Table of Contents

1. LOCATION ................................................................................................................................. 1
2. STAFF CONTACT DETAILS .................................................................................................. 1
3. COURSE DETAILS .................................................................................................................. 1
   Aims of the Course.................................................................................................................. 2
   Student Learning Outcomes.................................................................................................. 3
   Graduate Attributes.............................................................................................................. 3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH .... 3
5. TEACHING STRATEGIES......................................................................................................... 3
6. COURSE CONTENT AND STRUCTURE ................................................................................. 4
   Assessment Details............................................................................................................... 6
   Submission of Assessment Tasks.......................................................................................... 9
8. RESOURCES .............................................................................................................................. 9
   Required Readings .............................................................................................................. 9
   Further Readings .................................................................................................................. 9
9. ACADEMIC HONESTY AND PLAGIARISM ........................................................................ 10
10. COURSE EVALUATION AND DEVELOPMENT ................................................................. 11
11. OTHER INFORMATION ........................................................................................................... 11
1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5888 Research Project (6 units of credit)  
Semester 1 & 2, Summer Semester 2014

2. STAFF CONTACT DETAILS

Course Co-ordinator: Sue Ollerhead  
Office Location: John Goodsell Room 115, Level 1  
Email: s.ollerhead@unsw.edu.au  
Phone: +61 2 9385 2909  
Availability: Email for consultation times

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Research Project</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 supervisor contact hours,</td>
</tr>
<tr>
<td></td>
<td>readings, assessments, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td>Individually negotiated</td>
</tr>
</tbody>
</table>

The Course Pre-requisites
In order to enrol, you must have:
- completed 4 courses (24 UOC) in an MEd- equivalent coursework degree, AND
- completed or be completing a 6 UOC approved research methods course or the equivalent from the School of Education.

Summary of Course
The purpose of this course is to provide students with an opportunity to build on or extend interests developed in other areas of education by undertaking an independent research project in a collaborative learning environment. The project must clearly represent 6 units of credit and be a small-scale research project.

Examples of acceptable projects:
- the evaluation of a specific aspect of an educational program or set of teaching materials;  
- development, trialling and evaluation of a specific methodological approach or curriculum unit over a semester,  
- a small-scale action research project exploring a particular strategy or technique,  
- a case study of a learner or specific context for learning or teaching,  
- a survey or set of interviews investigating attitudes, beliefs and/or practices relating to a specific aspect of education  
- a theoretical critique of a specific direction or initiative in education policy or practice  
- any other research project which meets the requirements of postgraduate level work, i.e. it must be intellectually demanding and require reading of the research and professional literature.
Examples of unacceptable projects:
- a literature review
- a research proposal
- straightforward reports or records of classroom practice with no reference to other work in the field

IMPORTANT:

If you are doing an empirical project that involves human subjects (e.g. interviews, surveys, using students’ test scores etc.), we will need to apply for ethics approval on your behalf. When you submit your initial contract and then the more detailed research proposal you will need to fill out the attached PISC form (Form 3&4) and include copies of any proposed research instruments (interview questions, survey, etc.). If completing a survey you also need to fill out Form 7, Online Survey Consent. If you are doing your research at an educational institution (e.g. a language school) you will also need to provide institutional consent – see template in Form 6 Letter of Support proforma. Please note that the procedure for NSW government schools is more complex and may require SERAP consent unless you are a teacher doing the research in your own school. We advise that there is insufficient time to obtain this for this short project and so avoid NSW government schools as research contexts at this time, unless you are already a DEC employee.

The deadline for submitting all these documents to your designated lecturer, cc. to the School Office is the first Monday of Week 3 to give time for feedback. The final deadline to submit all revised documents is 31 March. If the necessary documents are not received by this date, you will not be enrolled in the research project.

Aims of the Course
On completion of this subject you should be able to -
- demonstrate a critical awareness of and capacity to select and apply specific research approaches and methods of data collection and analysis to a specific educational problem;
- prepare a draft research proposal outlining a specific research project to be undertaken in education;
- conduct an independent small-scale research study, and write up the results in a form appropriate to the nature of the study.

Please Note
You should initiate the procedure by discussing plans for your research project with the designated Program Convenor for your area of specialisation in the School. You will then be allocated to a designated lecturer with expertise in your area normally as part of a small group of 4-6 students who will be working together to provide peer support. The project and its outcome(s), including the product(s) to be assessed, must be negotiated with the designated lecturer by the end of the third week of the semester and a contract (see below) completed and signed by the student, the designated lecturer and the course coordinator. It is also necessary to ensure that the project is listed on your official University enrolment with the course code number EDST5888 Research Project and the appropriate class number for the semester in which you are enrolled.

This is not a dissertation, nor a taught course, so there will not be more than three group meetings with the lecturer once you have had your project approved. However, students are encouraged to talk to their designated lecturer if they need direction or assistance.

The report on your research project, together with appendices of all related materials, should be submitted at the end of the semester in which you are enrolled. Please note that, if you are unable to complete the project in the period for which you originally enrolled, you must re-enrol for it in the following session and pay the appropriate fees and charges for a second time.
**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2</td>
<td>Demonstrate in depth knowledge and understanding of a topic of interest related to education.</td>
</tr>
<tr>
<td>2</td>
<td>1, 2</td>
<td>Demonstrate knowledge and ability to locate the full range of references appropriate to their topic of interest related to education and to evaluate the quality of these references.</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Demonstrate knowledge and understanding of the research methodology.</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Demonstrate ability to analyse and interpret research data and to write up a research report</td>
</tr>
</tbody>
</table>

**Graduate Attributes**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
<th>Graduate Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2</td>
<td>Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.</td>
</tr>
<tr>
<td>2</td>
<td>1, 2</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>1, 2</td>
<td>Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>International outlook Demonstrate an understanding of international perspectives relevant to the educational field</td>
</tr>
<tr>
<td>6</td>
<td>1, 2</td>
<td>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</td>
</tr>
</tbody>
</table>

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

This course is being offered to provide students with an opportunity to undertake a small-scale research in a specific area of education of their choice. The course will also enable students to develop a deeper reflective approach to education and give them a foundation in working autonomously with guidance from an academic supervisor. The project also fulfils the requirements of the AQF to prepare students for apply for a Level 10 research-based higher degree.

**5. TEACHING STRATEGIES**

The course will initially use explicit instruction designed to stimulate student thinking because there are a number of issues that students will need to address so that the research project can become feasible. Individual/group discussions will be utilised to increase the capacity and capability of students for conducting small-scale research.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 March 10-14</td>
<td>Orientation meeting</td>
</tr>
<tr>
<td>2 March 17 - 22</td>
<td>Initial small-group meeting with designated supervisor (with students studying in similar area)</td>
</tr>
<tr>
<td>4 March 31 - April 4</td>
<td>A contract or study agreement must be completed and signed by both student and lecturer by the end of this week. Draft research proposal and ethics forms to be submitted as an appendix. <strong>Final deadline for finalised ethics forms and revised documents, 31 March 2014.</strong></td>
</tr>
<tr>
<td>5 April 7 – April 11</td>
<td>Second small-group meeting with designated supervisor. <strong>Deadline for detailed research proposal, 11 April 2014</strong></td>
</tr>
<tr>
<td>6-9 April 14 – May 2</td>
<td>Independent work/online contact with supervisor or negotiated group consultation</td>
</tr>
<tr>
<td>10 May 5 – May 9</td>
<td>Review meeting with designated supervisor (small group)</td>
</tr>
<tr>
<td>11 – 14 May 12 to June 6</td>
<td>Independent work/online contact with lecturer or negotiated consultation</td>
</tr>
<tr>
<td>15</td>
<td>Submission of the research project: Deadline, June 13</td>
</tr>
</tbody>
</table>

7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research project proposal</td>
<td>2,000 words</td>
<td>40%</td>
<td>1, 2</td>
<td>1, 2, 3, 5, 6</td>
<td>April 11, 2014</td>
</tr>
<tr>
<td>Research project</td>
<td>4 - 6,000 words (excludes references/appendices)</td>
<td>60%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 6</td>
<td>June 13, 2014</td>
</tr>
</tbody>
</table>
Assessment Details

Assessment 1 – Research Project Proposal

A 2,000 words research project proposal relevant to the research project they plan to undertake, including the nature of the research problem, the aims of the research, a concise succinct literature review, an outline of the proposed research methodology, including timeline, and expected contribution to the field.

Assessment 2 – Research Report

A 4-6,000 word report of the research project, excluding references and appendices, in a form appropriate to the nature of the study.

Both assignments 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 criteria for assessment task (see below, also available on this course’s Moodle website) to the back of the assignment.

Cover sheets duly completed with your name and student ID, the name of the lecturer, 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. The assignments should be submitted in hard copy as well as through Turnitin on the course’s Moodle website.
**SPECIFIC CRITERIA**

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>• understanding of the task and its relationship to relevant areas of theory, research and practice</td>
</tr>
<tr>
<td>• clarity and accuracy in use of key terms and concepts related to the topic</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>• selective and appropriate use of key information and sources on this topic</td>
</tr>
<tr>
<td>• clarity and feasibility of research plan, included proposed methods of data collection and analysis, and relevant ethical protocols</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>• use of up to date references</td>
</tr>
<tr>
<td>• careful consideration of a variety of perspectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organization of response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• appropriateness of overall structure of response</td>
</tr>
<tr>
<td>• clarity and coherence of organisation, including use of numbering, referencing</td>
</tr>
<tr>
<td>• strategic use of figures and tables if appropriate</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 appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</td>
</tr>
</tbody>
</table>

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

---

**Lecturer**

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

**Date**

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.
# FEEDBACK SHEET

**EDST5888 RESEARCH PROJECT**

**Student Name:**

**Student No.:**

**Assessment Task:** Research report

### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>● understanding of the task and its relationship to relevant areas of theory, research and practice</td>
</tr>
<tr>
<td>● clarity and significance of the research question and related concepts</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>● way(s) research approaches adapted to the questions posed, including use of relevant ethical protocols</td>
</tr>
<tr>
<td>● understanding of the strengths and weaknesses of the method(s) for data collection and/or analysis in relation to the context and research questions.</td>
</tr>
<tr>
<td>● credibility and depth of analysis and interpretation</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>● selection and range of key references in the area of the proposed study</td>
</tr>
<tr>
<td>● use of the relevant literature (both theoretical and methodological) to support the analysis and investigation of the key problem/issue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation or response</th>
</tr>
</thead>
<tbody>
<tr>
<td>● appropriateness of overall structure of response</td>
</tr>
<tr>
<td>● clarity and coherence of organization</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 the research project</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 are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy.

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

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

8. RESOURCES

Required Readings


Further Readings


9. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Examples of plagiarism include:

- Direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying materials, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person’s assignment, or the student’s own assignment from a previous course, without appropriate acknowledgement;
- Quotation without the use of quotation marks;
- Paraphrasing another person’s work with very minor change keeping the meaning, form and/or progression of ideas of the original;
- Citing sources which have not been read, without acknowledging the ‘secondary’ source from which knowledge of them has been obtained;
- Piecing together sections of the work of others into a new whole;
- Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or tutor;
- Claiming credit for a proportion of work contributed to a group assessment item that is greater than that actually contributed;
- Submitting your own assessment item that has already been submitted for academic credit at UNSW or elsewhere may also be considered plagiarism;
- Using another person’s ideas or words in an oral presentation without crediting the source.

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: https://student.unsw.edu.au/plagiarism. In addition, UNSW has produced a booklet to assist students with essential information for avoiding plagiarism which can be downloaded from https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

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

https://student.unsw.edu.au/conduct

In the interests of maintaining high standards in scholarship and research, the University reminds students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct).
Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: https://student.unsw.edu.au/conduct

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: it is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g.’s/he’, ‘she or he, ‘people’, etc.

10. COURSE EVALUATION AND DEVELOPMENT

Periodically student evaluative feedback on the course is gathered, using UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

11. OTHER INFORMATION

Assessment Principles and Procedures

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

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

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

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

School of Education Grade Descriptors

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

EDST5888 Research Project, UNSW 2014
(75-84%) 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.

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

Equity and Diversity

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

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.
Appendix: Contract (to be discussed and approved by Week 3)

**Student Details**

Family Name:  
Given name:  
Student No.:  
Email:  
Contact Number:  

Program Enrolment: (circle)  
- MEd  
- MEdLead  
- MTeach  
- MEdResearch

**Proposed Research Project**

Details (attach more details on a separate sheet of paper if necessary)

**Topic:**

Rationale and Objectives of Proposed Research Project:

_________________________________________________________________________________
_________________________________________________________________________________

Brief Description of Proposed Research Project

(Outline proposed activities or steps to be completed, key readings, dates and people other than yourself involved)

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Brief Description of Proposed Outcomes

(Outline proposed outcomes, including description of proposed final report. The final report should be 4-5000 words in length or the equivalent):

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
To be discussed WITH and approved by lecturer by end of Week 3. Copy of project outline to be retained by all signatories and submitted with official cover sheet and a soft and hard copy of the assignments to designated lecturer by the due date. No assignments will be accepted without this signed, approved outline attached.

______________________________  ____________________________
Signature of Student                                Date

______________________________  ____________________________
Name and Signature of Designated Lecturer                          Date

______________________________  ____________________________
Name and Signature of Course Coordinator                          Date

Upon completion of this form, please email to the relevant Program Convenor.