1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5116 Community Engagement (6 units of credit)

2. STAFF CONTACT DETAILS

Course Convenor: Ms Nisha Vohra
Office Location: Professional Experience Office, John Goodsell, Level 1
Email: n.vohra@unsw.edu.au
Phone: 9385 xxxx

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>EDST 5116 Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
</tbody>
</table>

Workload

Involves 150 hours of study including:

1. 1 hour briefing Monday 28 July 2014, 11-12.00pm, Colombo B Theatre
2. All day face to face orientation session, Wednesday 5 November 10-4pm, CLB 6, online discussions, readings, research, preparation and assessment.
3. 10 days / 70 hours equivalent school or community engagement, Monday 17 November - Friday 28 November 2014

Summary of Course

This course provides an opportunity for students to draw on their knowledge of the historical, political and social context of Australian education and the cognitive and societal factors that shape students’ experiences and outcomes to develop, implement and evaluate an appropriate action plan to improve student learning through engaging with the wider educational community, including parents, caregivers, and other education-related professionals. The course consists of university-based orientation classes, online forums and the equivalent of 10 days structured field work in a specific school community.

For students in the Graduate Diploma in Education this experience will usually be negotiated directly by them with the school in which they undertake their final professional experience; for students in the Master of Teaching this experience will usually be undertaken with a school which is participating in the UNSW Community Engagement Partnership Project (CEPP) in order to meet BOSTES requirement for 10 days of accredited alternative professional experience.

Aims of the Course

To enable students to critically evaluate a range of educational policies and practices specifically those relating to access, equity and diversity and to apply their knowledge and skills in assessment, curriculum and pedagogy to develop an action plan to make a difference to the educational outcomes of individual learners or small groups of leaners. It also aims to develop an understanding of the
strengths and limitations of educational organisations, and how they can better meet the needs of individuals, families and communities.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate knowledge of current educational programs and organisations working within school communities in NSW</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate the capacity to work effectively with external professionals, teachers’ aides, parents, and/or community-based personnel to enhance student learning opportunities.</td>
</tr>
<tr>
<td>3</td>
<td>To develop, implement and evaluate appropriate action plans to improve student learning through collaborative practice within a secondary context</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td>
</tr>
<tr>
<td>3.1</td>
<td>Set learning goals that provide achievable challenges for students of varying characteristics</td>
</tr>
<tr>
<td>3.2</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</td>
</tr>
<tr>
<td>3.6</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning</td>
</tr>
<tr>
<td>3.7</td>
<td>Describe a broad range of strategies for involving parents/carers in the educative process</td>
</tr>
<tr>
<td>5.4</td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</td>
</tr>
<tr>
<td>5.5</td>
<td>Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement</td>
</tr>
<tr>
<td>7.3</td>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</td>
</tr>
<tr>
<td>7.4</td>
<td>Understand the role of external professional and community representatives in broadening teachers’ professional knowledge and practice</td>
</tr>
</tbody>
</table>

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

Pre-service teachers and those in the first year or so of teaching often lack the confidence and skills needed to engage with the wider educational community, and are not always able to work effectively with external professionals, parents and caregivers or even teachers or peers outside their discipline area. This course gives them the opportunity to develop this knowledge and to apply it to develop, implement and evaluate appropriate action plans to improve student learning through collaborative practice with the support of a mentor or more experienced teacher.

5. **TEACHING STRATEGIES**

A variety of teaching and learning strategies will be used including:

- Readings, case studies, video excerpts provide a framework for thinking about student and community engagement
EDST5116 Student/Community Engagement, UNSW 2014

- A 10 day / 70 hour equivalent period of student community engagement
- Online discussions during the engagement period so students and the convenor remain connected with one another, and can share and reflect on experiences
- Pre service teachers are expected to check the Moodle site regularly throughout the T2 period

6. COURSE CONTENT AND STRUCTURE

1. 1 hour briefing Monday 28 July 2014, 11-12.00pm, Prof Chris Davison, Head of School. Explanation of the aims, content and structure of this self-directed small scale project

2. All day face to face orientation session, Wednesday 5 November 10-4pm, sharing of results of Assessment Task 1, followed up by online discussions, readings, research, preparation and assessment

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-12.00</td>
<td>Input and discussion</td>
<td>• Introduction: Educational provision in NSW and effectiveness of pathways for diverse learners</td>
</tr>
<tr>
<td></td>
<td>Chris Davison</td>
<td>• Under-achievement: Potential effects on students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Community support structures</td>
</tr>
<tr>
<td>12.00-1.00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1.00-2.30</td>
<td>Seminars – 2 groups , MTeach /GDE</td>
<td>Sharing of results of Assessment Task 1 in small groups, followed by whole group discussion</td>
</tr>
<tr>
<td></td>
<td>Chris Davison (GDE), Nisha Vohra (MT)</td>
<td></td>
</tr>
<tr>
<td>2.30-3.30</td>
<td>Input and discussion – 2 groups, MTeach /GDE</td>
<td>• Using assessment data to improve learning</td>
</tr>
<tr>
<td></td>
<td>Chris Davison (GDE), Nisha Vohra + support staff (MT)</td>
<td>• Developing an action plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Working with underachieving students and their key learning partners</td>
</tr>
<tr>
<td>3.30-4.00</td>
<td>Chris Davison</td>
<td>Plenary</td>
</tr>
</tbody>
</table>

3. 10 days / 70 hours equivalent school or community engagement, Monday 17 November - Friday 28 November 2014
7. RESOURCES


Recommended websites


http://cse.edc.org/products/teacherleadership/reachingout.asp


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><strong>Assessment 1 Report</strong></td>
<td>2000 words</td>
<td>40%</td>
<td>1</td>
<td>1.1, 3.6, 3.7, 5.4, 5.5, 7.4</td>
<td>Complete draft to be uploaded to Moodle by 3</td>
</tr>
</tbody>
</table>

EDST5116 Student/Community Engagement, UNSW 2014
Assessment Details

Assessment 1: Report (40%)

This report aims to evaluate how effectively the educational institution in which your project is located is meeting the needs of the particular target group of underachieving students identified. Through a systematic and careful analysis of the public documents available about the institution, its programs and track record in meeting the students’ needs, and the description of its support personnel and broader community networks, pre-service teachers will come to appreciate the diversity of education provision in NSW and the challenges encountered in meeting student need and improving student learning.

You need to follow these steps in completing your research report:

1. Identify and briefly describe the underachieving group you are interested in and/or which has been allocated to you, and the school, or schooling system, in which they are located. You may use one of the schools allocated to you for professional experience, or you may use another school or provider in which you are interested.

2. Briefly research the characteristics and needs of this specific group of students, the nature of the teaching and learning programs required for these students, and the classroom teaching strategies that can be used to build and support the engagement of these students with learning. Provide a summary of this research in 500-750 words. The group may comprise students with special needs (e.g. students with an intellectual disability, physical disability, vision or hearing impairment, language disorder, mental health conditions, autism) or students who are indigenous, from a low socio-economic background, ESL background or rural or remote area or are gifted academically or in sport, music or the arts, or seemingly disengaged and apparently unmotivated students.

3. Evaluate how well the provider (the school or schooling system) is meeting the needs of these students using evidence from sources such as school or system websites, annual reports, media posts and articles, ‘My School’ website, NAPLAN testing, etc. Provide a summary of this research and evaluation in 1000-1500 words. Include a variety of sources (at least 6) in your bibliography.

4. Submit the report through Turnitin and by 3 November, 5pm, and bring 4 copies to the orientation session on 5 November for sharing and discussion.

Assessment 2: Action Plan and Outcomes (60% weighting)

This student engagement project involves working with a small group of under-achieving students who have been identified as needing more support to achieve their academic potential.

Students in the Master of Teaching will be allocated to a specific school as part of the UNSW Community Engagement Partnership Program and will undertake their evaluation and action plan on...
that school and its specific program in order to meet the BOSTES requirement that they have 60 days of supervised teaching practice.

Students in the Graduate Diploma in Education are expected to arrange to return for up to 2 weeks in November to one of the schools in which they did their professional experience, either continuing to work with a small group of students that they taught on their placement or with a specific school program.

The project involves comparable but different outputs:

Option A:

For GDE students, the development of a detailed action plan for intervention to improve learning, based on the course input and consultation with relevant school support personnel and other key stakeholders;

The following steps may be useful in guiding your study:

1. With the help of your supervisor or CEPP program coordinator, identify a suitable cohort of 3-5 students for your study. For GDE students, make sure both teachers and students are happy for you to work with them and understand what you will be doing and why.

2. Find out about the students’ strengths, needs, family background, language use, school learning (in Australia and overseas), their out of school activities such as sport, coaching, community language school, community functions. Try and get a broader picture of them beyond the classroom. Eg. for ESL students find out about their language use outside the classroom. What language/s do they use with friends in the playground, at home with mother/father/grandparents/older and younger siblings? What language do siblings, parents and others use with them? What programs do they watch on TV? Make a summary of their access to formal/informal English and home language outside class. What are some issues for them in terms of spoken language and learning? Talk with any other staff and key stakeholders who also work with the student/s to find out more.

3. Collect and evaluate at least four samples of the student’s spoken and written language in different subject areas, as well as information about their academic achievement. Examine the work samples to decide whether your impressions of the students’ achievement in learning are reflected in their actual performance.

4. With the help of your supervisor, arrange to shadow the students for a day through a range of lessons. What are the conceptual, language, literacy and learning demands being made on them? How do these demands vary across curriculum areas? According to different teachers (and instructional techniques?). How does the learner respond to such demands? How could they be better supported in their learning?

5. In consultation with your supervisor, develop an action plan for a small scale intervention, eg. to review all the available data relating the students’ performance and engagement with school, then initiate or significantly modify an instructional strategy or work on a specific skill or behaviour, then assess, then review again, and if necessary repeat the cycle.
### Individual Action Plan

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Main reasons for choosing this student/group of students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year level:</td>
<td></td>
</tr>
</tbody>
</table>

**Review of progress should be based on collection and analysis of data**
- formal classroom and broader assessment data such as appropriate observation notes from classroom teacher/s
- feedback from the student
- feedback from the parents/carers

*All decisions regarding student learning should be based on a range of data sources. Individual Action Plans aim to personalize the teaching and learning program, support improvement in identified areas and should be monitored and revised regularly.*

**Learning improvement goals**

**Priority areas for improvement.**

- Consider:
  - engagement
  - attendance
  - behavior
  - language and literacy
  - academic achievement

**Learning outcomes**

- List relevant learning outcomes linked to the learning improvement goals.

- Consider:
  - engagement
  - attendance
  - behavior
  - language and literacy
  - academic achievement

**School and classroom strategies revised pedagogy**

- Consider:
  - revised pedagogy
  - classroom learning interventions
  - small group/individual support
  - behaviour expectations

**Parents/carers – expectations/support**

- Identify in partnership:
  - expectations of parents/carers
  - level of support that can be provided by parents/carers
  - how the school can communicate with and support parents/carers

**Processes for implementation of the action plan**

- Identify:
  - key steps for implementation
  - how progress will be measured, data collection methods

**Timeline for review and revision of plan**

- Action Plans should be measured and modified regularly.

**Comments on suitability of action plan (as appropriate) by students/teachers/support personnel/parents**
6. Write up your report. The report should be divided into five sections, with the middle two sections being the most detailed:

Section 1: a brief introduction which briefly describes what will be in your report;

Section 2: a brief description of the learners and school (using pseudonyms), together with the reasons why they are have been identified as underachieving, making reference to the work samples and the relevant literature as appropriate;

Section 3: a discussion which clearly indicates the implications of your findings for intervening in the learning of such students, including an individualized action plan for the students.

Section 4: a conclusion which summarises what you have done and what you discovered as a result of your project.

Option B:

For Master of Teaching students, a report on the process and outcomes of such an intervention conducted over 10 days of CEPP. As with Option A, the report should be divided into five sections, with the middle two sections being the most detailed:

Section 1: a brief introduction which briefly describes what will be in your report;

Section 2: a brief description of the learners and school (using pseudonyms), together with the reasons why they are have been identified as underachieving, making reference to work samples, the proposed intervention program, its rationale, and the relevant literature as appropriate;

Section 3: a discussion which clearly indicates what happened to student learning as a result of the intervention, including any ways in which the outcomes of the intervention were constrained or inhibited.

Section 4: a conclusion which summarises what you have done and what you discovered as a result of your project.

Please note that all students are required to present your report according to accepted academic conventions. A list of all references cited in the report should be included at the end in alphabetical order using APA style, and any interview questions and anonymised exemplars of the learners’ performance included as appendices.
MASTER OF TEACHING ONLY - STUDENT ENGAGEMENT RECORD 2014

This form must be signed by your supervisor or organisational contact and submitted with your second assignment and cover sheet to the Course Coordinator by 5 December 2014.

Name of Student Teacher:     Program: MTeach
Organisation:         Total days/hours completed:

<table>
<thead>
<tr>
<th>DATE</th>
<th>HOURS</th>
<th>DESCRIPTION OF ROLE/RESPONSIBILITIES (Class/students worked with and nature of learning supported)</th>
<th>SIGNED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**UNSW SCHOOL OF EDUCATION**

**FEEDBACK SHEET**

**EDST 5661 STUDENT COMMUNITY ENGAGEMENT**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student No.:</th>
</tr>
</thead>
</table>

**Assessment Task 1**

### SPECIFIC CRITERIA

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

**Understanding of the question or issue and the key concepts involved**

- Knowledge and understanding demonstrated of the characteristics and needs of the target group of students
- Depth of analysis of the support structures within the school or system chosen

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

- Range and depth of evidence of how well the school is able to meet the needs of the targeted students, including strategies for working effectively, sensitively and confidentially with parents/carers and relevant professionals (ie. Interpreters, counsellors, social workers, aides etc)

**Familiarity with and relevance of professional and/or research literature used to support response**

- Evidence of research through use of at least six different sources
- Clear linkage of the sources to the school or system of the report

**Structure and organisation of response**

- Coherence and clarity of structure

**Presentation of response according to appropriate academic and linguistic conventions**

- Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references;
- Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

---

**Lecturer**

**Recommended: /20**

**Date**

**Weighting: 40%**

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>- Adequacy of the response to all component parts of the question or issue</td>
</tr>
<tr>
<td>- Relevance of assessment techniques to identify student strengths, interests &amp; learning needs</td>
</tr>
<tr>
<td>- Justification/rationale for intervention based on student learning needs</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>- Suitability and justification of techniques/strategies/theories/models used in the intervention</td>
</tr>
<tr>
<td>- Depth and clarity of analysis</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>- Evidence of a range of literature relevant to engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Appropriacy of structure for a report</td>
</tr>
<tr>
<td>- Clarity and coherence of response to the task, including final conclusion and appendices</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 tables and diagrams;</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 both a hard copy and an electronic copy of each of the assessment tasks. Hard copies of an assessment task are to be placed in the Course Coordinator’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 COORDINATOR 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

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

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 Coordinator 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 Coordinator 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 Coordinator 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 Coordinator 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:

a. The student is able to prove that they have no other option but to clash.
b. The clash can only be between lectures or between a lecture and a tutorial or seminar. Only the lecture can be missed.
c. Where the clash is between two lectures it is recommended that the student alternate attendance.
d. The clash can be for not more than one hour.
e. The missed lecture cannot be the first hour of a two hour lecture.
f. 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.
g. The Course Convenor(s) must give their approval for the permitted clash.
h. A permitted clash will not be granted when the Clash is the result of over-enrolment.
i. 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:

a. 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.
b. 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.
c. 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.
d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

Applications for permission to participate in lectures online should be lodged at:

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>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction (85% and above)</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
</tr>
<tr>
<td>Distinction (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 structured and meaning is at times unclear.</td>
</tr>
</tbody>
</table>

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

**15. OTHER INFORMATION**

**University Counselling Service**

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

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

Location: Second Floor, East Wing, Quadrangle Building
Hours: Monday-Friday 9am-5pm
Telephone: 9385 5418
Website: https://www.counselling.unsw.edu.au

Equity and Diversity

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Convenor prior to, or at the commencement of their course.

Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

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

Student Support and Grievance Procedures

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

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

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

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

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

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