Rules and regulations, and support for students – A few cases to consider

In your group you will decide upon 3 cases (chose from below). If you have a ‘case/concern’ of your own, you may explore that instead.

During the first phase in the group work you will discuss and explore the regulations in relation to the case.

In phase two you will be in a new group – check which cases the other participants in the new group have investigated. Present and discuss what you all have some up with.

In phase three we will all sum up and discuss remaining questions.

1: A student complains that the examination does not reflect what is stated in the established learning outcomes from the course plan of the course. Are there rules? What rules apply in that case? What do they state?

2: A student is bad at spelling, and avoids handing in written reports as far as possible, but still seems to be among those on the course who have understood the issues (active in the discussions). The examination is approaching (written invigilated exam, three hours), and the student asks you (the lecturer) if he can have a take-home assignment, double examination time or an alternative oral exam instead. Are there rules? What should you do? Is there help available?

3: A student complains about the marking of an exam and as course director, you observe that the student’s work has indeed been wrongly assessed in the marking. What do you do?

4: You are running a course module, but you realize that, just as large parts of the rest of the program, this part is not structured in such a way as to train the students in critical thinking. You and a few likeminded colleagues go to the director of studies and demand changes; you put forward a well thought-out proposal, but are met with a refusal. You don’t give in but instead report the events to a higher instance (program board or similar).

Are there any laws/rules to support your action?
5: A student who has failed an exam demands a re-examination with a different examiner. What rules are there?

6: You are course director for a course, which includes clinical training.

Two weeks before the start of the course a student calls and asks whether the timetable has been set. She has to submit the timetable to her child’s daycare center in advance. The student explains that she is a single mother and cannot be on call, because of the daycare center and the train schedules.