1.0 General Aim

This is an advanced third year subject that requires students to reflect on a range of Human Resource issues and processes. On the basis of its capacity to influence and create individual and organisational competencies, HRM performs a key role in any organisation. HRM however is not just about administrative matters. Since organisational performance is influenced by the capacity of people to learn, then various learning processes will be important. Similarly, work and motivation are linked to performance goals, and decision-making procedures will have an impact on HRM policies. Since knowledge is increasingly tied to competencies, the modern HR manager needs an understanding of knowledge creation techniques, as well as a number of contemporary HR issues likely to impact the organisation. The subject examines a range of these issues, and introduces some debates surrounding HRM processes such as ethics, diversity, women in management, and the global nature of work. The subject expands and takes a critical perspective of many issues so that HR issues can be challenged and developed. Students are encouraged to reflect on these issues, and build a foundation of knowledge of contemporary HR issues and processes. The individual units are designed to make a significant contribution to the practising manager, and builds on earlier subjects that take a more functional view.

2.0 Specific Objectives

The learning outcomes of this course relate to the following:

2.1 Contemporary HR Processes. Examine different trends of HRM in Australia and globally. Understand how these trends will influence contemporary HR roles, how work is organised, and how contemporary managers should respond.

2.2 Decision-making and Efficiency. Identify various ways of thinking about decision-making. Distinguish between different types of decision criteria used and examine why decisions often fail in and around organisations.

2.3 Work and Motivation. Discuss the link between motivation techniques and work performance. Gain a general appreciation of different motivational requirements and form opinions about the merits of these.

2.4 HR Practices and Organisational Learning. Identify the concepts that define a learning organisation. Recognise the various tools of organisational learning and how these can be used to improve and advance personal and organisational behaviour. Understand how various organisational learning processes underpin firm performance and lead to sustainable competitive advantage.

2.5 HRM and the Resource-based View. Determine the benefits of the resource-based view and why this is different to other approaches. Identify why various HR processes lead to the development of competencies, both personal and organisational.

2.6 Leveraging Knowledge Management. Assess the benefits of knowledge management techniques in organisational settings. Define the meaning of knowledge management and understand why it is important in the context of improving decision making. Identify how organisations create, store, and access knowledge.
2.7 Reward Systems and Reward Types. Distinguish between different types of reward systems and the various ways that firms assess personal performance. Explore the link between behavioural change and reward systems that not only apply to HR managers but all managers.

2.8 Work Goals and Life Priorities. Identify the evolving organisation and why different methods of work organisation are required. Understand why different dimensions of work call for changing HRM requirements.

2.9 Ethical Standards and HR Managers. Define what is meant by ethics in the work place. Determine and assess the various ways in which managers develop an ethical work environment and build socially responsible policies between the organisation and its community.

2.10 HR & Diversity. Appreciate the benefits of diversity in the work place. Distinguish between policies that define workers in traditional terms and those that use diversity as a management tool for improving efficiency in work outcomes, and in organisational performance.

2.11 Teams and team building. Discover and analyse the benefits of teams to HR and management generally. How do they contribute to organizational functioning.

2.12 Women in Management. Determine the importance of equality in managerial activity. Understand issues related to exclusion and the methods used by male dominant management to naturalise and neutralise equality in promotion and work outcomes.

2.13 Global HR Processes. Review the demands of global organisations and how global managers are increasingly required to display a new managerial toolkit. Recognise the dimensions of global organising requirements and how best to fit managers to these.

Note: Students must attend 80% of all lectures and 90% of all tutorials. A lectures log will be taken to record each attendance.

3.0 Content and Tutorials

Week 1:

No tutorial for this week however you should prepare yourself for next weeks class.

Compulsory: Read article 1 and 2 for next week. Go through the lecture notes for week 1 on contemporary issues. Note the requirements for presentation groups, and the participant requirements. The first two groups should arrange to meet to start preparations for week 2 presentations. You should check the notice board on the lecturer's door (room 334, building C5C) for the group you will be presenting in, the day and date of your presentation. You can find further instructions for all presentations in the assessment section (point 5) below. The lecturer each week will be looking for evidence that you have:

- understood each article and are prepared to ask questions of each presenting group;
- attended 80% of all tutorials through participant lists;
participated in group discussion. As this is a third year subject, we must be prepared to debate, challenge, and discuss the issues

**Week 2:**

Each week's tutorial session will discuss and analyse the previous week's lecture (not the previous week's tutorial!). Accordingly, you should have read and made notes relating to article 1 and 2, and the lecture for the first week.

I note from the readings that one of the issues relate to shifting demographics and work-life issues. This topic leads itself to a debate. The debate for this week is:

"Older workers are needed in the contemporary workplace."

The affirmative: The affirmative group will argue in favour of the topic and must present some facts and figures to make their case viable.

The negative: The negative group will argue against the topic and must present a compelling case why it should be rejected.

Two groups of eight people will comprise the affirmative and negative groups. The rest of the class will observe the debate and take notes. The observers should therefore prepare individual notes on the topic based on the readings plus any other topics. As directed by the lecturer, the entire class will be given one hour to find any other information, and must make their way back to class for the third hour in which the debate will occur.

**Week 3:**

Groups 1 and 2 will prepare a presentation on week two's (Decision-making and efficiency) topic. They will be required to answer the following questions in their presentation:

Q1. In what ways are decision-making and work performance linked?
Q2. How can managers make better decisions?
Q3. Why do decisions fail? How can managers prevent a high failure rate?
Q4. What other factors should managers account for in the decision-making process? Why?

Note: See assessment criteria. Everyone must prepare answers to these questions. Also, each presenting group will prepare their own questions to ask the observers so participation/preparation is extremely important!

**Week 4:**

Video: This video covers work and motivation. What issues does this video address? Why are they important?

Panel: A panel will form this week comprising of the previous week's presenters. This week, the panel will discuss the following:
“Motivation is a man-made construct. The motivation to succeed, in fact to do anything is intrinsic – we are born that way”!

After 10 minutes of discussion, the rest of the observers can ask any question of the panel, or challenge the debate related to the topic.

Week 5:

Groups 3 and 4 will present this week based on week fours (HR Practices and Organisational Learning) topic. They will be required to answer the following questions:

Q1. Why is organisational learning a central topic of our time? Give examples
Q2. Demonstrate and describe how various organisational learning concepts improve individual and organisational competencies.
Q3. Why should organisations adopt the practices of organisational learning? After all, don’t all companies engage in best practice?
Q4. What other cultural practices will be affected/influenced by organisational learning? Give examples.

Week 6:

Panel: The panel for this week will discuss the following issues:

“Restructuring is a legitimate strategy to improve the efficiency of the business. It does mean that many people will lose their jobs, in some cases thousands of people, and that many personal and organisational competencies will be lost to the business (resource-based view). However, if companies did not pursue the strategy, there may be no business at all?”

Observers may challenge the debate raising any issue of concern or ask any question of the panel.

Week 7:

Groups 5 and 6 will be required to present this week based on week six (Leveraging Knowledge Management). They will be required to answer the following questions:

Q1. What is knowledge management and how does it benefit companies?
Q2. Don’t companies already possess sophisticated information systems? Why do we need more?
Q3. Knowledge management is just a fad. In a few years, it will fade away just like other management fads (such as MBO – management by objectives)?
Q4. How does knowledge management lead to competitive advantage? I thought competitive advantage was mainly achieved through technology and marketing, or unique and rare competencies?

Week 8:

Panel: The panel for this week will discuss the following:
"There are many different types of reward systems that companies use. Some of these tend to work better than others and some are clearly related to different types of competencies. Having said all this, many companies do not see the link between performance and rewards."

The observers should prepare questions for the panel and challenge any issue they disagree with.

**Week 9:**

Groups 7 and 8 will be required to present this week based on week 8 (work goals and life priorities). They will be required to answer the following questions:

Q1. Will alternative methods of work organisation (e.g. working from home) replace the need for workers to attend the office or factory?
Q2. In what ways will efficiency be improved through alternative work methods? Give examples.
Q3. Changing life priorities mean that families and workers are under increasing pressure to survive, to pay the mortgage, to school the kids, etc etc. In this context, how can companies help workers to achieve a balance between work goals and life’s priorities?
Q4. Why should workers believe in the virtues of managements concern for the worker on the one hand while managers restructure, downsize, delay, and outsource other business activities. Surely such actions lead to worker resentment and conflict?

**Week 10:**

Panel: The panel for this week will discuss the following:

"Fundamentally, organisations exist to make profits therefore most strategies are designed to please shareholders and stock market prices. Also, our economic system is structured in a way that encourages competition – the strong will survive and the weak will perish. In this context, companies can only pay lip service to ethics and social responsibility as it will be too costly and time consuming. Polluting the environment will often be an outcome of pursuing profitable business activities."

Observers should prepare questions and challenge the statement if applicable.

**Week 11:**

Groups 9 and 10 will present this week based on week 10 (HR & diversity). They will be required to prepare questions to the following:

Q1. While the concept of diversity management (DM) appears to be popular, it is not broadly accepted in Australian manufacturing enterprises. Why?
Q2. In what ways are diversity practices implicated when workers cannot achieve their full potential?
Q3. How can we achieve a culture of diversity in which the opinions and ideas of everyone are valued?
Q4. DM is closely related to organisational learning. Explain the possible links between the two?

Video: There will also be a video this week based on culture in the workplace. The lecturer will allocate questions.

Week 12

This week there will be a case study that you can download from the web and bring to class. We will form into groups of 6 as directed by the lecturer. Each group should address the following:

- Identify the issues of the case
- What problems are caused for management as a result of these issues?
- Based on what you know of culture in the workplace, prepare a list of recommendations and possible solutions
- In a general sense, what are the responsibilities of managers in relation to culture?
- From information in the case, in what ways will cultural routines be influenced by different cultural backgrounds?

When complete, proceed back to class for a general discussion.

Week 13:

Panel: The panel for this week will comprise of week 11 presenters. The panel will discuss the following:

“Teams appear to be more than just numbers of employees who form to solve one or two problems. There contribution is much more valuable” Discuss

Observers should ask questions or challenge the panel on any topical issue.

4.0 Presentation

The subject consists of a one to one and a half-hour lecture followed by a one and a half to two hour tutorial. Students must attend 80% of all lectures and 90% of all tutorials. This translates into 2 lectures and 1 tutorial. Special permission must be obtained if you envisage missing any other compulsory classes.

5.0 Assessment

The assessment will be continuous. Separate explanations are provided for each assessment item below. The broad assessment consists of the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Group Presentations</td>
<td>18%</td>
</tr>
<tr>
<td>Web Discussion</td>
<td>12%</td>
</tr>
<tr>
<td>Individual Essay</td>
<td>30%</td>
</tr>
<tr>
<td>Exam</td>
<td>40%</td>
</tr>
<tr>
<td>Total Marks</td>
<td>100%</td>
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</tbody>
</table>
Students must complete all components of the course to register a pass or better grade and must obtain at least a pass grade in all assessment components. For the final exam, you must record a satisficing mark of 15 out of 40 otherwise you may fail the subject. Please note that pressures relating to work are generally not considered as legitimate reasons for not attending or completing a mandatory component of the course. A lectures log will be kept each week to monitor attendance.

Group Presentations

Every second week, two groups will present a topic based on a particular week. Details can be found in the tutorial section of this outline. To find your nominated group and the week you are to present, you should look on the lecturers door, Dr Peter Murray, room 334, building CSC. You will note that groups will be required to answer a number of questions in their presentations. Some groups may have more numbers than others but this should not deter you as it doesn’t necessarily make the task easier. This is because:

- the questions are not allowed to be divided up between each group member. Each group member should prepare a separate answer to each question, and then one presentation using overheads (preferably PowerPoint slides) should be constructed with the entire groups input.
- Accordingly, each member of the presenting group should do something in the presentation. Each group member receives the same mark.
- Each presenting group will automatically become the panel for the following weeks tutorial (see tutorial section). That is, if 2x5 people comprise of the two groups presenting each week, the panel for the following week will consist of the same 10 people. Note the panel topics each week. Please note the topics in advance and prepare accordingly.
- The presenting group should also prepare a list of questions, say 4 to 5, to ask the observers which is the rest of the class. Observers will be picked at random by the presenting group.

Please note that it is essential for you to prepare your readings in advance of the class, as it will be embarrassing if you are selected and you haven’t completed the readings. Mostly, the presentation topics can be prepared from the book of readings however extra marks will be given for groups who demonstrate extra sources and extra reading.

Web Discussion

The web discussion will be based on week 3 (work and motivation), then week 7 (reward systems and reward types). Week 3 will cover the first half of the semester and week 7 the latter half.

The subject will have it’s own web page by week 2. You should access the subject homepage, and access the discussion room and start making comments and responses as detailed below. Read the attached ‘On-line Participation Guidelines and Quick Guide to Web CT’ for other instructions. The discussion room does not require the whole class to log on at the exact same time, rather, if people are on line, then you can chat to them. Perhaps you can make arrangements for 5, 6 or 7 people to be on line for you to complete the assignment. It doesn’t matter however if they are not; you can make a comment and
check each day when someone has responded. The lecturer will come on line probably once per week to check submissions and responses, and may make comments as well.

Requirements: You should thoroughly converse yourself with the readings as above. You should read the case study on the web (one for the first half and one for the second half of the semester), or you can print them off. By using your knowledge of theory and any ideas obtained from the readings, you should:

- Make three 100 minimum word submissions and three minimum 100 word responses for each case study. For web case 1, all of your comments should be recorded by week 6. From week 7, all new comments should be about web case 2. You will not receive marks for web case 1 after week 6. You can make shorter comments if you wish but no marks will be given for these. Think about your comments carefully before placing them on the web AS EVERYONE CAN READ THEM! You should be able to construct your answer/submission before pushing the 'go' button.

- The quality of the response is more important than mere speculation or verbal exchanges of chit-chat that mean little. That is, you should be able to demonstrate an understanding of the readings, of the lectures, how various theories/ideas can be applied to debate the issues of the case. At the end of each case, there are eight broad issues that the case raises. You should select one of these issues and debate it. In other words, you are using your knowledge of theory to debate various issues that the case raises. You are not specifically trying to solve the problems that may be presented, rather, you are debating through informal exchange such issues. When one issue appears to be exhausted by other students, choose a new issue. You should check the marks sheet on the lecturers door to see if all of your exchanges, that is, submissions and responses have been worth at least 1 mark each. These will be updated each Monday by 5.00pm. NB. You should not assume that by simply making 3 submissions and 3 responses (for each case) that a mark will be recorded. Once again, quality is more important than quantity – check your results.

- Marks will be recorded on the following basis: 1 mark for quality submission, and 1 mark for one quality response. That is 3 marks for three submissions and 3 marks for three responses (web case 1) and the same for web case 2. You have to make all the exchanges to receive the total 12 marks. If you make only one exchange that is defined by at least one submission and one response, you will only receive 2 marks.

- Note: The readings for week 3 relate to web case 1. You can start your exchanges as soon as the site is up (around week 2). The readings for week 7 relate to web case 2. You can start your exchanges for web case 2 after week 6, in other words, at the completion of all the exchanges for web case 1, but not before.

- You cannot accumulate marks by making more than the required amount of exchanges for each web case. You will only receive potentially 6 marks for each case but no more.

I hope you find the web discussion a valuable learning experience!

Individual Essay – 2000 words

The individual essay is due in class on the second last week of the semester week 12 as follows:
Topic:

“Contemporary organisations must build their people competencies in order to be competitive, and many solutions can be found in contemporary HR policies”. Discuss.

Content:

In discussing this statement, you should try to incorporate many of the issues outlined in this course while being careful to address the problem. The content calls for the following:

- Evidence that you have read at least 10 other articles outside of the book of readings.
- A scholarly essay complete with references as detailed below.
- Critical reflection that shows your capacity to compare, contrast, and discuss critical points and draw conclusions from these.
- Every essay should have a cover page with your name, ID number, essay title, synopsis, and be free of spelling and grammatical mistakes. It must include a bibliography.
- The structure of your essay should include an introduction, other headings that relate to the content, and a conclusion heading with a conclusion paragraph or two.
- Your essay should not just list points out, rather, you should discuss the issues by demonstrating your understanding of the key points. Only small quotes of approximately 4 to 5 lines or less are allowed. All quotes must be referenced.
- You must not write more than 2500 words or less than 1900 words. Quality is more important than quantity. Font should be ‘Times New Roman’, and font size should be 12, single spaced lines.

Other points about the essay relate to the following:

Some top journals include Academy of Management Review, Human Relations, Asia Pacific HRM, The Journal of Behavioural and Applied Management, International Journal of Manpower, European Management Journal, Journal of Management Studies, Journal of Applied Psychology, Organizational Behavior & Human Decision Processes, Organizational Dynamics, Management Decision, Organisation Science. You can also search for journal by publisher such as MCB University Press, Blackwell Publishers, Sage, etc. Most of these have their own list of journals. You might also look for articles in Sloan Management Review, Harvard Business Review, or any other paperback magazines such as the ‘Economist’, ‘The Bulletin’ etc. Some publishers will allow you to download ‘fulltext’ articles but others you will need to access through the library.

General essay requirements:

References to other publications should be complete and in Harvard style. They should contain full bibliographical details and journal titles should not be abbreviated. References should be shown in the text by giving the author’s last name followed by a comma and year of publication all in round brackets, e.g. (Fox, 1994). At the end of the essay there should be a reference list in alphabetical order as follows:

a) for books
surname, initials and year of publication, title, publisher, place of publication, e.g. Casson, M. (1979), Alternatives to the Multinational Enterprise, Macmillan, London.
b) for chapter in edited book
surname, initials and year, “title”, editor’s surname, initials, title, publisher, place, pages,
e.g. Bessley, M. and Wilson, P. (1984), “Public policy and small firms in Britain”, in

a) for articles
surname, initials, year, “title”, journal, volume, number, pages, e.g. Fox, S. (1994),
“Empowerment as a catalyst for change: an example from the food industry”, Supply chain

6.0 Assessment Forms

The following forms will be used to assess your assignments. Please note the criteria used
to assess your mark.

<table>
<thead>
<tr>
<th>Essay:</th>
<th>Extensive evidence</th>
<th>Minor evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quality of your research ie. relevance of your references, inclusion of journal articles as well as books.</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Quantity of your research - did you collect enough information to write an authoritative paper</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>How clearly you identified the major themes and issues in the literature</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Your ability to critically analyse the literature</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The overall structure and logical development of your paper</td>
<td></td>
</tr>
</tbody>
</table>

Communication aspects of your paper:

| 6      | Referencing |              |    |    |    |    |    |    |    |    |
| 7      | Writing Clarity |              |    |    |    |    |    |    |    |    |
| 8      | Grammar |              |    |    |    |    |    |    |    |    |
| 9      | Tertiary standard: Does your paper reach a high standard of research, analysis and writing? |              |    |    |    |    |    |    |    |    |
| 10     | Overall, your paper is worth |              |    |    |    |    |    |    |    |    |
7.0 Textbooks and Reading

There is no textbook for this subject. A book of readings however should be purchased from the University Coop bookshop in the first week. It is a compulsory requirement of the subject to obtain the readings. Borrowing books from other students is discouraged. The readings are titled:

'BOOK OF READINGS' "Issues in Human Resource Management", by Dr Peter Murray, Department of Business, School of Economics and Finance.

The subject is based however on the following list of textbooks and readings. Many of these are included in your book of readings:


Murray, Peter. (2002), CYCLES OF ORGANISATIONAL LEARNING: A CONCEPTUAL APPROACH, Management Decision, 40/3, pp.239-247


Special Consideration

You are expected to attend scheduled examinations with the other students completing this unit. If extraordinary circumstances prevent you from attending the scheduled examination or affect your performance in an examination, you may wish to lodge a request for special consideration.

Any such requests must be lodged on the appropriate form. If there are medical circumstances you wish to be taken into account when considering your request, the medical information must be lodged on the attached Professional Authority Form. No other form of medical certificate will be recognised.

Supplementary Examinations

The academic staff managing this unit may, at their discretion, decide that, in the light of the circumstances set out in a request for special consideration, the appropriate way to assess your performance in this unit is to invite you to sit a supplementary examination. (It is not automatic that you will receive a supplementary examination if you have missed an examination due to medical reasons or misadventure. Students need to have an adequate performance in other assessment components to be considered for a supplementary examination.)
Cheating and Plagiarism

Cheating and plagiarism are regards as attempts to gain an unfair advantage over your fellow students and will not be tolerated. Please read the Plagiarism and Cheating document below which sets out the Division’s policy in these matters.

Support Services for Overseas Students

The University Counselling and Health Services has appointed a counsellor specifically to assist students from overseas countries and those who speak English as their second language. She is particularly expert in assisting with difficulties which involve adjustment to University life or to Australian custom, personal difficulties or the skills of studying, of reading, learning and remembering, or organising and motivating study, or of facing the examinations. Much of the work with students is conducted on an individual basis in a confidential setting. However, each semester groups are conducted to assist students in study skills, stress management and preparation for returning to the home country.

THE DANGERS OF CHEATING AND PLAGIARISM AND HOW TO AVOID THEM

To cheat in the context of university assignments, tests and examinations is to attempt to gain an unfair advantage by violating the principles of intellectual and scholarly integrity. Cheating also encompasses plagiarism, which is the appropriation or imitation of another person's ideas and manner of expressing them.

WHAT IS CHEATING?

You will be guilty of cheating if you do any of the following:

1. Copy from another student during a test or examination. This is cheating whether or not there is collusion between the students involved. Collusion with another student who wishes to cheat from you exposes both parties to penalties under University Regulations.

2. Use or paraphrase the work of others, including any document, audio-visual or computer-based material, when preparing an assignment or writing an examination, and pretend it is your own work by not acknowledging where it came from.

3. Copy from another student's coursework whether that copying be with or without the knowledge of that student. This includes:
   - copying all or part of someone else's assignment
   - allowing someone else to copy all or part of your assignment
   - having someone else do all or part of an assignment for you
   - doing all or part of someone else's assignment for them.

4. Make up data and fabricate results in research assignments.

5. Impersonate someone else in an examination or test, or arrange such impersonation.
6. Use forbidden material in a test or examination, whether in printed or electronic form. For example, attempting to use a non-standard calculator in a restricted calculator examination.

WHY IS IT WRONG?
If you take and use the work of another person without clearly stating or acknowledging your source, you are falsely claiming that material as your own work and committing an act of plagiarism. This is wrong because:

- it violates the principle of intellectual and scholarly integrity.
- it devalues the grades and qualifications gained legitimately by other students.

PREVENTING CHEATING

All students and staff have a responsibility to prevent, discourage and report cheating.

Typically students cheat because they are having difficulty with the unit content, the language of the unit, or both. Cheating and/or plagiarism can be a temptation when students are experiencing difficulty with a heavy workload in the unit and seek to save time by using others' work.

To avoid having students resort to cheating, the University provides many services to help students with their course or to make thoughtful decisions about whether to continue. Within the Division of Economic and Financial Studies, students should first seek assistance from their tutor and/or lecturer. The University also offers help through the Dean of Students or the University Health and Counselling Services.

There is a difference between getting help and cheating. You are encouraged to get help if you need assistance to understand the material and any set work so that you are in a better position to create your own answers.

HOW TO PLAY SAFE

To maintain good academic practice, so that you may be given credit for your own efforts, and so that your own contribution can be properly appreciated and evaluated, you should acknowledge your sources and you should ALWAYS:

(i) State clearly in the appropriate form where you found the material on which you have based your work, using the system of reference specified by the Division in which your assignment was set;

(ii) Acknowledge the people whose concepts, experiments or results you have extracted, developed or summarised, even if you put these ideas into your own words;

(iii) Avoid excessive copying of passages by another author, even where the source is acknowledged. Find another form of words to show that you have thought about the material and understood it, but remember to state clearly where you found the ideas. There is nothing wrong with working with other students in a group; indeed sometimes you will be encouraged to do so. But after a certain point, each student must work on their own to produce their own written answers. If no specific guidelines for group-work have
been given, a reasonable interpretation is that it is acceptable for two or more students to discuss a problem among themselves or with a staff member. The group may then agree that the answer should include certain points. But then each member of the group must independently write their own answer to the problem.

PENALTIES

Students who are guilty of cheating and plagiarism will be penalised. Depending on the nature of the offence, the unit coordinator will determine the penalty. For example, extensive plagiarism may result in zero marks for an assignment. Repeat offences will be referred to the University Discipline Committee and may result in failure or exclusion from the university.

(This material has been compiled from the existing plagiarism documents of Macquarie University and University of Auckland.)
MACQUARIE UNIVERSITY

Professional Authority Form

This form must be completed by a professional authority.

Students at Macquarie University are able to apply for special consideration if they are unable to attend an examination or if they consider that their examination preparation or overall performance in a unit of study has been affected by unavoidable disruption or misadventure. Special consideration may also be granted if a student is forced to leave the examination room early due to illness or unavoidable disruption and believes that his/her examination performance has been affected. In most circumstances documentary evidence is required before special consideration will be granted and your assistance in providing information on the student's illness or misadventure would be appreciated. The information you provide will allow the University to make a fair decision about the student's academic performance and will only be used to assess the student's request for special consideration. If special consideration is requested on non-medical grounds, appropriate supporting documentation must be provided, e.g. statutory declarations by independent witnesses, police reports, or statements from sufficiently senior officials in the place of employment. Photocopies of documents will not be accepted unless they have been certified by a member of the Registrar's staff.

Professional Use Only

Student’s Name: __________________________ ID Number: __________________________

Date of Consultation: __________________________

Date/s of illness or misadventure: From: __________________________ To: __________________________

Please tick the box which best describes the student’s illness or misadventure

Negligible ( ) mild ( ) moderate ( ) severe ( )

Was the student suffering from symptoms of the illness or misadventure on the date of the consultation? Yes/No

Please provide details of misadventure or illness including symptoms and the way in which the circumstances are likely to affect exam performance. Is the illness or misadventure related to or as a result of a pre-existing condition? Give details below:

________________________________________________________________________

________________________________________________________________________

Name and Title: __________________________

Profession: __________________________ Provider Number: __________________________

Signature: __________________________ Phone Number/s: __________________________

Stamp or seal of Professional Authority
(or attach letterhead)