# TABLE OF CONTENTS

TABLE OF CONTENTS ............................................................................................................................. 2

## PART A: COURSE INFORMATION................................................................................................. 3

1. LOCATION ....................................................................................................................................... 3

2. STAFF CONTACT DETAILS .......................................................................................................... 3

3. COURSE DETAILS ........................................................................................................................ 4
   Summary of Course ......................................................................................................................... 4
   Aims of the Course ........................................................................................................................ 4
   Important Information .................................................................................................................... 4
   Student Learning Outcomes .......................................................................................................... 5
   Graduate Attributes (AITSL Professional Graduate Teaching Standards) .................................. 6

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH .............. 7

5. TEACHING STRATEGIES ............................................................................................................. 7

6. COURSE CONTENT AND STRUCTURE ...................................................................................... 8

7. RESOURCES ..................................................................................................................................... 9

8. ASSESSMENT ..................................................................................................................................... 9
   Assessment Details ........................................................................................................................ 9
   Submission of Assessment Tasks .................................................................................................. 13
   Return of Assessment Tasks ......................................................................................................... 13
   Feedback ........................................................................................................................................ 13

9. COURSE EVALUATION AND DEVELOPMENT ....................................................................... 13

## PART B: GUIDELINES AND PROCEDURES .................................................................................. 14

10. ACADEMIC HONESTY AND PLAGIARISM ............................................................................ 14

11. ATTENDANCE ............................................................................................................................ 15
   Permission to Participate in Lectures Online ............................................................................... 16

12. SUBMISSION OF ASSESSMENT .............................................................................................. 17
   Return of Assessment ................................................................................................................... 17
   Extensions and late submission of work ..................................................................................... 17
   Review of results .......................................................................................................................... 17

13. SPECIAL CONSIDERATION ....................................................................................................... 18

14. ASSESSMENT PRINCIPLES AND PROCEDURES ................................................................ 18
   School of Education Grade Descriptors ...................................................................................... 19

15. OTHER INFORMATION ................................................................................................................ 19
   University Counselling Service ................................................................................................. 19
   Equity and Diversity ..................................................................................................................... 20
   Student Support and Grievance Procedures ............................................................................... 20
PART A: COURSE INFORMATION

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6747 Aboriginal Studies Method 2 (6 units of credit)
Semester 2, 2014

2. STAFF CONTACT DETAILS

Lecturer: Linda Holloway
Office: 
Email: l.holloway@unsw.edu.au
Phone: Given in Tutorials
Availability: via email
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Aboriginal (Indigenous) Studies Method 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>3 units of credit (uoc)</td>
</tr>
<tr>
<td></td>
<td>48 total program units of credit</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 75 (25 per uoc) hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td>Friday 2-5pm, Matraville Sports High School</td>
</tr>
<tr>
<td>Lecture</td>
<td>Cnr Anzac Parade and Franklin Street Chifley</td>
</tr>
<tr>
<td>Tutorial/s</td>
<td>Entry via Franklin Street car park. Room 27</td>
</tr>
<tr>
<td></td>
<td>2.00 – 3.00pm</td>
</tr>
<tr>
<td></td>
<td>3.00 – 4.00pm</td>
</tr>
<tr>
<td></td>
<td>4.00 - 5.00pm</td>
</tr>
</tbody>
</table>

Summary of Course

Continuing on from EDST 6747 this course looks further into the Stage 6 Aboriginal Studies course content, structure and programming and implementation as well as key issues that impact on them. Students will develop skills that will form a culturally appropriate pathway for teaching Aboriginal Studies to both Aboriginal and non-Aboriginal students, linking with Aboriginal communities and organisations as well as offering an insight into Aboriginal culture and history.

Aims of the Course

EDST 6747, Aboriginal Studies Method 2 aims to prepare pre-service teachers in the theory and practice of teaching the Aboriginal Studies course in Stage 6 in secondary schools. This involves developing:

- knowledge and understanding of the current philosophy and practice of Aboriginal Studies teaching in Stage 6 of the secondary schools
- knowledge and understanding of current NSW Board of Studies (BOS) syllabuses and support documents for Stage 6 Aboriginal Studies
- awareness of Department of Education and Training (DET) policies in Aboriginal Studies.

Important Information

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in
failure. See the section on attendance for details on guidelines, procedures and penalties in Part B of this document.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate knowledge and understanding of the NSW Board of Studies Aboriginal Studies Syllabuses and various Department of Education policies, particularly those relating to Literacy ICT, Aboriginal Education and Cultural Diversity</td>
</tr>
<tr>
<td>2</td>
<td>Plan and implement coherent, goal oriented lessons and lesson sequences that are designed to engage all students and address learning outcomes</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate knowledge and understanding of learning outcomes and classroom practice related to teaching ICT</td>
</tr>
<tr>
<td>5</td>
<td>Use the internet and web-based Learning Management Systems to deliver curriculum to students</td>
</tr>
<tr>
<td>6</td>
<td>Plan for and implement a range of literacy strategies to meet the needs of all students</td>
</tr>
<tr>
<td>7</td>
<td>Discuss classroom strategies that recongnise student’ different approaches to learning</td>
</tr>
<tr>
<td>8</td>
<td>Analyse specific strategies for teaching Aboriginal and Torres Strait Islander students, students with Special Educational Needs, Non-English Speaking Background students, Students with Challenging Behaviours</td>
</tr>
<tr>
<td>9</td>
<td>Develop appropriate and engaging resources for the Aboriginal Studies classroom that take into account students’ skills, interest and prior achievements and that respect the social, ethnic and religious backgrounds of students</td>
</tr>
<tr>
<td>10</td>
<td>Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour</td>
</tr>
<tr>
<td>11</td>
<td>Recognise a range of professional organizations that can contribute to the on-going professional development of Aboriginal Studies</td>
</tr>
<tr>
<td>12</td>
<td>Investigate the NSW Institute of Teachers’ standards for Graduate teachers</td>
</tr>
<tr>
<td>Standard</td>
<td>Assessment/s</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
</tr>
<tr>
<td>1.1</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td>
</tr>
<tr>
<td>1.2</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</td>
</tr>
<tr>
<td>1.3</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
</tr>
<tr>
<td>1.4</td>
<td>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds</td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</td>
</tr>
<tr>
<td>2.1</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of content and teaching strategies of the teaching area</td>
</tr>
<tr>
<td>2.2</td>
<td>Organise content into an effective learning and teaching sequence</td>
</tr>
<tr>
<td>2.3</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans</td>
</tr>
<tr>
<td>2.4</td>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</td>
</tr>
<tr>
<td>2.5</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
</tr>
<tr>
<td>2.6</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</td>
</tr>
<tr>
<td>3.1</td>
<td>Set learning goals that provide achievable challenges for students of varying characteristics</td>
</tr>
<tr>
<td>3.2</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</td>
</tr>
<tr>
<td>3.3</td>
<td>Include a range of teaching strategies</td>
</tr>
<tr>
<td>3.4</td>
<td>Demonstrate knowledge of a range of resources including ICT that engage students in their learning</td>
</tr>
<tr>
<td>3.5</td>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.6</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning</td>
</tr>
<tr>
<td>4.1</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities</td>
</tr>
<tr>
<td>4.2</td>
<td>Demonstrate the capacity to organise classroom activities and provide clear directions</td>
</tr>
<tr>
<td>4.3</td>
<td>Demonstrate knowledge of practical approaches to manage challenging behaviour</td>
</tr>
<tr>
<td>4.5</td>
<td>Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching</td>
</tr>
<tr>
<td>5.1</td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning</td>
</tr>
<tr>
<td>6.3</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices</td>
</tr>
</tbody>
</table>

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

“Adults involved in Aboriginal students’ education must examine their own beliefs and mindsets and consciously work to create and implement classroom and community practices where all children can be strong and smart. This means high expectations for all students, and adults with the belief and the capacity to make a difference by creating Stronger Smarter school cultures”.


This semester students will continue unpacking the Stage 6 Aboriginal Studies course, and teaching in general, as well as spending time reflecting on their own educational beliefs. They will have opportunities to speak with community members and Aboriginal support staff in schools to embrace the important role these people play in a school environment.

5. **TEACHING STRATEGIES**

- Student-centred activities will form the basis of the course
- Structured occasions for reflection of learning, such as the use of Learning Journals, to allow students to reflect critically on and improve teaching practice
- Explicit teaching to demonstrate and understand the different approaches to learning and a range of teaching strategies to engage and support learning
- Cooperative learning to understand the importance of collaborative work
- Extensive opportunity for dialogue and discussion, allowing the opportunity to demonstrate understanding of the content and improve communication skills
- Online learning from readings on Moodle
- Peer teaching in a real classroom setting
- Opportunities to engage in professional dialogue with teaching and non-teaching staff in a real school environment
- 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 21 July</td>
<td>Understanding the Stage 6 Aboriginal Studies Syllabus - HSC</td>
<td>Deconstructing and programming for the Stage 6 Aboriginal Studies syllabus - HSC</td>
</tr>
<tr>
<td></td>
<td>Professional Experience</td>
<td></td>
</tr>
<tr>
<td>11 Aug – 15 Sep</td>
<td></td>
<td>Mid Semester Break</td>
</tr>
<tr>
<td>4 29 September</td>
<td>Teaching perspective: Aboriginality and the Land post 1960’s</td>
<td>Exam Construction</td>
</tr>
<tr>
<td>3 October</td>
<td>Assessment 1 Due</td>
<td></td>
</tr>
<tr>
<td>5 6 October</td>
<td>Teaching perspective: Heritage and Identity post 1960’s</td>
<td>Reporting and Parent Communication</td>
</tr>
<tr>
<td>6 13 October</td>
<td>Teaching perspective: The Major Project</td>
<td>Undertaking community consultation and fieldwork Major Project Student Handbook</td>
</tr>
<tr>
<td>7 20 October</td>
<td>Teaching perspective: Specific strategies for engaging all students in the Aboriginal Studies classroom</td>
<td>Organising excursions</td>
</tr>
</tbody>
</table>
24 October | Assessment 2 Due

8 October | Teaching Perspective: Unpacking the HSC Aboriginal Studies exam | Sharing Resources Workshop
27 October |

7. RESOURCES

8. 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>1. Practicum Reflection Essay</td>
<td>1500-2000 w</td>
<td>50%</td>
<td>1, 5, 6, 7, 8, 9</td>
<td>1.2, 1.4, 1.5, 3.1, 3.4, 3.5, 4.2, 4.3, 6.3</td>
<td>Week 4</td>
</tr>
<tr>
<td>2. Collection of evidence to demonstrate reflection on assessment and reporting</td>
<td>50%</td>
<td></td>
<td>1, 3, 6, 8, 10</td>
<td>1.1, 1.2, 1.3, 1.5, 2.3, 3.1, 3.2, 4.1, 5.1, 6.3</td>
<td>Week 9</td>
</tr>
</tbody>
</table>

Assessment Details

ASSESSMENT COMPONENT 1: Essay – Reflection (50%)
Using the information in your Reflective Journal you are to critically evaluate your teaching experience on how well you engaged students in learning Aboriginal Studies and how you catered for the needs of all students in the Aboriginal Studies class.

Due Date: 4pm, Week 4 – 3 October 1500-2000 words

During your Practicum you must keep a Reflective Journal in which you keep notes related to your professional teaching experiences at the school where you are working. The Reflective Journal is where you record significant experiences that happen each day. You should not record information that breaches confidentiality, or is in conflict with the Practicum Code of Ethical Behaviour.

You need to bring your Reflective Journal with you to each tutorial following the Practicum. Reflection is at the heart of teaching and is an essential skill that teachers must develop to ensure best teaching practice.

During the practicum, how did you engage students in learning Aboriginal Studies? How did you cater for the needs of all students in the Aboriginal Studies class?

This task is intended to prompt critical evaluation of your teaching practice. You are expected to link your experiences to the theory and research presented in the Combined Method Lecture series, the Professional Experience lectures, the Aboriginal Studies Method lectures and Aboriginal Studies
Method tutorials in Sessions 1 and Session 2 (Weeks 1-3). The reflection will be assessed on the depth of critical evaluation displayed and your ability to link theory to practice.

In your reflection refer to three (3) specific lessons (from a range of classes in different year groups) that you taught AND Demonstrate knowledge of a range of strategies to engage and meet the needs of all students in the Aboriginal Studies class.

**ASSESSMENT COMPONENT 2: Collection of evidence to demonstrate reflection on assessment and reporting (50%)**

Demonstrate knowledge of the link between learning outcomes and assessment strategies, and the importance of keeping accurate and reliable student records.

The second part of your post-practicum assignment requires you to provide evidence to:

- Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes
- Demonstrate knowledge of the link between outcomes and assessment strategies
- Give helpful and timely oral and written feedback to students
- Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor student’s progress
- Demonstrate an understanding of the principles and practices of reporting to students, parents and caregivers
- Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning

During your Teaching Practice experience you are to collect the following materials to demonstrate achievement of the criteria detailed above:

a) At least THREE (3) assessment tasks (formative and/or summative tasks) YOU devised for your students, including the learning outcomes you wanted to achieve

b) A student work sample from ONE (1) of these assessment tasks and the written feedback YOU gave to the student on that piece of work (NOTE Please remove any identifying names from the work before you submit it as part of this assignment)

c) Examples of record keeping and lesson evaluations that influenced your subsequent lesson planning. These lesson evaluations should be from your own reflections on your lessons but could also include evaluations from your supervising teacher

This assignment should help prepare you for the collection in your first year of teaching of the kinds of evidence you will be required to show the NSW Institute of Teachers to attain Professional Competence.
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6747 ABORIGINAL (INDIGENOUS) STUDIES METHOD

Student Name: Student No.:  
Assessment Task: 1 Reflective Journal Essay

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</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>• understanding of the task and its relationship to relevant areas of theory, research and practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate knowledge of a range of strategies to engage and meet the needs of all students in the Aboriginal Studies class including, where relevant: Aboriginal and Torres Strait Islander students, Students with Special Education Needs, Non-English Speaking Background and/or Students with Challenging Behaviours</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>• Describe the link between your experiences and to the theory and research undertaken in the Aboriginal Studies method lectures, readings from prescribed text and other sources as well as relevant lectures from other Lecture series on student engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organisation of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Displays evidence of self-reflection, critical analysis and identifies with strengths and weaknesses of successful teaching methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Essay reflection meets appropriate academic/linguistic conventions such as English language that demonstrates control and confidence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer: Date:
Recommended: /20 (FL PS CR DN HD) Weighting: 50%

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.
## Student Name: [Student Name]

### Assessment Task: 2 Collection of evidence to reflect on assessment and reporting

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
</table>

### Understanding of the question or issue and the key concepts involved
- Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes
- Three (3) assessment tasks are included + (1) student work sample
- Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students’ progress

### Depth of analysis and/or critique in response to the task
- Demonstrate knowledge of the link between outcomes and assessment strategies
- Demonstrate an understanding of the principals and practices for using students assessment results to reflect on lesson sequences and inform further planning of teaching and learning

### Familiarity with and relevance of professional and/or research literature used to support response
- Describe an understanding of the principles and practices of reporting to students, parents and caregivers

### Structure and organisation of response
- Subheadings are used for effortless identification of material
- Correct spelling, grammar and punctuation is used
- Display of evidence is in a clear and concise format

### Presentation of response according to appropriate academic and linguistic conventions
- Essay reflection meets appropriate academic/linguistic conventions such as English language that demonstrates control and confidence

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

**Lecturer:**

**Date:**

**Recommended:** /20 (FL PS CR DN HD)  **Weighting:** 50%

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 should submit both a hard copy and an electronic copy of an assessment task.

Hard copies of an assessment task are to be placed in the Course Lecturer’s locked assignment box near the School of Education office (Level 1, Goodsell Building).

Electronic copies of an assessment task are to be submitted to the allocated Turnitin Submission Box online via Moodle.

STUDENTS MUST SUBMIT THE HARD AND ELECTRONIC COPY OF AN ASSESSMENT TASK BY 5PM ON THE DUE DATE UNLESS THE COURSE LECTURER HAS ADVISED OTHERWISE.

You are strongly advised to aim to submit early, as submissions received one minute after the specified due time will be stamped as late and will incur a late penalty. The FASS late penalty is 3% of the total possible marks for the task for each day or part day that the work is late. Lateness includes weekends and public holidays.

You are responsible for checking that the hard and electronic copy of an assessment task submission is the same, is complete and accurate and, comply with the Course lecturer’s instructions given in the previous section on Assessment Details.

Students are required to keep a copy of all assessment tasks. If an assessment is mislaid the student is responsible for providing a further copy.

All assignments (hard copy and electronic submission) must be submitted with a signed Assessment Cover Sheet (required for all assignments). Please ensure that you read and complete the Assessment Cover Sheet carefully, particularly the section related to the originality of the submission.

Assessment Cover Sheets are available from the front counter in the School Office or can be downloaded from: https://education.arts.unsw.edu.au/students/resources/forms/

Return of Assessment Tasks

Assessments are normally returned in tutorials. For assessments with due dates from Week 10 onwards, you may request for feedback on the assessment to be returned by attaching a self-addressed postage-paid envelope to your assignment. If the postage is insufficient to cover the delivery of the assignment, it will not be posted. If a student does not wish to provide postage s/he may pick up her/his assessment from the School Office from 9am-5pm for two weeks following notification of marking completion by the Course Lecturer. If a student is unable to pick up her/his assessment within this time s/he should contact the Course Lecturer.

Feedback

[You can delete or add rows to the table below]

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>One: ICT Portfolio</td>
<td>Written</td>
<td>25 August, 2014</td>
</tr>
</tbody>
</table>

9. COURSE EVALUATION AND DEVELOPMENT

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.
PART B: GUIDELINES AND PROCEDURES

10. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism at UNSW is using the words or ideas of others and passing them off as your own. Examples include:

- **Copying**: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks.

- **Inappropriate paraphrasing**: Changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit.

- **Collusion**: Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes students providing their work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task and passing it off as your own, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

- **Inappropriate citation**: Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained.

- **Self-plagiarism**: 'Self-plagiarism' occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

(NB: Examples of plagiarism: [https://my.unsw.edu.au/student/atoz/Plagiarism.html](https://my.unsw.edu.au/student/atoz/Plagiarism.html))

UNSW distinguishes between 3 levels of plagiarism.

- **Level 1**: Minor plagiarism where inexperience is a mitigating factor (e.g. first year, first semester UG/PG students).
- **Level 2**: Applies to more senior students and first year students from their second semester of study onwards; a second Level 1 type lack of scholarly achievement is automatically treated as a Level 2 offence.
- **Level 3**: This category includes egregious acts of plagiarism, and where the breach is considered to be deliberate, reckless, and/or involves gross and persistent negligence.

All suspected cases of plagiarism in the School of Education are dealt with by the Deputy Head of School (Teaching & Learning). When plagiarism has been identified and confirmed through proper investigation the outcomes include:

**Educative Action**

- All students will undertake some form of educative action either managed by the School or the Learning Centre except where exclusion is the penalty for plagiarism.

**Penalties**

- All students will have a penalty imposed. The degree of penalty will be appropriate to the degree of plagiarism. For students who have committed Level 1 plagiarism it may be that their mark reflects the lack of scholarly achievement, to a maximum deduction of 20 marks per 100 pro rata. For Level 2 it might be a 0% for the work or the course. For Level 3 Plagiarism it may be 0% for the course or even suspension from UNSW.
Registers

- All students are placed on a Register whether it is the Level 1 Plagiarism Register or the Student Misconduct Register for Levels 2 or 3.

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. Further information on plagiarism and academic honesty can be downloaded from: 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

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 the Course 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 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 UNSW policy to avoid sexist language. You should use words which include both sexes when you are referring to both sexes; e.g. S/he’, ‘she or he’, ‘people’, etc.

11. ATTENDANCE

Unless specific and formal permission has been granted, failure to attend 80% of classes (henceforth ‘classes’ include lectures, tutorials, seminars, online activities and so on) 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 should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

If you attend less than 80% of classes or have not submitted appropriate supporting documentation to the Course Convenor to explain your absence, you may be awarded a final grade of UF (Unsatisfactory Fail).

If you arrive more than 15 minutes late, you may be recorded as absent. If such a penalty is imposed, you will be informed verbally at the end of class and advised in writing within 24 hours.

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.

Upon submission of appropriate evidence, the Course Convenor has discretion and authority to determine whether a student meets the required volume of learning and has completed the necessary assessments for a given course in circumstances where attendance has been less than the normal university requirement of 80% of classes.

A student may be excused from classes for up to one month (66% of learning and teaching activities) in exceptional circumstances and on production of an original or certified copy of a medical certificate or other form of appropriate evidence. In such cases, the Course Convenor may assign additional and/or alternative tasks to ensure that students have met the volume of learning associated with the course.

A student who has submitted the appropriate documentation but attends less than 66% of classes will be asked by the Course Convenor to apply to discontinue the course without failure rather than be awarded a final grade of UF.

UNSW policy on attendance https://myunsw.edu.au/student/atoz/AttendanceAbsence.html

**Permission to Participate in Lectures Online**

The School of Education allows participation in lectures online on a case by case basis and only in certain circumstances:

- The student is able to prove that they have no other option but to clash.
- The clash can only be between lectures or between a lecture and a tutorial or seminar. Only the lecture can be missed.
- Where the clash is between two lectures it is recommended that the student alternate attendance.
- The clash can be for not more than one hour.
- The missed lecture cannot be the first hour of a two hour lecture.
- The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo 360 or independent recording. The Course Convenor can reserve the right to refuse to allow the lectures in their course to be recorded independently.
- The Course Convenor(s) must give their approval for the permitted clash.
- A permitted clash will not be granted when the Clash is the result of over-enrolment.
- Permissible clashes are not available to students in their first semester of study at University.

A student who is approved permission to participate in online lectures must fulfil the following requirements:

- The student must provide the Course Convenor with copies of lecture notes and/or reading notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- If a student does indeed attend a lecture for which they had secured a permitted clash they will still submit lecture notes and/or reading notes as evidence of attendance.
- Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.
- Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

Applications for permission to participate in lectures online should be lodged at: https://www.arts.unsw.edu.au/ttclash/index.php
12. SUBMISSION OF ASSESSMENT

All assignments must be submitted online with an assignment coversheet before midnight on the due date via Moodle to avoid penalty. Students should also hand in a hard copy and retain a hard copy of work submitted. Students are 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.

Students are required to follow their course lecturer’s instructions exactly when submitting hard copies of work for assessment. Some work is submitted in class but most hard copies of assessments are to be delivered to the locked boxes in the reception area of the School. Students are advised to put the assessment task into the box with the course lecturer’s name on it and it must include a signed Assignment Cover Sheet.

You are responsible for checking that the hard and electronic copy of an assessment task submission is the same, is complete and accurate and, comply with the Course lecturer’s instructions given in the previous section on Assessment Details.

Professional staff are not permitted to accept student work submitted for assessment. Students are advised to never leave their submissions for assessment under doors.

Return of Assessment
Timing: Assessment tasks will normally be returned to students in class within three weeks of submission where possible. Where this is not possible, the course lecturer will provide advice with regard to assessment task collection.

Feedback: The School of Education standard marking and feedback template (see next page) aligned with assessment criteria and grade descriptors used in marking and contextualized to suit each specific assessment task will be used to provide written feedback on assessment tasks.

Extensions and late submission of work
It is expected that all assignment deadlines will be met. In very exceptional cases, extensions may be granted, students should contact the Course Convenor five days prior to the due date of the assignment to discuss their situation. If it is then necessary for students to request Special Consideration an application must be lodged online through myunsw at https://iaro.online.unsw.edu.au/special_consideration/home.login. The request must be made within three working days of the assessment to which it refers and be accompanied by supporting documentation (e.g., medical certificates). More details on Special Consideration are below.

Work submitted late (i.e., past the time and date specified in the course outline) will incur late penalties. The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays.

Work submitted fourteen days after the due date may be marked and brief feedback provided but no mark will be recorded or counted towards your overall grade. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, you will be deemed to have met that requirement.

Work submitted twenty one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course you will automatically fail the course.

Where an extension has been granted, either directly by the Course Convenor or through the Special Consideration mechanism, the late penalties outlined above will apply from the revised due date.

Review of results
There is no automatic right to have an assessment reviewed; the School reserves the right to make such judgments.

If you have concerns about a mark you have achieved, you should raise this with the Course Convenor in the first instance. This should normally be done within two working days of the return of the assessed work.
If you are not satisfied with the explanation provided, you should complete the UNSW Review of Results (RoR) application form: https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf

You must provide a written explanation of why you believe the work requires review. The written explanation must include the stated criteria for the assessment task indicating the exact area(s) where the assessment of your work differs from the mark you have received.

The Course Convenor has the option to not recommend review if they deem the grounds for review insufficient. The Course Convenor will make their decision within three working days of receiving the request.

If the Course Convenor approves the review, you should submit the Review of Results application form to Student Central. A clean copy and a copy of the marked work with all feedback must be submitted with the RoR application. An administration fee applies under certain circumstances.

If the Course Convenor does not recommend the review but you believe that the mark/grade does not reflect your performance, you may forward the RoR application form to the Deputy Head of School (Learning & Teaching), Dr. Therese Cumming (t.cumming@unsw.edu.au).

The Deputy Head of School (DHoS) will normally make a decision within three working days of receiving the application.

If the DHoS approves the review, you should submit the application to Student Central. A clean copy and a copy of the marked work with all feedback must be submitted with the RoR application. An administration fee applies under certain circumstances.

If the DHoS does not approve the review, she will notify the Chair of the Faculty Assessment Review Group (FARG). The FARG can either endorse or overturn the decision of the DHoS.

The FARG will make a decision within one week of receiving advice from the DHoS. If, after the FARG’s decision, the student still believes they have a case they should submit their claim through the University grievance procedures.

A RoR application must be lodged within 15 working days of receiving the result of the assessment task.

13. 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

14. 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>Description</th>
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<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 the 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 understood.</td>
</tr>
<tr>
<td>Fail (less than 50%)</td>
<td>The assignment is not adequate in quality or content. The writer fails to demonstrate a clear understanding of the question or issue under consideration. Little or no mention is made of the research literature relating to the issues presented. The assignment is poorly structured and meaning is at times unclear.</td>
</tr>
</tbody>
</table>

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

15. **OTHER INFORMATION**

**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: Second Floor, East Wing, Quadrangle Building
Hours: Monday-Friday 9am-5pm
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 Convenor 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. 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.

Location: Ground Floor, Goodsell Building
Hours: Monday-Friday 10am-4pm
Telephone: 9385 4734
Website: https://www.studentequity.unsw.edu.au

**Student Support and Grievance Procedures**

The UNSW Learning Centre provides academic skills support to all students enrolled at UNSW: http://www.lc.unsw.edu.au

UNSW offers a number of support and development services for students: https://student.unsw.edu.au/additional-support.

There is a range of wellbeing, safety and equity initiatives you can access at UNSW: https://student.unsw.edu.au/wellbeing

If you have issues related to, or concerns about, academic decisions or any aspect of Learning & Teaching in the School of Education, you are welcome to contact the Deputy Head of School (Learning & Teaching), Dr Terry Cumming (t.cumming@unsw.edu.au)

If you have a grievance related to a person or administrative process, you should contact the School Complaints Officer, Catherine Courtney (c.courtney@unsw.edu.au)

You can also contact the Student Conduct and Appeals Office (studentcomplaints@unsw.edu.au) or the Student Association (Arc@UNSW) (advice@arc.edu.au)

For more information with regard making a complaint (https://student.unsw.edu.au/complaints)