



# ECH 130

## Health and Wellbeing

S1 External 2019

*Department of Educational Studies*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	12
<u>General Assessment Information</u>	16

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#### **Disclaimer**

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## General Information

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit examines health, wellbeing, nutrition and safety of children from infancy to 12 years. Implications for children, families and communities are addressed, including practices in a range of settings. Issues and debates arising from research, available technology, community attitudes and values are critically examined. This unit introduces students to the syllabus content associated with the personal development, health and physical education (PDHPE) key learning area with particular focus on the safe living, personal health choices, and growth and development strands, as well as emotional health. Skills and knowledge in planning, teaching and assessing PDHPE programs are examined, including modifications to the curriculum to meet the needs of diverse learners.

## 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:

- Understand different approaches to health from international policy to individual choice.
- Know how to access and use key early childhood, school and government documents relating to health.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Have an understanding of the diverse range of health issues in Australia.
- Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.
- Understand basic strategies to prevent or intervene.
- Appreciate the multidisciplinary nature of health problems.

## General Assessment Information

In order to successfully complete the assessment you must:

- Consult the Detailed Unit published through the unit's iLearn site.

- Have access to the textbook and read at least the required chapters.
- Listen to all lecture recordings.
- Use the Detailed Unit Guide to ensure correct preparation and completion of assessments.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">EYLF &amp; PDHPE</a>	10%	No	Open 4 April, 2pm-11.59pm
<a href="#">Critical Evaluation</a>	45%	No	2 May, 11.59pm
<a href="#">Overview of Unit</a>	45%	No	Exam period

### EYLF & PDHPE

Due: **Open 4 April, 2pm-11.59pm**

Weighting: **10%**

Teachers use a range of documents to support the health and well being of infants and children. Key documents are the Early Years Learning Framework (for Birth to 5 years) and the Personal Development, Health and Physical Education (Kindergarten to Year 6) Syllabus. The purpose of this quiz is to support your understanding of these key documents.

There will be 10 questions, worth 1 mark each.

This online quiz will be open for 10 hours, Thursday 4 April, from 2pm - 11.59pm. You will have one hour to complete and only one attempt is permitted.

*Required readings for the Online Quiz will be advised in Assessment and Lecture Guide on iLearn.*

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually.**

On successful completion you will be able to:

- Understand different approaches to health from international policy to individual choice.
- Know how to access and use key early childhood, school and government documents relating to health.
- Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.
- Understand basic strategies to prevent or intervene.

## Critical Evaluation

Due: **2 May, 11.59pm**

Weighting: **45%**

There has been an increasing emphasis on the importance of healthy eating during early childhood.

For this essay, you will critically review key articles (provided) on healthy eating in early childhood.

Further information and the marking criteria will be available on iLearn.

This Assessment Task relates to the following Learning Outcomes:

- Understand different approaches to health from international policy to individual choice.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.

On successful completion you will be able to:

- Understand different approaches to health from international policy to individual choice.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Appreciate the multidisciplinary nature of health problems.

## Overview of Unit

Due: **Exam period**

Weighting: **45%**

The exam will cover content from lectures and your textbook.

Additional details will be published in the Assessment Guide available on iLearn.

Students are required to be available throughout the duration of the exam period

<http://www.mq.edu.au/policy/docs/examination/procedure.html> If you are unavailable on the day of the exam and it's not due to unavoidable circumstances such as hospitalisation, then you will be marked as absent from the exam and you will fail the unit. **The exam cannot be completed before the date listed in the University exam timetable.**

Students who live outside of the Sydney Metropolitan Area who are registered for a regional exam centre will be able to complete the exam at their exam centre.

On successful completion you will be able to:

- Understand different approaches to health from international policy to individual choice.
- Know how to access and use key early childhood, school and government documents relating to health.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Have an understanding of the diverse range of health issues in Australia.
- Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.
- Understand basic strategies to prevent or intervene.
- Appreciate the multidisciplinary nature of health problems.

## **Delivery and Resources**

### **Required textbook**

**Garvis, S. & Pendergast, D. (2017). Health and wellbeing in childhood (2nd ed.). Melbourne: Cambridge University Press.**

For those wanting to make a head start, the following chapters will be required reading: Chapters 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 17, 19, 20, 23, and 24.

You must have access to this textbook throughout the unit. Please purchase the textbook as soon as possible.

### **Information about the unit iLearn site**

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external

students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

### **Lectures**

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

### **Access and technical assistance**

Information for students about access to the online component of this unit is available at [ilearn.mq.edu.au/login/MQ/](http://ilearn.mq.edu.au/login/MQ/). You will need to enter your student username and password.

**Please do NOT contact the Unit Convenor regarding *iLearn* technical help.**

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](http://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

### **This unit requires students to use several ICT and software skills:**

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

### **Structure**

The unit comprises two one-hour lectures and a one-hour tutorial. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. Attendance at on campus days for external students is also expected. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: <http://ilearn.mq.edu.au>

Students are required to participate in small group activities, whole class discussion, to read the

weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit ILearn site.

## Unit Schedule

Week	Lecture Topic
1	Introduction to Health in Early Childhood
	Concepts of Health & Variations of Typical
2	Sustainability in Early Childhood Settings
	Indigenous Health
3	Sleep
	Road Safety
4	Physical Activity
	Managing Risk in Outdoor Play
5	PDHPE & EYLF I
	PDHPE & EYLF II
6	Illness and Immunisation
	Water Safety
7	Maltreatment Part I
	Maltreatment Part II
8	Infection Control
	Allergies
9	Nutrition
	Food Handling & Storage



10	Breastfeeding
	Body Image
11	Bullying
	Social and Emotional Learning
12	Mental Health Part I
	Mental Health Part II
13	Wellbeing Part I
	Wellbeing Part II: Moving beyond 'school readiness': empowering children as advocates and global citizens.

## 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## 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.

## Department of Educational Studies Procedures

### Attendance for undergraduate units

## **All Internal tutorials begin in Week 1 of Session.**

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

## **Unit Expectations**

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

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.

## **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 is the preferred contact method in this unit
- Other iLearn communication functions

## **External Students**

1. The on-campus sessions on 26<sup>th</sup> and 27<sup>th</sup> April 2019 are important for student engagement and learning. The on-campus days are not compulsory, but they are strongly encouraged as the activities completed contribute to building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements. If you register to attend the on-campus days (via ilearn), it is expected that you attend and that you attend for the entire day. Attendance will be recorded.
2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

## **Graduate Capabilities**

### **Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### **Learning outcomes**

- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.

### **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### **Learning outcomes**

- Understand their own knowledge and biases regarding health issues.

- Appreciate the multidisciplinary nature of health problems.

## **Assessment tasks**

- EYLF & PDHPE
- Overview of Unit

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Learning outcomes**

- Understand different approaches to health from international policy to individual choice.
- Know how to access and use key early childhood, school and government documents relating to health.
- Know how to access key research findings relating to infant and child health.
- Appreciate the multidisciplinary nature of health problems.

### **Assessment task**

- Critical Evaluation

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### **Learning outcomes**

- Understand different approaches to health from international policy to individual choice.
- Know how to access and use key early childhood, school and government documents relating to health.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.

- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Have an understanding of the diverse range of health issues in Australia.
- Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.
- Understand basic strategies to prevent or intervene.
- Appreciate the multidisciplinary nature of health problems.

## **Assessment tasks**

- EYLF & PDHPE
- Overview of Unit

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Understand different approaches to health from international policy to individual choice.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.
- Understand basic strategies to prevent or intervene.
- Appreciate the multidisciplinary nature of health problems.

## **Assessment tasks**

- EYLF & PDHPE
- Critical Evaluation
- Overview of Unit

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and

they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Know how to access and use key early childhood, school and government documents relating to health.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Understand basic strategies to prevent or intervene.
- Appreciate the multidisciplinary nature of health problems.

## **Assessment task**

- Critical Evaluation

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcome**

- Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.

## **Assessment task**

- Critical Evaluation

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Understand different approaches to health from international policy to individual choice.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Have an understanding of the diverse range of health issues in Australia.

## **Assessment task**

- Overview of Unit

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Understand their own knowledge and biases regarding health issues.
- Have an understanding of the diverse range of health issues in Australia.

## **Assessment task**

- Overview of Unit

## **General Assessment Information**

### **Assessment Presentation and Submission Guidelines**

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 judgements.

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.

## Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED** by each student individually. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

## 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
HD (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.
D (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.*

### **Withdrawing from this UG 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.

### **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).