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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5127 Coaching and Mentoring in Educational Leadership (6 units of credit)
Semester 1, 2014
John Goodsell Building LG19

2. STAFF CONTACT DETAILS

Course Convenor: Dr Margaret Varady AO
Office Location: John Goodsell building, Room 101
Email: m.varady@unsw.edu.au
Phone: 9385 1951
Availability: Contact to arrange a meeting time

Visiting Lecturer: Dr Kris Needham
Availability: Please contact Dr Margaret Varady

Lecturer: Dr Kris Needham

Qualifications: BA, Dip Ed, MEd, EdD, FACEL

Academic background:
Dr Kristine Needham is a senior leadership consultant with growth coaching international, an accredited coach and member of the International Coaching Federation. Kris has extensive experience in school leadership, including being a secondary school principal, senior consultant and online course developer. Her passion for supporting teachers, teams and school leaders to be their best has led her to specialise in professional learning, particularly through reflective practice in coaching and practitioner research.
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Coaching and Mentoring in Educational Leadership</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
</tr>
<tr>
<td>Saturday 8th March, Sunday 9th March, Sunday 27th April, Saturday 31st May 2014 10am – 5 pm each day</td>
</tr>
</tbody>
</table>

Summary of the course

Day 1 - The module will focus on understanding the role and processes involved in coaching and mentoring in schools. This includes the place of the learning conversation, applications of coaching and mentoring and how coaching works. There is an emphasis on developing participants’ practical skills in coaching.

Day 2 - This module will focus on the importance of reflection on, in and for practice. Participants will study the change process through adult learning theory, and leadership capacity building through shared and reciprocal leadership. Participants will learn the methodology of action research and undertake a practical action research study involving them in mentoring and/or coaching in their own leadership, developing coaching and mentoring relationships in the workplace.

Day 3 - This module will focus on extending and deepening participants’ capacity to give and receive effective feedback for their own and others’ professional growth. Coaching and mentoring skills will be extended by exploring the role of positive psychology, Appreciative Inquiry and Solutions Focused coaching.

Day 4 - The module will provide students with the opportunity to share their action research with members of the class.

Aims of course

Day 1 - This module will enable students to further their understanding of coaching and mentoring processes and the role these play in educational leadership, as well as deepening their own skills in using these methodologies.

Day 2 - Through participation in this module, students will have the opportunity to explore the methodology of action research and how coaching and critical friendship lead practitioners naturally to this process in the pursuit of improved practice and outcomes for young people.

Day 3 - This module will assist students to apply a variety of coaching and mentoring theories and skills in order to increase their leadership effectiveness.

Day 4 - This module will enable students to share their action research experiences relating to coaching with one another.
Student learning outcomes

At the end of this course students should be able to:

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcome(s)</th>
<th>Assessment (s)</th>
</tr>
</thead>
</table>
| 1      | • Develop their understanding of the purposes and processes of coaching and mentoring in schools;  
         • Enhance their skills and competence in coaching and mentoring | 1,2,3 |
| 2      | • Reflect on their own experience of mentoring and coaching;  
         • Critique and understand the concept of shared leadership capacity;  
         • Share their leadership strengths and experiences with the group;  
         • Understand the process of change;  
         • Understand action research methodology;  
         • Conduct a practical application of the theory to their own workplace;  
         • Critically reflect on the process of coaching in leadership  
         • Understand the theory of adult learning and professional learning in schools | 1,3 |
| 3      | • Increase their capacity to give and receive effective feedback  
         • Develop their skills in coaching and mentoring through considering a variety of current theories impacting on coaching practice  
         • Reflect on the application of their learning to their school context | 1,3 |
| 4      | • Analyse their action research  
         • Present this analysis to their peers  
         • Reflect on the strengths and areas for further development  
         • Increase awareness of the role and nature of coaching methodology | 1,2,3 |

Graduate Attributes

Students will be encouraged to develop the following graduate attributes by undertaking selected activities and knowledge content. These attributes will assessed within the prescribed assessment tasks:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment (s)</th>
</tr>
</thead>
</table>
| 1        | Advanced disciplinary knowledge and practices
         Demonstrate an advanced understanding of the field of coaching and mentoring in 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. | 1,2 |
| 2        | Research-based learning
         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. | 1,2,3 |
| 3        | Cognitive skills and critical thinking
         Demonstrate advanced critical thinking and problem solving skills | 1,3 |
| 4        | Communication, adaptive and interactional skills | 2 |
Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership

<p>| | |</p>
<table>
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<tr>
<th></th>
<th></th>
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</thead>
</table>
| 5 | International outlook  
Demonstrate an understanding of international perspectives relevant to the educational field |
|   | 1,3 |
| 6 | Ethical and responsible professional practice  
Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education |
|   | 1,2,3 |

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course will enable students to develop an understanding of the role that Coaching and Mentoring play in developing Educational Leaders. The course involves a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete an action research project.

5. TEACHING STRATEGIES

This course will be taught within the classroom with a strong emphasis on student participation. Students will be provided with online material and references to research journals which they will be expected to read prior to each session. Students will have the opportunity of sharing their ideas with each other in an online discussion group. Various activities e.g. small group discussions, group and individual surveys, will engage students and enable a deeper understanding of the related issues. Two written papers will require students to research, compare and evaluate various systems as well as synthesize material to develop a theoretical model. A short individual presentation of executive summary will develop oral presentation skills.

6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Date</th>
<th>Saturday 8th March</th>
<th>Sunday 9th March</th>
<th>Sunday 27th April</th>
<th>Saturday 31st May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Module 1</td>
<td>Module 2</td>
<td>Module 3</td>
<td>Module 4</td>
</tr>
</tbody>
</table>
| 10-11:30 | 1a. Introduction to coaching and mentoring; research, role in ed. leadership | 2a. The change process and adult learning theory  
Reflective practice and double and triple loop learning | 3a. Giving effective feedback; positive psychology and coaching | Assessment 1  
Minor research paper  
Due 27th April |
| 11:30-11:45 | Morning Tea | | | Assessment 2  
Student Presentations |
| 10:45-1:00 | 1b. Coaching demonstration, practice and debrief | 2b. The methodology and theory of action research  
The action research study | 3b. Feedback demonstration, practice and debrief | Marked by Dr Kris Needham (content)  
and Peer Assessment (presentation)  
Due 31st May |
<p>| 1:00-2:00 | Lunch – Students to provide own lunch | | | |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00-3:30</td>
<td>1c. Skills of coaching and mentoring, esp. listening and questioning</td>
</tr>
<tr>
<td></td>
<td>2c. Building leadership capacity through shared and reciprocal leadership Coaching and action research</td>
</tr>
<tr>
<td></td>
<td>3c. Appreciative Inquiry and Solutions Focused Approach to coaching and mentoring</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment 3</strong> Report on Action Research Due 31st May</td>
</tr>
<tr>
<td>3:30-3:45</td>
<td><strong>Afternoon Tea</strong></td>
</tr>
<tr>
<td>3:45-5:00</td>
<td>1d. Skills applied in second practice round, debrief. Research task.</td>
</tr>
<tr>
<td></td>
<td>2d. Developing coaching and mentoring relationships in the workplace</td>
</tr>
<tr>
<td></td>
<td>3d. Models of coaching in schools, building a coaching culture, forward planning</td>
</tr>
</tbody>
</table>
7. **ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Description</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Date due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment task 1</td>
<td>“Theory, research and practice related to learning conversations”</td>
<td>2000-2500 words</td>
<td>30%</td>
<td>1,2,3,4</td>
<td>1,2,3,5,6</td>
<td>27th April 2014</td>
</tr>
<tr>
<td></td>
<td>Minor research paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment task 2</td>
<td>Presentation on Action Research Report</td>
<td>Seminar</td>
<td>20%</td>
<td>1,4</td>
<td>1,2,4,6</td>
<td>31st May 2014</td>
</tr>
<tr>
<td>Assessment task 3</td>
<td>Action Research Report Major research paper</td>
<td>3000-3500 words</td>
<td>50%</td>
<td>1,2,3,4</td>
<td>2,3,5,6</td>
<td>31st May 2014</td>
</tr>
</tbody>
</table>

*Electronic and hard copy must be submitted otherwise students will be awarded a fail grade in this assessment task.*

**Assessment details**

Assessment task details and criteria for assessment tasks are provided on Blackboard 9 through: [http://elearning.unsw.edu.au](http://elearning.unsw.edu.au)

- **Assessment Task 1 Theory, research and practice related to learning conversations - Minor research paper**
  
  A) In this task students are required to discuss key elements of a learning conversation and potential impact of learning conversations on teacher learning. Students are required to discuss how educational leaders can increase the power of learning conversations in their schools.

  B) Students are to conduct a coaching or mentoring conversation and critically evaluate the role of questioning skills and listening skills in the conversation.

- **Assessment Task 2 Presentation on Action Research Report - seminar**

  This task requires students to present a seminar to the class the action research completed for Task 3. Students are assessed by peers for the presentation (50%) and content by the lecturer (50%).

- **Assessment Task 3 Action Research Report - Major research paper**

  In this task students are required to conduct an 8 week study of coaching and mentoring in their workplace using action research methodology. Students are required to reflect critically and to observe the impact of this work on leadership capacity in the institution and link this to other research and literature reviewed in this course.
# UNSW SCHOOL OF EDUCATION

## FEEDBACK SHEET

<table>
<thead>
<tr>
<th>Course:</th>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task:</td>
<td>Date: _______</td>
</tr>
<tr>
<td>Lecturer:</td>
<td>Recommended Mark: _______</td>
</tr>
</tbody>
</table>

### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question and key concepts involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Addresses the question/issue</td>
</tr>
<tr>
<td>• Understanding of the question/issue</td>
</tr>
<tr>
<td>• Understanding of relationship to relevant theory, research and practice</td>
</tr>
<tr>
<td>• Information presented is relevant</td>
</tr>
<tr>
<td>• Understanding of the complexities and interrelationships involved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical thinking and depth of analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Depth of analysis</td>
</tr>
<tr>
<td>• Well reasoned arguments</td>
</tr>
<tr>
<td>• Sound analysis of problem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Appropriate research references to support responses</td>
</tr>
<tr>
<td>• Sound range of research references</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Appropriate nature of structural organisation</td>
</tr>
<tr>
<td>• Logical and coherent structure</td>
</tr>
<tr>
<td>• Clear presentation of ideas to enhance readability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• APA style for citations and references &amp; complete reference list</td>
</tr>
<tr>
<td>• Clarity and appropriateness of language style</td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS

NB: 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
Available from the UNSW bookshop:


The Guide below can be purchased through www.growthcoaching.com.au:

- The Leadership Coaching Guide (2nd edition)

Further Readings
Module 1


Module 2


• Robertson, Jan (2000) ' The three Rs of action research methodology: reciprocity, reflexivity and reflection-on-reality', Educational Action Research, 8: 2, 307 — 326 Available: http://dx.doi.org/10.1080/09650790000200124


Module 3


Module 4: Class Presentations

Contact the Learning Centre UNSW for advice and assistance re oral presentations.

e-learning Blackboard

This course uses Blackboard as its on-line environment. The following information will be available on the Course e-learning website:

- The course outline;
- All PowerPoint slides and handouts;
- Suggested references and readings;
- Assessment details;
- Discussion forum;
- Electronic submission box.

Please log into Blackboard through: http://elearning.unsw.edu.au
If you have problems accessing blackboard, please contact the Support Help Desk on 9385-1333.

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 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.
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 (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</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</td>
</tr>
</tbody>
</table>
### 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.

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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

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.