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1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST6728 Extension Music Method 1 (6 units of credit)  
Semester 1, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Rebecca Lewis  
Email: rebecca.lewis43@det.nsw.edu.au  
Phone:  
Availability: TBA
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Extension Music Method 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td>Lecture/Tutorial</td>
</tr>
<tr>
<td></td>
<td>Monday (5.30-8.30pm), Webster G17/18 Weeks 1-6, 7-12</td>
</tr>
</tbody>
</table>

Summary of Course
Students will think deeply about their philosophy of music education, while critically examining current high school music curriculums and policy. Students will develop skills related to teaching music lessons with innovations in ICT, composition, and formal and informal music learning practices. Students will develop understandings of teaching music in diverse classrooms.

Aims of the Course
This course aims to:

- Increase a student's pedagogical content knowledge for Secondary Music teaching.
- Develop a student's understanding of what compromises effective classroom practice.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<tbody>
<tr>
<td>1</td>
<td>1,2</td>
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<tr>
<td>2</td>
<td>1</td>
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<tr>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>4</td>
<td>1,2</td>
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<tr>
<td>5</td>
<td>1,2</td>
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<td>6</td>
<td>1</td>
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<td>1</td>
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<tr>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>1,2</td>
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<td>10</td>
<td>1</td>
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</table>

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
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</table>

EDST6728 Extension Music Method 1, Bachelor of Education UNSW 2014
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 1,2

1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. 1,2

2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 1,2

2.2 Organise content into an effective learning and teaching sequence. 1

2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. 1,2

2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 1

2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 1,2

3.1 Set learning goals that provide achievable challenges for students of varying characteristics. 1

3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 1

3.3 Include a range of teaching strategies. 1

3.4 Demonstrate knowledge of a range of resources including ICT that engage students in their learning. 1,2

3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. 1

4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. 1

4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. 1

6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. 1

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Music to secondary school students with an emphasis on the NSW Stage 5 and 6 Music curricula. During the course students will develop their knowledge of New South Wales syllabus documents. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the music classroom. Emphasis will be given to the relationship between Music, literacy and numeracy and the role and value of music in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

5. TEACHING STRATEGIES
• Explicit teaching, including lectures, to demonstrate an understanding of students’ different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
• Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
• Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
• Online learning from readings on the Blackboard website.
• Online discussions.
• Peer teaching in a simulated classroom setting.
• Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 3 Mar</td>
<td>Introduction and Overview Music education in Australia The Syllabuses</td>
<td>Examination of the Music syllabus yr 7-12 Previous experiences of music education Discussion of first assessment task Reading: Syllabus 7-10 and NSW Creative Arts K-6 Syllabus</td>
</tr>
<tr>
<td>2 10 Mar</td>
<td>School visit</td>
<td>School visit</td>
</tr>
<tr>
<td>3 17 Mar</td>
<td>Pop music v classical music in the modern Australian music lesson Musics in the classroom: The role and value of popular music, Australian music, Aboriginal music, and other musics in music education.</td>
<td>Discussion on music education background both in and out of the classroom. Reading: Walker, R. (2009). Beethoven or Britney? The Great Divide in Music Education. Sydney, NSW, Australia:</td>
</tr>
<tr>
<td>5 31 March</td>
<td>Pedagogical approaches to music education: Kodaly, Orff, Dalcroze</td>
<td>Practical activities using various pedagogical approaches. Reading: National Review of School Music Education (available online). Read the Executive Summary.</td>
</tr>
<tr>
<td>6</td>
<td>Music education policy and practice in</td>
<td>Mocking up scope and sequences and thinking</td>
</tr>
</tbody>
</table>
7 April
Australia
The Syllabus and planning across years 7-12
Students’ musical backgrounds in year 7: Primary School music in Australia – the learning spiral.
about planning for a year group and a whole school leading to ROSA and HSC preparation.

7 14 April
Integrating performing, composing, and listening activities
The use of notation and its integration into the curriculum
Teaching music ‘musically’ – integrating activities into your classroom and your planning

Easter break

8 28 April
ICT: exploring notation software, recording equipment, student laptops and the use of technology in the classroom. Creating your own ICT activity
Practical activities in teaching composition – (electronic music lab)
Micro teaching – deliver ICT activity

9 5 May
Marking composition work and setting composition assessments – from year 7-12
Practical activities in teaching composition – (electronic music lab)
Using IPAD and garage band, arrangement projects

10 12 May
Building ICT capacities – recording and creating arrangement for and in class
Using IPAD and garage band, arrangement projects

11 June
Feedback on assessments, complete CATAI, feedback from placement 1
Preparation for Placement
Establishing an engaging classroom environment – students present their best activity to the group

7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research paper</td>
<td>2000 words</td>
<td>40%</td>
<td>1-10</td>
<td>1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 6.3</td>
<td>31 March 2014</td>
</tr>
<tr>
<td>Assessment Task 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrangement project – complete 2 arrangements for class use.</td>
<td>(indicative length 4000 words)</td>
<td>60%</td>
<td>1,3,4,5,9</td>
<td>1.2, 1.3, 2.1, 2.3, 2.4, 2.6, 3.4, 4.1</td>
<td>12 May 2014</td>
</tr>
</tbody>
</table>

Assessment Details
Assessment Task 1

Research paper ‘Does Classical music and the teaching of traditional notation still have a place in contemporary Australian music education’

Discuss the question ‘Does Classical music and teaching traditional notation still have a place in contemporary Australian music education’. Refer to scholarly research literature, music education papers, and your own musical experiences to help argue and support your position. Think about how you would deliver music education based on this philosophy in a range of classroom types in NSW and in line with the NSW music curriculum. You should show an awareness of the broad needs and experience of secondary school students, demonstrating an awareness of the needs of students from a range of backgrounds including Aboriginal, Torres Strait Islanders, English as a second language and language background other than English students, including literacy and numeracy. You should complete an essay plan by lecture 4 feedback from the assignment will be provided on the back of this.

AND

Languages
Awareness of literacy and numeracy needs and strategies must be included. The paper should reflect competent use of English language including appropriate punctuation and referencing.

Reading
Useful reading have been suggested as seminar reading but you may also find the following useful

- The Music Trust and the Australian Music Council advocacy websites
- Richard Gill – Sydney Morning Herald articles
- John W. Grashel Strategies for Using Popular Music to Teach Form to Intermediate Instrumentalists – 1979 article
- Popular Music and the Public School Music Curriculum. Update: Applications of Research in Music Education Fall-Winter 2007 26: 53-63

Assessment Task 2
Year 11-12 Music 1 Assessment Portfolio

Create 2 arrangements to be used in the music classroom:

**Context**

As a teacher you will be exposed to a large number of students with a large range of musical experiences and cultural backgrounds. Even within the same school you may be teaching a student who is a competent grade 6 pianist alongside a student who has little experience in any form of music.

As a teacher of a range of students in your year 8 class you must complete two arrangement of a given piece of music from an arrangement for piano. These two different arrangements should reflect the varying skills of your students. Each arrangement should last longer than 1min 30sec but last no longer than 3minutes.

**Arrangement One** –

In the Orff style of music imagine you are completing this arrangement for a group of 5 students with varying abilities using classroom percussion. Think about differentiation in for the students. An excellent mark will be achieved by demonstrating an ability to write a piece that is accessible by a low ability year 8 student will no instrumental background other than year 7 classes – to a student who does not play a musical instrument but demonstrates and aptitude for music.

**Arrangement Two** – This arrangement should be appropriate for a class of year 8 students who all play string, wind or brass instruments. At least one transposing instrument must be written for in order to access a pass mark.

The higher marks are achieved by students who demonstrate and ability to write differentiated lines that can be accessed by students will a small amount of playing background (about 1 year) to students who have been learning 4 -5 years.

**And**

You must also complete a short justification/explanation of your main arrangement choices. This should be on longer than 100 words but must be distinct and reflect your intentions.

**Language**

Appropriate notation must be used and scores must be deemed legible by the lecturer.

**Differentiation**

This should be reflected in your arrangement and noted in your justification.
UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6728 EXTENSION MUSIC METHOD 1  

Student Name: __________________________ Student No.: __________________________
Assessment Task: Assessment Task 1

**SPECIFIC CRITERIA**

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(-)</th>
<th>(+)</th>
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</thead>
<tbody>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organisation of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**


**Lecturer** __________________________ **Date** __________________________

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

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

<table>
<thead>
<tr>
<th></th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of use of appropriate musical conventions in response to the task and appropriate use of relevant notation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of style and musical concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organisation of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Comments/Recommendations for Next Time

Lecturer

Date

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

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

MICROTEACHING

Micro-teaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed lesson plan using the prescribed template, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

Initial Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Micro-teaching: This will be assessed according to the attached criteria, and will be graded as Satisfactory or Unsatisfactory. Any student whose first micro-teaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in micro-teaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.
**STUDENT TEACHER**

<table>
<thead>
<tr>
<th>Name:</th>
<th>ID:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Details**

<table>
<thead>
<tr>
<th>Method</th>
<th>Topic/level</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
<th>Comments</th>
</tr>
</thead>
</table>
| A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)  
- Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1)  
- Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)  
- Were relevant linguistic structures and features and literacy/numeracy knowledge and skills integrated into the lesson? (2.5.1)  
- Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1)  
- Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)  
- Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1) |

| B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)  
- Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1)  
- Were instructions, explanations and questioning techniques effective? (3.3.1)  
- Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1)  
- Was students’ understanding continually monitored and students’ achievements of the learning outcomes noted? (3.6.1) |

| C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)  
- Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)  
- Were activities well organised and direction clear? (4.2.2)  
- Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1) |

**Comments:**

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**Lecturer:**

Date:  
Satisfactory /Unsatisfactory (circle)
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
You are required, for this course, and in the future, to have copies of the following syllabus documents. It is highly recommended that you buy them or have them printed and bound yourself.

Board of Studies NSW (2003). Music Years 7-10 syllabus. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies NSW (2004). Music Years 7-10 syllabus: Advice on programming and assessment. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies NSW. (1999). Music 1 Stage 6: Syllabus. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies NSW. (2003). Music 2 and Music Extension Stage 6: Syllabuses. Sydney, NSW, Australia: Board of Studies NSW.

Sydney Symphony Orchestra: Purchase a SSO Education kit from recent years of your choice. This will be used in class and integrated into your planning assignment.

Further Readings


Attwood, B. (2005). Telling the truth about Aboriginal history. All and Unwin, Crows Nest.


Musical development and learning: The international perspective (pp. 14-26). London: Continuum.


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 Level</th>
<th>Brief 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 assignment is moderately well-organised and the arguments can be clearly...</td>
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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
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.