial examination.

(3) A student applying for a deferred examination must arrange for the application to be submitted to the faculty on the appropriate form, with appropriate documentary support, no later than three University working days after the date for which the relevant initial examination was scheduled.

(4) A candidate for a deferred examination in a unit must sit the examination in a venue on the campus on which the initial examination in the unit was scheduled to take place, unless the Registrar, after receiving advice from the faculty concerned, authorises otherwise in recognition of extreme mitigating circumstances.
1.1.2. **Alternative Examination Arrangements** means Special arrangements made for students requiring alternative arrangements for examinations on grounds of disability. Alternative examination arrangements are usually made through, UniAccess, UWA’s Student Services Disability Office. Students granted alternative examination arrangements are not exempted from applying for Special Consideration.

1.1.3. **Rescheduled Examination** means granting a variation to the location and/or time of an examination on grounds other than having a disability or medical condition. This may occur where a student is unavailable during the exam period owing to national or international level commitments such as sporting competitions, defence force commitments, or where an exam is scheduled on religious days. Applications for rescheduled examinations are to be made to the Manager of Student Administration, Enquiry Counter (Hackett Hall) as soon as the timetable has been released via StudentConnect. Students are responsible for any costs associated with rescheduled exams.

Students granted a rescheduled exam will be treated as though they are sitting the exam during the normal examination period, and as such, may be offered a supplementary exam if the requirements for supplementary examination in that particular unit are met.

1.1.4. **Elite Athlete’s register**

Elite Athlete’s should register with the University through their relevant Faculty EAFU contact.

1.1.5. **Services**

The policy includes reference to Army Reserve, FESA, and other community emergency services.

1.2. **Professional Practitioners, Student Advisers/Authorised Person and Assessors**

1.2.1. **Professional practitioners:**

Registered medical practitioner or other professional practitioner who is registered with a professional body, such as a social worker, lawyer, psychologist, minister of religion, dentist, psychiatrist, physiotherapist, chiropractor, osteopath, and similar professional.

1.2.2. **Student Advisers/Authorised Person:**

“Student adviser” means the position in the relevant Faculty with responsibility for providing advice to students in relation to the University rules and policies that apply to students in that Faculty and may be called the sub-Dean, Associate Dean. For the purpose of this policy “Student Adviser” needs to include those people already authorised to complete Application For Special Consideration Form Part 2 Section 7 [hereafter P2S7]of the form, i.e. “Faculty Administrative Officer or Senior Faculty Administrative Officer, a UWA Student Services Practitioner, academic staff member, Guild Education Officer, College Principal or other person able to provide an objective assessment of the applicant’s circumstances”.

These roles are authorised to advise the student and complete P2S7.

1.2.3. **Faculty Assessors**

“Assessors” means academic or administrative staff who have delegated authority to consider applications for Special Consideration; The sub-Dean (or equivalent).
2. **What is Special Consideration?**

The University recognises that at times an event or set of circumstances may occur that could not have reasonably been anticipated, avoided or guarded against by the student. Special Consideration is a process to help students minimise the impact of certain adverse and unforeseen circumstances on their progression and performance in units of study, so that individual students are not disadvantaged by adverse personal circumstances beyond their control or by the activities of other students.

There is, however, a clear distinction between longstanding illnesses, or difficulties, which prevent students from attending classes or completing required work, or which seriously interfere with their capacity to study for long periods. Students with longstanding difficulties may contact Uni-Access for assistance. A student who has disclosed to student services and/or has applied for alternative arrangements for examinations can still apply for Special Consideration, in particular when short-term illnesses or misadventure may have prevented any well-prepared student from sitting for an examination or completing a particular assessment.

Assessments are designed to provide feedback on performance or to establish that students have achieved an adequate standard to proceed to the next level of the course or to graduate. The University’s assessment system is designed to ensure that conditions are fair to all students, and are as consistent as possible. In fairness to all students, it is necessary for the University to have a clear and unambiguous statement of policy so that both staff and students can act consistently, equitably and transparently.

All claims for Special Consideration should be genuine and should be made with good intent. Applications for Special Consideration which to seek to use Special Consideration as a means of gaining an unfair advantage in assessment, should be rejected, and the student subject to disciplinary action (under [Statute 17](#)) regardless of whether the claim for Special Consideration is withdrawn or not.

A student may make multiple requests for Special Consideration during their enrolment at UWA, however where a student submits many applications for Special Consideration it may be that the student is at risk, or has not made adequate arrangements with Student Service Staff. The University provides support services to assist students throughout their studies and whilst advice and recommendations may be made to a student, it is ultimately the student’s responsibility to access these. Also circumstances which individually are only of minor or moderate disadvantage to a student may collectively be considered as severe or moderate.

All claims for Special Consideration should be considered in the same manner across the University, but the response may vary depending on the circumstances of the illness, misadventure and assessment. For example, a student who applied for Special Consideration in several units of study on the basis of a sprained wrist might receive different outcomes in a creative performance unit requiring fine motor control than in a conventional written exam.

3. **Grounds for Special Consideration.**

Students are expected to give priority to their University study commitments and any application for Special Consideration must clearly be for unforeseen circumstances beyond their control. Work

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commitments are not considered a justification for Special Consideration unless the student can provide evidence that the commitments were unforeseen and beyond their control. Workloads in other units are not considered justification for Special Consideration.

The provisions of Special Consideration are intended to apply to unexpected circumstances beyond the student’s control that

- Caused substantial disruption to the student’s capacity for effective study and/or the completion of required work AND
- Substantially interfered with the otherwise satisfactory fulfilment of unit or course requirements AND
- If an illness, was an illness of at least three (3) consecutive days duration within a study period AND
- Prevented the student from making an application for an extension before the deadline for extensions, or rescheduled arrangements for an examination before the examination; and/or prevented completion of a formal examination.

Examples of grounds for Special Consideration

- Acute illness – e.g. hospital admission, serious injury, severe asthma, severe anxiety or depression. This does not include minor illness such as a mild cold.
- Loss or bereavement – e.g. death of a close family member.
- Family relationship breakdown.
- Hardship/trauma – e.g. victim of crime, sudden loss of income or employment, severe disruption to domestic arrangements.
- Becoming ill during an examination: ie.3 The student advises the examination supervisor [invigilator] no later that 30 minutes before the scheduled end of examination that they are unable to complete the exam and that they wish to apply for a deferred exam. The student should complete an Examination Cancellation Request form declaring themself unfit to complete the exam, and acknowledging that their attempt at the final examination will not be marked.

4. Special Consideration Exclusions

- It is not possible for Special Consideration to compensate for every consequence of misadventure or illness on attendance and participation in a unit.

4.1. Applications are NOT considered if,

- more than 3 working days have elapsed since the assessment deadline or time for which Consideration is sought. For an application to be considered after 3 working days, the applicant must have evidence of a valid reason for the delay.
- the application is not made on the appropriate form. Students should complete a Special Consideration Form or should explain why the appropriate form has not been submitted.
- any key information is missing from the application. It is the student’s responsibility to ensure that the application for Special Consideration is as complete as possible. A student may be requested to supply additional information, however incomplete applications will not be considered.

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3 Advise the examination invigilator no later than 30 minutes before the scheduled end of the examination that you [the student] are unable to complete the examination and that you [the student] intend to apply for deferred final assessment; Complete an Examination Cancellation Request Form declaring themself unfit to complete the examination and acknowledging that the attempt at the final examination will not be marked;
4.2. Not Justification for Special Consideration

The following are not considered justification for Special Consideration:

- Work commitments, unless the student can provide evidence that the commitments were unforeseen and beyond their control;
- Occasional brief or trivial illness of a one or two week duration that occurred one week or more before an assessment is due;
- Workloads from other units of study, disciplines or Faculties;
- Routine demands of sport clubs and social or extra-curricular activities;
- Information and communications technology-related problems, except where they could not have been prevented, avoided or the effects minimised by reasonable diligence on the part of the student;
- Language difficulties;
- Unsubstantiated claims;
- Circumstances that can be dealt with as simple extensions: (e.g. conferences, weddings, minor illnesses, at the time the assessment is due);

4.3. Procedures not requiring Special Consideration

A request for a deferred examination requires the completion of a Special Consideration form. Procedures are already in place within the University that deal with,

- late for exam (while the exam is still in progress);
- simple extensions, and
- alternative examination arrangements.

4.3.1. Late for exam.

If a student is late for an exam they will not be admitted to the examination room after the first 30 minutes of an exam. However, they must report to the Enquiry Counter at Student Administration, Hackett Hall no matter how late and ask for the Manager. Office hours are 8.30am to 6:00pm Monday and 8:30am to 4:30pm Tuesday to Friday. On Saturdays when end of semester exams are held, Student Administration is also open from 8:00am to 5:00pm.

4.3.2. Simple extension:

If a student is unable, for valid reasons, to meet the deadlines for submission of course assessments, an extension of time may be sought from the unit co-ordinator before the submission date. Students should contact the unit co-ordinator to discuss their difficulties as soon as possible. Applications for an extension should be in writing and supported by medical certificates where appropriate. Requesting a simple extension for an assessment would not preclude a student requesting Special Consideration.

4.3.3. Alternative examination arrangements:

Special examination arrangements may be made for students requiring alternative examination arrangements on grounds of
• disability.

Requesting alternative examination arrangements does not preclude a student requesting Special Consideration, or requesting Special Consideration for assessment other than examinations. Requests for alternative examination arrangements should be made with student services as soon as possible after the release of the assessment or examination timetable. All requests should be accompanied by appropriate documentation.

4.4. Rescheduled examinations:

Requesting a rescheduled exam does not preclude a student requesting Special Consideration, or requesting Special Consideration for assessment other than examinations. All requests should be accompanied by appropriate documentation. Examinations can be rescheduled for

- Essential religious commitments or essential beliefs (including cultural and ceremonial commitments).
- Sporting or cultural commitments, where the student is representing the University, state or nation.
- Compulsory legal absence (e.g. jury duty, court summons etc)
- Australian defence force or emergency service commitments (including Army Reserve).

Requests for a rescheduled examination should be made with Student Services/Student Administration as soon as possible after the release of the assessment or examination timetable. The deadline for requesting reschedule arrangements is two weeks before the start of the relevant examination period. Requests received later than this will only be considered if the circumstances leading to the request are beyond the student’s control and could not reasonably have been foreseen by the student. Students should be aware that it may not be possible to accommodate late requests. Students whose selection for a team may be uncertain should still request alternative arrangements before the due date, even if they may prove to be unnecessary.

5. What constitutes evidence for supporting documentation for Special Consideration?

See Statement to Students regarding Confidentiality of Personal Information Appendix 12.1

Students are entitled to protection of their privacy. Privacy Considerations apply to information the University may hold about students including factual data (address, age, enrolment status, etc.), academic progress (examination results, evaluation and assessment, and academic standing) and personal welfare (family matters, medical matters, financial matters etc.).

Staff members of the University may require access at times to personal information about students in the students’ interests. To the extent that the information is private, the University will restrict access to those staff members who may need the information in order to carry out their responsibilities in the personal and/or academic interests of students of this University.

The University will not disclose personal information about students to other students, to people outside the University (other than in accordance with any legal or academic obligation) or to staff members who have no need of access to the information without the written consent of the student.

Students access the student file under supervision by arrangements with the Registrar.

Students with a bona fide reason for inspecting their file may apply to the Registrar to do so, stating the reason for their request. The Registrar may then grant permission the student to see part of the
file relating to the request. The Registrar or the Registrar's nominated representative must be present while the student examines the requested information.

Students will not be permitted to inspect any confidential reports unless the author has given their written permission. Confidential reports may include documents relating to disciplinary matters, to academic performance and progress and to the award of scholarships and prizes.

5.1. Evidence provided by medical practitioners and other practitioners.

Medical certificates must state that the student was unfit to sit the examination on the relevant date or unable to complete work for assessment on or before the relevant date. The Special Consideration Form Part 2 section 7. is to be filled in by a registered medical practitioner or other professional practitioner who is registered with a professional body, such as a social worker, lawyer, psychologist, minister of religion, dentist, psychiatrist, physiotherapist, chiropractor, osteopath, and similar professional.

Professional Practitioner Certificates must state that the student was unfit or unable to sit the examination on the relevant date or complete work for assessment on or before the relevant date.

If a professional practitioner is unwilling or unable to use the Special Consideration Form Part 2 Section 7, a student may present their case and/or medical certificates to a person on-campus who is authorised to complete the Special Consideration Form Part 2 Section 7.

- Student Adviser. i.e. the position in the relevant Faculty, or student services, with responsibility for providing advice to students in relation to the University rules and policies that apply to students in that Faculty and may be called the sub-Dean, Associate Dean, Student Adviser, Faculty Administrative Officer or Senior Faculty Administrative Officer.
- Guild Education Officer.
- Counsellor (from either a private or the on-campus medical/counselling services).
- A UWA Student Services Practitioner.
- Academic staff member.
- College Principal.
- Other person able to provide an objective assessment of the applicant’s circumstances.

If a student adviser requires additional information to assist the decision-making process they must seek this from the applicant. Advisers must not contact report-providers direct without the permission of the applicant.

5.2. Applications on non-medical grounds

For applications on non-medical grounds, written evidence can be provided by professionals who are registered with a professional body, such as social workers, lawyers, psychologists, police, and ministers of religion. Certificates (other than statutory declarations) signed by family members are not acceptable.

Written statements should contain at least the following key information:

- The assessment task/s for which the student is seeking Consideration;
- The dates/deadlines associated with these tasks;
- The basis of the request i.e. the nature of the misadventure, circumstance, etc;
The date/s on which the student was seen by the professional/authority providing the official documentation;
- The date of the circumstance or misadventure or the dates of the period of time of the circumstance or misadventure;
- The professional/authority's assessment of the severity of the circumstance, or misadventure, and opinion of the likely effect on the capacity to undertake the assessment task/s concerned.

Other forms of documentation may include
- Hospital discharge papers AND explanation on application form
- Death notice or certificate;
- A police report;
- Written statements and statutory declarations from students or relevant people;
- notification including the start and finish dates of Defence Reserve Service from the Defence Reservist’s Military Unit;
- Notification of jury service commitments from the Juries Commissioner’s Office;
- Notification of obligations to emergency services from organisations such as the Country Fire Authority; or
- Notification of participation in a key sporting event proof of selection and participation.
- A letter from the club president, on club letterhead, verifying the player’s senior status

Documents submitted to support a Special Consideration claim must be in English or accompanied by an English translation. Table for Appropriate Documentation is at Appendix 12.3.

6. Applying Special Consideration
The forms of a Special Consideration set out in the Special Consideration Policy are the only ones available. An application for Special Consideration should be made on the appropriate UWA Special Consideration form and indicate the requested form of Special Consideration. On the basis of the information provided in the application to the Student Adviser /Authorised Person, the relevant Faculty Assessor, in consultation with the course authority, will make a decision regarding the appropriate form of Special Consideration in that particular case. The reason for granting or rejecting an application for Special Consideration should be noted and placed on the student’s file. The student should be notified of the result [timely] of the application by the Faculty Assessor. In making a decision about the form of Special Consideration to be applied the following may be taken into account:
- The student's performance in other items of assessment in the course.
- For a Special Consideration application to be valid, the student must have been performing satisfactorily in the unit up to the date of the unavoidable disruption. If a student’s work in the unit has previously been unsatisfactory, subsequent unavoidable disruption will not overcome the fact that the earlier work was unsatisfactory. Satisfactory progress is demonstrated if the student 2.1.15(1)\(^4\) has met the Faculty's requirements with respect to attendance at prescribed classes, lectures, seminars, tutorials, practicals and clinical practice, and to the sitting of examinations; and completed assignments and other prescribed work of the unit at a standard acceptable to the Faculty;
- The severity of the event. (See Appendix 12.4 Matrix of Circumstances)

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\(^4\) Under General Rule 2.1.15, students are required to attend prescribed classes and submit work of a satisfactory standard. Under General Rule 2.1.16 a student may be prohibited by the Faculty from undertaking further study or examination in the unit concerned if the requirements of 2.1.15 are not met.
• Academic progress in other units and in the program.
• History of previous applications for Special Consideration. A student may make multiple applications for Special Consideration throughout the course of their studies. While each application for Special Consideration should be considered on its own merits, a student making multiple applications may be required to present to a student adviser for guidance. This is because student’s making multiple applications may be better advised to make use of alternative examination requirements, or may be at risk, or may require some other kind of assistance.

7. What outcomes can the student expect?
Advice for students applying for Special Consideration is at Appendix 12.6. The outcome offered is at the discretion of the Faculty. The following should be considered when staff make a decision about approving applications for Special Consideration?
• Was the application timely?
• Was the documentation complete? (i.e. A report from a health care or appropriate professional? Was a statement from the student included? Was the form lodged appropriately at the Faculty office or student services). If documentation has not been provided to substantiate the student’s evaluation of the severity of their impairment, the application must be assessed solely on a judgement about the merits of the claims in the application.
• Did the documentation indicate that the nature of the disadvantage was severe or moderately severe? Applications predicated on a disadvantage evidenced as severe should be approved.
• What action should be taken? Is the student fit to undertake or Special Assessment? When can this occur?

If an application for Special Consideration is accepted, and depending on the severity of the circumstances, one or more of the following actions may ensue:

➢ No action.

➢ Additional assessment:
Additional assessment may take a different form from the original assessment. If the student is granted additional assessment, the original assessment may be ignored at the discretion of the course authority. Consequently, a revised mark based on additional assessment may be greater or less than the original mark.

➢ Alternative assessment:
Alternative assessment should assess the same skills and knowledge, with appropriate preparation, as the original assessment, irrespective of the form of the replacement assessment. “Alternative Exams create exam conditions that seek to take away the disadvantage of a medical condition or a disability”. Alternative Exams may include such things as extra time, a different format or Specialised equipment. Applications should be made through UniAccess - UWA’s Disability Office” I-point. Students who have made arrangements for Alternative assessment may also request Special Consideration as set out in the policy.

➢ Replacement assessment:
Replacement assessment should assess the same skills and knowledge, with appropriate preparation, as the original assessment, irrespective of the form of the replacement assessment.
Where a successful claim for Special Consideration is made prior to, during or immediately after an assessment (typically an examination), any replacement assessment will be treated, by the Faculty, as a first attempt and the original attempt at the assessment will be deemed not to have occurred.

A claim for a replacement assessment should assess the same skills and knowledge, with appropriate preparation, as the original assessment, irrespective of the form of the replacement assessment.

The Faculty is responsible for setting the date of the replacement assessment. If a student is unable to attend the replacement assessment because of illness or misadventure, they may lodge a further application for Special Consideration. Any claim for further Special Consideration must set out documented reasons why a student cannot attend the replacement assessment. Further replacement assessment is not guaranteed.

A student may withdraw a claim for replacement assessment made prior to, during or immediately after an assessment (typically an examination) at any time prior to the release of the results for that assessment. A student may seek academic advice regarding the withdrawal of a claim for Special Consideration, except from an academic who is associated with the assessment. Students should note that where claims are the subject of a disciplinary matter, the Faculty will prosecute the disciplinary matter regardless of whether the claim for Special Consideration is withdrawn or not.

Both the Faculty and the student will use their best endeavours to complete the replacement assessment within six weeks of the date of the final examination in that unit of study, or within such longer period as the Faculty may decide. The student, because of further illness or misadventure may be unable to attempt the replacement assessment within the specified time, or the Faculty may be unable to construct a valid form of assessment. In such cases, the Faculty will, where reasonable, determine alternative means of assessment.

- **Marks obtained for completed assessment tasks may be aggregated or averaged to achieve a percentage:**

A claim for a reweighting or averaging is a claim relating to assessments that repeat on a regular basis. Repetitive assessments are typically assessments that occur throughout the semester, for instance, weekly class tests, tutorial participation marks, or laboratory work in which each assessment alone is not worth a high percentage of the total unit mark.

The non-completion of some minor component of assessment must not compromise the integrity of the assessment of the curriculum. Therefore, there may be situations where reweighting is not permitted on academic grounds: This will be declared in the description of assessment for that unit of study or curriculum. In these cases, students will complete an alternative assessment.

Should a student miss more than one third of the regular assessment component, the student will be required to submit an alternative assessment. The mark for this alternative assessment will replace the missed component of the repetitive assessment.

- **The deadline for assessment may be extended:**

A Special Consideration application for an extension relating to a non-examination based assessment task can only be lodged after the deadline for the assessment has passed. The Faculty should take into account the extent to which the student’s ability to prepare or ask for an extension on time was affected. The Faculty will determine the duration of the extension. If unfair advantage
would occur for example, if an extension would extend past the release of other class results for the same assignment and this could be of advantage to the student applying, an alternative assignment will be given.

- **Withdrawal without academic penalty:**
  This is unlikely to occur after an examination or final assessment has taken place. However in some circumstances the application of Special Consideration will be limited to the remedy of withdrawal without academic penalty. The student may be eligible to apply for a refund of paid tuition fees and/or re-credit of FEE-HELP balance but is dependent on various conditions and circumstances. Applications are made by submitting a completed *Application for Refund of Paid Tuition Fees and/or Re-credit of FEE-HELP Balance in Special Circumstances* to the Assistant Manager, Student Administration within 12 months of the period of study in which the unit was, or was to have been, undertaken.

- **Supplementary assessment**
  This requires a waiving of Supplementary Assessment rule 1.2.1.25.1 in a unit that provides a supplementary assessment under Supplementary Assessment Rule 1.2.1.25 and taking into consideration
  - The student's performance in other items of assessment in the course;
  - The severity of the event;
  - Academic standing in other courses and in the program;
  - 1.2.1.25.6.a the format of the supplementary assessment may differ from that of the initial examination.

- **The final mark for the course may be excluded from calculations for Honours enrolment/grade etc.**

- **Sitting examinations away from UWA:**
  Wherever possible, examinations sat away from official UWA examination sessions should be formally supervised by another University or approved tertiary institution. Any costs associated with such supervision are the responsibility of the student. Where it is not possible to arrange supervision at an approved tertiary institution, approval for supervision may only be granted if the minimum requirements of the *Elite Athlete Friendly University Requirements* are met (See UWA Elite Athlete Website).

- **Deferred examination 1.2.1.24**
  The Registrar may permit a student to take a deferred examination in one or more units if the faculty is satisfied that, for medical or other exceptional reasons, the student was either—substantially hindered in preparation for an examination; or absent from or unable to complete an examination.

  (2) The format of a deferred examination may be different from that of the initial examination.

  (3) A student applying for a deferred examination must arrange for the application to be submitted to the faculty on the appropriate form, with appropriate documentary support, no later than three University working days after the date for which the relevant initial examination was scheduled.
(4) A candidate for a deferred examination in a unit must sit the examination in a venue on the campus on which the initial examination in the unit was scheduled to take place, unless the Registrar, after receiving advice from the faculty concerned, authorises otherwise in recognition of extreme mitigating circumstances.

- **Revision of the final mark in a course**
  Revision of final mark depends on the severity of the circumstances, (See Appendix 12.4 Matrix of Circumstances) the value of the assessment against which Special Consideration has been claimed, and the student’s academic performance to date.

A school may be asked by the Sub-Dean of a Faculty (or equivalent) to consider giving Special Consideration by increasing the mark awarded for unit (which reflects its actual academic worth) because in the course of producing work for unit the student was adversely affected by serious illness or other specific problems which could reasonably have been expected to cause him or her to perform less well than would otherwise have been expected.


The Sub-Dean (or equivalent) is the only officer in a Faculty who can authorise a school to give such Special Consideration and will only do so where he or she has clear evidence (i.e. Special Consideration application and satisfactory documentation) of circumstances which justify it, as well as clear evidence that a student has the capacity to perform better than is suggested by the result under Consideration.

8. **What timeframes should apply to applications of Special Consideration?**
Applications are NOT considered if:

- more than 3 days have elapsed since the assessment deadline for which Consideration is sought. If an application is outside the time limits, and the student believes that there are good reasons why the application was not lodged by the prescribed date, the reason/s for the lateness of the application should be indicated on the Special Consideration Application Form Section 2. Late applications accepted by the Faculty Assessor are considered in the same manner as timely applications.
  
  or
  
  - If applications are made after the release of marks (except in cases of where the student was prevented from making the application before the exam: eg student in hospital, student held hostage etc ).
  
  - If an application is outside the time limits, and the student believes that there are good reasons why the application was not lodged by the prescribed date, the reason/s for the lateness of the application should be indicated on the Special Consideration Application Form section 2. Late applications accepted by the Faculty are considered in the same manner as timely applications.

8.1. **Deferred Examination Elite athletes:**
The deadline for requesting rescheduled is two weeks before the start of the relevant examination period. Requests for Special Consideration for deferred examinations received later than this will only be considered if the circumstances leading to the request are beyond the student’s control and
could not reasonably have been foreseen by the student. Students should be aware that it may not be possible to accommodate late requests. Students whose selection for a team may be uncertain should still request rescheduled arrangements before the due date, even if they may prove to be unnecessary.

9. Making the application
Applications must be made to the Assessor in the Faculty, usually the Sub/Associate Dean (Students) or equivalent. A student who does not have Part 2 section 7 of the form completed must see a "Student adviser/authorised person" to complete that section of the form.

It is not sufficient to only inform the unit coordinator. No Consideration will be given when the condition or event is not related to performance or is not considered to be serious. On the basis of the information provided in the application, and the advice of the Faculty Assessor, the relevant course authority will make a decision regarding the appropriate outcome in each particular case. The faculty assessor will record the response to the application on the student’s file.

The student will be notified by the Faculty Assessor of the outcome of the application.

The student is responsible for providing all documentation at the one time. The University will not follow up on outstanding documentation, nor contact any person or body on behalf of the student. The student is responsible for providing:

* one complete original application (including all supporting documentation)
* one full copy for each unit included in the application

The minimum number of copies to be provided is two – one original and one copy. An additional copy is required for each additional unit included in a Special Consideration application. Each copy must include all supporting documentation.

The student should include a brief summary/statement of the circumstances of the case with the application form. All claims for Special Consideration should be genuine and should be made with good intent. The University may validate any claims made in the Special Consideration process and where claims are not genuine may pursue disciplinary action. Students seeking to use Special Consideration as a means of gaining an unfair advantage in the assessment of designated learning outcomes should be rejected, and may be subject to disciplinary action.

The copy of the supporting documentation will be certified by the Student Adviser/Authorised Person and the original returned to the student. Only documentation that meets expectationss for supporting documentation will be accepted. See Appendix 12.3 Appropriate Documentation.

Details, including the completed P2S7, and the student statement if the student wishes to provide one, will be made available to the relevant course authority/Faculty. Arrangements for processing Special Consideration will be established such that only those staff who are involved in processing Special Consideration applications will have access to the student’s documentation. No student,

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1 Means the position in the relevant Faculty with responsibility for providing advice to students in relation to the University rules and policies that apply to students in that Faculty and may be called the sub-Dean, Associate Dean, Student Adviser, Faculty Administrative Officer or Senior Faculty Administrative Officer. “Faculty Administrative Officer or Senior Faculty Administrative Officer, a UWA Student Services Practitioner, academic staff member, Guild Education Officer, College Principal or other person able to provide an objective assessment of the applicant’s circumstances”. 

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unless also a staff member who is undertaking their normal duties, is to have access to any other student’s documentation at any point throughout the Special Consideration process.

Details of the outcome of each application for Special Consideration are to be sent to Student Records for filing on the student’s central student file.

If the student does not want to disclose the details of their circumstance or illness on the professional practitioner’s certificate, the student may discuss this with a University adviser. If satisfied that the case meets the criteria for Special Consideration, the adviser may complete the Application For Special Consideration Form Part 2 Section 7. The University's procedures ensure that confidentiality of this information is maintained.

It is important that the sub-Dean is made aware as soon as possible if a student has serious medical or other problems which are affecting their performance. If a student has such problems during their course, they should therefore make an appointment to see the sub-Dean (or equivalent) of their Faculty at an early stage. This will help to ensure that they are given Special Consideration if it is warranted. [http://handbooks.uwa.edu.au/undergraduate/poliproc?childfx=on&msource_site_extension=printer_friendly_pages]

A Faculty’s Board of Examiners is responsible for considering assessments made by schools following the application of Special Consideration and/or other procedures (see also 'Assessment'). The Board of Examiners has the responsibility for considering and reporting final assessments to the Registrar for publication and recording. A Board has the power to question whether the results awarded to all students in a particular unit or units are too high or too low, when taken in the context of overall results in other units at the same level or in the context of results in the same unit over a period of years. It is possible therefore for Boards of Examiners to ask schools to adjust groups of results upwards or downwards, though such action is relatively unusual.

10. How can Special Consideration be rated/ranked with consistency?
Note that an application for Special Consideration is a request only, and not a guarantee that Special Consideration will be granted.

The Matrix of Circumstances is for evaluating the severity of circumstances. The Advice For Assessors Applying Special Consideration table shows how Special Consideration might apply to particular kinds of assessment.

11. Responsibilities
All parties should be informed of their rights and responsibilities in relation to the application of Special Consideration. The University should ensure that its policies on Special Consideration are publicised to all professional and academic staff and students, and ensure that its policies on Special Consideration are implemented and applied consistently across all Faculties.

Academic advisers/Authorised People and Assessors should be made aware of the University policy on Special Consideration. Faculties should be encouraged to review current policies and address any inconsistencies with the new University policy. Inconsistencies between University and Faculty policies should be highlighted in information made available to students. Updated policies, links and forms should be made available on Faculty websites.
All applications for Special Consideration should be made using one of the University’s standard application forms.

Faculties and schools should develop procedures for considering applications of Special Consideration which ensure;

- a standard process: clear and appropriate, consistent with the University's policies, so that students are treated fairly and equitably,
- judgment is made on the information provided,
- timely Consideration of applications and notification of outcomes,
- Accurate reporting/recording of how an academic judgment was formed;
- respect for privacy,
- that two or more academic staff (one can be the Faculty Assessor) are involved in reaching an academic judgment regarding a student’s formal Special Consideration application,
- that the process of determining that academic judgment is recorded in detail.

It is the responsibility of Students to

- recognise that a claim for Special Consideration does not guarantee that the claim will be accepted and that general advice to students able to attempt the assessment is to do so, irrespective of whether a claim is lodged, and
- become familiar with University policy and Faculty procedures relating to Special Consideration, policy link and forms available on Faculty website, and student services websites
- act honestly and in accordance with the principles of the principles of Special Consideration when applying for Special Consideration
- provide the relevant information as soon as practicable and certainly within three working days of the due date of the assessment for which Special Consideration is sought
- ensure that all documentation is complete and includes all information required by the Faculty to make a fair decision.
12. Appendix

12.1. Links

12.1.1. UWA Handbooks 2010 – Rules
Special Consideration 1.2.1.21(1)
A student may apply to a Faculty for Special Consideration if, in the course of producing work for assessment, they were adversely affected by serious illness or other specific problems which could reasonably have been expected to cause them to perform less well than would otherwise have been expected.

(2) Unless the Faculty permits otherwise in recognition of exceptional circumstances, a student applying for Special Consideration must arrange for the application to be submitted to the Faculty on the appropriate form, with appropriate documentary support, no later than three University working days after the date on which the relevant work for assessment was due.

(3) A Faculty which considers that there are grounds for Special Consideration may increase the mark that is considered to reflect the actual academic worth of the piece of work by up to five per cent of the total mark available for it.

12.1.2. Education Principles and UWA Strategic Plan

UWA Strategic plan
Education Principles

12.1.3. Guidelines for assessment at UWA

12.1.4. UWA Student Handbook University General Rules for Academic Courses.

12.1.5. Confidentiality of personal information ; Statement to Students regarding Confidentiality of Personal Information

12.1.6. Ipoint

12.1.7. Faculty Special Consideration

Faculty of Law: The University of Western Business School
Engineering computing and mathmatics
LAPS (Singapore)
LAPS Special Consideration (Crawley)
Science Faculties
Faculty of Architecture, Landscape and Visual Arts
Arts Humanities and Social Sciences

12.1.8. Special Circumstances University Postgraduate Awards

12.1.9. Appeal regulations for Special Consideration
12.2. **Forms**

12.2.1. Special Consideration Form updated 18 May 2010 by Harvey von Bergheim, Paul Lloyd and SA staff.
12.2.2. Special Consideration for admission to UWA.
12.2.3. Statutory Declaration form WA
12.2.4. Examination Form
12.3.  **Appropriate documentation**  

NB: Dates of documentation must coincide with dates of Special Consideration assessment. Postdated professional practitioners’ certificates may be acceptable.

The application for Special Consideration Form Part 2 Section 7 is to be filled in by a registered medical practitioner or counsellor (from either a private or the on-campus medical/counselling services) or student/advisor authorised person.

Any Statutory declaration must be signed and the signature must be witnessed in accordance with [Western Australian Oaths, Affidavits and Statutory Declarations Act 2005](https://www.legislation.wa.gov.au/Legislation/Details/2005/311). The declaration is equivalent to swearing an oath in court. Serious penalties apply for misleading or untruthful statutory declarations.

The Faculty may check all or any details provided on a statutory declaration form, however assessors and advisers must obtain the student’s permission before contacting any professional practitioner or body.

Documents submitted to support a Special Consideration claim must be in English or accompanied by an English translation.

<table>
<thead>
<tr>
<th>Illness or accident/misadventure of applicant</th>
<th>Professional Practitioner Certificate* (counselling or medical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>Hospital discharge papers AND explanation on application form</td>
</tr>
<tr>
<td>OR</td>
<td>Statutory declaration which includes:</td>
</tr>
<tr>
<td>- Dates of impact</td>
<td>- Name and contact details of practitioner attended. Date and time of attendance at professional practitioner</td>
</tr>
<tr>
<td>- Brief summary of illness in layperson’s terms and severity</td>
<td>If you (the student) did not attend a professional practitioner you (the student) may submit a statutory declaration, but the claim will be of lower probative value as the effect is merely the opinion, not that of a professional practitioner. Only well-attested serious illness or misadventure during a semester or occurring at the time of an examination will warrant Special Consideration for academic performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialist appointment</th>
<th>Professional Practitioner Certificate* (counselling or medical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>Copy of appointment documents/ card AND explanation on application form</td>
</tr>
</tbody>
</table>

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C:\Documents and Settings\cuoco\Desktop\Sylvia Lang\Special Consideration\guidance document v4.doc

Fay Davidson  September 6, 2010
<table>
<thead>
<tr>
<th>Crime perpetrated against applicant (to person or property)</th>
<th>Statutory declaration which includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Dates of impact</td>
</tr>
<tr>
<td></td>
<td>- Name and contact details of practitioner attended</td>
</tr>
<tr>
<td></td>
<td>- Date and time of attendance at professional practitioner</td>
</tr>
<tr>
<td></td>
<td>Professional Practitioner Certificate* (counselling or medical)</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Hospital discharge papers AND explanation on application form</td>
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<tr>
<td></td>
<td>OR</td>
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<tr>
<td></td>
<td>Police claim number (e.g., for stolen bag/ laptop) AND explanation on application form</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td>Death of a relative or close friend, funeral obligations</td>
<td>Statutory declaration which includes:</td>
</tr>
<tr>
<td></td>
<td>- Explanation of incident</td>
</tr>
<tr>
<td></td>
<td>- Impact on applicant/ assessment commitments</td>
</tr>
<tr>
<td></td>
<td>- Date and time of incident</td>
</tr>
<tr>
<td></td>
<td>Professional Practitioner Certificate* (counselling or medical)</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Death certificate/ newspaper death notice/ funeral service programme AND explanation on application form</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Statutory Declaration which includes:</td>
</tr>
<tr>
<td></td>
<td>- Deceased’s full name</td>
</tr>
<tr>
<td></td>
<td>- Deceased’s relationship to applicant (e.g., grandparent)</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>- Date of funeral</td>
</tr>
<tr>
<td>Illness or accident/ misadventure of relative or close friend</td>
<td>Professional Practitioner Certificate* (counselling or medical)</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Statutory declaration which includes:</td>
</tr>
<tr>
<td></td>
<td>- Misadventured’s full name</td>
</tr>
<tr>
<td></td>
<td>- Misadventured’s relationship to applicant</td>
</tr>
</tbody>
</table>
### Relationship breakup/divorce of applicant
- Impact on applicant/assessment commitments (e.g., nursing care required)
- Date and expected duration of illness/misadventure

<table>
<thead>
<tr>
<th>Professional Practitioner Certificate* (counselling or medical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Statutory declaration which includes:</td>
</tr>
<tr>
<td>- Partner’s full name</td>
</tr>
<tr>
<td>- Impact of breakup on applicant/assessment commitments</td>
</tr>
<tr>
<td>- Date of breakup</td>
</tr>
</tbody>
</table>

### Unexpected child/eldercare requirements from applicant
- Impact on applicant/assessment commitments (e.g., nursing care required)
- Date and expected duration of illness/misadventure

<table>
<thead>
<tr>
<th>Professional Practitioner Certificate* (counselling or medical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Statutory declaration which includes:</td>
</tr>
<tr>
<td>- Child/ren’s/Elders full name/s</td>
</tr>
<tr>
<td>- Brief explanation of circumstances (e.g., sudden illness of spouse)</td>
</tr>
<tr>
<td>- Impact of requirements on applicant/assessment commitments</td>
</tr>
<tr>
<td>- Date and duration of childcare requirements</td>
</tr>
</tbody>
</table>

### Transport unavoidably late to assessment
- Impact on applicant/assessment commitments (e.g., nursing care required)
- Date and expected duration of illness/misadventure

<table>
<thead>
<tr>
<th>Statutory declaration which includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Brief explanation of incident</td>
</tr>
<tr>
<td>- Details of public transport (e.g., bus route number/train line) or of mechanic/insurance company</td>
</tr>
</tbody>
</table>

Scheduled and actual time of train/bus etc, or time of car breakdown/accident

Or A statement from the service provider (e.g., transport authority) or media statement confirming such disruption or statutory declaration.

### Detention in an elevator, building, vehicle or other inescapable location
- Impact on applicant/assessment commitments (e.g., nursing care required)
- Date and expected duration of illness/misadventure

<table>
<thead>
<tr>
<th>Professional Practitioner Certificate* (counselling or medical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Statutory declaration which includes:</td>
</tr>
<tr>
<td>- Brief explanation of detention</td>
</tr>
<tr>
<td>- Time/ date and duration of detention</td>
</tr>
</tbody>
</table>

### Witness to crime
- Impact on applicant/assessment commitments (e.g., nursing care required)
- Date and expected duration of illness/misadventure

<table>
<thead>
<tr>
<th>Professional Practitioner Certificate* (counselling or medical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
</tr>
</tbody>
</table>

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*Attachment 1 - 23*
Police-issued report/documents AND explanation on application form

OR

Statutory declaration which includes:
- Explanation of incident
- Impact of incident on applicant/ assessment commitments
- Date/time of incident

Witness to serious accident/misadventure or suicide

Professional Practitioner Certificate* (counselling or medical)

OR

Police-issued report/documents AND explanation on application form

OR

Statutory declaration which includes:
- Explanation of incident
- Impact of incident on applicant/ assessment commitments
- Date/time of incident

Detention by police, arrest or assistance with police enquiries

Charge sheet AND explanation on application form

OR

Statutory declaration which includes:
- Explanation of detention
- Police station/location at which detained
- Date/time and length of detainment

Loss or destruction of lecture notes, serious and unexpected computer malfunction

Statutory declaration which includes:
- Explanation of loss of notes
- Impact of loss of notes on assessment commitments
- Date/time of loss of notes

(University of Sydney http://www.science.usyd.edu.au/cstudent/ug/forms/guidelines_documentation_Special_cons.pdf)
12.4. Matrix of Circumstances

Examples of circumstances that may lead to severe, moderate or minor disadvantage to students may include the following:

Severe
- An acute illness or unforeseen event that prevents the student from sitting the exam or seriously hampers their preparation for examination or submitting assignments.
- A serious, ongoing medical condition, including a chronic severe medical condition, psychiatric illness, eating disorder or addiction.
- Death of a relative, friend or family member close to the examination period or assessment deadline.
- Ongoing life-threatening illness of a close family member or partner.

Moderate
- Political unrest in home country and concern for family.
- Financial crises outside the student’s control (e.g., Asian currency crisis, family bankruptcy).
- Injury to part of the body that does not affect the student’s ability to read, write, study or retain information but may cause pain and discomfort (e.g., knee injury, broken leg etc).
- Medical condition of a more serious nature that has affected the student’s ability to work for longer than one week.
- Family member or partner with long-term medical condition requiring care or concern, but not life-threatening.

Minor
- Mild illness during the exam period or close to assignment submission dates.
- Death of a distant relative, outside the immediate family within one month of the examination period or assessment deadline.
- Death of a pet.
- Relationship breakup during semester but not close to examination period or assessment deadline.
- Family member or partner with a medical condition requiring some care but not life-threatening.

A series of applications for Special Consideration which individually are only of minor or moderate disadvantage to a student may collectively be considered as severe or moderate.
### 12.5. Advice for Assessors applying Special Consideration

| Severe | Additional assessment:  
|        | Alternative/Replacement assessment:  
|        | Marks obtained for completed assessment tasks may be aggregated or averaged to achieve a percentage.  
|        | The deadline for assessment may be extended.  
|        | Withdrawal without academic penalty from the unit.  
|        | Supplementary assessment (a waiving of Supplementary Assessment rule 1.2.1.25.1) in a unit that provides a supplementary assessment under Supplementary Assessment Rule 1.2.1.25 and taking into Consideration  
|        | - The student's performance in other items of assessment in the course;  
|        | - The severity of the event;  
|        | - Academic standing in other courses and in the program;  
|        | - 1.2.1.25 6.a the format of the supplementary assessment may differ from that of the initial examination.  
|        | The final mark for the course may be excluded from calculations for Honours enrolment/grade etc.  
|        | Sitting examinations away from UWA.  
|        | Deferred examination.1.2.1.24  
|        | Revision of the final mark in a course depending on the severity of the circumstances, the value of the assessment against which Special Consideration has been claimed, and the student’s academic performance to date.  
| Moderate | No action.  
|          | Additional assessment:  
|          | Alternative/Replacement assessment:  
|          | Marks obtained for completed assessment tasks may be aggregated or averaged to achieve a percentage.  
|          | The deadline for assessment may be extended.  
|          | Withdrawal without academic penalty from the unit.  
|          | Supplementary assessment (a waiving of Supplementary Assessment rule 1.2.1.25.1) in a unit that provides a supplementary assessment under Supplementary Assessment Rule 1.2.1.25 and taking into Consideration  
|          | - The student's performance in other items of assessment in the course;  
|          | - The severity of the event;  
|          | - Academic standing in other courses and in the program;  
|          | - 1.2.1.25 6.a the format of the supplementary assessment may differ from that of the initial examination.  
|          | The final mark for the course may be excluded from calculations for Honours enrolment/grade etc.  
|          | Sitting examinations away from UWA.  
|          | Deferred examination.1.2.1.24  
| Minor | No action.  
|        | Additional assessment:  
|        | Alternative/Replacement assessment:  
|        | Marks obtained for completed assessment tasks may be aggregated or averaged...
12.6. Advice for students and staff applying Special Consideration

Special Consideration relating to assignments, projects, etc.  
If serious illness or misadventure during the week before the due date prevents you (the student) from submitting an assignment on the due date then you (the student) may request an extension from the Course Co-ordinator. Unless there are exceptional circumstances any application for an extension must be made before the submission date.

Usually you (the student) would only lodge and an application for Special Consideration in relation to an extension when the request for an extension cannot be accommodated within the Shool or Faculty’s rules for extension in that unit.

Special Consideration relating to quizzes.  
If you (the student) miss a quiz or laboratory test through illness or misadventure, and it is not possible for the school to arrange for you (the student) to sit the quiz or lab test at another time, then you (the student) should apply for Special Consideration as soon as possible afterwards.

Special Consideration relating to end-of-semester examinations.  
If you (the student) miss an exam due to illness or misadventure on the day of the exam then you (the student) should apply for Special Consideration.

If the application is successful then you (the student) may be granted the opportunity to sit a deferred examination.

If you (the student) fall ill during an exam: Advise the examination invigilator no later than 30 minutes before the scheduled end of the examination that you (the student) are unable to complete the examination and that you (the student) intend to apply for deferred final assessment. You will need to complete an Examination Cancellation Request Form declaring yourself unfit to complete the examination and acknowledging that the attempt at the final examination will not be marked;

If you (the student) are late for an exam you will not be admitted to the examination room after the first 30 minutes of an exam. However, you must report to the Enquiry
Counter at Student Administration, Hackett Hall, no matter how late, and ask for the Manager. Office hours are Monday - Friday 8:30am to 4:30pm and Saturdays during examination periods.

Please note that illness or misadventure during the week preceding the exam, not on the exam day itself, is not an acceptable reason for missing an exam. you (the student) should do the exam and—if you (the student) believe that the illness or misadventure impaired the performance—apply for Special Consideration.

**Special Consideration relating to group work**

Group work: Where one or more members of a group make application for Special Consideration, there are two possible injured parties to be considered with respect to group work;

a) the member or members making the application; and

b) the remaining members of the group whose ability to complete the task as originally assigned might be impacted by the absence of one or more members. They may be considered to have experienced a form of misadventure. Ideally, both parties would submit claims for Special Consideration. Each claim of Special Consideration should note that it is in respect of group work.

The outcome can be:

No action: That the circumstances had no impact on the functioning of the group or its ability to complete the task.

An extension of time: The circumstances did not impair the continued functioning of the group but the ability to complete the task on time.

An alternative assignment: The circumstances did not impair the continued functioning of the group but the group could no longer function or complete the task

Alternative assessment: The task will be redefined for the remaining active members of the group, based on the contributions they were to make and assessment will be based on this redefined task. This may include an extension of time.

Where a group submits a claim for Special Consideration on the basis of an absence of one or more members, but this is not matched by a Special Consideration application from one or more of its members, the claim from the group should be assessed on its merits, as above, even though the Faculty may have no knowledge of missing members suffering an illness or misadventure.

**Special Consideration relating to attendance.**

You (the student) should not apply for Special Consideration for a brief illness or minor misadventure that causes you (the student) to miss a single lecture or tutorial, unless a quiz or other assessment task was held in the lecture or tutorial you (the student) missed, or assessment in the unit of study in question involves a tutorial participation mark. In the latter case you (the student) should check with the lecturer or tutor to find out whether it is necessary to submit a Special Consideration application.
Students with a disability who wish to obtain reasonable adjustments for their disability must register with and seek the support of the Disability Services Office. A student with a disability may, notwithstanding his or her registration with the Disability Services Office, and prior provision of reasonable adjustments for the disability, make a claim for Special Consideration due to illness or misadventure.
12.7. **Procedure**

- For an application to be valid, it must include a completed Application for Special Consideration Part 2 Section 7 form, or equivalent and all supporting documentation.
- The student is responsible for providing all documentation to the student advisor.
- The student is responsible for providing:
  - one complete original application (including all supporting documentation)
    - one full copy for each unit included in the application
- The minimum number of copies to be provided is two — one original and one copy. An additional copy is required for each additional unit included in a Special Consideration application.
- Each copy must include all supporting documentation.
- The University will not follow up on outstanding documentation, nor contact any person or body on behalf of the student. The application will be considered as submitted.
- For a Special Consideration application to be valid, the student must have been performing satisfactorily in the unit up to the date of the unavoidable disruption. If a student’s work in the unit has previously been unsatisfactory, subsequent unavoidable disruption will not overcome the fact that the earlier work was unsatisfactory.
- Arrangements for processing Special Consideration will be established such that only those staff who are involved in processing Special Consideration applications will have access to the student’s documentation.
- No student, unless also a staff member who is undertaking their normal duties, is to have access to any other student’s documentation at any point throughout the Special Consideration process.
- Details of the outcome of each application for Special Consideration are to be sent to Student Records for filing on the student’s central student file.
- The Faculty Assessor will notify the student of the outcome of the Special Consideration application.
12.8. Special Consideration Flow Chart

- **Student's unforeseen event matches grounds for special consideration**
  - Medical circumstance
    - **Yes**
      - Faculty assessor makes decision about relationship of severity of event and interference with study and consults with course coordinator
        - **Yes**
          - Student notified of decision
          - **Student notified of results**
            - Student can appeal
        - **No**
          - **Student notified**
          - Unischool selects appropriate action to assess learning outcomes
            - **Yes**
              - Student completes requirements
              - **BOE**
              - Student notified of results
            - **No**
              - School records decision on student file
  - **No**
    - Student advisor satisfied with documentation and case Can be in-confidence
      - **Yes**
        - **Student Advisor Authorised Person completes P257**
        - **Yes**
          - In-confidence student documentation returned to student
          - **Student Advisor Authorised Person completes P257**
      - **No**
        - P257 completed by professional practitioner
          - **Yes**
            - **Student Advisor Authorised Person completes P257**
          - **No**
            - Student provides further evidence
              - **Yes**
                - **Student Advisor Authorised Person completes P257**
              - **No**
                - **Medical circumstance**
The University of Western Australia

University Policy on: Special Consideration

Purpose of the policy and summary of issues it addresses:

This policy provides a mechanism for students who can demonstrate that illness or other significant circumstances have had an adverse effect on their academic performance to seek consideration of their particular circumstances in the context of upholding the principles of equity and academic integrity. The policy deals with the issue of special consideration as it applies to academic assessment. It describes the circumstances under which it may be appropriate for a student to make an application for special consideration and the possible outcomes of an application.

Note: Students and staff of the University are subject to Federal and State legislation as well as to the University’s by-laws, statutes, regulations, rules and policies. Refer to Related Policies or legislation section at the end of this document for further information.

Definitions:

For the purposes of this policy,

“academic integrity” means maintaining the soundness of academic standards and principles of assessment

“assessors” means academic or administrative staff who have delegated authority to consider applications for special consideration

“relevant faculty body” means the faculty or faculties or other body responsible for administering the course in which the student is enrolled and may include a position to which authority for the function has been delegated

“student adviser” means the position in the relevant Faculty with responsibility for providing advice to students in relation to the University rules and policies that apply to the student concerned and are applicable to that Faculty and may be called the sub-Dean, Associate Dean, Student Adviser, Faculty Administrative Officer or Senior Faculty Administrative Officer

“authorised person” means a UWA Student Services practitioner, academic staff member, Guild Education Officer, College Principal or other person able to provide an objective assessment of the applicant’s circumstances

“the University” means the University of Western Australia

Policy statement:

1 Rights and Responsibilities in Relation to Special Consideration
1.1 Applications for special consideration are made and assessed having regard to the Charter of Student Rights and Responsibilities.

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

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

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**Procedures**

Guidance is provided in relation to respecting confidentiality and what this means in practical terms. (See guidance document (Link))

Students are entitled to protection of their privacy. Privacy considerations apply to information the University may hold about students including factual data (for example address, age, enrolment status, etc.), academic progress (for example examination results, evaluation and assessment, and academic standing) and personal welfare (for example family matters, medical matters, financial matters etc.).

Confidential student information must be returned to the student on completion of Part 2 Section 7 of the Application for Special Consideration form. (Link)

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2 **Eligibility**

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

2.2 Significant circumstances may include but are not limited to:

- death or serious illness of a member of the student’s immediate family or household or of a close friend
- serious injury
- being a victim of crime
- breakdown of relationship
- sudden loss of income or employment
- serious disruption to domestic arrangements.
2.3 It is recognised that a number of circumstances applying together may constitute grounds for special consideration even if one of those circumstances alone would not.

2.4 Students who are entitled to reasonable adjustments by virtue of having registered with the University’s Disability Office are not precluded from applying for special consideration under this policy if they experience an event of the kind referred to in this policy, which may include an acute episode or worsening of an ongoing condition.

3 Form of special consideration that may apply

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

- deferred examination or assessment
- variation to assessment deadline (or extension)
- provision of an alternative, a replacement, or additional assessment opportunity
- exemption from assessment and reassignment of marks to other assessments
- consideration of an increase in marks of up to five per cent of the marks available for the piece of work work in a unit.
- withdrawal without academic penalty.
- aggregation or averaging of marks obtained for completed assessment tasks to achieve a final percentage mark for the unit
- request for a waiver of University General Rule 1.2.1.25.1 to allow an opportunity for supplementary assessment
- exclusion of the final mark for the unit from calculations for eligibility for honours enrolment or the classification of honours or similar
- permission to sit examinations away from UWA.

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

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

(to be determined)

3.3.1 The maximum permitted adjustment is 5% of the total mark available for the unit.
3.3.2 Adjustment of a mark can only be applied after the student’s final mark for the unit has been calculated.

3.3.3 The student’s circumstances are judged to have had a severe impact on their academic performance in, or preparation of, work for assessment.

3.3.4 The student has performed satisfactorily in the unit with or without extensions, special arrangements, or replacement assessment to date prior to the occurrence of the adverse circumstances on the basis of which the application for special consideration is made.

3.3.5 A significant proportion of the work for a unit has been affected by the student’s adverse circumstances.

3.4 If an assessor permits a variation to the deadline for receipt of work for assessment that extends beyond the deferred examination period for the teaching period in question, in no circumstances must it extend beyond a period of twelve months from the end of the deferred examination period for the teaching period in question.

3.5 If an applicant’s adverse circumstances are unlikely to change or do not change sufficiently to permit them to complete the remaining requirements of the unit within the period referred to in 3.4, the appropriate form of special consideration is withdrawal without academic penalty.

3.5.1 The appropriate form of special consideration if an applicant’s adverse circumstances are unlikely to change sufficiently to permit them to complete the remaining requirements of the unit within a period of twelve months from the end of the deferred examination period for the teaching period in question.

Procedures

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

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

The Sub-Dean (or equivalent) is the only officer in a faculty who can authorise a school to increase a mark for a unit (which reflects the actual academic worth of work completed for the unit) as the result of special consideration. The mark may be increased by up to 5%. The Sub-Dean (or equivalent) will only authorise an adjustment of a mark where he or she has clear evidence (i.e., special consideration application and satisfactory documentation) of circumstances which justify it (are rated as severe), as well as clear evidence...
that a student has the capacity to perform better than is suggested by the result under consideration. (To be developed as part of a comprehensive set of procedures)

A matrix is provided (Link) to assist assessors to determine whether a student’s adverse circumstances are mild, moderate or severe.

A matrix is provided (Link) to assist assessors to determine the extent of adjustment of marks that may be appropriate.

4 Submitting applications

4.1 Applications for special consideration must be submitted at the earliest possible date.

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

4.3 If an applicant experiences a worsening of the circumstances on the basis of which they have already submitted an application, they may submit a further application.

Procedures

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

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

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

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

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

If an applicant experiences a worsening of the circumstances on the basis of which they have previously submitted an application they are not precluded from lodging another application. The second application must state that a previous application has been lodged and the date on which it was lodged.

5 Supporting documentation

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

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

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

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

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

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

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

5.6 Assessors must not contact report-providers direct.
6 Assessing applications for special consideration

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

6.2 If an applicant is enrolled in a combined course that is administered by more than one faculty, and is seeking special consideration in relation to units administered by each of the respective faculties, the faculties’ assessors concerned must consult one another in relation to the application and its outcome.
6.3 In considering applications for special consideration, assessors must observe the principles of equity ([Link to guidance document](#)) and academic integrity and must respect confidentiality.

6.4 Decisions made under this policy must be guided by common sense, compassion, cultural sensitivity and logic.

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

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

7 Outcome of application

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

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

7.3 **Faculties. The relevant body Assessors** must -

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

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

**Procedures**

If a mark is increased as the result of special consideration both the original and the increased mark must be recorded.

**Faculties. The relevant faculty or other body responsible for a course** must advise applicants of the outcome of their application as soon as possible and in any case no later than ten University working days after receipt of all documentation relating to the application.

**Unsuccessful applicants must be advised of the relevant appeals process.**

Applicants will be asked to indicate on the application form whether they wish to be notified by email or by letter of the outcome of their application.
If an applicant chooses to be notified by email, the email must be sent to the applicant’s official student email address.

Examples of standard wording for emails or letters to applicants are available at (Link) and in the training manual/guidance document.

8 Appeals process

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

Procedures

The procedure for appeals is set out in that document.

9 Filing of applications and related material

9.1 Applications and all related material, including outcomes, must be filed in TRIM on a confidential student file.

Procedures
See http://intranet.uwa.edu.au/archives/__data/page/37761/TRIM_Advice_Sheet_47.pdf

Related forms: (Link)
Application for Special Consideration Form
Medical Report Form

<table>
<thead>
<tr>
<th>Policy No:</th>
<th>Approving body or position:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Academic Council</td>
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</table>

<table>
<thead>
<tr>
<th>Date original policy approved:</th>
<th>Date this version of policy approved:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date policy to be reviewed:</th>
<th>Date this version of procedures approved:</th>
</tr>
</thead>
</table>
Related Policies or legislation:

Note: This list may not be exhaustive

Appeals process in the case where there is dissatisfaction with an assessment result and/or progress status
Anti-discrimination Legislation
Charter of Student Rights and Responsibilities
Disability Legislation
Guidelines on Assessment
Privacy Legislation
University General Rule 1.2.1.21
University General Rule 1.2.1.25
UWA Disability Policy
WA Equal Opportunity Act
Part 1

To make an application for special consideration, complete sections 1, 2, 3 and 5 of Part 1 and section 6 of Part 2. You should sign and date section 9 of Part 2 in the presence of the report provider.

1 Personal Details

<table>
<thead>
<tr>
<th>Dr/Mr/Ms/Mrs/Miss</th>
<th>Family Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given Names</td>
<td></td>
</tr>
<tr>
<td>Contact Address</td>
<td></td>
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<tr>
<td>Suburb</td>
<td>State</td>
</tr>
<tr>
<td>Daytime Telephone</td>
<td>Mobile</td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Course Faculty</td>
<td></td>
</tr>
</tbody>
</table>

2 Application

- Applications due to *illness* must be accompanied by a signed doctor's report provided in Part 2 or on separate documentation provided by your doctor.
- Applications based on *other grounds* must be supported by an appropriate person providing a summary statement in Part 2 or on separate documentation.

I am making this application due to:

- [ ] Illness
- [ ] Other Grounds

3 Declaration

I certify that the information provided is correct. I authorise release of personal information to appropriate staff of the University only on the conditions described overleaf.

Signature of Student________________________________________ Date________________________________

Please see additional pages to be completed by the student!

4 Faculty/School Office use only

- [ ] Approved
- [ ] Partially Approved
- [ ] Not Approved
- [ ] Exams Office Notified
- [ ] Student Notified
- [ ] Student Services Notified

Name of Authorising Person____________________________________ Callista ID________________

Position of Authorising Person________________________________

Signature of Authorising Person________________________________ Date________________

Faculty/School: Please forward Part 1 to Student Administration for data entry into Callista SMS
<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Unit Code/s</th>
<th>Unit Name</th>
<th>Request Code (see below)</th>
<th>Date Exam/Assessment Due (see below)</th>
<th>Outcome Code</th>
<th>Authorising Officer signature</th>
</tr>
</thead>
<tbody>
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**Key to Request Codes**

- **TSV**: Variation to assessment deadlines
- **SCAA**: Discretionary marking
- **DE**: Deferred exam
- **WD**: Withdrawal without academic penalty
- **O**: Other

**Outcome Codes to be entered by Authorising Officer ONLY**

- **DECLINED**: Special consideration application not approved
- **DEF-EXAM**: Defer exam
- **DISC-MARK**: Special consideration approved, assess with discretion
- **EXTENSION**: Variation to assessment deadlines
- **REFERRED**: Special consideration application referred to school
- **RESCHED-EX**: Rescheduled exam
- **SPECIAL-AR**: Special exam arrangements
- **WITHDRAW**: Withdraw without penalty
Application for Special Consideration Part 2 – Confidential

6 Explanation for Application for Special Consideration

Student Name

The reasons for my request for special consideration, as outlined above, are as follows:


7 Report Supporting Application for Special Consideration

To be completed as appropriate by Medical Practitioner, UWA Student Services practitioner, academic staff member, Guild Education Officer, College Principal or other person able to provide an objective assessment of the applicant’s circumstances, eg: religious leader

Date of onset of illness/circumstances Expected duration of illness/circumstances Date student seen

Please complete at least one of the following categories:

☐ The student is suffering from ____________________________________________
   (Diagnosis provided with patient consent)
   or

☐ The student states that he/she is/was ______________________________________
   ____________________________________________
   ____________________________________________

Further comments


(attach extended statement if necessary)

In my opinion the student’s medical condition is/circumstances are affecting performance in the areas indicated:

<table>
<thead>
<tr>
<th></th>
<th>No effect</th>
<th>In a minor way</th>
<th>Moderately</th>
<th>Severely</th>
<th>Unable to assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td></td>
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<tr>
<td>Assignments</td>
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<tr>
<td>Practical sessions</td>
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<tr>
<td>Private study</td>
<td></td>
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<tr>
<td>Examinations</td>
<td></td>
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</tr>
</tbody>
</table>

To your personal knowledge has the student consulted you or a professional colleague on this matter previously?

☐ Yes ☐ No ☐ Don’t know
# Report Provider Details
To be completed by the report provider

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Address</td>
<td></td>
</tr>
<tr>
<td>Suburb</td>
<td>State</td>
</tr>
<tr>
<td>Daytime Telephone</td>
<td>Date</td>
</tr>
<tr>
<td>Signature</td>
<td>Official Stamp</td>
</tr>
</tbody>
</table>

# Confidentiality Statement
To be completed by the student in the presence of the report provider

I understand that the information above will be kept confidential and only discussed with appropriate staff of the University on an as-needs basis.

Signature of Student_________________________________________________________

Student ID_________________________________________________________ Date__________
EXTRACT OF MINUTES
TEACHING AND LEARNING COMMITTEE MEETING – THURSDAY, 5th AUGUST 2010

4. INTERIM REPORT ON THE RESTRUCTURE OF THE SPOT SURVEY: REF - F27278

In 2009 the Pro Vice-Chancellor (Education) had commissioned a Review of Student Evaluations of Teaching at UWA through the Centre for the Advancement of Teaching and Learning (CATL). The report, prepared by Dr Janice Orrell, had been finalised in August 2009. The report’s perspectives on SPOT had been presented to the Assessment and Evaluation Standing Committee in December 2009.

At its meeting held on 10th June 2010, the Assessment and Evaluation Standing Committee had also considered a paper entitled ‘The Restructure of Student Perception of Teaching (SPOT)’, which supported the practical alterations to SPOT envisaged in the earlier report, and proposed the restructure of SPOT as a standard questionnaire with a limited set of items. A consultation process had been undertaken by Winthrop Professor Denise Chalmers (Director, CATL) and Professor Sid Nair (Higher Education Development, Evaluations) and it was noted that, to date, almost all Faculties had been consulted about the proposed restructure, and feedback received from the Academic Consultative Committee. Professor Chalmers confirmed that the proposal before the Committee had been very slightly revised to clarify the intended meaning around possible uses of SPOT results, additionally a summary of the consultation process and feedback to date had been attached to the agenda. This feedback had not, as yet, been incorporated into the report which would be finalised following the feedback process (20 August 2010 deadline).

In introducing the item the Chair emphasised that the changes envisaged were operational only with no change to the current conditions under which SPOT was utilised. She further emphasised that the instrument would continue to be used:

- on a purely voluntary basis at the request of individual staff;
- in a manner which ensures that individual SPOT reports are, and will remain, confidential to the relevant staff member; and
- in a context whose purpose is developmental.

The main changes envisaged in the proposal were:

- the implementation of a standard questionnaire with 12 core items and 2 comments questions;
- space within the questionnaire for inclusion of a few questions on a thematic area determined by the faculty or university.

In opening the item for discussion, the Chair focussed members on the following six recommendations contained within the agenda papers:

1. SPOT be restructured as a limited number of items, with a standard set of questions.
2. SPOT retain the open ended ‘comment’ questions in its structure.
3. CATL identify thematic areas and develop items for the themes.
4. The Committee note that the current practices for SPOT administration in relation to provision of reports and access to data will be maintained.
5. CATL continue to seek feedback and develop responses as detailed in Table 1 of the “Update on SPOT Restructure Consultation” paper as part of the consultation process (to close on 20 August) on types of surveys and items.
6. CATL present a final report on the types of surveys and items to be included in the restructured SPOT for approval by the Teaching and Learning Committee in October 2010.
During brief discussion the following main points were noted:

- A member expressed concern about the loss of the ability to ask specific questions as part of the SPOT survey and noted that alternative approaches would be available. The Director of CATL advised that a range of options would be developed and disseminated by CATL via more appropriate avenues than the SPOT questionnaire. For example, to enable action within a semester teachers might ask students at the end of a lecture or tutorial to write down one issue that was unclear, which could then be clarified at the next lecture/tutorial.
- A member queried how SPOT would be used in team teaching. It was noted that this would be addressed in a number of ways, including by way of a team survey, but that the SPOT instrument would accommodate the various approaches to team teaching.
- It was noted that the use of aggregated data for comparative purposes would improve over time.
- The Chair clarified that agreed local practices, for example the voluntary sharing of individual SPOT data, would not be affected by these changes.

RESOLVED - 25

that the Teaching and Learning Committee note the report and supporting documentation on the proposed restructure of SPOT, as attached to the agenda, and endorse the following recommendations to guide CATL in the next stages of the review process:

- SPOT be restructured as a limited number of items, with a standard set of validated questions.
- SPOT retain the open ended ‘comment’ questions in its structure.
- CATL identify thematic areas and develop items for the themes.
- The current practices for SPOT administration in relation to provision of reports and access to data will be maintained.
- CATL continue to seek feedback and develop responses as detailed in Table 1 of the “Update on SPOT Restructure Consultation” paper as part of the consultation process (to close on 20 August) on types of surveys and items.
- CATL present a final report on the types of surveys and items to be included in the restructured SPOT for approval by the Teaching and Learning Committee in October 2010.

In so resolving it was anticipated that the final report would be considered by the Committee at its 7th October 2010 meeting and, if deemed appropriate at that time, referred to the Vice-Chancellor for action and the Academic Council for information and dissemination.

The Chair thanked CATL for the comprehensive report and progress to date.
The Restructure of Student Perceptions of Teaching (SPOT) – Post Consultation

Professor Sid Nair
Centre for Advancement of Teaching and Learning
August 2010
Overview
The proposal to restructure the Student Perceptions of Teaching (SPOT) questionnaire as endorsed for consultation by the Assessment & Evaluation Standing Committee at its June 2010 meeting was circulated to Faculty Teaching and Learning representatives via email with a request that it be disseminated throughout the Faculties / Schools and that their feedback on the proposal be provided to CATL. The initial consultative process took place over a three week period from 25 June to 23 July 2010. The Teaching and Learning Committee considered the proposal and feedback gathered to that stage at its meeting of 5th August 2010. The committee endorsed six recommendations:

1. SPOT be restructured as a limited number of items, with a standard set of questions.
2. SPOT retain the open ended ‘comment’ questions in its structure.
3. CATL identify thematic areas and develop items for the themes.
4. The Committee note that the current practices for SPOT administration in relation to provision of reports and access to data will be maintained.
5. CATL continue to seek feedback and develop responses as detailed in Table 1 of the “Update on SPOT Restructure Consultation” paper as part of the consultation process (to close on 20 August) on types of surveys and items.
6. CATL present a final report on the types of surveys and items to be included in the restructured SPOT for approval by the Teaching and Learning Committee in October 2010.

W/Professor Denise Chalmers and Professor Sid Nair attended a series of meetings with Teaching and Learning representatives of each Faculty (including SIS) and representatives of the Academic Consultative Committee to present the proposal and receive feedback and suggestions. Additional responses were provided by a number of individuals. Appendix A lists the Committees and staff members that were directly involved in the consultative process. Many more were involved through the Faculty consultation processes.

The proposal considered by the Faculties and their representatives, Teaching and Learning Committees and individuals outlined the following proposed changes to SPOT:

- the implementation of a standard questionnaire with 12 core items, 2 comments questions, and the availability of a few questions on a thematic area determined by the faculty or university.

Summary of Responses and Feedback
To date, there has been a very positive response on the proposal to introduce a standard teacher evaluation survey. Specific feedback relates to:

1. There has been general agreement that this would be of benefit for the teachers to monitor their own development over time and for students to respond to a SPOT survey with a limited length.
2. Responses confirmed that the inclusion of qualitative comments was important as it provided students the opportunity to provide additional information.
3. A number of responses suggested that the number of items on the questionnaire might be reduced further from the 12 standard items.
4. A number of responses queried if the SPOT and SURF could be combined, while others supported the current separation of the two instruments.
5. There were also a number of requests to have online student responses and administration of SPOT made a priority at the outset of the introduction of the new system.
6. Other benefits identified included the potential for benchmarking within the University, externally with other universities and for supporting accreditation processes.
7. The majority of the responses were focused on the wording of the 12 proposed questions, and the dimensions/categories.
8. There was a general preference for there to be some flexibility of the instrument through the capacity for individuals to add one or two questions of their own choice to further understand the student cohort and their needs in teaching and learning, though it was recognised that there were other ways in which this information might be more effectively be sought from students.

All feedback received, both in writing to CATL and recorded at the consultative meetings is summarised in Table 1. Table 2 summarises the modified items as a result of the feedback with Appendix B mapping the new items to those that are utilised at other universities. Also included are mock ups of the teaching and tutoring questionnaires (See Appendices C & D).
<table>
<thead>
<tr>
<th>Areas</th>
<th>Issues</th>
<th>Enhancements/Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Overall, there has been a very positive response to introducing a standard teacher evaluation survey.</td>
<td>CATL is pursuing the introduction of an online administration of the SPOT by staff and submission by students. Online survey tools will be investigated for capacity of staff to select 1-2 items drawn from an item bank on a number of aspects of teaching.</td>
</tr>
<tr>
<td>Flexibility</td>
<td>There was some expression of a preference for 1 or 2 items that could be chosen by the teacher or discipline area.</td>
<td>• Aggregate reporting to take account of small/large classes, UG &amp; PG classes</td>
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<td></td>
<td></td>
<td>• Investigate developing a limited number of separate standard questionnaires: eg</td>
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<tr>
<td></td>
<td></td>
<td>- for teachers (as proposed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- for tutors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- for clinical teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CATL to investigate the aggregation of reports of team members for a team teaching report.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Investigate a team teaching survey to obtain feedback on integrated team teaching classes.</td>
</tr>
<tr>
<td>Types of Teaching</td>
<td>Concern about a single survey addressing all types of teaching (small and large classes; lecturers and tutors; UG &amp; PG, team teaching).</td>
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<tr>
<td></td>
<td></td>
<td>• A rewriting of some items which include the learning of students.</td>
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<tr>
<td></td>
<td></td>
<td>• Recognition that this is a Perception of Teaching Survey.</td>
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<tr>
<td></td>
<td></td>
<td>• Student learning and engagement would be the focus of a proposed student experience survey.</td>
</tr>
<tr>
<td>Focus of Questionnaire</td>
<td>The consideration of some learner/learning focus of items was requested. Comments related to the need for students to consider their learning as well as the teaching.</td>
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<tr>
<td>Open-ended question</td>
<td>Some questions about the relevance of open-ended questions, particularly as some comments from students may not be appropriate. Overall, there was considerable support for the students to continue to have the capacity to provide comments.</td>
<td>Question on improvement to be rephrased to elicit feedback on learning and teaching.</td>
</tr>
<tr>
<td>Online Administration</td>
<td>A significant number of responses expressed strong support for online administration of SPOT.</td>
<td>CATL is investigating the introduction of online administration as an option for teaching staff. Timing of this will be dependent on ITS ’s development of the tools to deliver the functionality in time for the 2011 roll out of the questionnaire.</td>
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<tr>
<td></td>
<td>Concern for the possibility of a lower response rate with online survey administration was expressed. Recognition that on-line expands the opportunity to students to respond who may not have attended the class for the session in which SPOTs were distributed.</td>
<td>Research on online surveys suggest an initial lower response rate but with no bias. The research literature also indicates that response rates increase when participants are made aware of the use and changes as a result of their feedback.</td>
</tr>
<tr>
<td></td>
<td>A suggestion for the inclusion of teacher photographs so that students are reminded of the teacher being evaluated.</td>
<td>CATL to investigate the inclusion of photographs, considering legal, technical and personal preference implications.</td>
</tr>
</tbody>
</table>
| **Unit Evaluations** | Some discussion on the relationship of SPOT with SURF and the combination of a unit and teaching survey. | Clarification that SPOT is a teacher evaluation tool. The items in the proposal look at teaching and were selected not to overlap with SURF which measures student feedback on the unit. SURF items are:  
1. It was clear what I was expected to learn in this unit.  
2. The assessment requirements were clearly stated.  
3. The assessment tasks were closely linked to the unit objectives.  
4. The unit was well organised.  
5. The learning resources (handouts, text, web resources, etc) were adequate for my study in the unit.  
6. Overall, this unit was a good educational experience. |
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<tbody>
<tr>
<td>A number of faculties suggested the combination of SURF and SPOT as one questionnaire.</td>
<td></td>
<td>Owing to the different reporting structures and access to the reports, there are no plans to combine SURF and SPOT as one questionnaire.</td>
</tr>
<tr>
<td><strong>Survey Fatigue</strong></td>
<td>Questions on the possibility of students being over surveyed as a result of this change</td>
<td>The changes proposed should not affect the number of surveys that are currently being carried out.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literature on survey fatigue suggests the reason for student non-participation is the lack of knowledge of what changes have resulted as a result of the feedback, rather than on being asked to complete a number of surveys.</td>
</tr>
<tr>
<td><strong>Research and course level evaluations.</strong></td>
<td>The reduction in institutional support for course level program evaluation and for the conduct of educational research was raised</td>
<td>The proposed SPOT restructure does not allow for individuals to have access to raw data for research purposes. The provision of aggregated data and interpretive reports will provide greater assistance in program evaluation. Alternative approaches can be utilised for specific research and program level focus.</td>
</tr>
<tr>
<td><strong>FAQ</strong></td>
<td>Setting up a FAQ for users, administrators, associate deans – e.g. what you can and cannot do with SPOT results; interpretation guides</td>
<td>To be developed on CATL website.</td>
</tr>
<tr>
<td><strong>Good Practice Database</strong></td>
<td>Development of a good practice database linked to the survey items that might help enhance these teaching dimensions</td>
<td>To be developed on CATL website.</td>
</tr>
<tr>
<td><strong>Comment Analysis</strong></td>
<td>Interest was expressed in an analysis of the Student comments aggregated to the School level to gain an overview of strengths and areas on which to focus.</td>
<td>This will be investigated. Online survey comments would be easily transferable to a software package (e.g. CEQuery) for analysis. Paper based surveys would need to be transcribed and this transcription would be dependent on resources.</td>
</tr>
<tr>
<td><strong>Cohort Analysis</strong></td>
<td>Collection of some demographic information to better understand the responses and help improve teaching for the diverse population.</td>
<td>CATL is pursuing the online administration of student surveys. Online options would be built so that aggregated data can be reported.</td>
</tr>
<tr>
<td><strong>Reporting</strong></td>
<td>A suggestion that medians are also reported.</td>
<td>CATL to investigate the possible inclusion of medians in the reports.</td>
</tr>
<tr>
<td><strong>Thematic Items</strong></td>
<td>A number of suggestions were made for the development of items in the thematic section of the questionnaire. These included themes around cultural competency, on new ways of teaching for the new degrees and the teachers role in skills development (capabilities), and assessment and feedback.</td>
<td>Thematic items are currently being developed. Areas suggested by the University or Faculties would be considered as a suite of items in respective themes.</td>
</tr>
<tr>
<td><strong>Core Items</strong></td>
<td>The majority of the discussion centred on item construct – eg teacher centric, including learning in the statements, rephrasing, tenses, use of pronouns, shortening of items, queries on the number of questions in the broad category of Learning Climate, using the term lecturer instead of teacher.</td>
<td>Items to be modified. Items in the questionnaire are drawn from validated lists of many universities. In addition, the selected items will be revalidated.</td>
</tr>
</tbody>
</table>
Table 2: Final items for SPOT following consultation

<table>
<thead>
<tr>
<th>No</th>
<th>Broad categories</th>
<th>Dimension</th>
<th>Original (June 2010)</th>
<th>Proposed Items</th>
<th>After Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Approaches to teaching and learning strategies</td>
<td>Clarity of Instruction</td>
<td>The teacher explained important concepts/ideas in ways that I could understand</td>
<td>The teacher explains important concepts/ideas in ways that I can understand</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Stimulation of Interest</td>
<td>The teacher stimulated my interest in the subject</td>
<td>The teacher stimulates my interest in the subject</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Interaction/Engagement</td>
<td>I am encouraged to participate in classroom and/or online discussions when required</td>
<td>I am encouraged to participate in classroom and/or online discussions</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teacher predisposition/personality</td>
<td>Interest in Teaching</td>
<td>The teacher demonstrates enthusiasm in teaching the subject</td>
<td>The teacher demonstrates enthusiasm in teaching the subject</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Course Preparation and Organisation</td>
<td>Teaching approach</td>
<td>A variety of teaching techniques (group work, examples, online participation, etc) was used by the teacher.</td>
<td>Appropriate teaching techniques are used by the teacher to enhance my learning</td>
<td>The teacher is well prepared</td>
</tr>
<tr>
<td>6</td>
<td>Learning Climate</td>
<td>Concern for Students</td>
<td>I found the teacher helpful when I encountered difficulties with the lecture/unit.</td>
<td>The teacher is helpful if I encounter difficulties with the lecture/unit</td>
<td>Delete</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Values/Principles specific to UWA</td>
<td>I found the teacher sensitive to the needs of students from diverse groups (e.g., gender, race, religion, disability, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Availability</td>
<td>The teacher treated me with respect.</td>
<td>The teacher treats me with respect</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>I had sufficient access to my teacher for consultation (e.g., email, online, face-to-face, telephone).</td>
<td>The teacher is available for consultation (e.g., email, online, face-to-face or telephone)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Quality of learning outcomes</td>
<td>Feedback &amp; Assessment</td>
<td>I received constructive feedback on my work.</td>
<td>I receive constructive feedback that assists my learning</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>The feedback I received was provided in time to help me improve.</td>
<td>I receive feedback in time to help me improve</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Overall rating</td>
<td></td>
<td>Overall, I found the teacher to be an effective teacher.</td>
<td>Overall, the teacher effectively supported my learning</td>
<td></td>
</tr>
</tbody>
</table>

**Qualitative Items**

What are the best aspects of teaching that you experienced in this class? **No change**

What areas (if any) of teaching do you consider need improvement? Please list any suggestions that will help improve teaching and your learning in this unit?

**Part II – Thematic Items**

To be determined by Faculty/University **No Change**
Appendix A: Direct Consultation

Assessment and Evaluation Committee on 10 June 2010
Winthrop Professor Jane Long, Pro Vice-Chancellor (Education)
Professor Brett Kirk, Associate Chair of Academic Board
Dr. Greg Marie, Director of Institutional Research Unit
Mr. Jon Stubbs, Director of Student Services
Dr. Angus Tavner, Associate Dean (Teaching and Learning), Faculty of Engineering, Computing and Mathematics
Dr Brenton Knott, Associate Dean (Teaching and Learning), Faculty of Natural and Agricultural Sciences
Assistant Professor Eileen Thompson (CATLyst, UWA Business School)
Ms Jan Cardy, Administration Officer, Education Policy Services as Executive Officer

Teaching & Learning Committee, 5 August 2010
Winthrop Professor Jane Long, Pro Vice-Chancellor (Education)
Professor Brett Kirk, Associate Chair of the Academic Board
Dr Mary Davies, University Librarian and Director (Information Management)
Ms Emma Greeney, President, Guild of Undergraduates
Ms Jane Thomson, President of the Postgraduate Students’ Association
Chair/Representative of each Faculty Teaching and Learning Committee:
Mr Philip Goldswain, Faculty of Architecture Landscape and Visual Arts
Dr Alexandra Ludewig, Faculty of Arts, Humanities and Social Sciences
Professor Philip Hancock, UWA Business School
Assistant Professor Elaine Sharplin, Faculty of Education
F Dr Angus Tavner, Faculty of Engineering, Computing and Mathematics
Winthrop Professor Mark Israel, Faculty of Law
Assistant Professor Debra Judge, Faculty of Life and Physical Sciences
Associate Professor Sandra Carr, Faculty of Medicine, Dentistry and Health Sciences
Assistant Professor Blaze Kwaymullina, School of Indigenous Studies
Mrs Sue Smurthwaite, Executive Officer

Academic Consultative Committee, 22 July 2010
Winthrop Professor Bill Louden - Senior Deputy Vice-Chancellor
Mr Robert Farrelly - Director, Human Resources
Ms Jennifer Robertson - Deputy Director, Human Resources
Mr Rod Dewsbury - Associate Director, HR Policy and Planning
Mr David Rogers - Senior Employee Relations Officer/Co-Chair, University Managers Group
Dr James O'Shea - President, NTEU, UWA Branch
Mr Peter Stokes - NTEU Industrial Officer
Professor Stuart Bunt - Vice-President UWA Academic Staff Association (UWAASA)/President National Tertiary Education Union (NTEU)
Assistant Professor Catherine Lees - Management and Organisations (UWA Business School)
Professor Shane Maloney - School of Biomedical, Biomolecular and Chemical Sciences,
Ms Joanne Smith - Executive Officer

Graduate School of Education, 14 July 2010
Winthrop Professor Helen Wildy, Dean
Winthrop Professor Grady Venville
Associate Professor Di Gardiner, Director of Teaching/Secondary Teaching Programs Course Coordinator
Assistant Professor Elaine Sharplin
Assistant Professor Mark Pegrum
Associate Professor Val Faulkner
Ms. Christina Dyt - Faculty Manager
Faculty of Architecture, Landscape and Visual Arts, 7 July 2010
Mr Philip Goldswain – Associate Dean
Winthrop Professor William (Bill Taylor) – outgoing Associate Dean
Associate Professor Nigel Westbrook – Discipline Chair, Architecture
Professor Richard Read – Discipline Chair, Visual Arts

Faculty of Arts Humanities and Social Sciences, 13 July 2010
Dr. Nicole Crawford - Transition and Student Experience Coordinator
Associate Professor Martin Forsey - Anthropology and Sociology
Associate Professor Andrea Gaynor - History
Alexandra Ludewig - Associate Dean (Education)
Associate Professor Jeremy Martens - Deputy Head of School (Teaching and Learning)
Assistant Professor Jonathan McIntosh - Academic Staff (Music)
Ms. Elizabeth Oliver - Manager, Student Affairs,
Professor Ian Saunders - Head of School Social and Cultural Studies,
Assistant Professor Larissa Sexton-Finck - Academic Director, Multimedia Centre
Mr. Daryl Tan - Student Representative
Associate Professor Bonnie Thomas - Equity and Diversity Adviser
Assistant Professor Wang Yi - Asian Studies
Professor Judy Johnston - English and Cultural Studies
Professor Tanya Dalziell - Equity and Diversity Adviser
Associate Professor Stephen Dobbs - Discipline Chair of Asian Studies

Faculty of Business, 29 June 2010
Professor Phil Hancock - Assoc Dean T&L
Dr Andrew Williams - Lecturer, Economics
Associate Professor Dave Webb - Marketing
Ms Tracy Bock - Postgraduate Student Experience Coordinator
Mr Michael Sutherland - Undergraduate Student Experience Coordinator
Mrs Danielle Figg - Team Manager, Marketing Discipline
Ms Felicity Renner - Acting Senior Librarian, Business and HSS Libraries
Associate Professor Eileen Thompson - Business School Teaching and Learning
Professor Trish Todd - Director, Undergraduate Programs
Associate Professor Alan Simon – Management

Faculty of Engineering, Computing and Mathematics,
Assistant Professor Angus Tavner- Associate Dean (Academic) – 9 July 2010
Assistant Professor Marco Ghisalberti - Environmental Systems Engineering – 8 July 2010

Faculty of Law, 25 June 2010
Winthrop Professor Mark Israel Associate Dean (Learning and Teaching)
Winthrop Professor Peter Handford, Deputy Dean

Faculty of Life and Physical Sciences, 13 July 2010
Associate Professor Peter Whipp - Associate Dean (Teaching and Learning)
Dr. Jane Hallos - Student Advisor
Ms. Jenny Gamble - Faculty Manager
Dr. Jan Meyer - Anatomy & Human Biology
Winthrop Professor Alice Vrielink - Associate Head of School (Teaching and Learning)
Professor Ian McArthur - Head of School. School of Physics
Winthrop Professor Geoff Hammond - School of Psychology
Winthrop Professor Robert Grove - Sport Science, Exercise & Health
Mr. David Enright - Program Manager/Offshore Programs
Faculty of Natural and Agricultural Sciences, 9 July 2010
Professor Christoph Hinz - Deputy Chair
Ms Marjan Heibloem - Manager, Student Office/ Project Manager
Dr Jane Hallos - Representative from the Faculty of Life and Physical Sciences (Student Adviser)
Assistant Professor James Fogarty - School of Agricultural and Resource Economics
Assistant Professor Ken Flower - School of Plant Biology
Ms Alison Hall (EO) - Faculty Administrative Officer (Undergraduate)
Ms Merrilee Albatis - Associate Manager, Science Library
Ms Chris Hale - Manager, Marketing and Outreach
Mrs Vickie Falcetta - Faculty Administrative Officer (Postgraduate)
Ms Geraldine Stewart - Faculty Administrative Officer (Undergraduate)

Faculty of Medicine, Density and Health Sciences, 29 July 2010
Assistant Professor Helena Iredell (SPH)
Associate Professor Sandra Carr, Associate Dean of Teaching and Learning
Professor Alan Bryant (Podiatric Medicine)
Associate Professor Nick Gibson (SPARCH – Emergency Medicine)
Assistant Professor Zaza Lyons (Psychiatry)
Associate Professor David Paul (CAMDH)
Associate Professor Denese Playford (RCS)
Associate Professor Zarrin Siddiqui (Education Centre)
Associate Professor Lexie Tregonning (SWIH)
Associate Professor Naomi Trengove (FLPS)
Mr Saifuddin Essajee (Health Sciences student representative)
Mr Dante Giacomin (Nursing student representative)
Ms Audrey Lim (Nursing student representative)
Ms Emily Hampson (Nursing student representative)
Executive Officer (Associate Lecturer Gillian Cleary)

School of Indigenous Studies, 24 June 2010
Assistant Professor Blaze Kwaymullina
## Appendix B: Enhancements to proposed items for the new SPOT

<table>
<thead>
<tr>
<th>No</th>
<th>Broad categories</th>
<th>Dimension</th>
<th>Enhanced (proposed) Items</th>
<th><strong>Go8 Universities</strong></th>
<th><strong>Other University</strong></th>
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<td></td>
<td></td>
<td></td>
<td>University</td>
<td>Items</td>
</tr>
<tr>
<td>1</td>
<td>Approaches to teaching and learning strategies</td>
<td>Clarity of Instruction</td>
<td>The teacher explains important concepts/ideas in ways that I can understand</td>
<td>UNSW</td>
<td>The lecturer communicated effectively with students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Monash</td>
<td>I could comprehend the language and vocabulary used by the lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UQ</td>
<td>Dr [X] was good at explaining things</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UNSW</td>
<td>The lecturer communicated effectively with students (eg he/she explained things clearly)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>USyd</td>
<td>I found the lecturer's speech easy to understand</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UMelb</td>
<td>This subject was well taught</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adelaide</td>
<td>This person gives clear explanations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| 2  |                     | Stimulation of Interest | The teacher stimulates my interest in the subject | UNSW | This lecturer stimulated my interest in the subject matter he/she was teaching | Curtin | [Dr. X] is enthusiastic teaching this unit. |
|    |                  |                        |                           | UQ | Dr. [X] stimulated my interest in field of study | Murdoch | This teacher demonstrates enthusiasm for the subject |
|    |                  |                        |                           | Adelaide | The person stimulates my interest in learning the course | Latrobe | Inspires interest in the subject material |
|    |                  |                        |                           | USyd | The lecturer stimulated my interest in the topic area | Swinburne | This staff member teaches in a way that provides motivation and inspiration to learn |
|    |                  |                        |                           | Monash | My attention or interest was sustained during each lecture | Wollongong | This teacher stimulates me to think about the subject |
|    |                  |                        |                           | Monash | I found myself wanting to learn more about or to develop further, ideas | Wollongong | Because of this teacher I have felt enthusiastic about studying this |</p>
<table>
<thead>
<tr>
<th></th>
<th>3 Interaction/Engagement</th>
<th>4 Teacher predisposition/personality</th>
<th>5 Course Preparation and Organisation</th>
<th>6 Course Preparation and Organisation</th>
<th>7 Learning Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I am encouraged to participate in classroom and/or online discussions</td>
<td>The teacher demonstrates enthusiasm in teaching the subject</td>
<td>Teaching techniques are used by the teacher to enhance my learning</td>
<td>The teacher is well prepared.</td>
<td>The teacher is helpful if I encounter difficulties with the lecture/unit</td>
</tr>
<tr>
<td></td>
<td>UNSW</td>
<td>The lecturer encouraged student input and participation during classes</td>
<td>The lecturer appeared enthusiastic about the task of lecturing.</td>
<td>Dr. [X] is well organised</td>
<td>Monash</td>
</tr>
<tr>
<td></td>
<td>UQ</td>
<td>Dr. [X] encouraged student input</td>
<td>The lecturer was enthusiastic about the topic area</td>
<td>University of Alberta</td>
<td>McGill University</td>
</tr>
<tr>
<td></td>
<td>Adelaide</td>
<td>This person encourages student participation</td>
<td>Macquarie</td>
<td>The instructor demonstrated respect for individual differences (eg gender, race, religion, etc)</td>
<td>University of Canberra</td>
</tr>
<tr>
<td></td>
<td>Murdoch</td>
<td>This teacher encourages student participation in classes and/or groups</td>
<td>Dr[X] is well organised</td>
<td>The instructor seemed well prepared for each session</td>
<td>Curtin</td>
</tr>
<tr>
<td></td>
<td>UNSW</td>
<td>The lecturer encouraged student input and participation during classes</td>
<td>The lecturer was enthusiastic about the topic area</td>
<td>Dr. [X] inspired me to learn</td>
<td>Macquarie</td>
</tr>
<tr>
<td></td>
<td>UQ</td>
<td>Dr. [X] encouraged student input</td>
<td>Macquarie</td>
<td>Dr[X] is well organised</td>
<td>Curtin</td>
</tr>
<tr>
<td></td>
<td>Adelaide</td>
<td>This person encourages student participation</td>
<td>University of Canberra</td>
<td>This teacher seemed enthusiastic about teaching the class</td>
<td>Wollongong</td>
</tr>
<tr>
<td></td>
<td>Murdoch</td>
<td>This teacher encourages student participation in classes and/or groups</td>
<td>This teacher demonstrates enthusiasm for the subject.</td>
<td>[Dr. X] is enthusiastic in teaching this unit</td>
<td>Macquarie</td>
</tr>
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<td>UNSW</td>
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<td>Curtin</td>
</tr>
<tr>
<td></td>
<td>Adelaide</td>
<td>This person encourages student participation</td>
<td>Macquarie</td>
<td>This teacher seemed enthusiastic about teaching the class</td>
<td>Wollongong</td>
</tr>
<tr>
<td></td>
<td>Murdoch</td>
<td>This teacher encourages student participation in classes and/or groups</td>
<td>This teacher demonstrates enthusiasm for the subject.</td>
<td>[Dr. X] is enthusiastic in teaching this unit</td>
<td>Macquarie</td>
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<tr>
<td></td>
<td>UNSW</td>
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<td>Murdoch</td>
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<td>Curtin</td>
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<td>Adelaide</td>
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<td>Macquarie</td>
<td>This teacher seemed enthusiastic about teaching the class</td>
<td>Wollongong</td>
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<td>Murdoch</td>
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<td>[Dr. X] is enthusiastic in teaching this unit</td>
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<td>Adelaide</td>
<td>This person encourages student participation</td>
<td>Macquarie</td>
<td>This teacher seemed enthusiastic about teaching the class</td>
<td>Wollongong</td>
</tr>
<tr>
<td>8</td>
<td>Values/Principles specific to UWA</td>
<td>UQ</td>
<td>Queen’s University of Minnesota Latrobe</td>
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<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>The teacher treats me with respect</td>
<td>[Dr. X] treated students with respect.</td>
<td>The instructor showed sensitivity to the needs and interest of students from diverse groups.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The instructor treated me with respect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Treats students and their ideas with respect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9</th>
<th>Availability</th>
<th>UNSW</th>
<th>Curtin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher is available for consultation (eg email, online, face-to-face or telephone).</td>
<td>The lecturer was generally helpful to students. It was possible for me to consult the lecturer out of class about each lecture.</td>
<td>[Dr. X] is approachable.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The instructor was available for discussion outside class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Is available and helpful when asked</td>
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</table>

<table>
<thead>
<tr>
<th>10</th>
<th>Quality of learning outcomes</th>
<th>UNSW</th>
<th>Curtin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Feedback &amp; Assessment</td>
<td></td>
<td>[Dr. X] provides useful feedback.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>USyd</td>
<td>Provides useful feedback to improve learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UMelb</td>
<td>The teaching staff gave me helpful feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I receive constructive feedback that assists my learning.</td>
<td>The lecturer provided me feedback to help me learn. During lectures, the lecturer provided useful feedback on student work. I received helpful feedback on how I was going in my subject</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uni of Adelaide</td>
<td>The feedback on my work was provided promptly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11</th>
<th>I receive feedback in time to help me improve.</th>
<th>Uni of Adelaide</th>
<th>Murdoch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Work marked by this teacher is returned in a reasonable time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12</th>
<th>Overall rating</th>
<th>UNSW</th>
<th>Curtin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overall, the teacher effectively supported my learning</td>
<td>Overall, I am satisfied with the quality of this lecturers’ teaching</td>
<td>[Dr. X] is an effective teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The unit was well taught</td>
<td>I was satisfied with the quality of teaching from this teacher in this</td>
</tr>
<tr>
<td>Institution</td>
<td>Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adelaide</td>
<td>Overall my lecturer effectively supported my learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USyd</td>
<td>Overall, I was satisfied with the quality of teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANU</td>
<td>Overall, I was satisfied with the quality of the learning experience in this subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UMelb</td>
<td>Overall, I am satisfied with the teaching in this unit by this staff member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queen’s</td>
<td>Overall, the instructor is an effective teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Teaching Version

The University of Western Australia
Achieve International Excellence

[Year] Student Perception of Teaching (SPOT)

This feedback is for: [NAME OF TEACHER]  
UNIT CODE: [XXXXXXX]  
UNIT Name: [XXXXXXX]

All students in this class are asked to provide the teacher with their opinions about the teaching in this unit by filling in the questionnaires. As a UWA student your feedback is important in helping to improve the student experience.

Respond to the following questions ONLY in terms of THIS TEACHER in THIS UNIT. Each question describes an aspect of teaching or learning that you could expect to have observed or experienced any time throughout the duration of this unit.

Please indicate your answers by COMPLETELY FILLING a response for each of your chosen answers.

DO this ○○○○○○○○  
DO NOT do this ○○○○○○○○

Use a pencil or blue/black pen only.

**NOTE:** This survey is anonymous. Do not write your name or your student number anywhere on this questionnaire. The completed questionnaires are processed by the Centre for Advancement of Teaching and Learning.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
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<td><strong>1</strong></td>
<td>The teacher explains important concepts/ideas in ways that I can understand</td>
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<td><strong>2</strong></td>
<td>The teacher stimulates my interest in the subject</td>
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<td><strong>3</strong></td>
<td>I am encouraged to participate in classroom and/or online discussions</td>
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<td><strong>4</strong></td>
<td>The teacher demonstrates enthusiasm in teaching the subject</td>
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<td><strong>6</strong></td>
<td>The teacher is well prepared.</td>
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<td><strong>10</strong></td>
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<td>○</td>
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<td>I receive feedback in time to help me improve.</td>
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<td><strong>15</strong></td>
<td>Overall, the teacher effectively supported my learning</td>
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</table>
Comments:

What are the best aspects of teaching that you experienced in this class?

Please list any suggestions that will help improve teaching and your learning in this unit.

THANK YOU FOR YOUR PARTICPATION
Appendix D: Tutoring Version

[Year] Student Perception of Teaching (SPOT)

This feedback is for: [NAME OF TUTOR]  
UNIT Name & CODE: [XXXXX]  
UNIT Name: [XXXXXXXX]

All students in this class are asked to provide the tutor with their opinions about the teaching in this unit by filling in the questionnaires. As a UWA student your feedback is important in helping to improve the student experience.

Respond to the following questions ONLY in terms of THIS TUTOR in THIS UNIT. Each question describes an aspect of teaching or learning that you could expect to have observed or experienced any time throughout the duration of this unit.

Please indicate your answers by COMPLETELY FILLING a response for each of your chosen answers.

DO this  ○○○●○○  
DO NOT do this ○ ○ ○ ● ○ ○

Use a pencil or blue/black pen only.

NOTE: This survey is anonymous. Do not write your name or your student number anywhere on this questionnaire. The completed questionnaires are processed by the Centre for Advancement of Teaching and Learning.

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THANK YOU FOR YOUR PARTICIPATION