



UNSW
SYDNEY

Arts & Social
Sciences

School of Education

Guidelines on Assessment Policy and Procedures

(subject to change)

Table of Contents

ASSESSMENT	2
Purpose of Assessment.....	2
Submission of Assessments.....	2
Penalties for Late Submissions	2
Special Consideration.....	3
Supplementary Assessment.....	3
Grading.....	3
School of Education Grade Descriptors.....	3
Hurdle requirements.....	5
Return of Assessments.....	5
Resubmission of Work.....	5
Review of Results.....	6
ATTENDANCE	6
School of Education Attendance Requirement.....	6
Absence from scheduled classes	7
Timetable Clash.....	7
Permission to attend EDST lectures online – Rules and Procedures.....	7
Partial absences	7
Course withdrawal	7
ACADEMIC HONESTY AND PLAGIARISM	8
Plagiarism.....	8
Response to Plagiarism.....	8
Other Forms of Academic Misconduct.....	9
STUDENT SUPPORT SERVICES	9
University Counselling and Psychological Support (CAPS)	9
Disability Support Services	10
Academic Support	10
Student Complaints	10
COURSE AND PROGRAM EVALUATION AND DEVELOPMENT	10
PROGRAM DIRECTORS	10
PROGRAM AUTHORITY	11
ACADEMIC ADVISING	11
SED PROGRAM RESOURCES	11
STANDARDS RESOURCES	11
AITSL Australian Professional Standards for Teachers	11
National Priority Area Elaborations.....	11

The School of Education acknowledges the Bedegal 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

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.

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/>

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 outcomes and course content.

Variation in assessment tasks within and across the School of Education 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.

Informal oral presentations to peers are strongly encouraged as an intermediate step towards individual written assignments and as a source of formative assessment and peer feedback. In cases where oral presentations are used as a form of summative assessment, the presentations will be recorded in an appropriate format (e.g. notes, audio-tape etc) to allow for re-assessment if necessary; all accompanying notes and handouts will be collected.

Group assessment is also often used to encourage collaborative learning. It also allows students to engage in much more complex assessment tasks than would be possible with individual assessment tasks. However, if group work is used for graded assessment, it will always include an individual assessment component as well.

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:

<https://student.unsw.edu.au/individual-consultations-academic-support>

All assessments must be submitted electronically using Turnitin via Moodle. 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/>

In the situation where a student completes an assessment that is of satisfactory quality, but only fails the assessment task due to lateness, AND the student achieves an overall mark of at least 50% in the course after the deduction of all penalties, the student may be deemed to have passed the course.

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.

If you have any questions regarding the current process, please email your Course Convenor directly.

Refer to the following policy for further information about Special consideration
<https://student.unsw.edu.au/special-consideration>

Supplementary Assessment

A supplementary assessment may be made available to students in their first year of initial teacher education programs. It will be offered to a student who has:

- has not previously had any fails or second attempts in this course, attempted the original end-of-course final assessment and failed
- OR**
- was unable to complete the assessment and their request for Special Consideration was approved

That is, anyone who failed the first assignment, was allowed a resubmission and subsequently passed with 10/20 will NOT be permitted a supplementary assessment for the second assignment.

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

**(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.
(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

Students enrolled in an EDST course must pass ALL assessments to pass the course. Only by passing all assessments can the AITSL Professional Graduate Teaching Standards addressed in this course be achieved.

In the situation where a student completes an assessment that is of satisfactory quality, but only fails the assessment task due to lateness, AND the student achieves an overall mark of at least 50% in the course after the deduction of all penalties, the student may be deemed to have passed 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).

Feedback on Draft Work

Staff are not generally available to preview and comment on drafts of student assessments outside of what is provided in the course structure. Instead, assessments are usually guided and scaffolded through course resources (e.g., tutorials, video, discussion groups). Students are encouraged to make use of these opportunities to raise questions about assessments and to support their peers. Staff are also available for individual student consultations on request to field any questions on course material or assessments, or to direct students to university learning and support services (e.g., the Learning Centre, Nucleus Student Hub, Library, or CAPS).

Review of Results

Students can apply for a review of results for any of their assessment tasks.

A review of results may result in the mark going up or down.

Students wishing to request a re-assessment of a piece of work, should first discuss their performance with the Course Authority. If the student still believes, after discussion, that the mark they've received doesn't accurately reflect their performance, they may apply for re-assessment.

Students will be required to give reasons to justify their request for re-assessment. If sufficient reasons are not provided, the School may decline to take action.

As all assessment tasks that are graded with a "Fail" in the School of Education are double marked, students are not eligible to request a Review of Results on the basis of a fail grade for an assessment task.

Students who would like to have their results reviewed, please submit a [Request for Review of Results here](#).

Applications are to be submitted no later than 5 working days after the return of the piece of work or, in the case of an exam, 5 working days from the date of release of results. Keep all marked work in case it is needed for re-marking.

Further information can be found at the following link: <https://student.unsw.edu.au/results>

ATTENDANCE

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital participation.

This attendance requirement supports undergraduate and postgraduate students to achieve the specific program or course learning outcomes of each course in accordance with national (AITSL) and state (NESA) program standards and maintenance of teacher accreditation policies.

- School of Education initial teacher education programs (i.e. Bachelor of Education dual degrees, Master of Teaching (Sec) and Master of Teaching (Primary)) have been accredited on the proviso that SED Attendance Requirements are met.
- Students seeking to claim further study to maintain teacher accreditation at proficient, highly accomplished and lead levels through participation in postgraduate programs must adhere to the SED Attendance Requirement to be eligible to meet the requirements of the NESA Further Undergraduate and Postgraduate Studies Policy: Maintenance of Accreditation (2016)

It is the responsibility of the student to catch up on any learning missed due to absences. To arrange alternative activities to address the content missed students should contact the

Course Convenor. Failure to meet the minimum attendance requirement of 80% will result in an Unsatisfactory Fail (UF) for the course regardless of performance on assessment tasks or other requirements for the course.

Absence from scheduled classes

You must send an email directly to your Course Convenor should you be absent from a scheduled class. Please provide medical documentation where applicable.

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 courses, intensive courses, prac courses 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 email: education@unsw.edu.au

Partial absences

Students are expected to be **punctual** when attending at all classes in which they are enrolled. Attendance, where practicable, will be taken in the first 5-10 minutes of class. Late arrival or early departure from class that equates to **more than 15 minutes of the class time** may be recorded on the roll as an **absence** and contribute to your overall attendance percentage. Your instructor will advise you of the penalty to be imposed verbally by the end of class for late arrival or at the time of your early departure from class. Attempts to falsify attendance records will be treated as student misconduct under the *Student Misconduct Procedures*.

<https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

Course withdrawal

Until the designated **census date**, of any teaching period, a student may withdraw from any course, via myUNSW, without academic or financial penalty.

After the census date but before the **academic withdrawal (NF) date**, of any teaching period, a student may withdraw from any course, via myUNSW, without academic penalty **but with financial penalty**.

After the academic withdrawal date but before the **late academic withdrawal date**, of any teaching period, a student may withdraw from a course, via myUNSW, with financial penalty and an **AW grade**.

After the census date and up to 12 months after the teaching period in which a course took place, a student with special circumstances, may apply for **fee remission** from that course. Applications are found at <https://student.unsw.edu.au/withdrawal-procedure>. Students are still eligible to apply for fee remission after having withdrawn via myUNSW. Applications are

assessed by Student Administration, not the School of Education.

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. 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.

(Note: Examples of plagiarism: <https://my.unsw.edu.au/student/atoz/Plagiarism.html>)

UNSW distinguishes between 3 levels of plagiarism.

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

Response to Plagiarism

All suspected cases of plagiarism in the School of Education are dealt with by the School's Conduct Officer.

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>

In the event that an assessment submission reflects an unusually high similarity report or reflects evidence of plagiarism or any other form of academic misconduct assessment grades will be withheld pending an investigation as per the UNSW Managing Plagiarism for Students Enrolled in Coursework Programs – Procedure.

The Course Convenor will advise the student as follows:

‘Your grade for this assessment task has been withheld. Please contact Associate Professor Andy Gao to seek further advice.’

A Prof Andy Gao: xuesong.gao@unsw.edu.au

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

<https://www.arts.unsw.edu.au/current-students/student-resources/student-support-services/>

University Counselling and Psychological Support (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>

Disability Support Services

Students requiring educational adjustments as a result of a disability must register with the *Disability Support Services*. Information about Disability Services can be viewed at: <https://student.unsw.edu.au/disability>

Location: Ground Floor, Goodsell Building
Hours: Monday-Friday
Telephone: 9385 4734, Website: <https://www.studentequity.unsw.edu.au>.

Academic 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 your Program Director (see list below) or 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.

PROGRAM DIRECTORS

Bachelor of Education – Dr Dennis Alonzo: d.alonzo@unsw.edu.au
Master of Teaching (Secondary) – Dr Joanne Danker: j.danker@unsw.edu.au
Master of Teaching (Primary) – Dr Tracy Durksen: tracy.durksen@unsw.edu.au

Postgraduate Coursework (Grad Certificate & Masters) – Dr Paul Evans: paul.evans@unsw.edu.au

PROGRAM AUTHORITY

Undergraduate – Arts and Social Sciences Student Centre: arts@unsw.edu.au

ACADEMIC ADVISING

Master of Teaching (Primary & Secondary) – Jo Holecek: education.advisor@unsw.edu.au

Undergraduate – Arts and Social Sciences Student Centre: arts@unsw.edu.au

**for all other programs, contact your Program Director*

SED PROGRAM RESOURCES

Information about Professional Experience, Professional Engagement, Master of Teaching Programs, FAQs, sample programs and timetables, LANTITE, registering with NESA as a new teacher, key contacts, and policies and guidelines can be found under the STUDENTS tab at:

<https://education.arts.unsw.edu.au/>

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

<https://www.aitsl.edu.au/teach/standards>

National Priority Area Elaborations

<https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/how-accreditation-works/higher-ed-providers-ite/program-accreditation-requirements>