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1. LOCATION

College of Fine Arts
School of Art History and Art Education
The Sociology of Education (6 units of credit)
Semester 1, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Dr Greg Leaney
Office Location: John Goodsell 120
Email: g.leaney@unsw.edu.au
Phone: 02 9385 9744
Availability: Tuesday 3-5pm, or by appointment
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Philosophical Issues in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
</tbody>
</table>

**Schedule**

| Seminar           | Fridays 9am-12pm, D205, COFA | Weeks 1-13 |

**Summary of Course**

This course prepares pre-service teachers for engagement with ethical issues, policies and practice related to the teacher as a professional. In developing teacher professionalism and professional identity students are required to develop an understanding of the role of continued professional learning and its implications for improved student outcomes. The course explores the ethical practices of teachers and its relationship to stakeholders and communities. This involves a critical examination of relevant legislative, administrative and organisational policies and processes required for teachers, including those related to race and ethnicity, gender and sexualities, cyber issues and the ethical use of data.

**Aims of the Course**

This course aims to:

- Enable pre-service teachers to understand and engage with ethical issues, policies and practices related to the teacher as a professional, and to critically analyse their own approach to professionalism, reason through problematic situations, and engage in ongoing professional learning.
- To develop and document their understanding of the Australian Professional Standards for Teachers (APST), showcasing evidence of emerging professional achievement of graduate teacher standards.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Critically examine the role of continued professional learning by exploring relevant and appropriate sources of professional development with the intention of supporting teacher learning and improving student outcomes.</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1, 2</td>
</tr>
<tr>
<td>2</td>
<td>Understand the major themes and issues relating to educational practice as a professional teacher, including codes of ethics and conduct that involve teachers, parents/carers and other stakeholders in the educative process</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>3</td>
<td>Critically examine relevant legislative, administrative and organisational policies and processes that support students' wellbeing and safety in school and/or system, curriculum and legislative requirements.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate an understanding of the role of the National Professional Standards for Teachers by showcasing evidence of emerging practice as well as identifying professional learning needs.</td>
<td>1, 2</td>
</tr>
<tr>
<td>5</td>
<td>Engage in the safe, responsible and ethical use of ICT in learning and teaching and as a professional tool.</td>
<td>1, 2 &amp; certificate for cyber safety</td>
</tr>
</tbody>
</table>
Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4</td>
<td>Describe strategies that support students’ well-being and safety working within school and/or system, curriculum and legislative requirements</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>6.1</td>
<td>Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs</td>
</tr>
<tr>
<td>6.2</td>
<td>Understand the relevant and appropriate sources of professional learning for teachers</td>
</tr>
<tr>
<td>6.3</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices</td>
</tr>
<tr>
<td>6.4</td>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning</td>
</tr>
<tr>
<td>7.1</td>
<td>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession</td>
</tr>
<tr>
<td>7.2</td>
<td>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage</td>
</tr>
<tr>
<td>7.3</td>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers</td>
</tr>
<tr>
<td>7.4</td>
<td>Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice</td>
</tr>
</tbody>
</table>

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

An understanding of the professional role and contexts of a teacher is essential for the development of effective and appropriate professional practice. In line with the UNSW Guidelines on Learning that Inform Teaching at UNSW, the learning and teaching philosophy behind this course is that students are actively engaged as they discuss current theory and practice and learn new information and skills, which includes achieving these UNSW graduate attributes: the capacity for analytical and critical thinking and for creative problem-solving; the ability to engage in independent and reflective learning; ICT literacy; an appreciation of, and respect for, diversity; an appreciation of, and a responsiveness to, change; a respect for ethical practice and social responsibility; and the skills of effective communication. Course material and assessment is designed to be relevant to students’ prior experience, to build upon this following their Professional Experience placements, and to demonstrate their competence in the relevant AITSL National Professional Standards for Teachers at the Graduate Teacher level.

5. TEACHING STRATEGIES

- Explicit teaching including lectures using a range of teaching strategies to foster interest and support learning.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Extensive opportunities for whole group and small group dialogue, discussion and in person and online, allowing students the opportunity to demonstrate their use of appropriate group structures to address learning and teaching goals and their capacity to communicate and liaise with members of an education community.
- Online learning readings and web links on the course website and associated university and external resources.
### 6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture and Tutorial Topics</th>
<th>Relevant Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1: Fri 7(^{th}) March (Wk1)</td>
<td>The profession of teaching</td>
<td>Carr (2003), Chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Churchill, et al (2013), Chapter 1</td>
</tr>
<tr>
<td>Session 3: Fri 21(^{st}) March (Wk3)</td>
<td>Education &amp; the reflective teacher</td>
<td>MCEETYA (1999; 2008)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gewirtz, et al. (2008), Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moore (2004), Chapters 3-5</td>
</tr>
<tr>
<td>Session 4: Fri 28(^{th}) March (Wk4)</td>
<td>Ethical theories &amp; reasoning</td>
<td>Strike &amp; Solis (1992)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Martin (2013)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shapira-Lishchinsky (2011)</td>
</tr>
<tr>
<td>Session 5: Fri 4(^{th}) April (Wk5)</td>
<td>Ethics and agency in professional practice</td>
<td>Cribb (2009)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Campbell (2010)</td>
</tr>
<tr>
<td>Fri 18(^{th}) &amp; 25(^{th}) April (Wk7 &amp; break)</td>
<td>NO CLASSES (Public holidays)</td>
<td>INDIVIDUAL STUDY &amp; WORKING ON ASSESSMENT</td>
</tr>
<tr>
<td>Session 7: Fri 2(^{nd}) May (Wk8)</td>
<td>2. Gender and sexualities</td>
<td>Arnot &amp; Mac an Ghaill (2006)</td>
</tr>
<tr>
<td>Session 8: Fri 9(^{th}) May (Wk9)</td>
<td>3. Cyber issues</td>
<td>Kim et al (2013)</td>
</tr>
<tr>
<td>Session 10: Fri 23(^{rd}) May (Wk11)</td>
<td>Developing a professional teacher identity</td>
<td>O’Connor &amp; Scanlon (2005)</td>
</tr>
<tr>
<td>Session 11: Fri 30(^{th}) May (Wk12)</td>
<td>Surviving the first year</td>
<td>Tait (2008)</td>
</tr>
</tbody>
</table>
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 1: Personal portfolio of teaching experiences and philosophy</td>
<td>1000 words + evidence</td>
<td>35%</td>
<td>1,2,3,4,5</td>
<td>4.4, 4.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4</td>
<td>Thursday 27th March 2014</td>
</tr>
<tr>
<td>Assessment 2: Feedback on others’ portfolios</td>
<td>Minimum of 1 post for each other group member</td>
<td>15%</td>
<td>1,2,3,4,5</td>
<td>4.4, 4.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4</td>
<td>Thursday 1st May 2014</td>
</tr>
<tr>
<td>Assessment 3: Critical reflection on ethical dilemma or issue</td>
<td>2500 words</td>
<td>50%</td>
<td>2,3</td>
<td>7.1, 7.2, 7.3, 7.4</td>
<td>Monday 2nd June 2014</td>
</tr>
</tbody>
</table>

Assessment Details

Assessment 1 – Personal portfolio of teaching experiences and philosophy
Weight: 35%
Length: 1000 words + evidence
Due: Thursday 27th March 2014
Purpose: To begin building a professional portfolio and to clarify your approach towards teaching.

In this assessment task you will be asked to create a personal portfolio of your teaching experiences and philosophy. This will include:
- relevant professional and personal information of who you are, your degree and your teaching areas, and your professional interests any achievements;
- reflections on your own experiences in schools, supported by any relevant evidence collected in your teaching experiences (note: you must de-identify any personal information of other people contained within this material);
- a write up of your teaching philosophy, including your views on professional educational practices, ethical practices, moral obligations to students, employers, parents and other stakeholders.
Scaffolding for how you can go about writing your teaching philosophy will be given in class.
Make sure you include relevant references (5-6 minimum) to support your ideas.

Assessment 2 – Feedback on other group members’ portfolios
Weight: 15%
Length: Minimum of 1 post for each other group member
Due: Thursday 1st May 2014
Purpose: Engage in professional collaboration through giving and receiving feedback.

In this assessment task you will be placed into a discussion group on Moodle. You must post online at least one piece of evaluative feedback for each member of your discussion group, but are encouraged to undertake any relevant ongoing professional discussions.
Assessment 3 – Critical reflection on ethical dilemma or issue

Weight: 50%
Length: 2500 words
Due: Monday 2nd June 2014

Purpose: To demonstrate your understanding of ethical principles and policies in dealing with professional issues.

In this assessment task you will be asked to critically reflect on an ethical dilemma or issue based on one of the four case study topics:

- Race & ethnicity
- Gender & sexualities
- Cyber issues
- Scholarship & data

This analytic essay will draw upon a case study from either your own experiences, or a media source (e.g. from a newspaper, film, book, TV show), or presented in class, which highlights one of the above topics. You will be expected to draw upon the theories of ethics and literature on teacher professionalism introduced in the course, and to reflect on your role as an ethical professional. This reflection will utilise any relevant code of conduct, code of ethics, policies, and relationships with parents and other external stakeholders.

Further scaffolding for how you can go about writing your critical reflection will be given in class. Make sure you include relevant references (5-6 minimum) to support your ideas.
### Specific Criteria

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved including brief outline of you, your degree and your teaching areas, your professional interests, any achievements and reflections on your own experiences in schools; and reflections on professional standards, educational practices, ethical practices, moral obligations to students, employers, parents and other stakeholders</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of analysis and/or critique in response to the task including ability to critically reflect on professional standards, educational practices, ethical practices, moral obligations to students, employers, parents and other stakeholders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response including literature on ethics and professional practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organisation of response including use of headings and subheadings, and logical organisation within and between paragraphs (e.g. clear use of topic sentences, concluding sentences, examples etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions including accurate referencing using APA format; correct and appropriate syntax, grammar, punctuation and spelling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Comments/Recommendations for Next Time

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**Recommended:**

**Date**

**Weighting:**

%  

**Lecturer**

**Student Name:**

**Student No.:**

**Assessment Task:** 1. Personal portfolio

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*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.*
### UNSW SCHOOL OF EDUCATION
### FEEDBACK SHEET
### SAED4406: PHILOSOPHICAL ISSUES IN EDUCATION

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student No.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task: 2. Critical reflection</td>
<td></td>
</tr>
</tbody>
</table>

#### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved including ability to identify and analyse a relevant ethical issue</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of analysis and/or critique in response to the task including ability to analyse the issue with critical insight</td>
<td>(-)</td>
<td>(+)</td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response including use of appropriate literature on ethics and professional practice</td>
<td>(-)</td>
<td>(+)</td>
</tr>
<tr>
<td>Structure and organisation of response including use of headings and subheadings, and logical organisation within and between paragraphs (e.g. clear use of topic sentences, concluding sentences, examples etc.)</td>
<td>(-)</td>
<td>(+)</td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions including accurate referencing using APA format; correct and appropriate syntax, grammar, punctuation and spelling</td>
<td>(-)</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>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended: (FL PS CR DN HD)</td>
<td>Weighting: %</td>
</tr>
</tbody>
</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.**

SAED4406 Philosophical Issues in Education, COFA/UNSW 2014
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/or 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 forms are available from the School of Education office or 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 at https://iaro.online.unsw.edu.au/special_consideration/home.login and students must consider the merits of both options available. Please note that computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

There will be a full list of references used in each lecture at the end of each PowerPoint. These can be used to find additional resources related to particular topics.

Further Readings


**Guides for Portfolio**


**Resources focussed on particular issues:**

**Privacy**


**Democracy and education**


**Loyalty**


**Employer/employee relations**


**Gender, discrimination, reverse discrimination**


**Other specific issues**


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>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</td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(75-84%)</td>
<td>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 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 adverse 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.