



# EDCN811

## Educational Psychology and Practice

S1 Online 2019

*Department of Educational Studies*

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#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

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X5B274

Credit points

4

Prerequisites

Admission to MEd or GradCertEdS or MEdLead or MHed or GradCertHEd or MEChild or GradCertEChild or MTeach(Birth to Five Years) or GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or MChildLit

Corequisites

Co-badged status

Unit description

This unit explores recent developments in educational psychology and child development and examines links to teaching and learning and other relevant workplace learning contexts. It begins with an analysis of recent topical debates including topics such as the development of motivation and engagement in students, student interactions and the emergence of cyber bullying, and pedagogical debates surrounding applications of student-centred or direct instruction pedagogies. In the seminars students extend their undergraduate study in the field of educational psychology and conduct an independent study of a problem of practical or theoretical significance by deeply engaging with relevant research and theory from a psychological viewpoint. Students develop a research-based understanding of educational psychology related to research or their workplace context.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

A broad understanding of the discipline of educational psychology and selected current issues and advancements in the field

The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology

The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student

Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

## General Assessment Information

### General Assessment Information

This section provides general information about assessment tasks and how to submit them. Please also see **Appendix 1** which details specific assessment and grading information for Department of Educational Studies Units. These guidelines must be followed by all students submitting work in the Department of Educational Studies units.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Independent Study Synopsis</u></a>	0%	No	Week 4
<a href="#"><u>Reading Discussion Questions</u></a>	30%	No	Various
<a href="#"><u>Independent Study Topic Paper</u></a>	50%	No	8th May
<a href="#"><u>Independent Study Presentation</u></a>	20%	No	Weeks 12-13

## Independent Study Synopsis

Due: **Week 4**

Weighting: **0%**

Students will be invited to share a brief 300 word synopsis of their proposal independent study topic to gain early formative feedback about their conceptual understanding and topic formation. This is a voluntary exercise to support your learning and is not weighted and has no grade.

This optional task provides you with the opportunity to 'test' or try out a research idea for your major assignment task known as Task 3 Independent Study Paper. You will be provided with a brief template which you will complete online and share with peers. Peers will learn from one another's ideas and the Unit Convenor will provide feedback and any insights on your suggested topic. This is very useful for people who have never studied educational psychology or child development before and may be unfamiliar with the constructs and terms used in the field to

describe common learning and behavioural phenomena that you may wish to research for your independent study. e.g. you may wish to study learner 'motivation' in the classroom and you may be able to describe the 'problem' or a scenario you would like to address. Peer support and feedback may add further insights about this problem and Convenor feedback to you will suggest more specific and focussed topic areas to investigate and would introduce you to some specific terms or study areas in this disciplinary field.

On successful completion you will be able to:

- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student

## Reading Discussion Questions

Due: **Various**

Weighting: **30%**

Three critical reflections, addressing set reading questions, valued at 10% each.

Students are required to demonstrate understanding of the Unit content in each Module by addressing set reading questions. The format of these tasks is a written response. Appropriate professional presentation skills and academic writing style is expected and APA-style referencing procedures used to insert references where required. Submission

Responses will be submitted in an assignment tool and also submitted to the Turnitin Assignment submission portal as a Word document in iLearn.

Grades will reflect the University grading standards descriptors of HD, D, Cr, P or F. Your submissions will be assessed against the following criteria (please see Full Assessment Rubric in iLearn):

**A HD-D grade (8-10%)** will be awarded to responses which demonstrate clear understanding and application of complex concepts from the reading to address the questions; provides clear evidence of critical thinking by demonstrating understanding of competing or alternate views or positions in the topic and provides acceptable argumentation and justification for individual position in all responses; communicates ideas using appropriate academic and professional language. Meets University Academic Honesty requirements.

**A Credit to Pass grade (5- 7%)** will be awarded to submissions if any of the above HD-D criteria are not addressed, application of concepts may be limited or understanding is routine; responses may be incomplete, late or missing; justification may be weak or ideas not consistently supported with evidence. Meets University Academic Honesty requirements.

**An Unsatisfactory response will be awarded a Fail grade (0-4%).** A Fail grade will be awarded to submissions if any of the above criteria are not thoroughly addressed; if fundamental misunderstanding is evident; responses may be incomplete, late or missing. May not meet the University standards for Academic Honesty.

On successful completion you will be able to:

- A broad understanding of the discipline of educational psychology and selected current issues and advancements in the field
- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology

## Independent Study Topic Paper

Due: **8th May**

Weighting: **50%**

A Literature review and report of independent study findings (2000 words).

In this paper you will identify a practice-related 'problem' or research question of professional interest. You will review, synthesise and evaluate current educational psychology and child development research in your chosen topic area by reviewing research that addresses your issue or problem. Your review will clearly identify the theory and findings emerging from this research. The paper will demonstrate critical discussion of your research problem in light of this review, considering new insights, practical applications, changes to practice, possible resolutions or further complexities that may be raised by this review of literature.

Possible selected topics in previous years have included topics as diverse and fascinating as:

- The self-efficacy of pilots: Is too much self-efficacy a good thing?
- Relational aggression in early childhood and cognitive factors that may contribute.
- Television viewing in early childhood: Help or hindrance to language development?
- Online aggression: An exploration of cognitive processes

Grades will reflect the University grading standards descriptors of HD, D, Cr, P or F. Your written report will be assessed against the following criteria (please see Full Assessment Rubric in iLearn):

(a) Identification and description of the research issue or 'problem' that you are addressing and convincing rationale and justification for this problem, with reference to the educational or workplace context to which your research problem or theoretical concern applies.

(b) Review, synthesis and evaluation of current educational psychology research and writing in your chosen topic area, reviewing several examples of research that address your issue or problem and clearly identifying the theory and findings emerging from this research.

(c) Critical discussion of your research problem in light of this review, considering new insights, practical applications, changes to practice, possible resolutions or further complexities that may be raised by this review of literature.

(d) The paper is clearly presented, demonstrates a high standard of written communication, appropriate acknowledgement of all sources and in compliance with the University Academic Honesty Policy.

On successful completion you will be able to:

- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student

## Independent Study Presentation

Due: **Weeks 12-13**

Weighting: **20%**

A brief oral/online presentation (with slides or other materials to support presentation) based on the practical implications and application insights arising from your Independent Study Topic investigation. This presentation should take no longer than 10-15 minutes. The presentation will be submitted in iLearn for all students to access in Week 11 before all students engage in peer review and feedback in Week 12. In addition, all students will participate in peer reviews of a small number of assigned presentations. These reviews will be submitted to iLearn and instructions will be supplied.

A full task description and examples of previous presentations will be shown in iLearn.

This task will be graded against the following criteria with reference to the Grading standards provided by the University. The unit Convener practices sound assessment principles including moderation of grades in all tasks (e.g. to resolve any discrepancies or large differences in peer reviews). For this task the following criteria will be assessed (please see full Assessment Rubric in iLearn):

- (a) Clear communication of the focus of your research project (i.e. your research problem). You must explain your educational psychology research 'problem' or question, and explain why this is significant. The clarity of your explanation to your audience is being assessed here.
- (b) Statement of your research aims or questions. You must state your research questions or aims. You will demonstrate the significance, quality and clarity of your research aims and questions.
- (c) Explanation of pertinent and significant examples of the research literature. Outline and explain the practical and application based learnings you have gained in studying these papers. NOTE: You do not have time in this brief presentation to explain all literature, choose two or three key pieces to highlight.
- (d) Summary of the main research findings and conclusions. You will demonstrate synthesis and link between the research literature and your main conclusions.
- (e) All required peer reviews have been submitted. Your grade for this task will not be released until you have submitted all reviews for presentations assigned to you for review. Failure to submit the required peer review in the time period for your assigned presentations will result in a 10% reduction to the value of this task. e.g. you will only receive the 10% value of the unit Assessor's grade for this task.

On successful completion you will be able to:

- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

## Delivery and Resources

### Delivery and resources

**This unit is offered in Online mode.**

This unit delivers weekly online seminar activities as well as independent study periods which require you to work independently and access the iLearn website\* to participate in the unit. **Students in Online study modes will have online activities and assessment tasks to complete.**

#### \*ILEARN WEBSITE

Macquarie University uses an online learning platform called iLearn to support all learners in both modes of study. The unit webpage can be found at <http://ilearn.mq.edu.au>. **Please note if you have problems accessing the website or any ICT related problems please use the iLearn help function or call the IT Services help desk.**

## Unit Schedule

See the EDCN811/EDUC701 iLearn site for the complete lecture and online learning schedule, list of readings and weekly reading topic questions.

Module	Weeks	Provides opportunities for participants to:
<b>Module 1: Foundational concepts</b>	1-2	<ul style="list-style-type: none"><li>• Understand the foundations of educational psychology and child development research and typical problems and controversies in educational settings.</li></ul>
<b>Module 2: Constructing learning?</b>	3-4	<ul style="list-style-type: none"><li>• Develop an understanding of dominant theories of learning and cognition and recent advances and topical concepts influencing education today.</li></ul>
	5	Online learning and assessment week
<b>Module 3: The social and emotional turn in educational psychology</b>	6-7	<ul style="list-style-type: none"><li>• Develop an understanding of the rising interest in the social and emotional development and wellbeing of the learner in school and educational contexts.</li></ul>
		Online learning and assessment week
<b>Module 4: Motivation and engagement: What is it and why is it so hard?</b>	9-10	<ul style="list-style-type: none"><li>• Develop an understanding of the psychological and developmental interactions that underlie learner motivation and the complex construct of engagement in learning and school settings.</li></ul>
	11	Online learning and assessment week



Independent Study Knowledge Sharing	12-13	Online presentation and peer review.
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## Learning and Teaching Activities

### Lectures and online discussions

Each week a foundational 'podcast' on the topic or theme will be posted in the ECHO tool.

### Online Activities

Regular online activities will be posted to support your reading and understanding of the concepts and themes delivered in lectures. A 'flipped' learning approach encourages you to explore further.

### Topic and Reading Questions

Weekly topic and reading questions and periodical online submission of reading responses that will be assessed.

### Research Synopsis

An early formative feedback task designed to share knowledge with peers and provide a scaffold for your Independent Study Topic.

### Independent Study Topic Research Paper

An independent study topic report

### Independent Study Presentation

An oral presentation detailing the practice-based implications of your independent study topic findings. Designed to share knowledge with peers and enhance peer to peer learning opportunities.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)



- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## **Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## **Results**

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## **Department of Educational Studies Procedures**

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

### **Unit Expectations**

- Students are expected to read weekly readings before completing tasks and completing online activities
- Students are expected to listen to weekly lectures before completing tasks

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

### **Withdrawing from a Unit**

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

### **Electronic Communication**

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address

- The *Dialogue* function on iLearn
- Other iLearn communication functions

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcomes

- The ability to discuss and critically reflect upon key issues, relevant approaches and

policies reflecting principles or findings arising from the discipline of educational psychology

- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

## **Assessment tasks**

- Independent Study Synopsis
- Reading Discussion Questions
- Independent Study Topic Paper
- Independent Study Presentation

## **PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## **Learning outcomes**

- A broad understanding of the discipline of educational psychology and selected current issues and advancements in the field
- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

## **Assessment tasks**

- Independent Study Synopsis
- Reading Discussion Questions
- Independent Study Topic Paper
- Independent Study Presentation

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

### Assessment tasks

- Reading Discussion Questions
- Independent Study Topic Paper
- Independent Study Presentation

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcome

- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology

### Assessment tasks

- Independent Study Synopsis
- Reading Discussion Questions

- Independent Study Topic Paper
- Independent Study Presentation

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

### Assessment tasks

- Reading Discussion Questions
- Independent Study Topic Paper
- Independent Study Presentation

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcomes

- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

## Assessment tasks

- Reading Discussion Questions
- Independent Study Topic Paper
- Independent Study Presentation

## Changes from Previous Offering

This unit is being offered in 100% online study mode for the first time. Student feedback on the unit has generally been very positive. In the last offering however, students found two early assessments task were too close together and the assessment load too heavy for early in the semester. As such one of these tasks (the research synopsis task) has been made non-graded and optional with a longer time period to complete. This means there are now only three graded assessment tasks in the unit.

## Appendix 1: Specific Assessment Information for Department of Educational Studies Units

This section contains specific information about the preparation, submission and grading of assessment tasks in Units offered by the Department of Educational Studies. These guidelines must be followed by all students submitting assessment tasks in this unit.

### **Please follow these guidelines when you submit each assignment:**

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

### **Draft Submissions & Turnitin Originality Reports**

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

### **Please note:**

Students should regularly save a copy of all assignments before submission,

Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### **Assignment extensions and late penalties**

In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

### **Requesting a re-assessment of an assignment**

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgments.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

### **University policy on grading**

#### **Criteria for awarding grades for assessment tasks**

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

#### **Descriptive Criteria for awarding grades in the unit**

In order to meet the unit outcomes and successfully pass this unit, students must make a



genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

*Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

## Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au).

## Changes since First Published

Date	Description
12/02/2019	A small change was made in description of learning modules