



UNSW
SYDNEY

Arts & Social
Sciences

School of Education

Guidelines on Assessment
Policy and Procedures
2018 v.1

(subject to change)

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The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

The latest version of this document can always be found at
<https://education.arts.unsw.edu.au/students/courses/course-outlines/>

ASSESSMENT

Purpose of Assessment

The primary aim of assessment at UNSW 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.

All UNSW Arts & Social Sciences students are required to follow UNSW Academic Policies and UNSW Arts & Social Sciences Guidelines and Protocols while they are enrolled in their program. (Put this above both links please)

For information regarding the UNSW assessment policy please visit:

<https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html>

For the Faculty of Arts & Social Sciences Protocols and Guidelines please visit:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Submission of Assessments

It is mandatory for all students to use the American Psychological Association (APA) formatting and citation styles in all written assignments/assessments unless otherwise stated. The style guide and related resources are available at <http://www.apastyle.org/>. Students commencing in coursework and research programs are encouraged to acquire a copy of the current APA Publication Manual.

See the UNSW Learning Centre website for support with academic writing,

<http://www.lc.unsw.edu.au/olib.html>

All assessments must be submitted electronically using Turnitin. Assessments are due by 5:00 pm sharp on the due date. Submissions after 5:00 pm are considered late. Students are advised to submit well before the due time to avoid unanticipated technical delays or failures. Always retain a 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 assessment. If an assessment is mislaid the student is responsible for providing a further copy.

Penalties for Late Submissions

Refer to the following policy - Extensions and late submissions of work

<https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/>

Special Consideration

Sickness, misadventure, or other circumstances beyond your control may prevent you from completing a course requirement or attending or submitting assessable work for a course, or may significantly affect performance in assessable work, e.g., formal end of session examination, class test, or seminar presentation.

Refer to the following policy for further information about Special consideration

<https://student.unsw.edu.au/special-consideration>.

Grading

The marking or assessment criteria and associated set of grade descriptors (Grades HD, D, C, P, FL) for each assessment task should be discussed with students to facilitate learning during the process of working on the assessment tasks. The assessment criteria and grade descriptors should also form the basis of, and be linked to, the assessment feedback provided to students. Assignments are usually marked on a 20-point scale.

In the School of Education all staff are required to undertake small-group standardisation of a representative sample of assessments 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, and

staff asked to explain any unusual results. All potential failures are double-marked as are all suspected plagiarism cases.

School of Education Grade Descriptors

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| (HD) High Distinction (85% and above) | The assignment is of exceptional quality and meets all learning outcomes at a consistent and sustained level. It reveals a deep understanding of the question or issue under consideration, and highly informed, original and creative 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, demonstrating the ability to critically evaluate competing arguments, perspectives and/or approaches, and the ability to communicate ideas accurately, fluently and clearly in terms of the conventions of the discipline and audience. |
| (DN) Distinction (75-84%) | The assignment is of excellent quality and meets all learning outcomes at a consistent level. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking with the integration and evaluation of critical ideas, principles and theories, and insight and ability in applying relevant skills and concepts in relation to learning outcomes. 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-organized and well-written with convincing argumentation and the ability to communicate ideas fluently and clearly in terms of the conventions of the discipline and audience. |
| (CR) Credit (65-74%) | The assignment is of good quality and meets all learning outcomes at an appropriate level. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking that goes beyond replication of content knowledge or skills relevant to the learning outcomes. The writer displays 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 well organized and well-written with clear argumentation and the ability to communicate ideas fluently and clearly in terms of the conventions of the discipline. |
| (PS) Pass (50-64%) | The assignment is of adequate quality and provides evidence of attainment of all learning outcomes. 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 with communication of information and ideas following the conventions of the discipline. |
| (FL) Fail (less than 50%) | The assignment is not adequate in quality or content, and does not provide evidence of attainment of learning outcomes. The writer fails to demonstrate a clear understanding of the question or issue under consideration, with missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study. 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, with missing, undeveloped, inappropriate or confusing argumentation and communication of ideas with little attention given to the conventions of the discipline. |

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| (SY) Satisfactory | Satisfactory completion of a course for which a graded pass is not awarded. No mark is given. |
| (LE) Late Entry | A result has not been submitted by the course authority. |
| (AF) Absent Fail | Unsatisfactory performance, no assessment attempted. |
| (UF) Unsatisfactory Fail | Unsatisfactory performance in an essential component of the course. |
| (NC) Not Completed | Course assessment requirements have not been completed in a timely manner. |
| (AW) Academic Withdrawal | Student discontinued the course. |
| (PW) Permitted Withdrawal | Student was permitted to discontinue the course without penalty. |
| (WC) Withheld with Consideration | Result not finalised. The student has submitted a request for Special Consideration, for which the outcome is pending. |
| (WD) Withheld | Result not finalised. The student has not submitted or completed one or more components of the assessment requirement. |

Adapted from <https://student.unsw.edu.au/grade>

Hurdle requirements

Every assessment in the School of Education is considered a hurdle requirement, meaning students must pass all assessments in the course to pass the course.

Return of Assessments

Feedback for assessments marked online will normally be returned to students within ten working days of submission.

Feedback on written work will generally be provided based on the following criteria:

- Understanding of the question, key issue, or concepts
- Depth of analysis
- Familiarity, relevance, and use of appropriate sources and literature
- Structure and organisation of the response
- Academic and linguistic conventions

As a general guide, qualitative feedback is provided on each of these criteria along with a quantitative assessment of the work (mark out of 20).

Resubmission of Work

Any students who have received a Fail grade on the **first assessment** of each course (*not due to late submission*) may resubmit within two weeks of receiving feedback.

Resubmissions must include a comprehensive self-assessment on all the assessment criteria, including addressing each point raised in the initial assessment feedback, and outlining how the revised assessment now satisfies the assessment criteria. Students will receive feedback on their resubmission within one week of submission. The maximum grade that can be awarded for a resubmitted first assessment is a Pass (i.e., mark 10/20 as a maximum).

Assessments following the first assessment: Resubmission is not permitted, unless special consideration is granted (e.g., for illness, misadventure)

Review of Results

Refer to the following policy – <https://student.unsw.edu.au/results>

ATTENDANCE

Attendance

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

Please note the following attendance expectations, requirements, and consequences:

- A minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for the subject in which you are enrolled is required by UNSW
- Attendance in person is the only option for tutorials, seminars, and workshops.
- Where attendance is recorded for a scheduled class (i.e. lectures, tutorials, workshops, seminars) either by electronic means or via an attendance register it is the responsibility of the student to make sure they successfully record their attendance by providing all the details required.

It is the responsibility of the student to catch up on any learning missed due to absences. The School of Education upholds the UNSW attendance policy and is in accordance with the Arts and Social Sciences guidelines and expectations. UNSW policy on Attendance and Absence that can be found at: <https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/#attendanceguidelines>

Timetable Clash

If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Arts & Social Sciences Permissible Timetable Clash application available at: <https://www.arts.unsw.edu.au/ttclash/index.php>

Permission to attend EDST lectures online – Rules and Procedures

- Permission to participate in lectures online is granted by the School of Education only on a case by case basis.
- This option is not available for method lectures, intensive courses, EDST2002, EDST6760, EDST6761 or any tutorials.
- If approved to attend lectures online, a student must provide the lecturer with a 400-500 word summary for every week of the lecture series. The summary should be submitted by email before the next lecture is scheduled. i.e. even if the student can attend the face-to-face lecture in each week, they are still required to submit the summary to confirm lecture 'attendance'.
- For a student who is approved to attend lectures online, meeting the attendance requirement is based on the number of summaries that are submitted on time. e.g. in a 10-week lecture series, 8 summaries need to be submitted on time to constitute 80% attendance.

Submit request via -

<https://education.arts.unsw.edu.au/othersites/?path=othersites/fass/form/index.php&i=946>

ACADEMIC HONESTY AND PLAGIARISM

Plagiarism

At UNSW, plagiarism is considered a form of academic misconduct and is viewed very seriously. Plagiarism at UNSW is defined as using the words or ideas of others and passing them off as your own.

Refer to the following for further information – Academic Integrity and Plagiarism

<https://student.unsw.edu.au/plagiarism>

Other Forms of Academic Misconduct

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>

STUDENT SUPPORT SERVICES

University Counselling Service (CAPS)

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

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

Location: Second Floor, East Wing, Quadrangle Building

Hours: Monday-Friday

Telephone: 9385 5418

Website: <https://www.counselling.unsw.edu.au>

Educational Adjustments (SEADU)

Students requiring educational adjustments as a result of a disability must register with the *Student Equity and Disabilities Unit (SEADU)*. Information about Disability Services can be viewed at: <https://student.unsw.edu.au/disability-service-overview>

Location: Ground Floor, Goodsell Building

Hours: Monday-Friday

Telephone: 9385 4734, Website: <https://www.studentequity.unsw.edu.au>.

Student Support

The Learning Centre provides academic skills support to all students enrolled at UNSW:

<http://www.lc.unsw.edu.au/student.html>

Location: Lower Ground Floor, North Wing, Chancellery Building

(Map reference C22)

Hours: Monday - Thursday: 9 am-5 pm, Friday: 9 am - 2.30 pm

Telephone: 9385 2060

Email: learningcentre@unsw.edu.au

UNSW also offers a number of support and development services for students:

<https://student.unsw.edu.au/additional-support>.

There is also a range of wellbeing, safety and equity initiatives you can access at UNSW:

<https://student.unsw.edu.au/wellbeing>

Student Complaints

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).

If you have a grievance related to a person or administrative process, you should contact the School Complaints/Grievance Officer via education@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)

COURSE AND PROGRAM EVALUATION AND DEVELOPMENT

Student evaluative feedback on their programs and courses is gathered using UNSW's myExperience process and through annual online program evaluations. Student representatives also meet with the relevant Program Director to discuss any issues or concerns once every semester. Student feedback is taken seriously, and continual improvements are made to the program and courses based on such feedback.

If you are interested in participating in an annual program review, please contact the program director.

STANDARDS RESOURCES

Students can access the Australian Professional Standards for Teachers and National Priority Area Elaborations via the following links:

AITSL Australian Professional Standards for Teachers

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

National Priority Area Elaborations

http://www.aitsl.edu.au/docs/default-source/default-document-library/guide_to_accreditation_process_elaborations_of_priority_areas.pdf?sfvrsn=4