

School of Education

# Policies and Procedures

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# School of Education Policies and Procedures

School policies and procedures are based on UNSW policies. This document

Education and Educational Leadership programs all require references to previous work completed in the program.

### Penalties for Late Submissions

UNSW has a standard late submission penalty of:

- 5% per day, for all assessments where a penalty applies;
- capped at five (5) percentage points (54.5 (a) JdEMC /Lu6n(l)-1.2 (t)-0.8tsh

Equitable Learning Services

[Equitable Learning Services](#) (formerly Disability Support Unit) is a free

Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was only due to a late penalty, and if the overall mark for the course is still greater than 50.

### Feedback and Assessment Criteria

Feedback on assessment will normally be provided within ten working days of submission. In most cases, feedback will be provided in the form of:

- a mark (e.g., 16 points out of 20); and
- indicators of performance on each of the assessment criteria; and
- a brief comment that explains how the assessment aligns with the grade provided, summarises the strengths of the work, and makes suggestions that will assist performance in subsequent assessments.

The following assessment criteria are used for all assessments.

- Understanding of the question, key issue, or concepts
- Depth of analysis
- Familiarity, relevance, and use of appropriate sources and literature
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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.

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(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.

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(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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## Resubmission of Work and Supplementary Assessment

Students are not generally permitted a second attempt at a task if their work was awarded a fail grade, or to resubmit work for a different mark, regardless of the mark obtained.

In some cases, a supplementary assessment may be made available to who have failed an assessment. Supplementary assessment may be considered for students who have failed to meet the requirements for an assessment and:

- have completed less than 18 Units of Credit in a single-degree program, or less than 18 Units of Credit in the Education part of a dual-degree program, or are attempting the final course or term of a program and otherwise fulfilled all other course and program requirements\*; and
- the fail grade for the assessment was not due to incurring a late penalty; and
- have not failed to meet the requirements for another assessment in the course; and
- have not failed to meet the requirements for the course previously; and
- can demonstrate a likelihood of success on a subsequent attempt of the assessment or on a supplementary assessment.

## GTPA Submission Guidelines: Late submission, Extension requests, Supplementary Assessment

The GTPA is an assessment requirement in all School of Education Initial Teacher Education programs.

Students must follow all policies and procedures outlined in the School of Education Guidelines for Assessment Policy and Procedure document with the exception of Penalties for Late Submissions.

The advice that follows applies to the GTPA only.

### GTPA: Penalties for Late Submissions

The GTPA submission dates are set in accordance with the rules for submission specified by GTPA Consortium. As a member of this consortium, UNSW SED is obliged to honour these requirements for submission:

- GTPA is to be submitted within 10 working days following the completion of Professional Experience 2 (PE2).

Students are reminded that preparation for the GTPA commences on Day 1 of EDST6765, so there is sufficient time allocated for completion.

While a late submission will not attract a Late Penalty, late submission of the GTPA is discouraged. Submissions more than 3 days late will be deemed a fail (see below).

### Special Consideration

Sickness, misadventure, or other circumstances beyond your control may prevent you from completing the GTPA or may significantly affect performance in this regard.

To make the case for an extension you must apply for Special Consideration and provide evidence to support your request (e.g. medical certificate).

### GTPA Supplementary Assessment

The GTPA assessment process requires students to demonstrate satisfactory performance on all of the 5 practices. That is, students must 'meet' the required standard on all 5 practices in the GTPA (See Scoring Rubric in the GTPA Preservice Teacher Handbook).



## Review of Results

In some cases, students may be eligible to apply for a [Review of Results](#). Applications for a Review of Results to the School of Education are only approved if a strong

# Attendance

The School of Education has a minimum attendance requirement for classes, including lectures, tutorials, seminars, and other learning activities whether on-campus, off-campus, online, synchronous, or asynchronous. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (e.g., NESAs) for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). The School recognises rapidly changing teaching and learning practices online and incorporates flexibility in the design of all courses with a balance of scheduled and asynchronous learning activities.

## Minimum Attendance Requirements

- For classes timetabled as **Lecture**: Students must attend a minimum of 80% of the timetabled lectures, regardless of whether the lectures are online, in-person, on-campus, or off-campus. If the lecture is recorded, attendance at the scheduled time is advised, but students may access recordings of lectures in lieu of attendance, and should do so as soon as possible after the lecture occurs (e.g., before the following tutorial). In some cases, the course may require that students demonstrate engagement with recordings (e.g., by submitting comprehensive study notes).
- For classes timetabled as **Seminar**, **Tutorial**, **Seminar**, or other events, students must attend a minimum of 80% of scheduled classes regardless of whether the class is recorded, and regardless of whether the class is on-campus, off-campus, in-person, or online. Students must register their attendance according to the course convenor's directions.
- For course material that is not timetabled, such as in classes that are fully asynchronous or blended, students are expected to demonstrate regular and timely engagement with learning activities (e.g., through regular access to the course throughout the entire term, records of access to activities on Moodle 8 (n Mo01 Tc 0.0(less )-9w 0.25 0 Td[o]-0.6 (f)-0.7 (f)]

Exceptions to the attendance requirement:

- The attendance requirement may not apply to some optional course activities. These will be clearly indicated by the course convenor from the beginning of the term.
- If a student is unable to attend all classes for a course due to timetable clashes, they may [apply for permission to enrol](#) with alternative arrangements. [More info](#)
- Exemptions from the attendance requirement for individual students may apply in rare circumstances (e.g., when they relate to accommodations for students with disabilities or health conditions which affect attendance requirements, or adverse or unforeseen circumstances outside the student's control). Approval for exemptions must be sought from the Course Convenor and Program Director. Retrospective approval for exemptions will not be considered. Exemptions for employment obligations will not be considered.

Partial absences

Students are

## Assessment of suitability for teaching

It's a NESAs requirement that Initial Teacher Education providers include a continuum of non-academic evaluation of students' suitability for teaching during programs. UNSW meets this requirement as follows.

- Complete Anaphylaxis Training. The Department of Education (DEC) require that all initial Teacher Education Students have training in managing anaphylaxis. Students must complete the free anaphylaxis e-training module provided by the [Australian Society of Clinical Immunology and Allergy](#) (ASCIA) in conjunction with practice using an adrenaline autoinjector training device.
- Confirm that they're fit for their school placement and meet the [inherent requirements](#) of a teacher education student. This self-assessment is completed prior to EVERY placement and submitted through the online placement system (OPS).

English language proficiency

It's a NESAs requirement that all teacher education students can effectively communicate with students, colleagues and the broader education community daily. In addition to satisfying [UNSW entry requirements](#), oral and written communication skills are assessed regularly as part of all coursework and professional experience.

## Student conduct and academic integrity

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment. You are required to:

- Comply with the University's conditions of enrolment
- Act responsibly, ethically, safely and with integrity
- Observe standards of equity and respect in dealing with every member of the UNSW community
- Engage in lawful behaviour
- Use and care for University resources in a responsible and appropriate manner
- Maintain the University's reputation and good standing

Further information: <https://www.edi.unsw.edu.au/conduct-integrity/conduct-unsw/student-conduct-integrity/student-code-conduct>

Plagiarism

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factor, and students may be permitted to resubmit work where necessary. More serious breaches may incur academic penalty that affects your ability to pass the course or your academic standing.

The School of Education follows the UNSW Plagiarism Management Procedure by:

- Checking for signs of plagiarism or contract cheating, which may be indicated by high levels of similarity with text from other sources or the work of other students, inconsistencies in work between different assessments
- Reporting all concerns about plagiarism to the designated School Student Integrity Officer
- Thoroughly investigating available evidence for plagiarism allegations
- Recording all upheld plagiarism allegations on a central register

All students in the School of Education should complete the [self-paced Working with Academic Integrity module](#) in the earliest stages of their degree program.

### 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 should contact the Course Convenor in the first instance.

If your issue or concern is not satisfactorily resolved, you may contact your Program Director or then Deputy Head of School (Learning & Teaching). The School Office ([education@unsw.edu.au](mailto:education@unsw.edu.au)) can help you identify who to contact.

Further information: [Complaints at UNSW](#)

# Course and program evaluation and development