Unit Outline*

HRMT8502/HRMT7493

Advanced Human Resource Management

Semester 2, 2011
Crawley Campus

Assistant Professor Dr. Catherine Lees

Business School

www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Welcome to the study of HR analytics

In this unit we will address selected contemporary issues in human resource management, focussing on HR analytics and the practices that are necessary for effective decision-making in the management of human resources. This is a topics-based unit, as it is not possible to treat the whole of the HRM discipline at an advanced level in one unit. Students taking this unit should already have a substantial background of academic study in the field of human resource management. With this basic knowledge and understanding behind you, in this unit I ask students to take the final step to a more critical and challenging approach to HRM. At every turn and for every concept we will ask, "What is the evidence?" "How do I know it will work?" and "Why should my organization agree to do this?"

In seeking the evidence we will examine the research literature, and discuss explanations of the postulated mechanisms through which HRM interventions and practices achieve outcomes. Thus, there is a strong theoretical component in the content of this course.

Unit content

Many commentators have described the behaviour of HR practitioners as lurching from crisis to crisis. Putting out fires is part of the role, particularly when conflicts are potentially explosive. Taking preventive steps, by creating policies and training staff to adhere to those policies, are also good practice when it comes to managing crises and risk. But a truly strategic role for HR has proved elusive according to many. To be honest, many HR gurus make their living by first denigrating HR as not being up-to-the-mark on strategic contribution, and then offering a patented solution that can be used to deliver a strategic contribution and gain a “place at the C-Suite table”. Many of these solutions have included scorecards or dashboards of measures to track and report the results of implementing the proposed strategy. There are now several theoretical models that go beyond this mere recording concept of measurement, to analyse the logic behind the use of the particular measures. This approach has been termed “HR analytics”.

HR analytics has come to the fore in recent years with the publication of several books presenting formal models. In this unit we will learn about these models, and study how they can be applied in human resource management. Theoretical explanations and research findings will be emphasised, and an ongoing theme will be the methodological standards necessary to establish the value of HRM programs and interventions.

The unit will also explore how HR analytics can be relevant to the role of organizations in contributing to a sustainable human future.

The Goal of the unit

The overarching goal of this unit is to provide students with an advanced understanding of the role of analytics and measurement in HR, and the practical implications and applications, particularly to decision-making about HR programs and initiatives.

Learning outcomes

After completing this course, you should be able to:

- Understand theories and concepts of HR analytics in the areas listed in the schedule of topics.
- Explain the importance of taking an evidence-based and analytical approach to human resource management.
• Analyse and critique research in the field of human resource management.
• Prepare a justification for an HR program or intervention and a plan for measuring the effectiveness of the program.
• Describe the factors affecting management’s acceptance of HR initiatives in selected areas.
• Discuss best practice issues in HR analytics.

Educational Principles and Graduate Attributes

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

• Think, reason and analyse logically and creatively.
• Develop attitudes that value learning and the sharing of learning.
• Develop ethical approaches and mature judgement in practical and academic matters.
• Develop the capacity for effective citizenship, leadership and teamwork.
• Develop spoken and written English communication skills.
• Acquire skills in interpersonal communication and working in groups.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

The learning outcomes of this unit, as outlined above, are reflected in the teaching and learning strategies used. The course will consist of a seminar series, in which the lecturer will introduce the content and facilitate small group discussions, class discussions and practical exercises. There will also be a short series of presentations delivered by groups of students. In addition, on occasion special Guest Speakers may be invited to attend to supplement lectures and present from an industry, organisational, community or theoretical perspective.

Engagement with the course in class is an essential requirement, and participation will be assessed. You are expected to keep up-to-date with assigned reading so that you can benefit fully from classes. Seminar discussions will build on the reading and draw upon your knowledge and experiences. Syndicate exercise activities and participative discussions are used to develop your critical thinking skills and creativity relevant to HR, and your confidence in speaking credibly on HR-related topics.

Everyone involved in the unit is expected to show a commitment to professionalism, social responsibility and ethical practice. Participants are also expected to be sensitive and committed to a better understanding of cultural, diversity-related, and international issues.

Teaching and learning evaluation

The learning outcomes of this unit, as outlined above, are reflected in the teaching and learning strategies used. Some class sessions will include a small lecture component to define areas, identify key theories and research, contrast alternative perspectives and identify points of debate. The classes will include interactive activities. You are expected to participate in these activities, and to keep up-to-date with assigned reading so that you can benefit fully from the classes.

Classes will include a substantial component of student responses to questions, to explore topics and enhance understanding. Frequent syndicate activities and participative discussions are used to develop your critical thinking skills, creativity and confidence in speaking about HR issues.
Everyone involved in the unit is expected to show a commitment to professionalism, social responsibility and ethical practice. Participants are also expected to be sensitive and committed to a better understanding of cultural, gender-related, and international issues.

There will be an emphasis on active participation in class and student-centred learning. Accordingly, students should expect to spend class time engaging in a combination of active problem solving and discussion. Out of class students are expected to do an average of 7 hours of work on the unit each week, and to take responsibility for their own learning.
 Attendance

Participation in class, whether by listening attentively to a lecture or getting involved in other activities, is an important part of the learning process. Therefore, it is important that you attend all classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student is unable to attend a scheduled class due to exceptional circumstances, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.

Students should not expect to obtain approval to miss classes unless there are truly exceptional circumstances, such as a medical condition evidenced by a doctor’s certificate.

 Teaching and learning evaluation

You may be asked to complete two voluntary surveys on your experience of this unit; The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF).

SPOT results are processed by the University’s Centre for Teaching and Learning before being sent to the academics concerned. SPOT provides valuable feedback directly to the teachers in the unit on how students view the unit and the teaching methods used. This is a very helpful and useful source of information for the lecturers and tutors and will be important in their reflection on how to improve the learning experience for students.

SURF is completed online and is a university-wide survey conducted on every unit, with the same questions for all units. You will receive an email from the SURF office inviting you to complete the SURF when it is activated later in the semester. We encourage you to complete these surveys as your feedback is an important source of information to help the University to design units, and to improve teaching and learning outcomes.

 CONTACT DETAILS

You should access your student email account regularly. Important information regarding the unit may be communicated by email and will not be forwarded automatically to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Catherine Lees</td>
</tr>
<tr>
<td>Email: <a href="mailto:catherine.lees@uwa.edu.au">catherine.lees@uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone: 6488 2877</td>
</tr>
<tr>
<td>Consultation hours: Wednesdays 1:00 pm – 5:00 pm (most weeks)</td>
</tr>
<tr>
<td>Lecture times: Monday 5:00 – 8:00 pm</td>
</tr>
<tr>
<td>Lecture venue: BUSN 242 Case Study Room</td>
</tr>
</tbody>
</table>
TEXTBOOK(S) AND RESOURCES

Required text

Do not be misled by the title of this text: It is not about economics or finance. It is about HR, and the measurement and analysis that underpin decision-making for HR.

Please note that this is the second edition of this text. The text can be purchased from the Co-op bookshop on campus. It will also be available in closed reserve in the Business Library.

Students must have regular access to the textbook as it is essential reading for the course. You should complete the essential reading for each week, prior to the class in that week.

Additional resources and reading material

**Calculator**
A basic calculator will be useful in class from time to time, and may also be useful in the exam. You should consult the Business School policy on approved calculators at the following web site, before choosing a calculator.
http://www.business.uwa.edu.au/students/assessments

**Recommended additional texts:**
This additional recommended text is available in the library reserve.


In addition to this recommended book there will be a number of readings to accompany the classes. These will be made available through the library web site on course materials on-line (CMO).

Unit website

Once semester begins the unit will have an associated web site on WebCT. You can access the site by logging on to the UWA WebCT site at the following address:
http://webct.uwa.edu.au

Regular use of the website will be essential in the unit, both to receive information and to submit work for assessment. There you will find your grades for the various assessment components will be posted progressively through the semester. You will be able to view distributions of class marks for components of assessment, and there will be a discussion board for asking and answering questions. Apart from this unit outline, the WebCT site should be your first source for answering questions about the unit.

WebCT can be accessed from anywhere on the internet, including from home, the library and the Business School computer labs.

Be sure to log-out of WebCT when you have finished using it.

For help with troubleshooting your University IT here are some useful addresses.
For your University account and access go to UWA Information Technology Services:
http://www.its.uwa.edu.au/student

Student Internet Support Office located physically in the Reid Library, and at
http://www.its.uwa.edu.au/contact/siso
Phone: 6488 3814

For help in troubleshooting using IT provided in the Business School, go to the following address:
http://www.business.uwa.edu.au/students/it-help
Phone: 6488 7888 (dial 7888 on internal UWA phones),
## UNIT SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Topic</th>
<th>Essential Reading &amp; assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Aug.</td>
<td>Introduction: Strategic decision-making in HRM</td>
<td>Chapter 1 of Cascio &amp; Boudreau (C &amp; B)</td>
</tr>
<tr>
<td>2</td>
<td>8 Aug.</td>
<td>Analytical foundations of HR measurement</td>
<td>Chap. 2 of C &amp; B. Class participation</td>
</tr>
<tr>
<td>3</td>
<td>15 Aug.</td>
<td>No topic. This is a reading and assignment-planning week. The class session will be solely devoted to consultation on the assignment.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>22 Aug.</td>
<td>The impact of absence</td>
<td>Chap. 3 of C &amp; B. In-class test 1 and Class participation</td>
</tr>
<tr>
<td>5</td>
<td>29 Aug.</td>
<td>The impact of turnover</td>
<td>Chap. 4 of C &amp; B. Class participation</td>
</tr>
<tr>
<td>6</td>
<td>5 Sept.</td>
<td>Employee health and welfare</td>
<td>Chap. 5 of C &amp; B. Class participation</td>
</tr>
<tr>
<td>7</td>
<td>12 Sept.</td>
<td>Employee attitudes and engagement</td>
<td>Chap. 6 of C &amp; B. Class participation</td>
</tr>
<tr>
<td>8</td>
<td>19 Sept.</td>
<td>Decisions about work-life programs</td>
<td>Chap. 7 of C &amp; B. In-class test 2 and Class participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid-Semester Break</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3 Oct.</td>
<td>Measuring staffing utility</td>
<td>Chap. 8 of C &amp; B. Class participation</td>
</tr>
<tr>
<td>11</td>
<td>17 Oct.</td>
<td>The benefits of better selection</td>
<td>Chap. 10 of C &amp; B. Class participation</td>
</tr>
<tr>
<td>12</td>
<td>24 Oct.</td>
<td>Decisions about HRD programs</td>
<td>Chap. 11 of C &amp; B. Class participation</td>
</tr>
<tr>
<td>13</td>
<td>31 Oct.</td>
<td>Summing up: Investing in talent</td>
<td>Chap. 12 of C &amp; B. Class participation</td>
</tr>
</tbody>
</table>
ASSESSMENT MECHANISM

This assessment mechanism statement is for HRMT8502, it has five components of assessment.

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The grade for your work provides you an indication of how much you have achieved. Providing feedback on your work also assists you as part of the learning process.

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation in discussions, exercises and class activities</td>
<td>10%</td>
<td>Throughout the semester from Week 2. Total of the individual's participation marks from the 11 classes to which they apply, capped at a maximum of 10 marks. For details see description in assessment components below.</td>
<td></td>
</tr>
<tr>
<td>Individual written assignment (3 000 words)</td>
<td>30%</td>
<td>11 Oct.</td>
<td>An individual essay on the assigned topic. Due by 4:00 pm on 11 Oct. Submit 2 identical copies, one to Uniprint and one on WebCT. (See below for details).</td>
</tr>
<tr>
<td>In-class test 1</td>
<td>10%</td>
<td>22 Aug.</td>
<td>Individual written test conducted in-class. (closed book)</td>
</tr>
<tr>
<td>In-class test 2</td>
<td>10%</td>
<td>19 Sept.</td>
<td>Individual written test conducted in-class. (closed book)</td>
</tr>
<tr>
<td>Final exam 2 hours 10 min.</td>
<td>40%</td>
<td>Exam period</td>
<td>University final exam period. This is an open-book exam. Questions may cover any part of the course.</td>
</tr>
</tbody>
</table>

Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

Note 3: Written work by students may be subject to electronic checking to gauge originality, using tools approved by the Business School.
Assessment components

Assessment Item 1: Class Participation

Students will be assessed on their contribution to the weekly class seminars. This contribution will be in terms of punctual attendance, positive engagement, good preparation and constructive involvement in discussions and exercises. Given that a substantial part of the learning in this unit is focussed around the weekly seminars, attendance is compulsory. Attendance at less than 75% of seminars may result in the student being failed.

- There are 13 classes in the semester, as shown in the schedule in this outline. You will be given a participation mark between 0 and 1 for each class, except classes in Week 1 and Week 3, up to a maximum limit of 10 marks awarded for participation for the semester.

- Marking criteria for weekly class participation:
  .9 - 1 – Outstanding, insightful contributions to the mutual learning environment in the class.
  .7 - .8 – Positive engagement with regular, active contributions and analytical comments.
  .5 - .6 – Attendance for the full class period with some productive contribution(s).
  .3 - .4 – Attendance with minimal engagement, or for only part of the class time.
  0 – Non-attendance, or attendance with negative behaviour.

Assessment Item 2: Individual written assignment (3 000 words)

Students will complete one individual written assignment. The assignment will be a scholarly essay and will assess knowledge of course content and application of that knowledge to the assigned topic. You will need to conduct a review of the theoretical and empirical literature related to the topic. The assignment topic is about the relationship between HR and sustainability, and students will be provided with the assignment topic and details during the first week of the course.

Guidelines & Marking Criteria

Word Limit

- The word limit is absolute; there is no additional percentage margin.
- The WORD COUNT and LIMIT apply to the body of the assignment up to the start of the reference list. All text in that part of the assignment, including headings, sub-headings, quotations, and reference citations, will be included in the word limit.
- Any short quotes that must be read in order to understand your discussion about them must be included in the main body of the assignment. All analysis, argument and discussion must be in the main body of the assignment.

Words beyond the word limit will not be marked. Only words up to the word limit will be considered part of the assignment and will contribute to the mark. (the reference list excepted)

Manuscript Style

- All assignments must be in Times or Times Roman 12-point font.
- Use double line spacing throughout the body of the essay. The reference list can be single spaced, with a blank line between each reference.
- Format all citations and references in either Harvard or APA style. Either of these styles can be used, but use only one style consistently throughout the document. For guidance on how to use these styles see the Library Guides on referencing on the library web site.

EndNote is a really good system for building up a database of references. The program links to Word and automatically creates a correctly formatted reference list as you insert reference
citations while writing your assignment. Not everyone will want to invest the time in learning to use this system, but once you know how to use it you will find that it saves you time, and you should consider learning it if you intend to build up resource materials or plan to write about research in a particular area. The library staff have developed a tutorial package: ‘A Quick Guide to Using EndNote’, which provides the basics for using EndNote for an essay.

http://libguides.library.uwa.edu.au/endnote

**Marking Criteria – Individual written assignment for HRMT8502 and HRMT7493**  
(Contributes 30% to the final grade for the unit)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>HD</th>
<th>D</th>
<th>CR</th>
<th>P</th>
<th>N+</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of concepts in the topic</td>
<td>Clearly introduces and defines concepts in the topic area(s) and persuasively communicates their importance.</td>
<td>The relevant concepts are introduced and defined, with an attempt to show their significance.</td>
<td>The topic is introduced and some relevant concepts are defined or described.</td>
<td>Some central concepts are mentioned and a basic attempt is made to define them and introduce the topic.</td>
<td>Introductory remarks are included but they are confusing or do not adequately describe the ideas to be covered.</td>
<td>No introduction to the topic.</td>
</tr>
<tr>
<td>Description of approaches to HR analytics</td>
<td>Theoretical concepts and models in HR analytics are elaborated and their relationships are analysed thoroughly.</td>
<td>Theoretical concepts in HR analytics are described and a model of integrated concepts is presented.</td>
<td>Theoretical concepts in HR analytics are described and a model are also mentioned.</td>
<td>A simple description is given of HR analytics, and models are mentioned.</td>
<td>Some attempt to describe HR analytics, but reveals little understanding, or major misunderstanding.</td>
<td>No attempt to describe HR analytics and its techniques</td>
</tr>
<tr>
<td>Explanation of the relevance of HR to sustainability</td>
<td>The analysis of the relationship between HR and sustainability is comprehensive, critical and insightful.</td>
<td>The relationship between HR and sustainability is described and analysed in some detail.</td>
<td>HR and sustainability are related in a discussion, which make a number of valid arguments and points.</td>
<td>There is an attempt to relate HR to sustainability but the arguments are weak.</td>
<td>The relationship between HR and sustainability is described in a manner that does not make sense or is not plausible.</td>
<td>The essay does not discuss a relationship between HR and sustainability.</td>
</tr>
<tr>
<td>Example proposal to illustrate application</td>
<td>Describes in detail an innovative proposal that applies HR analytics to support sustainability for an example area of HR activity.</td>
<td>A proposal for an example area of HR is described, applying HR analytics and describing the relationship to sustainability.</td>
<td>An illustrative example is described, with the roles of HR analytics and sustainability considered, but there could be more relevant detail provided.</td>
<td>There is an illustrative example of an HR activity, and a limited attempt to relate it to sustainability. The role of HR analytics is only weakly considered.</td>
<td>An example of HR activity is provided but it does not illustrate the application of HR analytics to sustainability.</td>
<td>There is no example proposal or the proposal presented is irrelevant to the topic.</td>
</tr>
<tr>
<td>Explanation of mechanisms and implementation</td>
<td>Sound explanations are given of the mechanisms through which the proposal will work.</td>
<td>Explanations are given of the underlying mechanisms of the proposal, which are</td>
<td>There is some explanation of the mechanisms underlying the proposal, but in some aspects it is limited, or</td>
<td>Underlying mechanisms are not explained, or the explanations are very weak or incorrect.</td>
<td>No explanation is given of how the proposed use of HR analytics will work.</td>
<td></td>
</tr>
</tbody>
</table>
## Assessment Items 3 and 4: In-class tests (closed-book)

There will be two closed-book written tests conducted in-class on 22 August, and 19 September. Each test will be one-hour in duration and will examine topics in the course to that date. Students are required to be available to attend for these tests.

Where a student is prevented from attending for a test due to exceptional circumstances, an alternate test will be made available at another time determined by the unit co-ordinator.

<table>
<thead>
<tr>
<th>Conclusion and statement of expected outcomes</th>
<th>Structure and writing style</th>
<th>Sentence construction, grammar and spelling</th>
<th>Use of evidence from sources</th>
<th>Citing sources and referencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A persuasive summary of the main points and expected outcomes is stated in a clear and convincing manner.</td>
<td>Well-structured with a logical sequence and flow of ideas and arguments, and good use of subheadings.</td>
<td>Clearly written sentences with no spelling, grammatical or typographical errors.</td>
<td>The evidence used to support arguments and facts is highly relevant, and of high quality throughout.</td>
<td>All sources are cited correctly. Citations and listing are consistent with APA or Harvard style throughout.</td>
</tr>
<tr>
<td>A summary is given that brings the main points together and states the expected outcomes.</td>
<td>There is a clear structure to the sections and arguments, and use of subheadings, but occasionally the flow of ideas is awkward.</td>
<td>Clearly written and almost error-free throughout, with a few places that could be expressed more clearly.</td>
<td>Almost all the evidence relied upon is highly relevant and chosen well.</td>
<td>Almost all citations are appropriate and correct, with only very minor variations from APA or Harvard style.</td>
</tr>
<tr>
<td>The conclusion summarises some key points and mentions possible outcomes.</td>
<td>There is structure, but the logical flow of arguments and their relation to subheadings is not always clear.</td>
<td>Patchy, with some sections written well, while others need to be revised to improve the clarity.</td>
<td>Evidence sources are used, but do not always provide strong evidence to support contentions.</td>
<td>Referencing is mostly correct and consistent with APA or Harvard style throughout, with some variations.</td>
</tr>
<tr>
<td>There is a conclusion that draws some points together and attempts to describe possible outcomes, but it is not convincing.</td>
<td>There is structure, but some arguments are omitted or in an order that makes them difficult to follow. Others may appear superfluous.</td>
<td>Occasional grammatical problems, spelling errors, or vague imprecise statements.</td>
<td>Some sources are used to support some arguments, but evidence is not provided in some areas.</td>
<td>Most sources are cited, and listed consistent with APA or Harvard style, but there are some clear deviations.</td>
</tr>
<tr>
<td>The conclusion omits important aspects or does not summarise the central aspects of the essay, or does not describe outcomes.</td>
<td>The structure is not logical. There are abrupt changes of topic and little or no flow of ideas.</td>
<td>Numerous spelling or grammatical errors that show a lack of proof-reading. Vague statements, which are difficult to understand.</td>
<td>Little supporting evidence from sources is provided, and what is presented is barely relevant.</td>
<td>Significant omissions in citation and listing of references, or does not follow the APA or Harvard styles.</td>
</tr>
<tr>
<td>There is no summarising conclusion.</td>
<td>Patchwork of unrelated sections generally on or around the topic.</td>
<td>A number of sentences are so unclear that their meaning cannot be understood.</td>
<td>No evidence is provided to support statements.</td>
<td>Sources are not cited or there is no list of references.</td>
</tr>
</tbody>
</table>
Assessment Item 5: Final exam

- Worth 40% of overall mark
- 2 hours and 10 minutes duration
- Open book: This means that you can bring and use any books or notes.
- Approved calculator may be required.
- The final examination will cover the prescribed sections of the textbook and lectures from Week 1 to Week 13, inclusive. It may contain multiple choice, short answer, and essay style questions. Further details of the format of the exam will be provided towards the end of the course.

**Note:** It is important to note that lecture content may go beyond the material in the supporting textbook. The textbook does not define the content of the unit or the limits of examinable material. Reading the prescribed sections of the textbook is essential, but it is not sufficient.
Submission of assignments

Two electronic submissions (identical) are required
Submit 2 identical electronic copies of your individual written assignment by the due date and time as follows.

Uniprint copy One copy is to be submitted to Uniprint as follows.
Submit your assignment in an electronic format by going to the Uniprint web site
http://www.uniprint.uwa.edu.au
then click on “Student Assignments” and follow the instructions.
There is also a link to get to Uniprint on the WebCT site for the unit.

WebCT copy The other copy is to be submitted directly in the unit WebCT site, in the assignment section.
Uniprint will print all the assignments and deliver them to the Business School for marking. The date you submit the Uniprint copy will be recorded and taken as the date of submission. The version lodged on WebCT provides the safeguard of redundancy. In the event of a missing assignment, or a dispute about the date the assignment was received, the version lodged on WebCT will be marked and the date it was lodged on the system will be taken as the date the assignment was submitted.

Penalty for late submission of assignment
Late assignments will receive a deduction of 10% for every day late, or part thereof. For example, an assignment due Monday that is submitted on the following Wednesday, (two days late), and receives an initial mark of 65% would be marked down to 45%. No extension of the due date will be granted, other than in exceptional personal circumstances (e.g. illness, with accompanying medical certificate).

STUDENT GUILD

Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au

Charter of Student Rights and Responsibilities


Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals).