TABLE OF CONTENTS

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

PART A: COURSE INFORMATION ........................................................................................................... 1

1. LOCATION ................................................................................................................................ 1
2. STAFF CONTACT DETAILS .................................................................................................... 1
3. COURSE DETAILS ................................................................................................................... 2
   Summary of Course ................................................................................................................... 2
   Aims of the Course .................................................................................................................... 2
   Important Information ................................................................................................................. 2
   Student Learning Outcomes ...................................................................................................... 2
   Graduate Attributes (AITSL Professional Graduate Teaching Standards) ................................ 3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH ............. 3
5. TEACHING STRATEGIES ........................................................................................................ 3
6. COURSE CONTENT AND STRUCTURE ................................................................................. 5
7. RESOURCES ............................................................................................................................ 6
   Required Readings ....................................................................................................................... 6
   Disability Standards for Education (2005) .................................................................................... 6
   Further Readings ........................................................................................................................ 6
8. ASSESSMENT .......................................................................................................................... 6
   Assessment Details ...................................................................................................................... 7
   Submission of Assessment Tasks ............................................................................................... 11
   Return of Assessment Tasks ....................................................................................................... 11
   Feedback .................................................................................................................................. 11
9. COURSE EVALUATION AND DEVELOPMENT .................................................................... 11

PART B: GUIDELINES AND PROCEDURES ..................................................................................... 12

10. ACADEMIC HONESTY AND PLAGIARISM .................................................................... 12
11. ATTENDANCE ........................................................................................................................ 13
    Permission to Participate in Lectures Online ............................................................................ 14
12. SUBMISSION OF ASSESSMENT .......................................................................................... 15
    Return of Assessment ............................................................................................................... 15
    Extensions and late submission of work ................................................................................ 15
    Review of results ..................................................................................................................... 16
13. SPECIAL CONSIDERATION .................................................................................................. 16
14. ASSESSMENT PRINCIPLES AND PROCEDURES .............................................................. 16
    School of Education Grade Descriptors ................................................................................... 17
15. OTHER INFORMATION .......................................................................................................... 18
    University Counselling Service ............................................................................................... 18
    Equity and Diversity ................................................................................................................ 18
    Student Support and Grievance Procedures ........................................................................... 18

EDST5111 Intellectual Disabilities, UNSW 2014
PART A: COURSE INFORMATION

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5111 Intellectual Disabilities (6 units of credit)
Semester 2, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Iva Strnadová
Office Location: John Goodsell 129
Email: i.strnadova@unsw.edu.au
Phone: 9385 3736
Availability: Mondays 2:00pm – 4:00pm, Thursdays 3:00pm – 5:00pm
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Intellectual Disabilities</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></td>
</tr>
<tr>
<td>Lecture</td>
<td>Monday (5:00 – 7:00), Sqhouse206 Weeks 1-13</td>
</tr>
</tbody>
</table>

Summary of Course

The main areas that will be addressed in the course are characteristics of intellectual disabilities (including issues of definition), assessment for educational intervention, educational practices (highlighting evidence-based practices), and curricular models, possibilities of employment and independent living, and aging. The area of social and community inclusion, peer and partner relationships of people with intellectual disabilities, as well as society attitudes towards people with intellectual disabilities and also attitudes of these people towards society will be explored.

Aims of the Course

This course aims to:

- identify characteristics of people with intellectual disabilities,
- introduce Disability Standards for Education (2005) and also new National Curriculum,
- describe possible curriculum adjustments for individual students with intellectual disabilities, following by implementation of corresponding evidence-based educational strategies,
- promote human rights and the quality of life of people with intellectual disabilities

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>Students will be able to critically engage with the theories underlying the prevailing attitudes towards people with intellectual disabilities. 1</td>
</tr>
<tr>
<td>2</td>
<td>Students will be ready to apply knowledge and understanding of legislation and government policies related to the education and life of people with intellectual disabilities in their professional judgments and decisions. 1, 2</td>
</tr>
<tr>
<td>3</td>
<td>Students will demonstrate understanding of key terms related to intellectual disabilities (adaptive behaviour, etc.). They will also be able to articulate the current issues and trends in regards to the field of intellectual disabilities during lectures and through written assignments. 1, 2</td>
</tr>
<tr>
<td>4</td>
<td>Students will develop understanding of curriculum adjustments, 2</td>
</tr>
</tbody>
</table>
which they will be able to perform in order to assist students with intellectual disabilities to meet educational outcomes.

### Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Advanced disciplinary knowledge and practices</td>
<td>1, 2</td>
</tr>
<tr>
<td>Demonstrate an advanced understanding of the field of special education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.</td>
<td></td>
</tr>
<tr>
<td>2 Research-based learning</td>
<td>1, 2</td>
</tr>
<tr>
<td>Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.</td>
<td></td>
</tr>
<tr>
<td>3 Cognitive skills and critical thinking</td>
<td>1, 2</td>
</tr>
<tr>
<td>Demonstrate advanced critical thinking and problem solving skills</td>
<td></td>
</tr>
<tr>
<td>4 Communication, adaptive and interactional skills</td>
<td>1, 2</td>
</tr>
<tr>
<td>Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership</td>
<td></td>
</tr>
<tr>
<td>5 International outlook</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrate an understanding of international perspectives relevant to the educational field</td>
<td></td>
</tr>
<tr>
<td>6 Ethical and responsible professional practice</td>
<td>1, 2</td>
</tr>
<tr>
<td>Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education</td>
<td></td>
</tr>
</tbody>
</table>

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

The course has two main purposes. The first one is to introduce students to characteristics of people with intellectual disabilities. Students will learn different practices that can be used not only during the educational process in early, pre-school, primary school and secondary school age of students with intellectual disabilities but also within ongoing life-long education. Students will become acquainted with the Disability Standards for Education (2005) and learn the instructional and curriculum-based assessment strategies they can use in practice. The second purpose is to introduce students to the quality of life concept and its implications for the life of people with intellectual disabilities. Attention will also be paid to current issues connected with dignity for people with intellectual disabilities, such as possibilities of employment, independent living, and free time activities and also needs of aging people with intellectual disabilities. Last but not the least; students will become familiarized with challenges faced by parents and siblings of people with intellectual disabilities.

### 5. TEACHING STRATEGIES

- 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;
- explicit teaching including lectures and a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate

These activities will occur in a 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>
</tr>
</thead>
</table>
| 1 28 July      | Introduction to intellectual disability (ID); social constructions and social models; models of service delivery  

**Readings:** Grant et al., Chapters 2 & 5

| 2 4 August     | Etiology of intellectual disability; the most common syndromes  

**Readings:** Grant et al., Chapter 10

| 3 11 August    | Assessment of intellectual disability; Teacher’s role in the assessment process; Assessment for Learning  

**Readings:** Readings on the Moodle

| 4 18 August    | Children/students with intellectual disabilities in early, pre-school and school age. Methods supporting teaching and learning – evidence-based approaches.  

**Readings:** Grant et al., Chapter 8 & 11

| 5 25 August    | Positive Behaviour Support for people with intellectual disabilities  

**Readings:** McVilly, Chapter 3 & 4

| 6 1 September  | Students with profound and multiple learning disabilities – effective teaching approaches  

**Readings:** Grant et al., Chapter 12

| 7 8 September  | Adolescent students with intellectual disability; Transitions to post-schooling options; Person-centred planning  

**Readings:** Grant et al., Chapter 14 & 16

| 8 15 September | Adults with intellectual disabilities – adult education opportunities, employment, self-advocacy, relationships and parenthood. Ageing with intellectual disabilities.  

**Readings:** Grant et al., Chapter 23 & 32

| Mid-semester break |

| 9 29 September | Families of people with intellectual disabilities – cooperation with schools and other service providers  

**Readings:** Readings on the Moodle  

**Grant et al., Chapter 13**

| 10 6 October  | Public holiday  

| 11          | Intellectual disabilities and Mental Health issues – impact on schooling |
13 October
and post-school years.
Readings: Grant et al., Chapter 28

12
20 October
People with intellectual disabilities in Criminal Justice systems
Readings: Readings on the Moodle
Grant et al., Chapter 20

13
27 October
Presentation of Information booklets for parents about intellectual disability
Towards a quality of life for people with intellectual disabilities – wrapping up
Readings: Readings on the Moodle
Grant et al., Chapter 6

7. RESOURCES

Required Readings

Disability Standards for Education (2005)

Further Readings


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>Research paper</td>
<td>3,500 words</td>
<td>50%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Week 5 Monday 25/08/2014, 5pm</td>
</tr>
<tr>
<td>Information booklet for parents about intellectual disability</td>
<td>15 – 20 pages</td>
<td>50%</td>
<td>2, 3, 4</td>
<td>1, 2, 3, 4, 6</td>
<td>Week 11 Monday 20/10/2014, 5pm</td>
</tr>
</tbody>
</table>
Assessment Details

Assessment 1 – Research paper
This assessment will help you to:
- develop familiarity with the area of intellectual disabilities,
- develop critical thinking skills,
- improve research and evaluation skills, and
- use APA referencing correctly.

The research paper needs to be based on 12 peer-reviewed journal articles, which were published in last 5 - 10 years. Please note: Encyclopaedia or dictionaries may be consulted to learn background about your topic, but they will not be counted as one of your references.

The research paper should be double-spaced and written in APA 6th edition style; see the following website for assistance with this: http://owl.english.purdue.edu/owl/resource/560/01/

Based on the principles of Universal Design for Learning (UDL) and differentiation, you can decide, which of the following two topics you would like to focus on in your research paper – see below.

**Topic 1 Challenges encountered by people with intellectual disabilities**

This assessment requires you to write a research paper on challenges people with intellectual disabilities encounter in their everyday life. In order to do so, you are asked to:

1. choose a life stage that you will focus on (e.g., childhood, adolescence, adulthood, ageing),
2. identify and discuss some of the challenges people with intellectual disabilities experience in the life stage you selected,
3. suggest (through the use of evidence-based practices) how these challenges can be overcome.

**Topic 2 Attitudes towards people with intellectual disabilities**

This assessment requires you to write a research paper on how society’s attitudes towards people with intellectual disabilities are reflected in the media, and how the media in reverse influences society’s attitudes towards people with intellectual disabilities. In order to do so, you are asked to:

1. view one of the movies suggested below involving a person with an intellectual disability,
2. identify the focus of the movie (e.g., parenting with intellectual disabilities – movie “I am Sam”; relationships and people with intellectual disabilities – movie “The Other Sister” or “Charly”; prejudice towards social inclusion for people with intellectual disabilities – movie “Radio”)
3. read 9 peer-reviewed journal articles in the area of your assessment’s focus (e.g., if you selected the movie “I am Sam” and decided to focus on society’s attitudes towards people with intellectual disabilities being parents, then read peer-reviewed journal articles on parenting of people with intellectual disabilities),
4. discuss on the following:
   - Was the character with intellectual disabilities portrayed realistically, stereotypically, positively or negatively? Note the date the movie was produced and make comments on the prevailing attitudes towards disability at that time.
   - How were the other characters’ reactions to this person portrayed (E.g., reactions/attitudes of siblings, parents, partners, peers, and other society members)?
• What is the message conveyed by this movie? Based on your reading of 9 peer-reviewed journal articles, is this message consistent with what we know about the topic from research?

Suggested movies (Please note that this is not an exhaustive list. If you are unsure if your preferred movie is suitable for this assessment, please consult your course convenor):

Buddies
Charly
Forrest Gump
I Am Sam
Of Mice and Men
Radio
Sling Blade
The Other Sister
What's eating Gilbert Grape?

Assessment 2 - Information booklet for parents about intellectual disability

Students will create an information booklet for parents about intellectual disability. The booklet will be focused on one of the following topics:

• Information booklet for parents explaining what is intellectual disability (aimed group: parents whose child has been diagnosed with intellectual disabilities)
• Information booklet for parents deciding about the schooling options for their child with intellectual disability (aimed group: parents whose child is about to begin compulsory education)
• Information booklet for parents about post-schooling options (employment, education, living) for their off-spring with intellectual disabilities
• Information booklet for ageing parents about transition-to-retirement supports and options for their adult off-spring with intellectual disabilities

Each booklet should:

• be written in user-friendly language for parents
• have a clear structure, using headings and subheadings
• have introduction on the topic of the booklet
• provide advice to parents based on NSW context
• provide useful tips for parents
• list of references that you would recommend to parents
• list of resources/references that you used in order to create the booklet.

Please see the Moodle site for this assessment’s rubric as well as more detailed instruction. This must be your original work!

The completed Information Booklet for Parents will be submitted by uploading it on the Moodle in week 11.
### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<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>• clarity and accuracy in use of key terms and concepts in the area of intellectual disabilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• demonstration of knowledge of, and respect for, the diverse social, ethnic, cultural and religious backgrounds of people and the effects of these factors on learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• range of research and professional literature to support response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• reference specifically to material, research and ideas presented in EDST5111 lectures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• appropriateness of overall structure of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and coherence of organisation, including use of section headings and summaries to enhance readability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</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>Understanding of the question or issue and the key concepts involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>• understanding of the task and its relationship to relevant areas of theory, research and practice</td>
</tr>
<tr>
<td>• clarity and accuracy in use of key terms and concepts in special education/disability studies</td>
</tr>
<tr>
<td>• clear connection between booklet’s topic and provided advise and examples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>• depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings</td>
</tr>
<tr>
<td>• depth of analysis of information provided to parents</td>
</tr>
<tr>
<td>• introduction on the topic of a booklet</td>
</tr>
<tr>
<td>• provided advice to parents based on evidence-based practice</td>
</tr>
<tr>
<td>• useful examples and tips for parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• familiarity with the booklet’s topic</td>
</tr>
<tr>
<td>• list of related and appropriate references recommended to parents for further reading</td>
</tr>
<tr>
<td>• list of resources/references that the group used in order to create the booklet (use citations and reference pages)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation or response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• appropriateness of overall structure of response</td>
</tr>
<tr>
<td>• clarity and coherence of organization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</td>
</tr>
<tr>
<td>• clarity and consistency in presenting the booklet</td>
</tr>
<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</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.
Submission of Assessment Tasks

Students should submit 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

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>One: Research paper</td>
<td>Written</td>
<td>15 September, 2014</td>
</tr>
<tr>
<td>Two: Information booklet for parents about intellectual disability</td>
<td>Written</td>
<td>10 November, 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 leaning 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.
- 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 on line 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</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 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>
<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 structure and meaning is at time unclear.</td>
</tr>
</tbody>
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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: https://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

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