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1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5113 Autism Spectrum Disorders: Educational Practices (6 units of credit)  
Semester 1, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Sue O’Neill  
Office Location: John Goodsell 127  
Email: sue.oneill@unsw.edu.au  
Phone: 9385 2909  
Availability: Monday 3-4.45pm, Wednesday 10:00-11:45am
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Autism Spectrum Disorders: Educational Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td>Lecture Monday (5:00 – 7:00), Goldstein Hall Room G03 (D16 on campus map) Weeks 1-7, 8-12</td>
</tr>
</tbody>
</table>

Summary of Course

The course will address characteristics, placement alternatives, instructional methods, curricular models, and current issues applicable to the education of students with autism. It will also provide students with a deeper insight into families of children with autism spectrum disorder and the possibilities of supporting them.

Aims of the Course

This course aims to:
- provide students with knowledge about autism spectrum disorders (ASD) and methods used to identify people with this disorder
- provide students with knowledge about major characteristics of ASD and its impact on their everyday life
- develop students' understanding of ASD assessment process and its implications with teaching
- equip students with teaching skills addressing the needs of students with ASD across the spectrum
- provide students with strategies for promoting pro-social behaviour of students with ASD
- teach students to analyse the needs of their pupils with ASD in regular classrooms
- provide students with skills to create lessons suitable for pupils with ASD
- provide students with knowledge of evidence-based practices and the ability to recognise these practices

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 autism spectrum disorders.</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 autism spectrum disorders in their professional judgments and decisions.</td>
</tr>
<tr>
<td>3</td>
<td>Students will demonstrate understanding of key terms related to autism spectrum disorders (ASD). They will also be able to articulate the current issues and trends in regards to the field of ASD during lectures and through written assignments.</td>
</tr>
<tr>
<td>4</td>
<td>Students will develop understanding of curriculum adjustments, which they will be able to perform in order to assist students with ASD to meet educational outcomes.</td>
</tr>
</tbody>
</table>
## Graduate Attributes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Advanced disciplinary knowledge and practices</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<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>
</tr>
<tr>
<td></td>
<td>Assesment/s: 1, 2</td>
</tr>
<tr>
<td>----------</td>
<td>Research-based learning</td>
</tr>
<tr>
<td>2</td>
<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>
</tr>
<tr>
<td></td>
<td>Assesment/s: 1, 2</td>
</tr>
<tr>
<td>----------</td>
<td>Cognitive skills and critical thinking</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate advanced critical thinking and problem solving skills</td>
</tr>
<tr>
<td></td>
<td>Assesment/s: 1, 2</td>
</tr>
<tr>
<td>----------</td>
<td>Communication, adaptive and interactional skills</td>
</tr>
<tr>
<td>4</td>
<td>Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership</td>
</tr>
<tr>
<td></td>
<td>Assesment/s: 2</td>
</tr>
<tr>
<td>----------</td>
<td>International outlook</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrate an understanding of international perspectives relevant to the educational field</td>
</tr>
<tr>
<td></td>
<td>Assesment/s: 1</td>
</tr>
<tr>
<td>----------</td>
<td>Ethical and responsible professional practice</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education</td>
</tr>
<tr>
<td></td>
<td>Assesment/s: 1, 2</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Broadened public awareness of autism spectrum disorders (ASD) and continuing research means that more students than ever before are being identified with ASD. This course expands on the information, theories, research, and strategies relating to ASD presented in the School of Education's other special education courses. It provides an in-depth look at characteristics and effective evidence-based practices used to assist students with autism accomplish their educational goals. 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. Students will also become familiarised with challenges faced by parents and siblings of people with autism spectrum disorders.

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
- use of iPads to explore AAC apps that facilitate communication

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</th>
<th>Beginning</th>
<th>Lecture Topic</th>
</tr>
</thead>
</table>
| 1    | 3rd March | **Introduction to Autism Spectrum Disorders (ASD). Terminology, classification, prevalence and common misconceptions.**  
**Readings:**  
| 2    | 10th March | Causes, symptoms and common impairments of individuals with an ASD.  
**Readings:**  
| 3    | 17th March | Communication impairments, augmentative programs and devices: PECS, Makaton, iPad Apps.  
**Readings:**  
| 4    | 24th March | Addressing social impairments. Social interaction patterns, ritualised, stereotyped, repetitive behaviours.  
**Readings:**  
| 5    | 31st March | Sensory Impairments.  
**Readings:**  
[http://www.youtube.com/watch?v=USurXeSwXVQ&feature=feedf](http://www.youtube.com/watch?v=USurXeSwXVQ&feature=feedf) *from about 4.20* |
<p>| 6    | 7th April | Guest lecture |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid semester break</td>
<td></td>
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</tbody>
</table>

7. **ASSESSMENT**
Assessment Details

Assessment 1 - Essay

Students will write a **3,000 essay** reflecting Wendy Lawson’s statement (2001) about autism spectrum disorder in relation to education.

“School can be very stressful for both child and parent. Every person is an individual and no one system suits all persons. Being totally against the ideas of exclusion and separation from the hub of societal life does not automatically equate to total inclusion from a mainstream school perspective. Some individuals, due to their particular needs, will always need full-time support and attention. Therefore, ideally, the education system needs to be both adaptable and considerate of individual needs. It should also be noted that even special schools may be geared towards neuro-typical development of individuals with special needs and may not be ASD-aware or ASD-prepared!” (Lawson 2001, p. 112)

Based on the statement, describe what challenges are encountered when implementing inclusive programs for students with ASD, and how these challenges can be met through evidence-based practice. Also, state and describe your position regarding an inclusive approach to education of students with autism. You must provide references from the current literature for the factual information you cite about evidence-based practice and to support the position you take on the issue.

This essay should be **double-spaced and written in APA style, 12pt font** (e.g., Times New Roman). See the following website for assistance with this:[http://web.med.unsw.edu.au/infoskills/apa/apa.html](http://web.med.unsw.edu.au/infoskills/apa/apa.html)

Click on the required tab, books, journals etc. to see how it should be done.

Please **attach** a completed assignment **coversheet to the front** of your hardcopy submission and the **rubric** for the essay (available on Moodle) **to the back** of the essay. Assignment held together by a **staple ONLY**.

**Please check** that your coversheet has: a) Your name and student ID, b) the name of the lecturer/tutor, c) the subject number, d) **the actual word count of your essay**, e) your signature. Cover sheets are available from a stand at the School reception area.

A copy of your essay MUST be submitted through Turnitin in Moodle.

The essay is due in **week 6**. The key requirement is to directly answer the questions. All material must be relevant to the question. Support your assertions/position by reference to the current academic literature.
## Feedback Sheet

**EDST5113 Autism Spectrum Disorders: Educational Practices**

**Student Name: ___________________________ Student No.: ___________________________**

**Assessment Task:** Essay

### Specific Criteria

- **Understanding of the question or issue and the key concepts involved**
  - understanding of the task and its relationship to relevant areas of theory, research and practice
  - clarity and accuracy in use of key terms and concepts in the area of human rights of people with autism spectrum disorders

- **Depth of analysis and/or critique in response to the task**
  - 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

- **Familiarity with and relevance of professional and/or research literature used to support response**
  - range of research and professional literature to support response
  - reference specifically to material, research and ideas presented in EDST5113 lectures

- **Structure and organisation of response**
  - appropriateness of overall structure of response
  - clarity and coherence of organisation, including use of section headings

- **Presentation of response according to appropriate academic and linguistic conventions**
  - clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information,
  - reference list as per APA 6th edition requirements
  - clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation
  - word length is no more than 10% over the allowable

### 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 contextualise 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.
Assessment Task 2 - Information booklet for teachers ‘Teaching students with an Autism Spectrum Disorder’

Students will develop an information booklet for teachers focused on teaching students with autism spectrum disorders.

1. Students will identify the readership/audience, i.e., whether the information booklet is written for pre-school, primary or high school teachers.

2. The 15-20 page booklet should:
   
   • be written in user-friendly language for teachers
   • have a clear structure, using headings and subheadings
   • provide advice to teachers based on evidence-based practice to support student academic, social and behavioural learning
   • provide useful examples and tips for teachers
   • list of references that you would recommend to teachers
   • list of resources/references used in order to create the brochure
   • have a word limit of approximately 2,500 words

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 Teachers must be submitted in hard copy as well as by uploading it to Moodle in week 11.
### Specific Criteria

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</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>
</tr>
<tr>
<td>• clarity and accuracy in use of key terms and concepts in special education/disability studies</td>
<td></td>
</tr>
<tr>
<td>• clear connection between booklet topic and the provided advice and examples</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
<th></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>
<td></td>
</tr>
<tr>
<td>• depth of analysis of information provided to teachers</td>
<td></td>
</tr>
<tr>
<td>• information provided to teachers is based on evidence-based practices</td>
<td></td>
</tr>
<tr>
<td>• includes useful examples and tips for teachers</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>
</tr>
</thead>
<tbody>
<tr>
<td>• familiarity with the booklet and presentation topic</td>
<td></td>
</tr>
<tr>
<td>• concise yet rigorous list of related and appropriate references/resources recommended to teachers for further reading</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information</td>
<td></td>
</tr>
<tr>
<td>• reference list formatted as per APA 6th edition conventions</td>
<td></td>
</tr>
<tr>
<td>• clarity and consistency in presenting the information in the booklet</td>
<td></td>
</tr>
<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation</td>
<td></td>
</tr>
<tr>
<td>• adherence to word length requirements</td>
<td></td>
</tr>
</tbody>
</table>

### General Comments/Recommendations for Next Time

Lecturer: Sue O’Neill           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**
Submission of Assessment Tasks

Students are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy.

A penalty of 3% per day (24 hours) applies to work submitted after the due date (including weekends and holidays) without an approved extension. Extension request forms can be downloaded from https://education.arts.unsw.edu.au/students/resources/forms/ and must be approved by the appropriate course convenor prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration through MyUNSW at https://iaro.online.unsw.edu.au/special_consideration/home.login and students must consider the merits of both options available.

Please note: Computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

Prescribed Texts

Disability Standards for Education (2005)


Further Readings


Copy in High Use Collection: call no. 371.94/42


Copy in High Use Collection: call no. 370.994/152 J


http://www.autismspectrum.org.au/a2i1114451487/welcome.htm

http://www.mugsy.org/wendy/


http://autismmythbusters.com
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</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Distinction (85% and above)</strong></td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
</tr>
<tr>
<td><strong>Distinction (75-84%)</strong></td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td><strong>Credit (65-74%)</strong></td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with 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><strong>Pass (50-64%)</strong></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](https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html)

**Attendance**

Unless specific and formal permission (see note below) has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week (or half a day in the case of intensive courses) should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

Note: The School of Education gives permission to participate in lectures online only on a case by case basis and only in the following circumstances:
a. The student is able to demonstrate that they have no other option but to participate in lectures online.

b. The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo360 or independent recording. The Course Convenor can reserve the right to refuse the lectures in their course to be recorded independently.

c. The Program and Course Convenor(s) must give their approval for participation in lecture to be undertaken online.

d. Permission will only be granted for lectures, not tutorials or method courses and for no more than one course at a time.

e. Permission will not be granted when it results in over-enrolment. Students may apply for formal permission to participate in lectures online.

Students may access further information and the application form to participate in lectures online at https://education.arts.unsw.edu.au/media/EDUCFile/Permission_to_Participate_in_Lectures_Online.pdf

Special Consideration

On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adversely affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

University Counselling Service

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418.

Website: https://www.counselling.unsw.edu.au

Equity and Diversity

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the
commencement of their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website https://www.studentequity.unsw.edu.au.

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.