EDST5129: TRANSITIONS IN LIVES OF STUDENTS WITH DISABILITIES

SEMESTER 2, 2014
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PART A: COURSE INFORMATION

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5129 Transitions in Lives of Students with Disabilities (6 units of credit)
Semester 2, 2014

2. STAFF CONTACT DETAILS

Course Authority: Susan O’Neill
Office Location: John Goodsell 127
Email: sue.oneill@unsw.edu.au
Phone: 93852909
Availability: Tuesdays 10:00am – 12:00pm

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

Lecturer: Therese M. Cumming
Office Location: John Goodsell 129
Email: t.cumming@unsw.edu.au
Phone: 9385 1944
Availability: Mondays 4:00pm – 6:00pm
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Transitions in Lives of Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (UOC)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td>Intensive course 22, 23, and 25th, 26th September 2014, 9am – 4pm</td>
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</table>

Summary of Course

This course will provide an overview of numerous transitions students with disabilities face. The focus will be on preparation, support and planning which goes into these transitions. Contemporary legislation, polices, methods and service delivery for education and transitional programming for students with disabilities at different levels (early childhood to primary level, primary to secondary level, secondary to tertiary level, secondary level to vocation) will be discussed.

Aims of the Course

This course aims to:
- To provide teachers with the theoretical knowledge about the nature of different transitions in lives of students with disabilities.
- To provide teachers with practical tools to assist in preparing these students and their families for different types of transitions.

Important Information

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure. See the section on attendance for details on guidelines, procedures and penalties in Part B of this document.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<tbody>
<tr>
<td>1</td>
<td>1, 2</td>
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<td>1, 2</td>
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<tr>
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<td>1, 2</td>
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<tr>
<td>4</td>
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</table>
Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
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<tbody>
<tr>
<td>1</td>
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<td>4</td>
<td>1, 2</td>
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<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
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</tbody>
</table>

Advanced disciplinary knowledge and practices
Demonstrate an advanced understanding of the field of special education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.

Research-based learning
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.

Cognitive skills and critical thinking
Demonstrate advanced critical thinking and problem solving skills

Communication, adaptive and interactional skills
Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership

International outlook
Demonstrate an understanding of international perspectives relevant to the educational field

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Research suggests that students with disabilities have difficulty with transitioning through different life phases, such as from primary school to high school, and from high school to tertiary education or vocational settings. To prepare students to make these transitions successfully, teachers can incorporate transition skills into their curricula. This course aims to provide not just an overview of difficult transitions faced by students with disabilities, but also strategies that teachers can employ to increase the success of students during critical life span transitions.

5. TEACHING STRATEGIES

- explicit teaching including intensive day-long seminars using a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning both in class and through the online discussion tool to allow students to reflect critically on issues discussed;
- extensive opportunities for online small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, to question and to problem solve.

These activities will occur in a climate that is supportive and inclusive of all learners.
6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Seminar Topics</th>
</tr>
</thead>
</table>
| 1       | 6 hour face-to-face seminar
|         | **Course introduction - Dr. Sue O’Neill** |
|         | **Transition assessment - Dr. Sue O’Neill** |
|         | **Developing IEPs/Transition Plans - Dr. Sue O’Neill** |
|         | **Transitions from juvenile justice settings back to school – Dr. Sue O’Neill** |
|         | Readings: |
|         | Sitlington, et al.: Chapters 1, 3 |
|         | Flexer, et al.: Chapters 5, 9 |
| 2       | 6 hour face-to-face seminar
|         | **Collaboration with families in transition process - Dr. Iva Strnadová** |
|         | **Transition from home to early education - Dr. Iva Strnadová** |
|         | **Transition from early childhood intervention to school - Dr. Iva Strnadová** |
|         | **Transition from primary school to secondary school - Dr. Iva Strnadová** |
|         | Readings: |
|         | Sitlington, et al.: Chapters 5, 6 |
|         | Online Readings |
| 3       | 6 hour face-to-face seminar
<p>|         | <strong>Transitions from secondary school – Dr. Therese M. Cumming</strong> |
|         | <strong>Transitions to and from special settings – Dr. Therese M. Cumming</strong> |
|         | <strong>Transitions from school to work – Dr. Therese M. Cumming</strong> |
|         | <strong>Transitions from school to further education or training –</strong> |</p>
<table>
<thead>
<tr>
<th>4</th>
<th><strong>Promoting self-determination - Dr. Iva Strnadová</strong>&lt;br&gt;<strong>Transition legislation and models - Dr. Sue O'Neill</strong>&lt;br&gt;<strong>Coordinating transition services, Wraparound services – Dr. Therese M. Cumming</strong>&lt;br&gt;&lt;br&gt;&lt;br&gt;<strong>Presentations on 2nd assignment</strong>&lt;br&gt;&lt;br&gt;Readings:&lt;br&gt;Flexer, et al.: Chapters 2, 3, 10&lt;br&gt;Online Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 hour face-to-face seminar</td>
<td>Readings:&lt;br&gt; Sitlington, et al.: Chapters 7-12&lt;br&gt;Flexer, et al.: Chapters 6, 11, 12</td>
</tr>
</tbody>
</table>
7. RESOURCES

Required Readings

Further Readings
Additional resources and readings will be posted on the course’s website.

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>Assessment 1</td>
<td>3,000 words</td>
<td>45%</td>
<td>1, 2, 3</td>
<td>1, 2, 4, 5</td>
<td>Friday 10th October, 5pm</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2</td>
<td>3,500 words</td>
<td>55%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 6</td>
<td>Monday 3rd November, 5pm</td>
</tr>
<tr>
<td>Transition Plan OR Policy review</td>
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</tbody>
</table>

Assessment Details
Assessment 1 Annotated bibliography
Your task is to develop an annotated bibliography with 10 sources. The topic of the annotated bibliography is: evidence-based practices for one specific life transition of an individual with disability. You are asked to:

- choose one life transition (early intervention to primary school setting; primary to secondary school setting; from special settings or juvenile justice; secondary school to post-school options), AND
- write an annotated bibliography of evidence-based practices for that phase of the life of an individual with disability.
This annotated bibliography should be double-spaced and written in APA style; see the following website for assistance with this: http://owl.english.purdue.edu/owl/resource/560/01/

Please attach the rubric for the annotated bibliography (available on this course’s Moodle website) to the back of the annotated bibliography.

Cover sheets duly completed with your name and student ID, the name of the lecturer/tutor, the subject number, and title and the date/session of submission should be attached. Cover sheets are available from a stand at the School reception area and online on the course’s Moodle site.

This assignment is will help you develop familiarity with your topic, critical thinking skills, improve research and evaluation skills and use APA referencing correctly.

Specifically, your annotated bibliography should contain 10 sources that meet the following criteria:

- Peer reviewed journal articles published in last 5-10 years.
- Reflect different perspectives or views.
- Please note: Encyclopaedia or dictionaries may be consulted to learn background about your topic, but they will not be counted as one of your 10 sources.

NB: Each annotation should be approximately 300 words.

The annotated bibliography should be submitted in hard copy and through Turnitin on the course's Moodle website.


Assessment 2

There are two options you can choose from in assessment 2.

Option 1: Transition Plan.

You will develop a transition plan for a student with a disability. The plan will include best practices in person-centred transition planning in the areas of:

- Health
- Daily Living (self-care, shopping, meal preparation, etc.)
- Housing/Living arrangements
- Finances and Money Management
- Friendship and Socialisation
- Transportation
- Post-Secondary Education and Training
- Employment
- Recreation
- Community Involvement (spirituality and volunteerism)
- Cultural Associations
- Legal and Advocacy Needs

For each area, you should consider the following five questions:

1. What are the student’s goals?
2. What skills or behaviours does the student need to learn to reach these goals?
3. What local programs, services, and supports are available?
4. What responsibilities must the student, the school, adult services, cultural and community agencies and the student’s family assume in order for the student to reach his or her goals?
5. What are the gaps or barriers within current programs, services and supports that must be addressed?
You will demonstrate your transition plan to the class in a 10-15 minute professional presentation. The presentation will be part of your assessment and will be assessed by the lecturer as well as by your peers. The peer assessment will constitute 20% of your mark for assessment 2.

**Option 2: Literature and NSW policy review**

Write a literature and NSW policy review in regards to a student with disability and his/her transition from:

- early intervention to primary school setting
- primary to secondary school setting
- secondary school to post-school options
- adulthood to ageing

You will present the results of your review to the class in a 10-15 minute professional presentation. The presentation will be part of your assessment and will be assessed by the lecturer as well as by your peers. The peer assessment will constitute 20% of your mark for assessment 2.
## Specific Criteria

<table>
<thead>
<tr>
<th>Understanding of transition issues and the key concepts involved</th>
<th>F—HD</th>
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</thead>
<tbody>
<tr>
<td>• Understanding of the task and its relationship to relevant areas of theory, research and practice</td>
<td></td>
</tr>
<tr>
<td>• Clarity and accuracy in use of key terms and concepts in relation to transition and disability</td>
<td></td>
</tr>
<tr>
<td><strong>Depth of analysis and/or critique in response to the task</strong></td>
<td></td>
</tr>
<tr>
<td>• Depth of understanding of key transition principles, concepts and issues explicitly raised during the course and in your follow up readings.</td>
<td></td>
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<tr>
<td>• Depth of analysis of specific strengths and weakness of transition theories and strategies, and reasons for the inclusion of each resource</td>
<td></td>
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<tr>
<td>• Clarity and depth of implications/recommendations for improvement</td>
<td></td>
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<tr>
<td><strong>Familiarity with and relevance of professional and/or research literature used to support response</strong></td>
<td></td>
</tr>
<tr>
<td>• Range of research and professional literature on special education/disability and transition</td>
<td></td>
</tr>
<tr>
<td>• Resources are current and relevant</td>
<td></td>
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<tr>
<td><strong>Structure and organization of response</strong></td>
<td></td>
</tr>
<tr>
<td>• Appropriateness of overall structure of response</td>
<td></td>
</tr>
<tr>
<td>• Clarity and coherence of organisation, including use of headings, referencing</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation of response according to appropriate academic and linguistic conventions</strong></td>
<td></td>
</tr>
<tr>
<td>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</td>
<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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</tbody>
</table>

**General Comments**

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**Lecturer**

**Date**

**Recommended:** 

**Weighting:** 

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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.
**EDST5129 Transitions in Lives of Students with Disabilities, UNSW 2014**

**UNSW SCHOOL OF EDUCATION**
**FEEDBACK SHEET**
**EDST5129 Transitions in Lives of People with Disabilities**

Student Name:              Student No.:  

**Assessment task 2: Literature and NSW policy review**

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>F -----------------------------------------</th>
<th>HD</th>
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</thead>
<tbody>
<tr>
<td><strong>Understanding of transition- issues and the key concepts involved</strong></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>the course and in your follow up readings.</td>
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<td>reasons for the inclusion of each resource</td>
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<td>• clarity and depth of implications/recommendations for improvement</td>
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<tr>
<td><strong>Familiarity with and relevance of professional and/or research literature used to support</strong></td>
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<tr>
<td>response</td>
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</tr>
<tr>
<td>• Range of research and professional literature on special education/disability and transition</td>
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<tr>
<td>• Resources are current and relevant</td>
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<tr>
<td><strong>Structure and organization of response</strong></td>
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<tr>
<td>• Appropriateness of overall structure of response</td>
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<td>sources of information, and listing references</td>
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<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and</td>
<td></td>
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<tr>
<td>word length</td>
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<tr>
<td>• Presentation to class overall</td>
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<tr>
<td>o Material presented in a logical manner</td>
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</tr>
<tr>
<td>o Material presented in a way that is easy for peers to understand</td>
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<td></td>
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<tr>
<td>o Material presented within the allotted time limit</td>
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</tbody>
</table>

**GENERAL COMMENTS**

Lecturer     Date

Recommended: /20 (FL  PS  CR  DN  HD)  Weighting: %  

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Submission of Assessment Tasks

Students should submit an electronic copy of an assessment task.

Electronic copies of an assessment task are to be submitted to the allocated Turnitin Submission Box online via Moodle.

STUDENTS MUST SUBMIT ELECTRONIC COPY OF AN ASSESSMENT TASK BY 5PM ON THE DUE DATE UNLESS THE COURSE LECTURER HAS ADVISED OTHERWISE.

You are strongly advised to aim to submit early, as submissions received one minute after the specified due time will be counted 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.

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 (electronic submission) must be submitted with a signed Assessment Cover Sheet (required for all assignments). Please ensure that you read and complete the Assessment Cover Sheet carefully, particularly the section related to the originality of the submission.

Assessment Cover Sheets are available from the front counter in the School Office or can be downloaded from: https://education.arts.unsw.edu.au/students/resources/forms/

Return of Assessment Tasks

Assessments and feedback are normally returned via Moodle three weeks from the due date of the task.

Feedback

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>One: Annotated bibliography</td>
<td>Written</td>
<td>31 October, 2014</td>
</tr>
<tr>
<td>Two: Transition Plan OR Policy review</td>
<td>Written</td>
<td>24 November, 2014</td>
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</tbody>
</table>

9. COURSE EVALUATION AND DEVELOPMENT

Student evaluative feedback on the course is gathered, using UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.
PART B: GUIDELINES AND PROCEDURES

10. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism at UNSW is using the words or ideas of others and passing them off as your own. Examples include:

- **Copying**: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks.

- **Inappropriate paraphrasing**: Changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another’s ideas or words without credit.

- **Collusion**: Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes students providing their work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task and passing it off as your own, stealing or acquiring another person’s academic work and copying it, offering to complete another person’s work or seeking payment for completing academic work.

- **Inappropriate citation**: Citing sources which have not been read, without acknowledging the ‘secondary' source from which knowledge of them has been obtained.

- **Self-plagiarism**: ‘Self-plagiarism’ occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

(NB: Examples of plagiarism: [https://my.unsw.edu.au/student/atoz/Plagiarism.html](https://my.unsw.edu.au/student/atoz/Plagiarism.html))

UNSW distinguishes between 3 levels of plagiarism.

- **Level 1**: Minor plagiarism where inexperience is a mitigating factor (e.g. first year, first semester UG/PG students).
- **Level 2**: Applies to more senior students and first year students from their second semester of study onwards; a second Level 1 type lack of scholarly achievement is automatically treated as a Level 2 offence.
- **Level 3**: This category includes egregious acts of plagiarism, and where the breach is considered to be deliberate, reckless, and/or involves gross and persistent negligence.

All suspected cases of plagiarism in the School of Education are dealt with by the Deputy Head of School (Teaching & Learning). When plagiarism has been identified and confirmed through proper investigation the outcomes include:

**Educative Action**
- All students will undertake some form of educative action either managed by the School or the Learning Centre except where exclusion is the penalty for plagiarism.

**Penalties**
- All students will have a penalty imposed. The degree of penalty will be appropriate to the degree of plagiarism. For students who have committed Level 1 plagiarism it may be that their mark reflects the lack of scholarly achievement, to a maximum deduction of 20 marks per 100 pro rata. For Level 2 it might be a 0% for the work or the course. For Level 3 Plagiarism it may be 0% for the course or even suspension from UNSW.
Registers

- All students are placed on a Register whether it is the Level 1 Plagiarism Register or the Student Misconduct Register for Levels 2 or 3.

In the interests of maintaining high standards in scholarship and research, the University reminds students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy. Further information on plagiarism and academic honesty can be downloaded from: https://student.unsw.edu.au/plagiarism In addition, UNSW has produced a booklet to assist students with essential information for avoiding plagiarism which can be downloaded from https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

At UNSW, plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at: https://student.unsw.edu.au/conduct

Cheating: It is a serious offence to submit any work that is copied from the work of another student whether that work was submitted in the current year, previously or in another course. In such cases, both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with the Course Authority 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 Authority 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 Authority 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 Authority may assign additional and/or alternative tasks to ensure that students have met the volume of learning 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 Authority 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 Authority can reserve the right to refuse to allow the lectures in their course to be recorded independently.
g. The Course Authority (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 Authority with copies of lecture notes and/or reading notes from those lectures missed on a regular basis as agreed by the Course Authority 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 Authorities 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 Authority refusing the application. If the student misses the said lecture there is no obligation on the Course Authority to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

Applications for permission to participate in lectures on line should be lodged at: https://www.arts.unsw.edu.au/ttclash/index.php
12. SUBMISSION OF ASSESSMENT

All assignments must be submitted online with an assignment coversheet by the due date and time via Moodle to avoid penalty. Students should 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.

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 Authority 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 Authority 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 Authority 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 Authority has the option to not recommend review if they deem the grounds for review insufficient. The Course Authority will make their decision within three working days of receiving the request.

If the Course Authority 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 Authority does not recommend the review but you believe that the mark/grade does not reflect your performance, you may forward the RoR application form to the Deputy Head of School (Learning & Teaching), Dr. Therese Cumming (t.cumming@unsw.edu.au).

The Deputy Head of School (DHoS) will normally make a decision within three working days of receiving the application.

If the DHoS approves the review, you should submit the application to Student Central. A clean copy and a copy of the marked work with all feedback must be submitted with the RoR application. An administration fee applies under certain circumstances.

If the DHoS does not approve the review, she will notify the Chair of the Faculty Assessment Review Group (FARG). The FARG can either endorse or overturn the decision of the DHoS. The FARG will make a decision within one week of receiving advice from the DHoS. If, after the FARG’s decision, the student still believes they have a case they should submit their claim through the University grievance procedures.

A RoR application must be lodged within 15 working days of receiving the result of the assessment task.

13. SPECIAL CONSIDERATION

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

14. ASSESSMENT PRINCIPLES AND PROCEDURES

The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content. Assessment tasks are carefully designed to:

- Recognise, motivate and encourage deep learning
- Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school's programs.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>High Distinction (85% and above)</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
</tr>
<tr>
<td>Distinction (75-84%)</td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td>Credit (65-74%)</td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with the research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately well-written.</td>
</tr>
<tr>
<td>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.
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 Authority 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)

For more information with regard making a complaint (https://student.unsw.edu.au/complaints)