EDST5115: Social and Political Contexts of Education

Semester 2 (T2C), 2014
1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5115 Social and Political Contexts of Education (6 units of credit)
Semester 2 (T2C), 2014

2. STAFF CONTACT DETAILS

Course Convenor: Dr Richard Niesche
Office Location: John Goodsell 104
Email: r.niesche@unsw.edu.au
Phone: 93851391
Availability: Email and by appointment
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Social and Political Contexts of Education</th>
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</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
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<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
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<table>
<thead>
<tr>
<th>Schedule</th>
<th>November 10-14</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>9.00am -11.00am</td>
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<tr>
<td></td>
<td>2.30pm - 4.30pm</td>
</tr>
<tr>
<td>Tutorials</td>
<td>11.30am -1.30pm</td>
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Summary of Course

This course explores the wider historical, political and social context of Australian education and critically examines the social and societal factors that shape students' experiences and outcomes. The course examines different theorizations of socio-political factors, such as class, gender, ethnicity, indigeneity, culture, and sexuality and analyses how these factors relate to issues of access, equality and diversity. The course also explores the socio-political contexts of the development and implementation of curriculum and assessment and analyses how recent trends towards marketization of education and the implementation of national curriculum and assessment policies interact with concerns about access, equity and diversity.

Aims of the Course

This course aims to:
- provide students with conceptual and empirical examples of contemporary social and political contexts of education
- provide students with the opportunity to critically analyse the social and political contexts shaping learning and teaching

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<tbody>
<tr>
<td>1</td>
<td>1, 2</td>
</tr>
<tr>
<td>Describe, explain and discuss the social and political contexts of education</td>
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<tr>
<td>2</td>
<td>1, 2</td>
</tr>
<tr>
<td>Identify, examine and explain the connections between politics, schooling and the changing nature of education</td>
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</tr>
<tr>
<td>3</td>
<td>1, 2</td>
</tr>
<tr>
<td>Describe, discuss and analyse the ways education policy impacts on school and teachers, including topics of parental choice, teacher performance and the purposes of assessment and national/state curricula.</td>
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<tr>
<td>4</td>
<td>1, 2</td>
</tr>
<tr>
<td>Examine and analyse the relationships between factors such as SES, Indigeneity, gender and cultural difference in relation to education policy, equity and student outcomes.</td>
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</tbody>
</table>
### Graduate Attributes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Advanced disciplinary knowledge and practices</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate an advanced understanding of the field of 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>1, 2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Research-based learning</th>
<th>Assessment/s</th>
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<tbody>
<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>
<td>1, 2</td>
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<table>
<thead>
<tr>
<th>Standard</th>
<th>Cognitive skills and critical thinking</th>
<th>Assessment/s</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Demonstrate advanced critical thinking and problem solving skills</td>
<td>1, 2</td>
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</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Communication, adaptive and interactional skills</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<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>
<td>1, 2</td>
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<table>
<thead>
<tr>
<th>Standard</th>
<th>International outlook</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Demonstrate an understanding of international perspectives relevant to the educational field</td>
<td>1, 2</td>
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</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Ethical and responsible professional practice</th>
<th>Assessment/s</th>
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</thead>
<tbody>
<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>
<td>1, 2</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course aims to equip students to think ‘sociologically’ and ‘politically’ by providing integrated sets of knowledge and skills for students to engage with social and political issues shaping education and schooling. It adheres to the principles of constructive alignment in that all readings, class content and assessment tasks are interconnected.

5. TEACHING STRATEGIES

The course uses authentic instruction as a framework with a complementary set of teaching and learning strategies. The course attempts to incorporate the five standards of authentic instruction (Newman & Wahlage, 1993) as follows:

**Higher-order thinking**

Each day is separated into topics with set readings. These readings, the lectures and the tutorials are designed to allow students to explore ideas, in order to ‘manipulate information and ideas in ways that transform their meaning and implications’ (Newman & Wehlage, 1993: 9). Furthermore, assessment tasks are geared towards challenging the notion of education and schooling as ‘value-neutral,’ to introduce ‘uncertainty’ into ideas about education and schooling.

**Depth of knowledge**

This course aims to introduce students to the various ways sociologists look at education and schooling. The assessment tasks and the classes provide students with the opportunity to gain deep knowledge as they are required to ‘make clear distinctions, develop arguments, solve problems, construct explanations, and otherwise work with relatively complex understandings’ (Newman & Wehlage, 1993: 10), around substantive concepts.

**Connectedness to the world (beyond the classroom)**

The focus of this course is on positioning education and schooling as a part of the economic, social, historical and cultural fabric of contemporary societies. It recognizes that the purposes of education and schooling are constantly in flux and aims to provide students with the tools and knowledge to operate ‘critically’ either in their practice as teachers. The classes and assessment tasks require students to examine contemporary political, social, economic and cultural phenomena in relation to schooling and education.

**Substantive conversation**

The use of tutorials as a structured exercise aims to promote collective understandings (as distinct from agreements) about subject matter will facilitate the substantive conversations undertaken by, and between, students.

**Social support for student achievement**

Social support in this instance means that the course instructor has high expectations of students. There is a substantial amount of reading to be done for each module, and students are expected to address the relevant focus questions. Furthermore, students are expected to be active participants in classes.

Students should feel comfortable challenging their own ideas and thinking and the ideas and thinking of others. There is no requirement for students to agree with the readings or positions argued for in
this course. However, students are required to engage in substantive conversations that are based on supported arguments. Speaking up is difficult for some generally, and may be more difficult if we tackle controversial issues. The instructor’s role is to ensure that this opportunity is available to everyone in a safe, supportive environment. However, all must be respectful of the views of peers and colleagues. A guiding principle in the course will be: *Ideas, not individuals, are open to challenge.*
6. COURSE CONTENT AND STRUCTURE

Course pre-reading for Day One


DAY ONE: 10 November

Introduction to social and political contexts in education

In this introductory day we will cover some of the key social and political contexts of education and schooling in Australia. We will look at how education simultaneously attempts to provide social mobility and economic development, and the ways that political agendas can play out in education and schooling.

Lecture: 9.00 – 11.00 am

This lecture will introduce the course and provide an overview of the key topics. We will focus on the purposes of education and relationships to contemporary social and political contexts.

Break: 11.00 – 11.30 am

Tutorial: 11.30 am – 1.30 pm

Focus question: What are some of the different ways in which political agendas play out and become contested in education and schooling?

Relevant reading:


Lunch: 1.30 – 2.30 pm

Lecture: 2.30 – 4.30 pm

The lecture explores the role of sociological factors in education and in particular educational inequality and disadvantage. Issues include Socio-economic status, gender, culture and ethnicity.
DAY TWO: 11 November

Neoliberalism: Education Policy, Inequality and Choice

Lecture: 9.00 – 11.00 am

This lecture will provide an overview of neoliberalism, and focus on school choice. It will look at the arguments for and against choice, and some of the data produced by the MySchool website concerning inequality, school type and social class. We will also examine some of the recommendations made by the Gonski review into schooling.

Break: 11.00 – 11.30 am

Tutorial: 11.30 am – 1.30 pm

Focus question: In what different ways, and why, might school choice impact on teacher’s work?

Relevant reading:


Focus question: How is school choice changing the ways parents and students relate to schooling?

Relevant Readings:


Lunch: 1.30 – 2.30 pm

Lecture: 2.30 – 4.30pm

This lecture looks at the policy terrain of Indigenous education in Australia and the role of schools and leadership in perpetuating inequality. Culturally appropriate responses and strategies to addressing inequality and disadvantage are considered.
DAY THREE: 13 November

Testing, Accountability and Schooling

**Lecture**: 9.00 – 11.00 am

This lecture will examine the connections between testing and accountability in relation to schools. We will also look at the comparisons between Australia and other countries like the US and Finland.

**Break**: 11.00 – 11.30 am

**Tutorial**: 11.30 am – 1.30 pm

*Focus question*: In what ways are current policies on local management of schooling similar to and distinct from previous examples?

*Relevant reading:*


*Additional Focus question*: What are some the connections between high-stakes and standardised testing and teacher's work?

*Relevant reading:*


*Recommended reading*


**Lunch**: 1.30 – 2.30 pm

**Lecture**: 2.30 – 4.30pm *Educational policy and social justice*

The focus of this lecture is to explore the role of policy in addressing issues of social justice. Included will be ways of critically analysing education policy.
DAY FOUR: 14 November

Social and political contexts with a focus on the school site

Lecture: 9.00 – 11.00 am

This lecture will explore issues of addressing social justice in schools with a focus on leadership for social justice and equity. Included will be a guest presentation from a school principal and deputy principal about their school and experiences, followed by a question and answer session.

Break: 11.00 – 11.30 am

Tutorial: 11.30 am – 1.30 pm

Focus question: How can schools and school leaders work towards social justice in their schools in the current policy context?

Lecture: 2.30 – 4.30pm

This lecture will consist of an in class based assessment (see assessment task 1)

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: Critical policy analysis</td>
<td>1500 words</td>
<td>40%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>14/11/2014</td>
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<tr>
<td>Assessment 2: Analytic case Study</td>
<td>3500 words</td>
<td>60%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>21/11/2014</td>
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Assessment Details

Assessment 1: Critical Policy Analysis
Weight: 40%
Length: 1500 words
Due date: 14/11/2014

Assessment details:

In this assessment task you will be asked to critically analyse 1 from a choice of education policies that have been discussed throughout the course. The responses will consider these policies in relation to addressing and the implications for addressing inequality and disadvantage in education. Each will be 500 words and will specifically relate to the social and political contexts of education. You will draw upon your own experiences as well as readings from the course and other relevant academic and professional literature. This assessment task will be conducted in class on 15th November.
You will need to consider the following aspects:

1. What is the aim of the policy?
2. What are the social and political contexts behind the policy?
3. The benefits of this policy?
4. Any identifiable problems with the policy?
5. How the policy will be enacted and evaluated?
6. How the policy will advance issues of social justice and equity?

Marking criteria for assessment task: see the Essay Feedback Form in this document.

Assessment 2: Analytic case Study

Weight: 60%
Length: 3500 words
Due date: 21/11/2014

Assessment details:

You will be asked to respond to the following case study scenario:

You are the new principal of a state high school in a low SES part of Sydney. The school presents with a number of significant challenges and as the new principal, your directive from the department is to turn the school around. Over the last 5 years the school has suffered from declining enrolments (particularly from the local area), a number of behavioural and discipline issues, poor student attendance, poor results on NAPLAN and MySchool, low morale amongst staff, and tense relations with the local Indigenous community. The school has large percentages of students from Indigenous and Pacific Islander communities and is a National Partnerships School.

In this analytical case study essay you will need to develop a plan for the future in terms of recognising the most significant challenges for the school and how you plan to go about implementing change. Suggestions could include include developing high quality pedagogy and curriculum, efficient use of limited resources, increasing school funding, improving enrolments and attendance and relations with the local Indigenous community. You will need to draw upon literature from the course as well as outside the course to demonstrate your knowledge of the issues and suggestions for useful strategies.

Marking criteria for essay: see the Essay Feedback Form in this document.
**UNSW SCHOOL OF EDUCATION**
**FEEDBACK SHEET**
**EDST5115 SOCIAL AND POLITICAL CONTEXTS OF EDUCATION**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student No.:</th>
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| Assessment Task: 1 |

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<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
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<tbody>
<tr>
<td><strong>Understanding of the question or issue and the key concepts involved</strong></td>
<td></td>
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<tr>
<td>• Understanding of the task and the application of relevant concepts and theories to the policy analysis</td>
<td></td>
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<tr>
<td>• Clarity and accuracy in the use of key terms and concepts</td>
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<tr>
<td><strong>Depth of analysis and/or critique in response to the task</strong></td>
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<td></td>
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<tr>
<td>• Depth of understanding of relevant policy</td>
<td></td>
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<tr>
<td>• Depth of analysis of concepts or theories in relation to policy</td>
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<td></td>
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<tr>
<td>• Clarity and depth of argument in relation to policy</td>
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<tr>
<td><strong>Familiarity with and relevance of professional and/or research literature used to support response</strong></td>
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<tr>
<td>• Reference made to material, research and ideas presented in lectures and tutorials</td>
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<tr>
<td>• A range of further research and literature to support the argument</td>
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<tr>
<td><strong>Structure and organisation of response</strong></td>
<td></td>
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<tr>
<td>• Appropriateness of overall structure of analytic case study</td>
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<td></td>
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<tr>
<td>• Clarity and coherence of organisation including section headings where appropriate</td>
<td></td>
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<tr>
<td><strong>Presentation of response according to appropriate academic and linguistic conventions</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)</td>
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<td></td>
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<tr>
<td>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</td>
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<tr>
<th>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</th>
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<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Date</th>
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<tr>
<th>Recommended:</th>
<th>/20 (FL PS CR DN HD)</th>
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<tr>
<th>Weighting:</th>
<th>%</th>
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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**  
**EDST5115 SOCIAL AND POLITICAL CONTEXTS OF EDUCATION**

**Student Name:**  
**Student No.:**  
**Assessment Task:** 2

### SPECIFIC CRITERIA

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**Understanding of the question or issue and the key concepts involved**
- Understanding of the task and the application of relevant concepts and theories to the case study
- Clarity and accuracy in the use of key terms and concepts

**Depth of analysis and/or critique in response to the task**
- Depth of understanding of relevant key concepts or theories
- Depth of analysis of concepts or theories in relation to case study
- Clarity and depth of argument in relation to case study

**Familiarity with and relevance of professional and/or research literature used to support response**
- Reference made to material, research and ideas presented in lectures and tutorials
- A range of further research and literature to support the argument

**Structure and organisation of response**
- Appropriateness of overall structure of analytic case study
- Clarity and coherence of organisation including section headings where appropriate

**Presentation of response according to appropriate academic and linguistic conventions**
- Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)
- Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

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**Lecturer**  
**Date**  
**Recommended:** /20  
**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 are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy.

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

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

8. RESOURCES

Required Readings
All relevant readings will be available via Moodle
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>
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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 this 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 structured and meaning is at time unclear.</td>
</tr>
</tbody>
</table>

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

**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.

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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: http://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 http://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.