EDST5124: Enhancing Learning and Teaching in Higher Education

Semester 1, 2014
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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5124 Enhancing Learning and Teaching in Higher Education (6 units of credit)
Semester 1, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Giedre Kligyte
Office Location: Learning and Teaching Unit,
                Level 4 Matthews Building
Email: g.kligyte@unsw.edu.au
Phone: 9385 1534
Availability: by appointment

Course Convenor: Lorenzo Vigentini
Office Location: Learning and Teaching Unit,
                Level 4 Matthews Building
Email: l.vigentini@unsw.edu.au
Phone: 9385 6226
Availability: by appointment

Admin Assistance: Administrator, Grad Cert ULT
Office Location: Learning and Teaching Unit,
                Level 4 Matthews Building
                Kensington Campus
                UNSW Sydney 2052
Email: gcult@unsw.edu.au
Phone: 9385 5989

3. COURSE DETAILS
**Course Name**
Enhancing Learning and Teaching in Higher Education

**Credit Points**
6 units of credit (6 uoc)

**Workload**
Includes 150 hours including class contact, preparation, assessment, follow-up activities, etc.

**Schedule**
The course is offered in a blended mode, which includes in-class and online activities that add up to 24 hours of ‘contact hours’. (Please refer to Course Content and Structure section in this course outline).

All face-to-face classes will be held in the L&T workshop 416, level 4 Matthews

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**Summary of Course**
This course is a core course in the Graduate Certificate in University Learning and Teaching Program. It is worth six units of credit (6 UOC) towards the total 24 UOC required for completion of the study program.

This course invites you to consider learning and teaching enhancement beyond your immediate teaching context. It is based on the assumption that increased awareness of change processes in an educational organization and the ability to analyse the sociocultural context of your school, department, or discipline will enable you to achieve a more effective and sustainable change. In this course you will explore the literature on change, leadership, and quality assurance and enhancement. Based on this scholarship, peer feedback, and the analysis of the context of your teaching practice you will develop an approach to a learning and teaching enhancement in your academic context.

**Pre-requisite**
Participants must have completed the first and second course in the Grad Cert (ULT) Program, EDST5121 Introduction to University Learning and Teaching and EDST5122 Student Learning in Higher Education.

**Aims of the Course**
This course aims to:

1. encourage you to think beyond a focus on individual teaching to one that locates teaching in the broader context of an educational organization or a discipline.
2. examine key areas that are critical for academics in bringing about changes to teaching and learning that are effective and sustainable.

**Course Learning Outcomes**
Upon completion of the course you should be able to:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
</table>
| 1       | Use appropriate sources of evidence and methodologies to identify needs in a learning and teaching context. | Assessment Task 1  
Assessment Task 2 |
| 2       | Critically analyse the organisational context of your practice with the view of effecting learning and teaching enhancement. | Assessment Task 2 |
3. Articulate an approach to change to address identified issues and to bring about sustainable learning and teaching enhancement in your context.  

**Graduate Capabilities / Program-level outcomes**

<table>
<thead>
<tr>
<th>Capability</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary knowledge and practices</td>
<td>Assessment Task 1</td>
</tr>
<tr>
<td>Demonstrate specialised disciplinary knowledge and capabilities related to the areas of curriculum, assessment and pedagogy in higher education, and be able to apply these to their teaching approach and practices across a range of higher education contexts.</td>
<td>Assessment Task 2</td>
</tr>
<tr>
<td>Enquiry-based learning</td>
<td>Assessment Task 2</td>
</tr>
<tr>
<td>Use an analytical scholarly framework to examine their educational practice aimed at improving their effectiveness across these areas.</td>
<td>Assessment Task 2</td>
</tr>
<tr>
<td>Cognitive skills and critical thinking applicable to teaching in higher education</td>
<td>Assessment Task 1</td>
</tr>
<tr>
<td>* Identify, research and analyse complex issues and problems related to curriculum, assessment and pedagogy and propose appropriate and well justified solutions</td>
<td>Assessment Task 2</td>
</tr>
<tr>
<td>* Draw from and analyse a range of evidence from different perspectives to enhance their practice.</td>
<td>Assessment Task 2</td>
</tr>
<tr>
<td>Communication, adaptive and interactional skills</td>
<td>Assessment Task 1</td>
</tr>
<tr>
<td>Communicate effectively with a range of audiences, and be capable of using independent and collaborative enquiry to work effectively across and within their disciplinary contexts.</td>
<td>Assessment Task 2</td>
</tr>
<tr>
<td>Global outlook</td>
<td>Assessment Task 2</td>
</tr>
<tr>
<td>Analyse the impact of international trends and perspectives in higher education upon their local contexts and practices.</td>
<td>Assessment Task 2</td>
</tr>
</tbody>
</table>

4. **RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

A critical aspect of developing quality learning and teaching in higher education is awareness of the broader context of your practice, and the development of scholarly leadership of learning and teaching. The course aims to encourage you to think beyond a focus on individual teaching to one that locates teaching in the broader context.

The course examines key areas that are critical in bringing about changes that are effective and sustainable. These include: the role of the academic as leader and change agent; strategies for alignment with institutional goals and processes, including quality assurance and enhancement processes; strategies for working with and influencing others; strategies to plan for and introduce change; strategies to evaluate changes; and the use of feedback from multiple sources to inform the enhancement of learning and teaching.

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.

We recognise that candidates in this course are graduates employed in either the higher education or school sectors, and many will be studying part-time while working full-time.

As a result, the course has been designed to provide opportunities for you to:

- to critically engage with the key ideas and concepts and with each other via both in-class sessions, and online environment
- to develop your understanding of the key issues and concepts within higher education both individually (via reading, the preparation of assignments) and collaboratively (via whole group and small group discussion (in-class and online) and peer review)
- to use your knowledge and experience to engage with and critique current thinking and research into higher education.

The learning activities of the course include:

- self-directed reading;
- in-class sessions;
- structured online activities;
- reflective e-portfolio;
- preparation of written assignments; and
- peer review processes linked to the assignments.
6. COURSE CONTENT AND STRUCTURE

The course is offered in a blended mode, which includes in-class and structured online activities that add up to 24 hours of ‘contact hours’.

<table>
<thead>
<tr>
<th>Week</th>
<th>Beginning</th>
<th>Online</th>
<th>Topics</th>
<th>CLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 March</td>
<td></td>
<td>Assessment Task 1 Part A due – 7th March</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>10 March</td>
<td></td>
<td>Topic 1: Introduction. Change in Higher Education, Quality Assurance &amp; Enhancement. In-class session: 1-3pm, Friday 14th March</td>
<td>1,2</td>
</tr>
<tr>
<td>3</td>
<td>17 March</td>
<td>2hrs</td>
<td>Topic 2: Planning a change, Organisational Analysis. In-class session: 1-3pm, Friday 28th March</td>
<td>1,2</td>
</tr>
<tr>
<td>4</td>
<td>24 March</td>
<td></td>
<td>Peer feedback on Assessment Task 1 Part A Assessment Task 1 Part B due – 4th April</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>31 March</td>
<td>2hrs</td>
<td>Topic 3: Sociocultural Context Analysis. In-class session: 1-3pm, Friday 11th April</td>
<td>1,2</td>
</tr>
<tr>
<td>6</td>
<td>7 April</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>14 April</td>
<td>2hrs</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>21 April</td>
<td></td>
<td>Mid Semester Break</td>
<td></td>
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<tr>
<td>9</td>
<td>28 April</td>
<td></td>
<td>Topic 4: Academic leadership: distributed leadership, change agents, resistance to change. In-class session: 1-3pm, Friday 2nd May</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>5 May</td>
<td>2hrs</td>
<td>Topic 5: Evaluation and monitoring. In-class session: 1-3pm, Friday 16th May</td>
<td>1,2,3</td>
</tr>
<tr>
<td>11</td>
<td>12 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>19 May</td>
<td>2hrs</td>
<td>Topic 6: Planning a sustainable learning and teaching enhancement. In-class session: 1-3pm, Friday 30th May</td>
<td>1,2,3</td>
</tr>
<tr>
<td>13</td>
<td>2 June</td>
<td>2hrs</td>
<td>Assessment task 2 due - 6th June</td>
<td>1,2,3</td>
</tr>
<tr>
<td>14</td>
<td>9 June</td>
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</table>
Assessment Details

Assessment Task 1

Task 1 will be completed in two parts; part A (preparation task) will be prepared prior to the first in-class session. Drawing on class discussions and peer feedback Task 1 will be revised, extended using the literature and peer feedback, and submitted for formal assessment in one package (including part A and B: 2,000 words total).

Assessment Task 1 Part A – due 7th March 2014

Outline a change you’ve made to enhance your course/program recently and identify any relevant issues you faced. Note this is to be submitted on Moodle prior to attending the first in-class session. It will be used as the basis for discussion and to inform the part B of the Task 1.

Length: 1,000 words

Assessment Task 1 Part B - due 4th April 2014

Building on Assessment Task 1 Part A outline what and how you would advise yourself (you now being an experienced program co-ordinator) on the change you made to your course/program discussed in the Assessment Task Part A. Include details regarding possible issues/barriers and advice/suggestions for strategies to overcome them, drawing from Part A, and from discussion and readings undertaken in this course.

Length: 1,000 words

Assessment Task 2 – due 6th June 2014

You are required to write a paper summarising the analysis and planning ideas you have developed for the purposes of implementing a proposed change to enhance an aspect of student learning and/or teaching within your School

Length: 3,500-4,000 words

Reflective-e-portfolio - ongoing

In this course you will be encouraged to set up a reflective e-portfolio and maintain it throughout the semester. Guidelines for setting an e-portfolio will be available on the course Moodle site and explained during the first in-class session. An e-portfolio may help you to:

- Collect resources and artefacts related to your learning to create an integrated picture or story of your achievements and developing capabilities
- Reflect on prior experiences and wider contexts to make your learning relevant.
- Reflect on how different learning activities relate to your professional practice
- Arrange and present your portfolio to different audiences for different purposes.
Your reflective e-portfolio contributions will not be used for summative assessment. However, reflecting on your learning in an ongoing way and maintaining the e-portfolio will help you to consolidate the learning in this course and develop the assignment tasks.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5124 ENHANCING LEARNING AND TEACHING IN HIGHER EDUCATION

Student Name:          Student No.:          
Assessment Task:       

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-) ➤ (+)</th>
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<tbody>
<tr>
<td>Understanding of the issues and key concepts involved</td>
<td></td>
</tr>
<tr>
<td>• understanding of the notion of relevant concepts and principles (e.g. change, leadership, approaches to change)</td>
<td></td>
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<tr>
<td>Evidence of critical reflection across multiple perspectives (including your own experiences, those of your colleagues as well the literature) to:</td>
<td></td>
</tr>
<tr>
<td>• observe and examine issues and develop possible strategies</td>
<td></td>
</tr>
<tr>
<td>• demonstrate understanding of the appropriateness of different approaches in different circumstances</td>
<td></td>
</tr>
<tr>
<td>Use of appropriate literature</td>
<td></td>
</tr>
<tr>
<td>• appropriate and effective use of relevant literature to support identification of issues and appropriate strategies to deal with them</td>
<td></td>
</tr>
<tr>
<td>Structure and organization of response</td>
<td></td>
</tr>
<tr>
<td>• appropriateness of overall structure of the response to the task</td>
<td></td>
</tr>
<tr>
<td>• clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability</td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and language conventions</td>
<td></td>
</tr>
<tr>
<td>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (APA style)</td>
<td></td>
</tr>
<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</td>
<td></td>
</tr>
</tbody>
</table>

GENERAL COMMENTS / RECOMMENDATIONS

Lecturer     Date

Recommended: /20 (FL PS CR DN HD)     Weighting: %
**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.

**Feedback on Assessment**

You will get timely feedback on all written work, so that you know how you are going. We will aim to provide feedback within 2-3 weeks from submission.

**Referencing**

You are required to consistently use APA referencing style in your assignments. Guidelines for acknowledging sources of information using APA can be found on the following web sites:

- https://owl.english.purdue.edu/owl/resource/560/03/

**School of Education Grade Descriptors**

NB: distributed to all students via Moodle

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction (85% and above)</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>Distinction (75-84%)</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>Credit (65-74%)</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 well-written.</td>
</tr>
<tr>
<td>Pass (50-64%)</td>
<td>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</td>
</tr>
</tbody>
</table>
assignment is moderately well-organised and the arguments can be clearly understood.

Fail (less than 50%)
The assignment is not adequate in quality or content. The writer fails to demonstrate a clear understanding of the question or issue under consideration. Little or no mention is made of the research literature relating to the issues presented. The assignment is poorly structured and meaning is at time unclear.

8. RESOURCES

The following is a list of texts, articles and reports that will be drawn on throughout the course and may be useful as a starting point when completing assessment tasks. However, it is not exhaustive. Additional links to readings and resources will be available where possible through Moodle.

Recommended Texts


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;
- 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](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](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](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</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</td>
</tr>
</tbody>
</table>
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.

**Distinction**  
(75-84%)  
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 his or her arguments to the findings of the literature. The assignment is well-organised and well-written.

**Credit**  
(65-74%)  
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 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 adversely 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](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](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](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.