EDST5122: Student Learning in Higher Education

Semester 2, 2014
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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5122 Student Learning in Higher Education (6 units of credit)
Semester 2, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Jan McLean
Office Location: Learning and Teaching Unit,
Level 4 Matthews Building
Email: jan.mclean@unsw.edu.au
Phone: 9385 2509
Availability: by appointment

Admin Assistance: Administrator, Grad Cert ULT
Office Location: Learning and Teaching Unit,
Level 4 Matthews Building
Kensington Campus
UNSW Sydney 2052
Email: gcult@unsw.edu.au
Phone: 9385 5989

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Student Learning in Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (6 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>The course is offered in a blended mode, which includes in-class and online activities that add up to 24 hours of ‘contact hours’. (Please refer to Course Content and Structure section in this course outline). All face-to-face classes will be held in the L&amp;T workshop 416, level 4 Matthews</td>
</tr>
</tbody>
</table>


Summary of Course

This course is the second core course in the Graduate Certificate in University Learning and Teaching Program. It is worth six units of credit (6 UOC) towards the total 24 UOC required for completion of the study program.

This course builds on the brief introductions to student learning and effective teaching presented in the Introduction to University Learning and Teaching course. It is based on the assumption that in order to improve student learning, teaching practice needs to be underpinned by an understanding of how people learn. Learning is considered from a number of perspectives that include the experiences of self, their colleagues and their students and a diverse educational literature that draws from fields such as adult learning, higher education, research into disciplinary learning and teaching and reflective practice. Participants are asked to explore the nature of good teaching in higher education and approaches to teaching that lead to high quality learning.

Pre-requisite

Students must have completed the first course in the GC(ULT) Program, EDST5121 Introduction to University Learning and Teaching.

Aims of the Course

This course aims to:
1. develop your ability to use diverse perspectives to deepen your understanding of learning in higher education settings and
2. to relate this to your approach to teaching.

Course Learning Outcomes

Upon completion of the course you should be able to:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describe your experiences of learning and teaching and examine how they have shaped your views on learning and how you teach</td>
</tr>
<tr>
<td>2</td>
<td>Collect and analyse evidence for how students experience learning in your classroom</td>
</tr>
<tr>
<td>3</td>
<td>Review and evaluate literature and research on learning from a range of fields and theories and relate this to your own context</td>
</tr>
<tr>
<td>4</td>
<td>Draw from multiple perspectives (self, peers, students and literature) to identify issues that impact on student learning and articulate insights about learning that relate to your particular context and discipline</td>
</tr>
<tr>
<td>5</td>
<td>Articulate your approach to teaching based on the insights about learning that you’ve gained</td>
</tr>
</tbody>
</table>

Graduate Capabilities / Program-level outcomes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Disciplinary knowledge and practices</td>
<td>Demonstrate specialised disciplinary knowledge and capabilities</td>
</tr>
</tbody>
</table>
related to the areas of curriculum, assessment and pedagogy in higher education, and be able to apply these to their teaching approach and practices across a range of higher education contexts.

### Enquiry-based learning

Use an analytical scholarly framework to examine their educational practice aimed at improving their effectiveness across these areas.  
**Assessment Task 3**

### Cognitive skills and critical thinking applicable to teaching in higher education

* Identify, research and analyse complex issues and problems related to curriculum, assessment and pedagogy and propose appropriate and well justified solutions  
* Draw from and analyse a range of evidence from different perspectives to enhance their practice.  
**Assessment Task 1**  
**Assessment Task 2**

### Communication, adaptive and interactional skills

Communicate effectively with a range of audiences, and be capable of using independent and collaborative enquiry to work effectively across and within their disciplinary contexts.  
**Assessment Task 1**  
**Assessment Task 2**

### Global outlook

Analyse the impact of international trends and perspectives in higher education upon their local contexts and practices.  
**Assessment Task 3**

### Ethical and responsible professional practice

Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education  
**Assessment Task 3**

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

This course is an exploration of learning in a higher education setting, including the issues and factors that impact upon student learning, with a view to improving learning in the courses that you teach. The course is based on the assumption that to improve student learning our teaching practice needs to be underpinned by a clear understanding of how people learn. Therefore, this course will encourage you to reflect and act upon questions such as ‘what is it I want my students to learn?’, ‘how do students experience learning in the courses I teach?’, ‘how might what I do in the classroom affect their learning?’, and ‘what are the broader issues/factors which might impact upon their learning?’

The course will focus in depth on key concepts, issues and theories emerging from current research into learning in higher education to extend your thinking about these topics in general and to encourage you to consider your own teaching from these perspectives.

The topics include:
- The place of experience and reflection on the process of learning  
- student approaches to and conceptions of learning  
- cognitive development and views of knowledge  
- situated learning/social learning  
- learning within the disciplines – exploring emerging ideas such as threshold concepts,

In examining these topics we will draw upon a wide range of literature including research into student learning in higher education, adult education, social learning, reflective practice, and educational psychology. You will be encouraged to evaluate critically different perspectives in teaching and learning and to reflect critically upon yourself as a learner and upon your experiences as a teacher, as well as upon the experiences of your students and colleagues.
This course, in conjunction with the *Introduction to University Learning and Teaching* are designed as a basis for the program to ensure that all students develop a sound and critical understanding of how people learn in academic settings and are able to relate those understandings to their teaching practice. They are also designed to help you further develop your educational rationale or framework, informed by contemporary research and thinking about learning in a tertiary context. The following two courses in the program will allow you to explore particular aspects around design and enhancement of teaching and student learning.

5. **TEACHING STRATEGIES**

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.

We recognise that candidates in this course are graduates employed in either the higher education or school sectors, and many will be studying part-time while working full-time.

As a result, the course has been designed to provide opportunities for you to:

- to critically engage with the key ideas and concepts and with each other via both in-class sessions, and online environment
- to develop your understanding of the key issues and concepts within higher education both individually (via reading, the preparation of assignments) and collaboratively (via whole group and small group discussion (in-class and online) and peer review)
- to use your knowledge and experience to engage with and critique current thinking and research into higher education.

The learning activities of the course include:

- self-directed reading;
- in-class sessions;
- online activities;
- reflective e-portfolio;
- preparation of written assignments; and
- peer review processes linked to the assignments.

6. **COURSE CONTENT AND STRUCTURE**

The course is offered in a blended mode, which includes in-class sessions each fortnight alternating with online sessions and activities that add up to 36 hours of ‘contact hours’.

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Online</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Introduction to core concepts</td>
<td>28 July</td>
<td><em>Introduction to course and core concepts</em></td>
</tr>
<tr>
<td>1 28 July</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 4 August</td>
<td>Reflective practice</td>
<td>In class session: 12.30- 2.30pm, Thursday 7th August</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>-------------------</td>
</tr>
<tr>
<td>3 11 August</td>
<td>2hrs</td>
<td>The learning process: experience and learning</td>
</tr>
<tr>
<td>4 18 August</td>
<td></td>
<td>In class session: 12.30- 2.30pm, Thursday 21&lt;sup&gt;st&lt;/sup&gt; August</td>
</tr>
<tr>
<td>5 25 August</td>
<td>2hrs</td>
<td>What is learning? What is knowing?</td>
</tr>
<tr>
<td>6 1 Sept</td>
<td></td>
<td>Adult development and learning</td>
</tr>
<tr>
<td>7 8 Sept</td>
<td>2 hrs</td>
<td>Module 2: Disciplinary perspectives on learning and teaching</td>
</tr>
<tr>
<td>8 15 Sept</td>
<td></td>
<td>Decoding the disciplines part 1: Moving ‘outside’ your discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decoding the disciplines part 2: moving students ‘inside’ your discipline</td>
</tr>
<tr>
<td>9 22 Sept</td>
<td>2 hrs</td>
<td>Situated and social learning</td>
</tr>
<tr>
<td>27 Sept - 6 Oct</td>
<td></td>
<td>Mid semester break</td>
</tr>
<tr>
<td>12 6 Oct</td>
<td></td>
<td>Threshold concepts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class session: 12.30- 2.30pm, Thursday 9&lt;sup&gt;th&lt;/sup&gt; October</td>
</tr>
<tr>
<td>13 13 Oct</td>
<td>2 hrs</td>
<td>Module 3 Teaching and learning in the changing HE context</td>
</tr>
<tr>
<td>14 20 Oct</td>
<td></td>
<td>Exploring group topics</td>
</tr>
<tr>
<td>15 27 Oct</td>
<td>2 hrs</td>
<td>Understanding values in practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class session: 12.30- 2.30 23&lt;sup&gt;rd&lt;/sup&gt; October</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching for Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class session: 12.30- 2.30 30&lt;sup&gt;th&lt;/sup&gt; October</td>
</tr>
</tbody>
</table>
7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length (words)</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Capabilities Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1</td>
<td>500 - 750</td>
<td>15%</td>
<td>1, 4</td>
<td>1, 4</td>
<td>25th August</td>
</tr>
<tr>
<td>Assessment Task 2</td>
<td>Includes 250 words</td>
<td>20%</td>
<td>3, 4</td>
<td>3, 4</td>
<td>20th October</td>
</tr>
<tr>
<td>Assessment Task 3</td>
<td>4500– 5000</td>
<td>65%</td>
<td>1- 5</td>
<td>1, 2, 5, 6</td>
<td>3rd November</td>
</tr>
</tbody>
</table>

**Assessment Details**

**Assessment Task 1 – due 25th August**

This task involves 2 components: a short reflective essay that explores your learning and teaching experiences and how they have shaped your understanding of learning and your approach to teaching, and peer feedback with your "pair" on their task.

**Please note:** this task is formative and will not be assessed with a grade

Length: 500 - 750 words.

**Assessment Task 2 – due 20th October**

This is a group task exploring a topic around an aspect of learning and teaching that is important in the changing HE context. You will be expected to submit your group presentation and a one page overview of the topic including references.

**Assessment Task 3 – due 3rd November**

The final assessment task is to write an essay on student learning and how it relates to your approach to teaching, drawing from your experiences, insights from your colleagues’ experiences, the theoretical literature and from research into your own students’ experiences of learning in one of your courses. The aim of the task is to use these insights to further develop and articulate your own teaching rationale or approach (also referred to as a framework).

Length: 4500 - 5000 words.

**Reflective-e-portfolio - ongoing**

In this course you will be encouraged to set up a reflective e-portfolio and maintain it throughout the semester. Guidelines for setting an e-portfolio will be available on the course Moodle site and explained during the first in-class session. An e-portfolio may help you to:

- Collect resources and artefacts related to your learning to create an integrated picture or story of your achievements and developing capabilities
- Reflect on prior experiences and wider contexts to make your learning relevant.
- Reflect on how different learning activities relate to your professional practice
- Arrange and present your portfolio to different audiences for different purposes.

Your reflective e-portfolio contributions will not be used for summative assessment. However, reflecting on your learning in an ongoing way and maintaining the e-portfolio will help you to consolidate the learning in this course and develop the assignment tasks.
<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• understanding of the task and its relationship to relevant areas of practice, theory and research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and accuracy in use of the key teams related to student learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of critical reflection across multiple perspectives (including your own experiences, those of your colleagues, your students as well the literature) to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• observe and examine issues and draw out key insights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• link the theory of teaching and learning with reflections on your practice as a learner and teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use this to propose your personal framework or rationale about good learning and teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of adequate and critical reading across adult and higher education literature including literature arising from your discipline to support your response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• This involves moving beyond describing and summarising the key ideas to synthesising, connecting and critiquing these ideas, and how they connect with your thinking and context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organization of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• appropriateness of overall structure of the response to the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and language conventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (APA style)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</td>
<td></td>
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</tr>
</tbody>
</table>

**GENERAL COMMENTS / RECOMMENDATIONS**

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**Lecturer**

**Date**

**Recommended:** (FL PS CR DN HD)  **Weighting:** %
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.

Short extensions are possible only if requested before the due date. Please contact your facilitator and cc gcult@unsw.edu.au regarding this matter well in advance of the due date.

8. RESOURCES

The following is a list of texts, articles and reports that will be drawn on throughout the course and may be useful as a starting point when completing assessment tasks. However, it is not exhaustive. Additional links to readings and resources will be available where possible through Moodle.

Recommended Texts


Further Readings

Please note: This is a list of key resources across areas explored in the course to guide you in your choice of topic – note that in your assessments you will be encouraged to go deeply into a few of these areas rather than to try to cover all of them.

Student learning research in higher education – includes approaches to learning, conceptions of learning and critiques of these areas:


Intellectual development and views on knowledge:


Learning theory


*Experience and Learning/Reflective practice*


**Situated learning/cognition, social development**


**Teaching for learning**


**Disciplinary perspectives – Threshold concepts and ‘decoding the disciplines’**


See also website hosted by [Mick Flanagan](#) with overview of publications on threshold concepts across multiple disciplines.

Values, diversity and learning


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 failures are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

School of Education Grade Descriptors

<table>
<thead>
<tr>
<th>Grade Descriptor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Distinction</strong> (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>
</tbody>
</table>
| **Distinction** (75-84%) | 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.

Credit (65-74%)
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.

Pass (50-64%)
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.

Fail (less than 50%)
The assignment is not adequate in quality or content. The writer fails to demonstrate a clear understanding of the question or issue under consideration. Little or no mention is made of the research literature relating to the issues presented. The assignment is poorly structure and meaning is at time unclear.

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

Attendance

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

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

Note: The School of Education gives permission to participate in lectures online only on a case by case basis and only in the following circumstances:

a. The student is able to demonstrate that they have no other option but to participate in lectures online.

b. The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo360 or independent recording. The Course Convenor can reserve the right to refuse the lectures in their course to be recorded independently.
c. The Program and Course Convenor(s) must give their approval for participation in lecture to be undertaken online.

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

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

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

Special Consideration

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

University Counselling Service

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

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

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