



Fall/Winter 2025/26 Course Syllabus

MOS 4485F Section – 650 Human Resources Management: Looking Back, Moving Forward (Asynchronous Online Lecture)

Instructor: Jody Merritt, DBA, CHRL, CTD

Office: Online

Office Hours: Weekly Microsoft Team Office Hours by Appointment

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1. Course Information:

1.1 Class Location and Time:

Distance Studies/Online (Asynchronous Lecture). Please see OWL Brightspace for scheduling of specific activities.

1.2 Course Description:

Overview of the key theories and practices of human resource management (HRM) in different organizational settings. Topics include job design and analysis, strategic planning, staffing, performance management, training, development, health, and safety, as well as other aspects affecting HRM.

Anti-requisite(s): 3 lecture hours, 0.5 course, MOS 3385A/B

Prerequisite(s): Enrollment in 4th year of a Consumer Behaviour, Human Resource Management, or Public Administration module in BMOS.

Unless you have either the requisites for this course or written special permission from your Dean's Designate (DAN Management Advisors) to enroll in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

1.3 Accessibility:

DAN Department of Management & Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Contact Academic Support & Engagement at <http://academicsupport.uwo.ca/> for information about Western's Accessible Education.

More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

1.4 Land Acknowledgement:

We acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay- wuk) and

Chonnonton (Chun-ongk-ton) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

2. Course Materials

Schwind, H.F., Uggerslev, K., Wagar, T., and Fassina N. (2022). Canadian Human Resource Management: A Strategic Approach. 13th Edition. McGraw-Hill Ryerson Limited, Canada.

https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2025A&courses%5B0%5D=650_UW/MOS4485F

It is strongly recommended that you purchase this edition of the textbook as it will be used extensively. Second-hand or older editions will not be sufficient. For part of your course grade, you will complete e-text quizzes on the textbook publisher's website. You will need an access code, which is included with the purchase of a new copy of the textbook. Detailed instructions on how to register for the McGraw Hill platform can be found on our Brightspace site. In addition to the above text, students are required to read a set of articles available in the form of links on the course site. Please ask the instructor if you require assistance in obtaining these course readings. The purpose of these articles is to provide students with the opportunity to read, understand and appreciate scholarly research papers. All course resources will be posted prior to the start of each class (i.e., power points, readings, etc.).

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. Students are responsible for checking the course OWL Brightspace site (<https://westernu.brightspace.com/>) regularly for news and updates. This is the primary method by which information will be disseminated to all students in the class.

If students need assistance with the course OWL Brightspace site, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

Technical Requirements

Stable internet connection, computer with working microphone and webcam

3. Course Objectives and Format

The DAN Department of Management and Organizational Studies as a whole draw upon an evidence-based management approach. Evidence-based management is the systematic process of gathering evidence from multiple sources, critically appraising the evidence, and using that evidence in making and evaluating management decisions to improve organizational performance.

3.1 Course Objectives

The objective of this course is to consider the context of HRM and why certain HR strategies are adopted within some firms and not others. The course will introduce five broad strategies of HRM and explain the rationale underpinning their use. The course will draw on students' knowledge of HR policies and practices studied previously on the module illustrating how these fit into broader systems of managing people.

3.2 Course Format

This course will involve asynchronous lectures, case studies, online e-text quizzes and presentations. It is expected that students will have completed the assigned readings but at the same time, not all material covered in the readings will be discussed in lecture.

Key Dates:

Classes begin: September 4, 2025
Truth and Reconciliation Day: September 30, 2025
Thanksgiving: October 11-13, 2025
Fall Reading Week: November 3-9, 2025
Classes end: December 9, 2025
Exam period: December 11-22, 2025
Classes begin: January 5, 2026
Spring Reading Week: February 14-22, 2026
Classes end: April 9, 2026
Exam period: April 12-30, 2026

4. Learning Outcomes

Upon successful completion of MOS 4485F students will be able to:

1. Define and explain key terms, theories/concepts, and practices within the field of strategic HRM.
2. Explain the influence of legislation on employment practices.
3. Critically analyze the impact of external and internal environmental conditions on managing human capital.
4. Critically assess organizational problems and how they apply to HR decision making.
5. Conduct research into an organization and analyze research findings to determine how human resource practices used by that organization support or determine organizational opportunities and challenges.
6. Assess the appropriateness of HR strategies according to industrial sector and occupational group.
7. Ability to effectively use report writing skills.

5. Evaluation

Individual Final Exam = 45%
Individual Term Project = 35%
Individual Online E-Text Quizzes = 20%
Total = 100%

5.1 Individual Final Examination

The final exam will consist of an integrated case with long questions in format. The final exam will be scheduled for completion during a one-week period online, is cumulative, and open book. Students are responsible for material covered in the lectures as well as the assigned chapters and sections in the text. The final exam will be scheduled during the exam period. Exams will not be returned to students but may be reviewed by contacting your instructor.

5.2 Individual Term Project

Students will be required to work independently to prepare a comprehensive seminar on an evidence-based human resource management case from the textbook. Instructions will be provided in the assignment link available on OWL Brightspace. You are expected to access and read the instructions prior to commencing the assignment.

5.3 Individual Online E-Text Quizzes

Students will complete online e-text quizzes related to textbook chapter material. Instructions will be provided for each quiz prior to completion on OWL Brightspace. You are expected to access and read the instructions prior to commencing the quiz.

Students MUST complete their quizzes using a stable and secure internet connection (cable). Any issues with quiz completions using “wifi” or your cellular telephone will NOT be investigated or addressed and CANNOT be used as grounds for appeal.

General Information about Missed Coursework

Students must familiarize themselves with the University Policy on Academic Consideration – Undergraduate Students in First Entry Programs posted on the Academic Calendar:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf,

This policy does not apply to requests for Academic Consideration submitted for **attempted or completed work**, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar’s webpage: https://registrar.uwo.ca/academics/academic_considerations/

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All Academic Consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request **without supporting documentation** in this course.

However, the following assessments are excluded from this, and therefore always require formal supporting documentation for the one-week period the final exam is scheduled for:

- **Final Exam scheduled during official examination periods, i.e. the final exam (defined by policy)**

When a student mistakenly submits their one allowed Academic Consideration request **without supporting documentation** for the assessments listed above or those in the **Coursework with Assessment Flexibility** section below, the request cannot be recalled and reapplied. This privilege is forfeited.

Evaluation Scheme for Missed Assessments

Quizzes: There is a built-in extension period. Please see below section titled “Coursework with Assessment Flexibility”.

Individual Term Project Presentations: There is a built-in extension period. Please see below section titled “Coursework with Assessment Flexibility”.

Final Exam: When a student misses the Final Exam and their Academic Consideration has been granted, they will be allowed to write the Special Examination (the name given by the University to a makeup final exam). See the Academic Calendar for details (under Special Examinations), especially for those who miss multiple final exams within one examination period. **The date and time of the make-up examination will be set by the instructor, who will communicate the date to the student.** If a student is unable to meet the scheduled make-up (for final exam or other missed assessment), then the student is responsible for obtaining new accommodations from Academic Counselling and complete the assessment the next time the course is offered.

Coursework with Assessment Flexibility

By policy, instructors may deny Academic Consideration requests for the following assessments with built-in flexibility:

Quizzes. Students are expected to submit each of the quizzes by the deadline listed. Should extenuating circumstances arise, students do not need to request academic consideration, and they are permitted to submit their quiz up to 48 hours past the deadline without a late penalty. **Academic consideration requests may be granted only for extenuating circumstances that started before and lasted longer than the no-late-penalty period (48 hours) and has obtained relevant academic consideration.**

Individual Term Project Presentations. Students are expected to submit their term projects by the deadline listed on the term project presentation summary table posted on bright space that they signed up for. Should extenuating circumstances arise, students do not need to request academic consideration, and they are permitted to submit their term project presentation up to 48 hours past the signed up for deadline without a late penalty. **Academic consideration requests may be granted only for extenuating circumstances that started before and lasted longer than the no-late-penalty period (48 hours) and has obtained relevant academic consideration.**

Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.

The DAN Department has a grade policy which states that for courses in the 3000-4000 range, the class average must fall between 70% and 77% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Undergraduate Chair or Chair. Class averages are not grounds for appeal.

6. Lecture and Examination Schedule

See the more detailed weekly schedule on OWL Brightspace

Strategic HRM – Chapter 1

1. Discuss the objectives of human resource management.
2. Identify steps in the strategic management of human resources.
3. Explain how human resource departments are organized and how they function.
4. Discuss the role of human resource professionals in today's organization.

Job Analysis & Design – Chapter 2

1. Describe the uses of job analysis information for human resource professionals.
2. Discuss the various steps in conducting job analysis and methods of job data collection.
3. Describe the contents of a job description and a job specification.
4. Discuss the various approaches to setting performance standards.
5. Outline the key considerations in job design.
6. Define what competencies are and describe competency models.

HR Planning – Chapter 3

1. Explain the importance of human resource plans for strategic success.
2. Describe the human resource planning process.
3. Discuss methods for estimating an organization's demand for human resources.
4. Explain the various methods of estimating a firm's supply of human resources.
5. Identify solutions to shortages or surpluses of human resources.
6. Discuss the major contents of a human resource information system (HRIS).
7. Explain how data and analytics has contributed to enhancing HR service delivery.

Legal Requirements, Diversity, Equity & Inclusion – Chapter 4

1. Explain how HR determines the federal and provincial employment and labour standards that apply to various workers.
2. List the groups who are protected from discrimination under the *Canadian Human Rights Act*.
3. Describe the purpose of equity legislation.
4. Describe the purpose of privacy legislation.
5. List various types of employment policies that organizations may adopt.
6. Define *harassment* and the role that HR plays in addressing it.
7. Describe the strategic importance of diversity for Canadian workplaces.
8. Discuss a diversity perspective versus an inclusion perspective.

Recruitment – Chapter 5

1. Explain the strategic importance of the recruitment function.
2. Discuss the constraints faced in a typical recruitment process.
3. Describe the two most common methods of applying for a job.
4. Identify the appropriate recruiting methods for different types of jobs.
5. Explain how to generate effective recruitment advertisements.
6. Describe how to choose among the recruitment sources.
7. List key measures for evaluating the effectiveness of the recruitment function.

Selection – Chapter 6

1. Explain the strategic significance of the selection function.
2. Describe the various steps in the selection process.
3. Discuss the types and usefulness of applicant screening tools in selecting employees.
4. Explain the role of employment tests in the selection process and discuss the types of employment tests.
5. Discuss the major approaches to test validation.
6. Outline the various steps in conducting an employment interview.
7. Describe how to evaluate the effectiveness of the selection process.

Onboarding, Training & Development & Career Planning – Chapter 7

1. Explain the key purposes and differences between onboarding, training, and development.
2. List the orientation and socialization aspects of onboarding and why they are important.
3. Describe the systems approach to training.
4. Explain the different approaches to needs analysis.
5. Explain the principles of learning and how this knowledge impacts the choice of training programs.
6. Define strategic human resource development.
7. Discuss how to assess whether learning occurred in training and development programs.
8. Describe how the human resource function encourages and assists career planning.

Performance & Compensation Management – Chapters 8 & 9

1. Discuss how managing employee performance relates to achieving organizational goals.
2. Describe the various purposes of performance appraisals.
3. Describe the commonly used comparative and noncomparative appraisal methods.
4. Discuss the advantages and disadvantages of the various raters of performance appraisal information.
5. Describe the guidelines for effectively communicating performance feedback to employees.
6. Outline steps for creating a performance improvement plan.
7. Explain how talent management uses information about employee performance and potential to guide employee decisions.
8. Define total compensation and explain the objectives of effective compensation management.
9. Describe what a compensation philosophy is and why organizations need one.
10. Describe how direct compensation is determined through job evaluation and market pricing methods.
11. Discuss skill-based approaches to pay.
12. Describe the various forms of individual incentive and group or team-based variable-based pay systems.
13. Explain the differences between “equal pay for equal work” and “equal pay for work of equal value.”
14. Describe advantages and disadvantages of pay secrecy.

Employee Benefits & Managing Employee Relations – Chapter 10 & 11

1. Describe the objectives of providing benefits to employees.
2. Explain how government furthers employee security, and which major Canadian laws relate to it.
3. Discuss the types of benefits organizations may provide to their employees.
4. Discuss the major types of pension plans.
5. Explain flexible benefit packages and emerging employee assistance programs.
6. Describe the costs of employee benefits and ways to control them.
7. Explain the implications of employee benefits for HR.
8. Discuss the importance of downward and upward communication in organizational settings.
9. Define employee counselling and the major types of counselling.
10. Describe how progressive discipline and wrongful dismissal work.
11. Explain the different techniques available to improve quality of work life.
12. Outline the major issues relating to downsizing the workforce and their implications for strategic human resource management.

Health & Safety – Chapter 12

1. Describe the major Canadian laws relating to occupational health and safety.
2. Assess the traditional thinking with respect to occupational health and safety issues.
3. Explain the new thinking with respect to employee rights relating to occupational health and safety issues.
4. Outline the implications for human resource management of safety and health responsibilities.
5. Discuss the impact of stress on employees and the workplace.
6. Summarize the relationship between health and safety issues and human resource management.

Union/Management Framework – Chapter 13

1. Discuss the major reasons why workers join unions.
2. Describe the structure of Canadian unions.
3. Summarize the core legal principles relating to collective bargaining.
4. Explain how a union organizing campaign is carried out.
5. Outline the key steps in negotiating a union contract.
6. List common techniques to resolve disputes.
7. Describe how unions affect the human resource management environment.
8. Suggest ways to build union-management cooperation.

7. Student Responsibilities

Students should familiarize themselves with Western University Senate Regulations, please see: http://www.uwo.ca/univsec/academic_policies/index.html. Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

7.1 Copyright Notice

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may **not** record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

8. Exam Policies

The entire take home exam must be your own work. You may not use any outside help, in any shape or form, and you may not share or discuss the exam and your work with anyone. Western's usual academic integrity and plagiarism rules apply.

9. E-mail Policies

The following policies apply to all emails between students and the Professor. Please respect the fact that the Professor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Unacceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

9.1 UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact the Professor. The Professor will not respond to emails from non-uwo.ca addresses (e.g., hotmail.com, gmail.com, etc.).

9.2 Subject Line Must Include Course and Section Number

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Professor teaches different courses and sections and cannot properly respond to questions if she does not know which course or section you are enrolled in.

9.3 Acceptable Emails

- Questions about the course content or materials
- Asking to set up an appointment to ask questions or review an exam
- Notification of illness or other special circumstances
- Providing constructive comments or feedback about the course

9.4 Unacceptable Emails

- Questions that may be answered on OWL or on this course outline
- Asking when grades will be posted
- Asking what grade a student received
- Asking where or when an exam is scheduled or the material covered on an exam
- Requests for grade increases, extra assignments, or reweighting of course components

10. Attendance

It is expected that students will attend all lectures. The professor will not provide access to the lecture after it has been presented. Students are encouraged to obtain missed lecture notes from a fellow student.

10.1 Short Absences

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

10.2 Extended Absences

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

11. Grade Fairness

Fairness requires that all students be treated equally and be evaluated using the criteria set out in this course outline. The evaluation criteria are based on actual achievement and not on how hard a student has tried. Claims by students of an excellent academic history, good attendance record, need to obtain or maintain a scholarship, desire to be admitted to Ivey or graduate school, or other personal issues, cannot be used to justify a higher grade in the course or a reweighting of course components. There is no extra work or assignments available for extra credit or to “make up” for a course component that was missed or performed poorly. **You, the student, are responsible for the grades earned.**

12. Posting of Grades

Midterm exam grades will be posted on OWL once the grades are available. Final exam grades and final course grades are not posted on OWL and are available once they have been posted by the Registrar under “Academic Summary” at the Student Centre website.

13. University Policy Regarding Illness, Absence and Accommodation

13.1 Illness

Students will need to provide a Student Medical Certificate if the absence is medical or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty Academic Counselling office to obtain more information about the relevant documentation. For privacy reasons, students should also note that individual instructors should not receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences must be submitted to the Academic Counselling office of a student's Home Faculty.

For details on the Policy on Accommodation for Medical Illness, go to:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Students can download the Student Medical Certificate (SMC) here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

13.2 Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar.

13.3 Make Up Examinations

The student must write a make-up exam if the regularly scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the Academic Counseling office).

The date and time of the make-up examination will be set by the instructor, who will communicate the date to the student. If a student is unable to meet the scheduled make-up as agreed, then the student is responsible for obtaining new accommodations from Academic Counselling and seeking a new make-up date with the instructor within a reasonable time frame.

14. University Policy on Cheating and Academic Misconduct

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar.

Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

A copy of guidelines about how to avoid cheating can be obtained from the Office of the Ombudsperson, Room 3135 WSSB, (519) 661-3573, ombuds@uwo.ca.

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes as a starting point for understanding only. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. Final submitted assignments must be original work produced by the individual student alone.

Students are expected to uphold academic integrity by appropriately citing all sources of information (i.e., APA and AI generated) to avoid plagiarism. Students will be required to submit a brief statement and appendix with their assignments, any content produced by an AI tool, where it was used in the assignment and the prompt used to generate the content. Students should be prepared to demonstrate the process of how they built their assignments if using AI.

Essays or narrated/written assignments, discussion/learning activity responses, lab reports, graphs, diagrams, figures and/or charts must reflect the student's own thoughts and independent work rather than using AI generated ones without source acknowledgment within submitted assignments.

The same principles also apply to the use of translation, paraphrasing, grammar software and other generative AI tools (i.e., Cramly, Grammarly, ChatGpt, coding assistants, etc.) to support the writing and development of course assignments.

Do not just copy and paste whole sections of AI generated words, ideas, or visuals from these sites into assignments without source acknowledgment. Representing as one's own idea, or expression of an idea, that was AI generated may be considered an academic offense in this course.

Students may not use AI tools for taking tests, exams or quizzes or to generate voices for narrated presentations.

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses. Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating.

Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

15. Procedures For Appealing Academic Evaluations

1. In the first instance, all appeals of a grade must be made to the course instructor (informal consultation).
2. If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Undergraduate Chair: Student Affairs of the Department of Management and Organizational Studies.
3. If the response of the Undergraduate Chair is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken.
4. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A guide to appeals is available from the Office of the Ombudsperson.

16. Support Services

16.1 Support Services

The Registrar's office provides you with information on services, courses, student finances, resources, latest news, as well as Student Central's hours of operation at <http://www.registrar.uwo.ca>

Student Support Services (***including the services provided by the USC listed here***) can be reached at: <http://westernusc.ca/services/>

Academic Support & Engagement can be reached at: <http://academicsupport.uwo.ca>

Students who are in emotional/mental distress should refer to Health and Wellness:
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

16.2 Academic Concerns

If you are in academic difficulty, it is strongly recommended that you see your [academic counsellor](#).