

**HLT441**  
**Community Health Honours**  
**Project/Dissertation**  
FACULTY OF SCIENCE

**Subject Outline**  
200940

# **Community Health Honours Project/Dissertation**

**HLT441 Subject Outline**

**Faculty of Science**

*Subject coordinator*  
**Dr Herbert F. Jelinek**

*Session offering*  
**Autumn Session 2009 (23 February - 26 June) /  
Spring Session (27 July - 27 November)**

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# HLT441 Health Honours Project/Dissertation

## Welcome

In this subject students will undertake the collection and analysis of data for their research project. Following this, students will prepare and submit a dissertation for examination.

## Your subject coordinator

**Dr Herbert F. Jelinek**

## Contact procedures

### Academic enquiries

Any questions concerning the teaching of this subject can be made by contacting your subject coordinator.

It is helpful if you make an appointment to see staff members. Please also remember to allow staff members a reasonable period of time to respond to phone messages and emails. In most instances, this will be within 3 *working* days of your communication (as per CSU policy “Minimum standards for communicating with students”).

Email: [hjelinek@csu.edu.au](mailto:hjelinek@csu.edu.au)  
Phone: (02) 6051 6946  
Fax: (02) 6051 6772  
Campus: Albury  
Building/Room number: Andrews

## Consultation procedures

The subject coordinator will be available for student consultation. You will normally be informed of the details of such consultation via the online subject forum or by letter.

According to the Minimum Standards for Communication with Students Policy ([http://www.csu.edu.au/acad\\_sec/academic-manual/docs/p8.rtf](http://www.csu.edu.au/acad_sec/academic-manual/docs/p8.rtf)), students can expect that the subject coordinator or nominee of the distance education forums will respond to their postings at least once a week during the teaching weeks of the session.

## Student Services Support Central

Phone: 1300 734 654  
Email: [studenthelp@csu.edu.au](mailto:studenthelp@csu.edu.au)  
Web: <http://www.csu.edu.au/division/studserv/>  
Online inquiry form: <http://www.csu.edu.au/division/studserv/helpform.htm>

A full list of contact numbers is provided in *A guide to learning at CSU* at <http://www.csu.edu.au/division/studserv/guide/contacts.htm>.

## **Key subjects**

Passing a key subject is one of the indicators of satisfactory academic progress through your course. You must pass the key subjects in your course at no more than two attempts.

The first time you fail a key subject you will be 'at risk' of exclusion; if you fail a second time you will be excluded from the course.

To check whether this subject is a key subject for you, go to the Academic Progress Regulations: Key subjects for CSU courses website:

<http://www.csu.edu.au/division/student-admin/current/academic-progress/key-subjects.htm>

## **Pre-requisites and co-requisites**

HLT333 is a prerequisite for this subject. There are no co-requisites for this subjects for students accepted into the honours stream. The University staff have determined that if you have not completed HLT333 (or their equivalent for which you have received credit) then you may not undertake this subject. If you have not successfully completed the prerequisite subject please contact the School of Community Health Courses Manager, Clare Wilding, to determine what actions you need to take. Clare can be contacted on 02 6051 6752 or by email [cwilding@csu.edu.au](mailto:cwilding@csu.edu.au) and her office is located in the Wilcara Building on Olive Street. If you are not enrolled in the co-requisite subjects please alter your enrolment online by visiting <http://www.csu.edu.au/division/student-admin/> and click on the Quicklink on the right hand side called "Vary my enrolment" or contact Angela Stewart in Student Administration by email [astewart@csu.edu.au](mailto:astewart@csu.edu.au)

Please see the next section about failed subjects.

## **Failing a subject**

If you fail this subject, you will be required to redo the subject (or its equivalent) the next time it is offered. This will most probably affect your progression in your course depending on subject pre-requisites and co-requisites, and it may result in an extension of time that it will take you to complete your course. Please speak with the School of Community Health Courses Manager, Clare Wilding, to determine your future course progression if you fail a subject. Clare can be contacted on 02 6051 6752 or by email [cwilding@csu.edu.au](mailto:cwilding@csu.edu.au) and her office is located in the Wilcara Building on Olive Street.

## **University policies and regulations**

Academic matters are defined by, and are subject to, Charles Sturt University policies and regulations. Your Subject Outline should be read in conjunction with

all such academic regulations and policies, as some of these may affect the outcome of your studies.

At the beginning of the session, information regarding some of these specific regulations and policies will be posted to your eBox at [my.csu](http://my.csu).

## **Subject details**

### **Introduction to the subject**

This subject has been designed for final (i.e., fourth) year honours students in occupational therapy, physiotherapy, podiatry, and speech pathology. It is officially regarded as internal (as opposed to external) because all students enrolled in it are taking internal courses. However, because there is no time during the year that all students are on campus, unofficially this subject is regarded as external, and thus essentially offered via distance education. Students should feel free to contact the subject coordinator by means of the subject forum, direct email, phone, or conventional mail. Students should also check the HLT441 subject forum regularly for postings placed there, particularly concerning preparation and submission of the dissertation in the second half of the year.

### **Objectives**

Upon successful completion of this subject, students should:

- have developed the knowledge, skills, and capacity to undertake an independent research program at honours level.

### **Working with your dissertation supervisor**

Refer to the School of Community Health honours handbook for information concerning working with your supervisors.

### **Teaching, support and learning strategies**

#### **Values and professional behaviour in School of Community Health**

As a student of the School of Community Health, who hopes one day to become an autonomous health professional, a very important aspect of your education at CSU is socialisation into the health professions, including developing the appropriate professional behaviours required of these positions. As a starting point, please read the following, which outlines CSU's values and expectations of staff and students that has been copied verbatim from the CSU Student Charter web page: <http://www.csu.edu.au/student/charter/>

**“All members of the CSU community are expected to value:**

- Intellectual independence and freedom of inquiry
- The discovery, refinement, preservation, and dissemination of knowledge

- Engagement with professions and communities through responsiveness, partnerships, and inclusiveness
- Social justice including ethical practice and global citizenship
- Economic, social, and environmental sustainability, including the responsible stewardship of resources and
- The well being and development of staff and students.

**Students can expect:**

- to be treated with respect and tolerance and to pursue academic goals without fear or intimidation
- access to information about University regulations, policies, and procedures including research and study requirements and that they will be applied appropriately
- the opportunity to engage with accessible and effective teaching and professional practice and to interact with researchers and research outcomes
- University staff to interact with students with honesty and integrity and in a timely manner
- recognition of the intellectual property rights of students to their work
- opportunities to contribute to the organisational and cultural life of the University and to be represented and actively involved in relevant University committees
- opportunities to provide feedback for the improvement of the University
- a student centred approach to the provision of services including information technology, library, and student support
- a safe and healthy University environment.

**The University expects students to:**

- behave in a manner that demonstrates respect and tolerance
- adhere to University rules, regulations, policies, and procedures
- actively and positively participate in teaching, learning, professional, and research activities
- interact with the University with honesty, integrity, and in a timely manner
- recognise the intellectual property rights of the work that others produce individually or in partnership with them

- contribute to the organisational and cultural life of the University and to the work of relevant University committees
- provide solicited and unsolicited feedback for the improvement of the University
- use University services responsibly”.

The School of Community Health aspires to assist you to become an excellent practitioner in your chosen field of work. In our School we value high quality, evidence-based, and reflective practice. We value mutual respect: we aim to provide positive, useful, and not overly-burdensome learning experiences for you. In return, we ask that you take responsibility for being a proactive learner, for asking for help and seeking advice and feedback when you need it, and that you recognise that staff have many competing demands upon their time.

During the course of your studies, we hope to provide you with many opportunities to practise, develop, and demonstrate your professional values and behaviours. In the following pages we will mention some specific examples of actions you can take, which will demonstrate your commitment to the values that have been mentioned as important to CSU, the School of Community Health, and the health professions.

## Schedule

There is no 'official' schedule in this subject for two reasons. First, because clinical placement patterns differ for different groups of students enrolled in HLT441, there is no time during the period that this subject is offered when all students will be on campus and thus likely to engage in similar activities. Second, it would be inappropriate to attempt creating a schedule for teaching in this subject because of the differing nature of the research that students will be engaged in. Nevertheless, a suggested timeline is provided in the School of Community Health honours handbook, and students should observe that timeline as much as they can.

## Resources

*CSU Interact* is the University's online learning environment. It contains your subjects with a range of learning services or tools that you will be able to explore. You can access *CSU Interact* via <http://my.csu.edu.au>

The learning resources for this subject consist of:

Subject Outline

### Recommended resources

A list of recommended resources is available in the honours handbook.

## **Prescribed text(s)**

There is no prescribed text for this subject

## **Library services**

You can find on the Library Services web site full details of how we can help you find and access books, reports, journals, articles, dissertations, full text newspapers, and online reference resources (eg. ABS statistics, Australian standards, encyclopaedias, dictionaries), as well as links to other libraries and their catalogues:

<http://www.csu.edu.au/division/library/>

Contact details are available at:

<http://www.csu.edu.au/division/library/about/contacts/>

Phone: 1800 808 369 (free call from within Australia).

# Assessment information

## Assessment summary

Item no.	Description	Value	Due date*	Return date**
1	Data report	Zero: Hurdle requirement	23 October 2009	Not applicable
2	Dissertation	100%	13 November 2009	Immediately on receipt of dissertation copies from examiners

\* due date is the last date for assessment items to be received at the University

\*\* applies only to assessment items submitted by the due date

## Preparation and presentation

### Plagiarism

(Academic Misconduct Rule 2.1)

A student plagiarises if he or she gives the impression that the ideas, words or work of another person are the ideas, words or work of the student. Plagiarism will include:

- i. copying any material from books, journals, study notes or tapes, the Web, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation; or
- ii. rephrasing ideas from books, journals, study notes or tapes, **the Web**, the work of other students, or any other source without acknowledging the source of those ideas by footnotes or citations.

Plagiarism is to be distinguished from inadequate and/or inappropriate attempts to acknowledge the words, works or ideas of someone else.

You must be familiar with the university's policy on such matters and, guided by these, you must research and write in a scholarly manner. Visit the web address for more information [http://www.csu.edu.au/acad\\_sec/academic-manual/docs/g12.rtf](http://www.csu.edu.au/acad_sec/academic-manual/docs/g12.rtf)

### Collusion

A student colludes when he or she works without permission with another person or persons to produce work which is then presented as work completed independently by the student.

Collusion includes, but is not limited to:

- writing the whole or part of an assignment with another person;

- using the notes of another person to prepare an assignment;
- using for an assignment the resource materials of another person that have been annotated or parts of the text highlighted or underlined by that person; and
- allowing another student, who has to submit an assignment on the same topic, access to one's own assignment under conditions which would give that other student an advantage in submitting his or her assignment.

## **Referencing guidelines**

The Faculty of Science recommends that all referencing should be in accordance with the APA Style Guidelines (American Psychology Association). Information to support APA style referencing is available on the CSU website:

<http://www.csu.edu.au/division/studserv/learning/referencing/index.htm>

Correct and consistent referencing is an important component of producing professional and credible academic work; marks will be deducted for inadequate referencing. Your subject coordinator will inform you of any specific requirements for referencing in this discipline.

All direct quotations must be in quotation marks, indented (or clearly identified) and cited with a page number. Direct quotations should comprise no more than 10% of the total word length.

Failure to do so can result in a request to resubmit the assignment (level 1 subject) or a fail mark for the assignment (level 2, 3 or 4 subject).

Plagiarism, cheating and collusion may result in failing the assignment, failing the subject and/or exclusion from the university, see Student Academic Misconduct Rule for more information at:

[http://www.csu.edu.au/acad\\_sec/academic-manual/docs/g12.rtf](http://www.csu.edu.au/acad_sec/academic-manual/docs/g12.rtf)

## **Pass requirements for this subject**

### **Determination of final grades**

The final order of merit in this subject will be based on weighted raw scores.

Grade allocation will be determined by a combination of the subject coordinator's academic judgement about the quality of students' performance and size of gaps in the final order of merit.

If penalties for late submissions are such that they would cause a student to fail this subject, the student's actual performance "pre-penalties" will be considered carefully. If that performance is regarded as being of sufficient quality to make failure of the subject inappropriate, a low pass will be awarded the student.

### **Additional assessment**

Additional assessment will not be available in this subject.

## Grades

The university has a policy of awarding different classes of honours. The marks determining level of honours in the School of Community Health are:

- Hons 1 (Class 1) 80-100%
- Hons 2a (Class 2, Division 1) 70-79%
- Hons 2b (Class 2, Division 2) 60-69%
- Hons 3 (Class 3) 50-59%
- Fail 0-49%

The level of award is determined solely by the mark awarded to the dissertation.

## Norm and criterion referencing

It is standard practice for you to be assessed in subjects on the basis of a combination of norm and criterion referencing, with marks and grades being awarded by referring to a combination of predetermined standards and the performance of other students in the subjects.

**Norm referencing** means awarding marks and grades by reference to the performance of other students in the subject. The relationship between performance and grades is entirely dependent on the standards of the other members of the student cohort.

**Criterion referencing** means awarding marks and grades by reference to a set of predetermined observable performance outcomes and standards. It provides a focus for learning and teaching and specifies for you and the subject coordinator what is required from the assessment task. At its extreme this results in pass/fail discrimination only, based on mastery of competencies. It can also, however, produce graded responses where the criteria can be evaluated at varying standards of performance.

**Note:** The notional percentages specified above should be viewed only as guidelines for the awarding of final grades. It may be necessary for raw score totals to be scaled so that the distribution of final grades in the subject conforms to University expected norms.

## Other grades

Please see the University Handbook for regulations governing the determination of grades AW (Approved Withdrawal), FW (Fail Withdrawn), and others.

## Pass/fail requirements

All assessable items must be submitted to pass this subject. However, it is not necessary to pass all individual items in order to pass the subject as a whole.

Attendance at classes is not compulsory but highly recommended.

# Assessment items

## Assessment and professional behaviour

Assessment is a set of processes that measure the outcomes of your learning, in terms of knowledge acquired, understanding developed, and skills gained. Assessment plays a significant role in the learning experience of students. It determines your progression through your programme and enables you to demonstrate that you have achieved the intended learning outcomes. It is assessment that provides the main basis for public recognition of achievement, through the awarding of qualifications and/or credit.

Assessment serves many purposes:

- it provides the means by which you are graded, passed, or failed
- it provides the basis for decisions on whether you are ready to proceed on to another subject or year level, to qualify for a degree, or to demonstrate competence to practise
- it enables you to obtain feedback about your learning and helps you to improve your performance
- it enables staff to evaluate the effectiveness of their teaching.

Assessment is undoubtedly important. In the School of Community Health we also highly value the seeking of knowledge, understanding, and skills that enable people to be excellent, confident, thoughtful, and wise practitioners. Thus, we encourage you to take full advantage of your time at university to learn as much as you can. To this end, there are some choices you can make that will enable you to meet this goal:

- All classes in this subject have been carefully selected to provide you with the knowledge, skills, and practice experiences you need to help you to < for example: be a competent and professional communicator, understand and use theory in practical reasoning, or lead a community development project. Attending classes enables you to take full opportunity of these learning experiences. It is therefore important that you attend all classes. If you are having difficulty with attending, please consult with your subject coordinator to determine how you will meet your learning goals.
- Ensure that you are clear about the requirements of each assessment task, understand what is expected, and have a sound understanding of the marking criteria.
- Address the assessment tasks to the best of your ability.
- Complete and submit all assigned assessable tasks by the due date. Please note that this enables lecturers to apply the assessment criteria fairly to all students. And, in addition, it enables lecturers to manage their workload. If you are having difficulty meeting a deadline, please consult with the subject

coordinator to see what solutions can be found. There may be opportunity to negotiate these deadlines; please talk with your subject coordinator about this and see also the guidelines about special consideration, misadventure, and extenuating circumstances (following).

- Ensure that all assessable items are safely submitted to the university in the manner designated for that subject.
- Keep a copy of all submitted assignments (if they are in a copyable form).
- Feedback provides a powerful means by which learning and skill development can occur. Attending to feedback may be able to help you to improve your grades on subsequent assessment tasks in this subject or in other subjects, and attending to feedback is likely to improve your knowledge and skill development as a health professional. Read or listen carefully to feedback provided about your work or provided generally.
- Obtain assistance with assessment tasks as soon as it becomes apparent that such help is necessary. This is another means by which you can enhance your learning and thus take responsibility for becoming the best health practitioner you can be.
- Be responsible for your own learning and for reaching appropriate standards in your subjects.
- Become familiar with and abide by the university regulations regarding academic misconduct (see <http://www.csu.edu.au/division/studserv/support/study/academic-advice/acad-misconduct.htm>) and general misconduct (see <http://www.csu.edu.au/division/studserv/support/study/academic-advice/gen-misconduct.htm>).

## Assessment item 1 Data report

**Due date:** 23 October 2009

**Value:** Hurdle requirement: Satisfactory/unsatisfactory

**Length:** As appropriate for each project

### Rationale

The data report is intended to:

- assist students:
- make complete and accurate records of:
  - how data were obtained, handled, and stored during their research project; and
  - how the data will be stored, and finally disposed of, after completion of their project;
  - determine what information about their data needs to be included in the dissertation and what information can be left out; and
  - write the results section of their dissertation so that it flows well and is logical and concise;
- ensure that all commitments that had been made concerning storage and retention of data will be fulfilled; and
- render the data accessible and comprehensible to:
  - any interested reader with legitimate access to those data, or
  - anyone who may legitimately want to use the data for subsequent analyses.

### Task/s

This report has two components:

- A. A report that should be submitted to the principal supervisor.
- B. A report that should be submitted to the school's honours coordinator.

#### A. Report for the principal supervisor

- Provide a cover sheet that includes the title of the assignment (i.e., *Data Report for Principal Supervisor*), your name, the principal supervisor's name, your topic, and the date of submission. A contents page should be included that links to pages within the document. Headings and subheadings should be used to organise the report into a logical sequence.

- Provide a list of all forms of data (e.g., questionnaires, audiotapes, interview transcripts or summaries, electronic files such as NVivo documents or SPSS data files, printouts from equipment, etc.), and where they a.) are currently located, and b.) will be located upon completion of the project. For this section you should use the table that is provided in the proforma that will be available from the HLT441 subject forum for the report for the school's honours coordinator. (Exactly the same information needs to appear in both components of this assignment.)

You should negotiate with your supervisor about which data should be referred to in the report. **Note:** Care should be taken in making raw data (particularly qualitative data) available beyond the research team. Permission / approval of regarding availability of these data should be obtained from your research participants and the ethics committee(s) that approved your research. Data may need to be de-identified in some way.

- Provide a description of any non-obvious codings, recodings, computations, etc. (Researchers inevitably manipulate their data, make calculations, etc. in ways that are never reported in their final write-up.)
- Provide a separate section pertaining to each major research question. Each section may have sub headings (e.g., 1, 1.1, 1.2, etc.) indicating such things as:
  - the kind of data analyses used to address the research question(s), and a brief justification for each technique / analysis;
  - the major findings (e.g., SPSS output); and/or
  - charts relating to specific analyses (these can be "shrunk").
- Note that the sequence of some of the above material may reflect the results section of the dissertation, and may also include information about data that are not referred to in the dissertation.
- There is no set length that applies to this report. It should be long enough to fulfil the purposes and provide all the essential information outlined above, but not so long that a reader is swamped with too much information.

## **B. Report for the school's honours coordinator**

Once a satisfactory report has been completed, or has been completed to the point that the supervisor is satisfied with it (with the expectation that it will be completed before the end of the student's candidature), a subsequent report should be submitted to the school honours coordinator. A proforma for that will be made available on the HLT441 subject forum. It should be completed initially by the student, then given to the principal supervisor for signing off on before it is submitted to the school honours coordinator.

## **Assessment criteria**

The supervisor's responsibility is to indicate to the school honours coordinator that the data report referred to in (A) above has been received, and is satisfactory. (It may have gone through several drafts before being regarded as satisfactory.)

## **Assessment item 2 Research proposal**

<b>Due date:</b>	13 November 2009
<b>Value:</b>	100%
<b>Word limit:</b>	7,000 words for a quantitative study 10,000 words for a qualitative study

### **Rationale**

The dissertation is the culmination of two years of individual study on a research topic. It should be based on original and rigorous research. It should be a well-written document that contributes substantially to the current knowledge in the field of study and/or critically reviews a substantial component of a field of knowledge.

### **Task/s**

Detailed information about how dissertations should be presented is contained in the School of Community Health honours handbook. That handbook was being revised at the time of preparing this subject outline, and the new edition will not be available until early in February 2009. Updated information from the new edition will be made available to students via the HLT441 subject forum soon after teaching commences in 2009.

### **Assessment criteria**

Detailed information about how dissertations will be assessed is contained in the School of Community Health honours handbook. As mentioned above, that handbook was being revised at the time of preparing this subject outline, and the new edition will not be available until early in February 2009. Updated information from the new edition will be made available to students via the HLT441 subject forum soon after teaching commences in 2009.

### **Other requirements**

#### **Special Consideration, Misadventure, and Extenuating Circumstances**

Another really important aspect of being a professional is to develop professional behaviour in relation to understanding institutional policies and procedures. An example of this in the University is knowing what to do when something goes wrong and you need to ask for an extension or some other kind of consideration. Sometimes students experience a misadventure or extenuating circumstances, which may unduly affect their performance on an assessment, or which may cause an assessment not to be completed on time. To allow appropriate actions to be taken and for a negotiation to begin, you need to inform the subject co-ordinator of your circumstances **prior** to the examination or the assessment due date.

A successful application for special consideration may have a number of outcomes, including: an extension of time to complete the assessment, completion of the examination at another time, having extra time to complete an examination or having a scribe for an examination (these latter arrangements are more unusual and need to be requested in the context of having a documented learning difficulty or transient or permanent disability, or similar. See <http://www.csu.edu.au/division/studserv/disability/index.htm> for more details.) As with all institutional policies, these policies enable some actions to be taken while other actions are precluded. Special consideration *cannot be applied retrospectively to alter the outcome of an assessment*; it can only enable you to request additional time or changed circumstances for completing the assessment. It is important that special consideration is applied according to the regulations so that other students completing the assessment are not disadvantaged and so that people outside the University can continue to have confidence about the high standards of achievement attained by CSU students.

As soon as you become aware of experiencing misadventure and/or extenuating circumstances you are *urged to speak* to the subject coordinator. Do not rely solely on email to communicate with the lecturer (especially if you are close in time to the due date/ examination time) as the lecturer may not see your email before the assessment is due. Please also remember that lecturers are not required to work into the evenings or on weekends, and that they have multiple tasks to juggle (including teaching a number of classes and range of students, attending meetings, and conducting research), so you need to allow your lecturer some time to respond to your communication. If you lodge a special consideration form, please *also communicate directly* with your lecturer as sometimes there can be delays in the lecturer receiving your application. Special consideration cannot be applied retrospectively after the due date/ examination date has passed (except in the special circumstances where the misadventure/extenuating circumstances prevented you from contacting your subject coordinator before the due date – this only occurs rarely!)

The University policy and procedures of Special Consideration Regulations is found at [http://www.csu.edu.au/acad\\_sec/academic-manual/docs/c3.rtf](http://www.csu.edu.au/acad_sec/academic-manual/docs/c3.rtf). Following is some essential information that has been taken from these regulations.

As a general guide, misadventure or extenuating circumstances are circumstances which are:

- beyond your control (that is, they could not have reasonably been anticipated, avoided, or guarded against);
- sufficiently grave or of a nature or duration to have caused considerable disruption to your capacity to study effectively or to complete subject requirements; and
- have interfered with your otherwise satisfactory fulfilment of the subject requirements.

Some circumstances which may warrant special consideration can include:

- medical reasons
- family/personal reasons, including death or severe medical or personal problems
- employment related reasons, such as a substantial change to routine employment arrangements or status
- administrative problems, such as the late receipt of teaching materials, enrolment errors or delays
- sporting or cultural commitments, where a student has been selected to participate in a state, national, or international sporting or cultural event
- military commitments, where a student is a member of the armed forces involved in a compulsory exercise
- legal commitments, where a student is called for jury duty or is subpoenaed to attend a court, tribunal, etc.
- other events that pose a major obstacle to the student proceeding satisfactorily with his or her studies.

The following circumstances **would not** be considered misadventure or extenuating circumstances:

- routine demands of employment
- difficulties adjusting to University life, to the self discipline needed to study effectively, and to the demands of academic work
- stress or anxiety normally associated with examinations, required assessment tasks, or any aspect of course work
- routine need for financial support
- lack of knowledge of requirements of academic work
- demands of sport, clubs, and social or extra-curricular activity (other than selection for state, national, or international sporting or cultural events)
- difficulties with the English language during examinations.

If you experience misadventure or extenuating circumstances you may apply for special consideration in order to receive an extension for an assessment. If the misadventure or extenuating circumstances will prevent you from completing the subject by the end of session or from sitting for the final examination, then you may apply for a **Grade Pending (GP)** or a **Supplementary Examination (SX)** respectively.

Application for special consideration, grade pending, and supplementary examination should be lodged with the Student Administration Office using the

appropriate form. Forms can be downloaded from <http://www.csu.edu.au/forms/current.htm>. You are advised to also communicate directly with the subject coordinator when you lodge these forms. The subject coordinator will advise you about your application for special consideration and student administration will advise about applications for a grade pending and supplementary examination. Where grade pending is approved, the subject coordinator will advise you in writing of the work to be completed and the date by which it must be submitted for assessment.

Please note that applications for Grade Pending or for Supplementary Examination due to inability to sit for the final examination should be submitted to the Student Administration Office by the Friday before the commencement of examinations for the session. Late applications may be accepted if the misadventure or extenuating circumstances prevented you from lodging the application on time.

### **Supporting Documentary Evidence**

For all applications for Special Consideration, Misadventure, and Extenuating Circumstances appropriate supporting documentary evidence must be attached to the application form. When assessing a request for special consideration, the University will take into account all matters relevant to the request. Supporting documentary evidence, in itself, does not guarantee that special consideration will be granted, but without supporting documentation an application will almost certainly be declined. Examples of appropriate supporting documentary evidence include:

- Medical certificates and reports

Medical certificates and medical reports will only be accepted when written by qualified and registered health practitioners. A medical certificate is a signed statement from a qualified and registered health practitioner which explains the debilitating nature of the condition which you are or were experiencing and the period during which the condition has or will affect you, so that the University can decide on the basis of that information and any other information provided by you, whether to grant the special consideration sought. The certificate should also specify the precise nature of the medical condition, unless to do so would result in a breach of patient confidentiality.

- Family/ Personal misadventure

If you experience family/personal reasons impacting on your study then documentary evidence would include a statement from a registered health care practitioner, a recognised mental health professional, or a person who knows you, *who is not related to you*, stating: the date your personal circumstances began or changed; and how these circumstances affected your ability to study. Supporting letters from CSU Student Services Counsellors are also acceptable. It is most useful if the letter clearly identifies the relationship of the writer to you and how the writer can be contacted so that the information can be verified or clarified if necessary. Please ensure that the letter is signed and dated.

- Employment

For employment related misadventure, your employer needs to provide a written statement outlining: the date employment arrangements or status changed, and the nature of the changes.

- Sporting/ Cultural/ Military/ Legal

For sporting, cultural, military, or legal commitments, you should provide a written a statement from the relevant authority advising: details of the event and the period during which your study will be interrupted.

### **Additional Assessment (AA) or Additional Examination (AE)**

Please note that the Faculty of Science has implemented a new policy about AA and AE grades from 2009. **In this subject, AA and AE grades will NOT be offered.**

## University policies

The University policies outlined below should be read in conjunction with the University policies and regulations outlined in the eBox of [my.csu](#).

### Electronic communication

A range of information and services concerning this subject is accessible through your personalised area (my.csu) of Charles Sturt University's web site at the following URL:

<http://my.csu.edu.au>

my.csu is a secure (password-protected) web site that enhances navigation of the University's online environment. It brings together information that relates to you. For example, Personal Details provides your textbook lists, examination timetables, academic transcripts and examination results, finance balances, and direct access to online subjects and forums. This web site also contains your eBox where official University communications will be sent, e.g. HECS information, messages from the Vice-Chancellor. Every distance education subject offered has an online Subject Outline. This outline links to learning resources and services available to assist you with the subject. These services include direct access to the:

- internet links and resources relevant to your subject;
- online subject forum which provides you with an opportunity to engage in discussion with your subject coordinator and other students enrolled in the subject;
- subject email address that allows you to contact your subject coordinator;
- Electronic Assignment Submission Tracking System (EASTS) that allows you to submit your assignments online; and
- library, allowing you to search for subject information and resources.

Please note that due to the dynamic nature of the World Wide Web, some web sites may have been moved or links may have become inactive. Your assistance in reporting new, moved and inactive web sites through your subject forum is appreciated.

### Variations to Subject Outlines

Should it be necessary to change the content of the Subject Outline during a teaching session, it will be done in consultation with the Head of School and other support services of the University. You then will be notified of the changes in writing by the subject coordinator.

## **Academic learning skills assistance**

Visit the learning skills website for advice about assignment preparation, academic reading and notetaking, referencing, and preparing for exams at:

<http://www.csu.edu.au/division/studserv/learning>

You can also contact an adviser through Student Services Support Central on the following number: 1300 734 654.

Queries regarding the content of this subject should be directed to your subject coordinator.

## **Subject evaluation surveys**

It is University policy that all subjects are evaluated every time that they are offered. The University's Centre for Enhancing Learning and Teaching (CELT) administers surveys through the Online Evaluation Survey System. Staff in the faculties and schools value your feedback very highly and take account of your comments when reviewing learning and teaching in each subject. If you are interested in the details of any enhancements to this subject as a result of the latest survey, please contact the subject coordinator.

Surveys for each of the subjects you are enrolled in for this session will be available for you to complete for a period of 4 weeks from the last week of the teaching session. An email message will alert you to the availability of the surveys online.

Please complete the subject evaluation by following the link:

<http://online.csu.edu.au/evaluations/>

Individual subject results are reported to the subject coordinator and Heads of Schools after grades have been submitted for each teaching session (except where subjects have one student the results are not reported to staff). The aggregated results for subjects are available within 3 weeks of the release of grades. They can be accessed online at:

[http://www.csu.edu.au/division/landt/evalunit/evaluation\\_online.htm](http://www.csu.edu.au/division/landt/evalunit/evaluation_online.htm)