1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5451 Introduction to Education Policy (6 units of credit)
Semester 1, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Leila Morsy
Office Location: John Goodsell, 108
Email: l.morsy@unsw.edu.au
Phone: 9385 9318
Availability: Friday 3-5pm
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Introduction to Education Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 102 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. NOTE: X = 17 hours per uoc</td>
</tr>
</tbody>
</table>

**Schedule**

| Lecture               | Wednesday (5-7pm), Quad G047 | Weeks 1-13 |

**Summary of Course**

This course is designed to introduce students to education policy, education policy debates, and some of the major issues facing Australian and international education policymakers. The course aims to increase students’ understanding of the complexities, advantages, and limitations of education policy and to assist students in becoming effective leaders and practitioners who inform, shape, and influence education policy.

The course has a particular focus on federal and state policy in education. The course will focus mainly on Australian education policy, but we will also examine some international policies. We will examine the impact of education policy on schools and students; the interests of stakeholders in designing education policy; the theories of change underpinning education policy initiatives; and the implementation challenges of policy approaches. We will consider the impact of various reform strategies on building teaching capacity, accountability, and improving learning for all students. Readings will include federal and state policy documents and research. Students will develop “policy skills” by, for example, writing a policy brief and writing policy-based commentary analysing an aspect of one of the policy issues examined in this course.

**Aims of the Course**

This course aims to:

- To provide students with a broad understanding of contemporary education policy issues in Australia
- To provide students with the tools to critically analyse current issues in education policy
- To develop students’ skills in designing policy solutions to issues in education

**Student Learning Outcomes**

Adjust number of rows accordingly

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate an ability to describe current issues in education policy in Australia</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate an ability to critically analyse current issues in education policy</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate an ability to design feasible policy solutions to issues in education</td>
</tr>
</tbody>
</table>

**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, 3</td>
</tr>
<tr>
<td>3</td>
<td>Cognitive skills and critical thinking</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>4</td>
<td>Communication, adaptive and interactional skills</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>5</td>
<td>International outlook</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

A broad critical understanding of the policy debates and approaches in Australian education is necessary to assist students in becoming effective leaders and practitioners who inform, shape, and implement education policy and to be an informed, engaged educator. The teaching, learning, and assessment activities in this course are designed to provide students with the opportunity to develop a critical understanding of policy issues, existing policy approaches, and alternative policy solutions.

5. TEACHING STRATEGIES

The course will use a combination of lectures, whole-group discussions, and student-led discussions designed to provide participants with the opportunity to deeply study the themes of the course.

Some Basic Principles

- The harder one works, the more one learns.
- If you must miss a lecture, please send a courtesy note to Leila Morsy.
- Much of the class will be interactive, and attendance and participation in the lecture discussions will be a foundation of your personal and intellectual development in the course.
- If you have a question, it is likely other do as well. Participation (questions, comments, etc.) during course lectures is expected and encouraged.

Professionalism

Please respect the norms of classroom decorum that are appropriate for higher education students and professional educators. Please do not use electronic devices such as cell phones, pagers, blackberries, etc. during class. Please do not undertake non-course-related activities on your computer during class. Please do not engage in parallel conversations while classroom discussions and lectures are going on. If you expect you might need to use your phone during class time, please let me know before class begins.
6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture Topic</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
| 1              | The Purpose of Schooling | • Keating, J., Reid, A., Cranston, N., and Mulford, B. *Public Schooling and Public Purpose*. 2010.  
| 3              | External Players: Intermediary Organizations and Education Non-Profits | • Hess, 2008 (The Future of Educational Entrepreneurship, Introduction)  
• Teach for Australia. [http://teachfAuraustralia.org/](http://teachfAuraustralia.org/)  
• Foundation for Young Australians. [http://www.fya.org.au/](http://www.fya.org.au/)  
• Catching Up: Learning from the best school systems in East Asia, Ben Jensen, Grattan Institute |
<table>
<thead>
<tr>
<th>Page</th>
<th>Theories of Change:</th>
<th>References</th>
</tr>
</thead>
</table>
| 5    | Market-Driven       | • NAPLAN 2012 National Report  
• Meredith Phillips, James Crouse and John Ralph, 1998. "Does the Black-White Test Score Gap Widen After Children Enter School?" In |
  |  |  
  | 8-9 | Break |  
  | 10 | Policy Solutions: Increasing Accountability  
  | 11 | Policy Solutions: Improving Teaching  
  | 12 | Policy Solutions: (Re)Structuring the Curriculum  
|  | • The Shape of the Australian Curriculum (2012). (Version 3 ed.). Sydney, Australia: Australian Curriculum, Assessment, and Reporting Authority.  
  |  | • *Great Teaching, Inspired Learning*  
  | 13 | Policy Solutions: A Community Approach  
|  | • Harlem Children’s Zone. www.hcz.org  
  |  |  

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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>Policy Brief #1 Cover Sheet</td>
<td>One paragraph</td>
<td>0%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4</td>
<td>12/03/2014</td>
</tr>
<tr>
<td>Policy Brief #1</td>
<td>1,200 (not including references)</td>
<td>33%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4</td>
<td>19/03/2014</td>
</tr>
<tr>
<td>Policy Brief #2</td>
<td>1,200 (not including references)</td>
<td>33%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4</td>
<td>16/04/2014</td>
</tr>
<tr>
<td>Policy Brief #3</td>
<td>1,200 (not including references)</td>
<td>33%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4</td>
<td>14/04/2014</td>
</tr>
</tbody>
</table>

**Assessment Details**

**PLEASE READ THIS SECTION IN DETAIL. POINTS WILL BE DEDUCTED FOR NOT FOLLOWING THE FOLLOWING PROCEDURES WHEN TURING IN ASSIGNMENTS.**

- **Formatting**: Use Times New Roman 12 point font, 2.5cm margins all around, and APA-style formatting. If you need help with APA, please refer to [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

- **Cover sheets**: Cover sheets must be stapled to the front of the paper with (1) name, (2) student ID, (3) name of lecturer, (4) subject number, (5) date and time of submission, and (6) word count.

- **Rubric**: Attach the rubric for the assignment (available in this document and on Blackboard) to the back of the assignment facing back.

- **Reference page**: In any paper that includes references, include a reference page titled “References” (not “List of References” or “Reference List” or anything else as Turnitin will only exclude the references from your similarity report if your reference page is titled “References.”)

- **Submission**: Submit your assignment in hard copy AND through Turnitin website. No assignment is accepted via email. Assignments must be printed double-sided. **Please do not place your assignment into any plastic sleeve, folder, etc.**

- **Delivery**: Deliver your assignment to Leila Morsy’s pigeonhole in the reception area of the School of Education. Assessments will not be accepted if delivered otherwise than requested.

- **Late assignments**: Assignments submitted after the due date will suffer a penalty of 10% per day. No late assignments will be accepted later than one week past the due date.

- **Always keep a copy** of your assessment. If your assessment is mislaid, you are responsible for providing another copy.

- **Extensions**: If you require an assignment extension, please apply for one on [my.unsw.edu.au](http://my.unsw.edu.au) before the due date of the assignment.
Assessment 1-3—Policy Brief

Draft a policy brief proposing a policy change to a key policy maker. This memo should be 1,200 words long (not including references) and contain information that is geared to prepare the particular policymaker to act. You will need to choose your issue (local, state, or federal), your position on the issue, and research possible feasible solutions and how to implement them. You must use your judgement about your audience, how much background is required, how the case for change should be framed, and how much detail you need to make your case. You should consider practical matters such as cost, staffing, and political feasibility. Keep in mind your ultimate objective: what you want your policymaker to do as a result of your memo.

The issue you choose to address can be real or hypothetical (as long as it is realistic). In one paragraph on a coversheet, please describe the context and the policymaker that sets the stage for your memo.
### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
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<tbody>
<tr>
<td><strong>Understanding of the question or issue and the key concepts involved</strong></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates that the problem needs to be fixed</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates breadth and depth in understanding problem</td>
<td></td>
</tr>
<tr>
<td>• Problem is policy-based</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates breadth and depth in understanding the surrounding political,</td>
<td></td>
</tr>
<tr>
<td>policy, and operational contexts informing the problem</td>
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<tr>
<td>• The policy is narrowly defined</td>
<td></td>
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<tr>
<td>• The policy addresses the defined problem</td>
<td></td>
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<tr>
<td>• The policy initiative is likely to attenuate or remedy the problem</td>
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<tr>
<td><strong>Depth of analysis and/or critique in response to the task</strong></td>
<td></td>
</tr>
<tr>
<td>• Depth of understanding of the complex nature of policy</td>
<td></td>
</tr>
<tr>
<td>• Paper has a clear audience and the purpose for writing is clear</td>
<td></td>
</tr>
<tr>
<td>• Paper has a clear argument to support point-of-view</td>
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</tr>
<tr>
<td>• Substantive elaboration of argument</td>
<td></td>
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<tr>
<td>• Sufficient evidence substantiates argument</td>
<td></td>
</tr>
<tr>
<td>• Evidence provides critical analysis of data/information</td>
<td></td>
</tr>
<tr>
<td><strong>Familiarity with and relevance of professional and/or research literature used</strong></td>
<td></td>
</tr>
<tr>
<td>• Provided references from at least four readings to support argument</td>
<td></td>
</tr>
<tr>
<td><strong>Structure and organisation of response</strong></td>
<td></td>
</tr>
<tr>
<td>• Sequentially responded to each element of a policy brief</td>
<td></td>
</tr>
<tr>
<td>• Logical sequencing of ideas</td>
<td></td>
</tr>
<tr>
<td>• Appropriate transitions</td>
<td></td>
</tr>
<tr>
<td>• Clarity and coherence of organisation, including use of numbering and referencing</td>
<td></td>
</tr>
<tr>
<td>• Paper is clear and motivating</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation of response according to appropriate academic and linguistic conventions</strong></td>
<td></td>
</tr>
<tr>
<td>• Writing adheres to standard conventions including (1) grammar, (2) punctuation,</td>
<td></td>
</tr>
<tr>
<td>(3) spelling, and (4) capitalization</td>
<td></td>
</tr>
<tr>
<td>• Writing is precise, clear, and persuasive including (1) correct sentence</td>
<td></td>
</tr>
<tr>
<td>structure, (2) appropriate paragraph structure, and (3) pith</td>
<td></td>
</tr>
<tr>
<td>• If used, tables and graphs, etc. are clear</td>
<td></td>
</tr>
<tr>
<td>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing,</td>
<td></td>
</tr>
<tr>
<td>attributing sources of information, and listing references</td>
<td></td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

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<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Date</th>
<th>Recommended:  /20  (FL  PS  CR  DN  HD)</th>
<th>Weighting:  %</th>
</tr>
</thead>
</table>

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
All required readings will be posted on Moodle, under the Readings section.

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.

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><strong>High Distinction (85% and above)</strong></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><strong>Distinction (75-84%)</strong></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><strong>Credit (65-74%)</strong></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>
</tbody>
</table>
well-written.

<table>
<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td>(50-64%)</td>
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<tr>
<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 assignment is moderately well-organised and the arguments can be clearly understood.</td>
</tr>
</tbody>
</table>

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.