School of Education

EDST5118: ADVANCED PROFESSIONAL PRACTICE IN SPECIAL EDUCATION

Semester 1 and Semester 2, 2014
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1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5118 Advanced Professional Practice in Special Education (6 units of credit)  
Semester 1 and 2, 2013

2. STAFF CONTACT DETAILS

Course Convenor: Iva Strnadová  
Office Location: John Goodsell 129  
Email: i.strnadova@unsw.edu.au  
Phone: 9385 3736  
Availability: Mondays 2:00pm – 4:00pm, Wednesdays 10:00am – 12:00pm

Course Convenor: Therese Cumming  
Office Location: John Goodsell 129  
Email: t.cumming@unsw.edu.au  
Phone: 9385 1944  
Availability: Mondays 4:00-6:00; Tuesdays 10:00-12:00
3. **COURSE DETAILS**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Advanced Professional Practice in Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td>25 days at practicum placement; individual consultations By appointment with course convenor Week 1-12</td>
</tr>
</tbody>
</table>

**Summary of Course**

This course is a core requirement for qualified practicing teachers who wish to gain a formal qualification in the area of special education and who already have the approved subject knowledge background in the field. This course comprises 25 days of advanced professional practice, including high-level teaching, observation and critical reflection in the area of special education, together with peer observations and school-based fieldwork. It provides a teaching method at a more advanced level of complexity and depth than that is offered in pre-service courses, ensuring all graduates of the program meet the Institute of Teachers’ standards for professional competence. This professional practice course is usually undertaken in conjunction with the completion of the co-requisite courses EDST5106 Behaviour Management of Exceptional Students, EDST5107 Teaching Methods for High Incidence Disabilities, EDST 5113 Autism Spectrum Disorders: Educational Practices, and EDST5111 Intellectual Disabilities.

**Aims of the Course**

The overall aims of the course are to provide appropriate supervised advanced professional practice in a key specialist teaching area defined by the Institute of Teachers, and its interstate equivalents, as part of a systematic programme of upgrading and/or re-skilling of practicing teachers.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plan, implement and critically evaluate challenging and original lessons and units of work using a range of different strategies to meet expected curriculum outcomes and varied student needs and interests; 1,2</td>
</tr>
<tr>
<td>2</td>
<td>Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in Special Education. 1,2</td>
</tr>
<tr>
<td>3</td>
<td>Monitor, document and report on a range of students’ development and implement appropriate feedback mechanisms to enhance learning and teaching; 1,2</td>
</tr>
<tr>
<td>4</td>
<td>Reflect on, describe and critically evaluate one's own professional practice and take responsibility in collaboration with others to identify and address their own learning needs. 1,2</td>
</tr>
<tr>
<td>5</td>
<td>Able to operate independently both within the classroom and within the wider school community and interact effectively with colleagues and 1,2</td>
</tr>
</tbody>
</table>
members of the wider school community

Graduate Attributes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Advanced disciplinary knowledge and practices</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate an advanced understanding of the field of inclusive education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Research-based learning</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Cognitive skills and critical thinking</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Demonstrate advanced critical thinking and problem solving skills</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Communication, adaptive and interactional skills</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Ethical and responsible professional practice</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Field-based work is a critical component of effective teacher education, not only providing an essential forum for generating concrete problems and issues and applying new knowledge and skills, but also enabling the development of an integral link between theory and practice. The equivalent 25 days of teaching practice is also a mandated component of any specialist teaching method for schools and adult educational institutions nationally.

5. TEACHING STRATEGIES

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers. Thus, teaching strategies used during the course will include:

- Small group cooperative learning to address teaching and learning goals;
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice;
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings and web links on the Moodle website and associated web-based resources.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.
6. COURSE CONTENT AND STRUCTURE

NOTE: This course is a blended face to face and field-based course so reliable and easy access to the internet is essential. Students must be teaching in their area of specialisation.

There will be an introductory workshop, followed by three further two-hour meetings with a workshop leader and a group of students enrolled in the same specialisation. The workshop leader is also responsible for all assessment and teaching practice visits of students in that specialisation.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Focus</th>
<th>Post-workshop activities</th>
</tr>
</thead>
</table>
| **Week 1 - 2** | **Introductory meeting**             | a. Start developing Professional Practice portfolio to demonstrate competence on Practicum criteria  
|              | Date to be negotiated (1 hour)       | b. Do post-workshop activities as set by lecturer                                         |
|              |                                       |                                                                                          |
| **Week 3 - 7** | On-line training/discussion          | a. Do post-workshop activities as set by lecturer                                          
|              | Strategies for lesson observation and ongoing self-reflection                           | b. Arrange at least one peer observation of your teaching                                 
|              |                                       | c. Arrange visit by lecturer                                                              |
| **Week 8 - 11** | On-line training/discussion          | a. Do post-workshop activities as set by lecturer                                         
|              | Strategies for program participation and enhancement of teaching                       | b. Tape segment of lesson which shows problematic aspects of your practice and share with peers, review and reflect, redo, repeat  
|              |                                       | c. Discuss progress with workshop leader                                                  |
| **Week 12**   | **Reflective meeting**               | a. Complete teaching placement and all associated requirements, including self-evaluation, video/audio-taping of lesson and program evaluation.  
|              | Dates to be negotiated (2 hours)      | b. Complete portfolio and submit                                                           |
|              |                                       |                                                                                          |
7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>2,400 words</td>
<td>40%</td>
<td>1,2,3,4,5</td>
<td>1,3,6</td>
<td>Week 6, Friday 5pm</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>3,600 words</td>
<td>60%</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4,6</td>
<td>Must be completed by the reflective meeting in Week 12</td>
</tr>
</tbody>
</table>

Assessment Details

Assessment 1
A written IEP and Behaviour Plan for one student, to be completed by end of Week 6 (templates provided if necessary).

Assessment 2:
Successful classroom performance and the ability to operate independently both within the classroom and within the wider school community as judged by UNSW staff, demonstrated by satisfactory completion of:

(a) lesson plan logbooks, including a record of 3 observations and all classes taught,
(b) self-evaluations at the end of each lesson (provided in the form of a short paragraph of how the lesson went and what can be done to improve it if necessary)
(c) at least one peer-evaluation (a form will be provided),
(d) a reflective problem-solving diary. Students are expected to define one challenge they are facing in their classroom. This challenge could be academic, behavioural or institutional. They will study the identified issue in the professional literature (5 resources minimum) and prepare an action plan. They will evaluate the success of their intervention in their reflective problem-solving diaries.

The assignment must be completed by the reflective meeting.
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5118 ADVANCED PROFESSIONAL PRACTICE IN SPECIAL EDUCATION

Student Name:              Student No.:
Assessment Task 2: Practicum Notebook (teaching performance, lesson plans, logbook, self-reflection)

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>HD</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understanding of the task and its relationship to relevant areas of theory,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>research and practice in special education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clarity and accuracy in use of key terms and concepts in special education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstration of knowledge, and respect for, the diverse social, ethnic,</td>
<td></td>
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<tr>
<td>cultural, and religious background of students and the effects of these factors</td>
<td></td>
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<tr>
<td>on learning</td>
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<tr>
<td>Familiarity with and relevance of professional and/or research literature used</td>
<td></td>
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<tr>
<td>to support response</td>
<td></td>
<td></td>
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<tr>
<td>• Evidence of having read and understood a range of research and professional</td>
<td></td>
<td></td>
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<tr>
<td>literature on education theory to support performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstration of knowledge of evidence-based classroom practices and procedures</td>
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<td></td>
</tr>
<tr>
<td>Structure and organisation of response</td>
<td></td>
<td></td>
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<tr>
<td>• Appropriateness of overall structure of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clarity and coherence of organisation, including use of notebook sections to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>enhance readability</td>
<td></td>
<td></td>
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<tr>
<td>Presentation of response according to appropriate academic and linguistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clarity, consistency and appropriateness of conventions for quoting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>paraphrasing, attributing sources to information, and listing references (APA</td>
<td></td>
<td></td>
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<tr>
<td>style)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clarity and consistency in presenting in tables and diagrams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clarity and appropriateness of sentence structure, vocabulary use, spelling,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>punctuation and word length</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer     Date
Recommended:  /20 (FL PS CR DN HD)  Weighting:   %

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**
## SPECIFIC CRITERIA

### Understanding of the question or issue and the key concepts involved
- Understanding of the task and its relationship to relevant areas of theory, research and practice
- Clarity and accuracy in use of key terms and concepts

### Depth of analysis and/or critique in response to the task
- Demonstration of knowledge, and respect for, the diverse social, ethnic, cultural, and religious background of students and the effects of these factors on learning

### Familiarity with and relevance of professional and/or research literature used to support response
- Range of research and professional literature on education theory to support response
- Reference specifically to material, research and ideas

### Structure and organisation of response
- Appropriateness of overall structure of response
- Clarity and coherence of organisation, including use of section headings to enhance readability

### Presentation of response according to appropriate academic and linguistic conventions
- Clarity, consistency and appropriateness of conventions for quoting paraphrasing, attributing sources to information, and listing references (APA style)
- Clarity and consistency in presenting in tables and diagrams
- Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length

## GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

---

**Lecturer**

**Date**

**Recommended: /20**

**Weighting:**

**%**

**NB:** The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**
Submission of Assessment Tasks
Students are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy.

A penalty of 3% per day (24 hours) applies to work submitted after the due date (including weekends and holidays) without an approved extension. Extension request forms can be downloaded from https://education.arts.unsw.edu.au/students/resources/forms/ and must be approved by the appropriate course convenor prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration through MyUNSW at https://iaro.online.unsw.edu.au/special_consideration/home.login and students must consider the merits of both options available.

Please note: Computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

Required Readings
Disability Standards for Education (2005)

Further Readings

9. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Examples of plagiarism include:

- Direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying materials, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person’s assignment, or the student’s own assignment from a previous course, without appropriate acknowledgement;

- Quotation without the use of quotation marks;

- Paraphrasing another person’s work with very minor change keeping the meaning, form and/or progression of ideas of the original;

- Citing sources which have not been read, without acknowledging the ‘secondary’ source from which knowledge of them has been obtained;

- Piecing together sections of the work of others into a new whole;

EDST5118 Advanced Professional Practice in Special Education, UNSW 2014
Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or tutor;

Claiming credit for a proportion of work contributed to a group assessment item that is greater than that actually contributed;

Submitting your own assessment item that has already been submitted for academic credit at UNSW or elsewhere may also be considered plagiarism;

Using another person’s ideas or words in an oral presentation without crediting the source.

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: https://student.unsw.edu.au/plagiarism In addition, UNSW has produced a booklet to assist students with essential information for avoiding plagiarism which can be downloaded from https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at: https://student.unsw.edu.au/conduct

In the interests of maintaining high standards in scholarship and research, the University reminds students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct).

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: https://student.unsw.edu.au/conduct

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: it is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g.:’s/he’, ‘she or he’, ‘people’, etc.
10. COURSE EVALUATION AND DEVELOPMENT

Periodically student evaluative feedback on the course is gathered, using UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

11. OTHER INFORMATION

Assessment Principles and Procedures

The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content. Assessment tasks are carefully designed to:

- Recognise, motivate and encourage deep learning
- Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school’s programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

School of Education Grade Descriptors

<table>
<thead>
<tr>
<th>Grade Descriptor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
</tr>
<tr>
<td>(85% and above)</td>
<td></td>
</tr>
<tr>
<td>Distinction</td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td>(75-84%)</td>
<td></td>
</tr>
<tr>
<td>Credit</td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately</td>
</tr>
<tr>
<td>(65-74%)</td>
<td></td>
</tr>
</tbody>
</table>
well-written.

| Pass (50-64%) | The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood. |

For more information regarding the UNSW assessment policy please visit: https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html

**Attendance**

Unless specific and formal permission (see note below) has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week (or half a day in the case of intensive courses) should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

**Note:** The School of Education gives permission to participate in lectures online only on a case by case basis and only in the following circumstances:

a. The student is able to demonstrate that they have no other option but to participate in lectures online.

b. The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo360 or independent recording. The Course Convenor can reserve the right to refuse the lectures in their course to be recorded independently.

c. The Program and Course Convenor(s) must give their approval for participation in lecture to be undertaken online.

d. Permission will only be granted for lectures, not tutorials or method courses and for no more than one course at a time.

e. Permission will not be granted when it results in over-enrolment. Students may apply for formal permission to participate in lectures online.

Students may access further information and the application form to participate in lectures online at https://education.arts.unsw.edu.au/media/EDUCFile/Permission_to_Participate_in_Lectures_Online.pdf

**Special Consideration**

On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during
the semester or in an examination, has been adverse affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

University Counselling Service

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418.

Website: https://www.counselling.unsw.edu.au

Equity and Diversity

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website https://www.studentequity.unsw.edu.au.

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.