



# EDUC363

## Education as Social Development

S1 Day 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

Anne McMaugh

[anne.mcmaugh@mq.edu.au](mailto:anne.mcmaugh@mq.edu.au) -during semester queries will only be answered in the Dialogue tool in iLearn

Contact via Use the Dialogue tool in iLearn

X5B274

Credit points

3

Prerequisites

((39cp at 100 level or above) including EDUC262) or admission to BEd(Sec)

Corequisites

Co-badged status

Unit description

This unit builds on knowledge developed in EDUC262 and explores the relationship between social development and education. There is a particular focus on peer relationships, social competence, and learning outcomes, including the importance of the teacher-student relationship, school engagement, and classroom motivation. This unit equips students with specific strategies for managing bullying and fostering the mental health and well-being of young people in school and classroom contexts. This unit is suitable for both primary and secondary education students with a focus on social development across childhood and adolescence.

## 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:

Apply knowledge of social development, as it applies to educational settings.

Discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.

Participate in the investigation of a social development research problem and evaluation

of research findings.

Apply knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

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

## 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>Check Your Understanding</u></a>	20%	No	Week 4 or on-campus Day 1
<a href="#"><u>Research report</u></a>	40%	No	14th April by 11:59pm
<a href="#"><u>Exam</u></a>	40%	No	University exam period

### Check Your Understanding

Due: **Week 4 or on-campus Day 1**

Weighting: **20%**

A quiz designed as a formative assessment and feedback opportunity. Internal students will complete this quiz in the second lecture in Week 4 and external students will complete this quiz at the first on-campus day.

The format of the quiz is multiple-choice questions. The quiz is 20 minutes. To cater for individual learning needs we generously allow for extra time to complete the quiz *within* the remaining time of the lecture hour if this extra time is required for any student. All students must submit the full quiz paper, question and answer sheets at the end of the time period in order to be eligible for a grade on this task.

**In this task you will be assessed on your ability to...**

- Demonstrate depth and breadth of knowledge of key concepts and principles addressed in the unit including lecture content from Weeks 1-3 **and** reading content from Weeks 1-4.

On successful completion you will be able to:

- Apply knowledge of social development, as it applies to educational settings.

## Research report

Due: **14th April by 11:59pm**

Weighting: **40%**

In this task you will complete a research project and write a report on a social development topic (2000 words). The full assignment description and assessment rubric will be supplied in iLearn.

**In this task you will be assessed against the following criteria on your ability to...**

### Introduction

- Introduce the report with a clear statement of the research topic under investigation.
- Write a literature review with an appropriate and relevant selection of a minimum of five (5) peer-reviewed, primary sources (e.g. peer-reviewed journal articles with reporting of original research findings)
- Review and synthesise these primary sources of research literature to provide a clear argument for the research project and support the research questions.
- Provide a brief and accurate statement of the research questions as supplied in the full assignment description and taught in tutorials.

### Method

- Provide brief participant details, description of the measure used (e.g. survey), and the procedure we used for completing the survey, as required for each assignment topic.

### Results

- Clearly identify and describe all major findings, organised in a way that reflects the link between research questions and key findings.
- Use appropriate presentation of all major findings e.g. clear presentation of findings by use of data or quotes or use of tables or figures (where relevant).

### Discussion

- Include a brief summary of the research findings in relation to each research question.
- Demonstrate an understanding of the findings throughout the Discussion.
- Make links between the findings and relevant published research findings from the Introduction.
- Draw clear and logical implications for social development of the learner and in relation

to professional practice.

### Referencing and Academic Honesty

- Supply an appropriate and accurate reference list e.g. peer-reviewed primary research sources such as journal articles and published books or book chapters available in the library; use correct of APA-referencing style; use appropriate acknowledgment of all sources.

### Quality of written report

- Use the prescribed report writing template supplied in iLearn to present the report
- Demonstrate appropriate understanding and application of report writing conventions e.g. use of prescribed headings; the citation of sources; referencing procedures.
- Use clear and concise expression of ideas
- Use correct spelling, grammar and syntax

On successful completion you will be able to:

- Apply knowledge of social development, as it applies to educational settings.
- Discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- Participate in the investigation of a social development research problem and evaluation of research findings.
- Apply oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

## Exam

Due: **University exam period**

Weighting: **40%**

The examination will occur during the formal examination period set by the University. The University policy does not permit early examinations for individuals or groups of students. Students are responsible for checking their personal exam timetable and attending the exam on the scheduled day, at the specified time and room location.

The format and structure of the exam include written responses to short and long answer questions. Questions will address conceptual understanding and practical application of unit content. All unit content is examinable. You should prepare for the exam by creating effective notes, summaries and reflective thoughts on the subject matter throughout the semester.

**In this task you will be assessed on your ability to:**

- Demonstrate depth and breadth of knowledge of key concepts and principles addressed in the unit.
- Integrate concepts and principles from relevant content across the unit.
- Show evidence of generalization of the concepts and principles addressed in the unit to new examples.
- Synthesize relevant content to address practical problems.
- demonstrate quality of critical analysis
- apply conceptual understanding to novel examples.

On successful completion you will be able to:

- Apply knowledge of social development, as it applies to educational settings.
- Discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- Apply knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

## Delivery and Resources

### Lectures, Tutorials and On-Campus days

Two lectures will be delivered each week in a face to face lecture and available as a recording in iLearn

Weekly one hour tutorial classes are for internal students who must attend their registered class.

External students have two days of on-campus schools: 23 March and 18th May.

Please always check the University Timetable for all class schedules including On-Campus school dates.

### Online Learning Activities

Some unit content will include online activities. Both Internal and External students may be directed to online activities. These are self-directed learning activities, may not always be assessable but are considered essential to learning in the Unit. These may include:

- Assignment Workshops
- Assignment survey completion and data entry (may be assessable)
- Early formative feedback activities
- Any other tutorial activities that are not completed during the on-campus days or are missed due to absences from classes.

## Resources

**Required Text:** EDUC363 readings are available as electronic resources in the University Library. Search tips are provided on the iLearn site. You will need to have access to reading in tutorial classes so downloading a copy is recommended.

## Required Technologies:

This unit requires students to use several ICT and software skills.

- **Word processing:** You are required to use an appropriate form of software to write up and present your assignments.
- **Data entry:** You may be required to enter research assignment data in spreadsheets or survey tools
- **Library databases:** You are required to use various research databases (such as ERIC and PSYCHINFO) to locate sources for your assignments.
- **iLearn and web access:** This Unit is supported by iLearn. The site contains compulsory online lectures and online tutorial activities as directed. Your assessment templates, grading rubrics etc are located here.

## 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/](https://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](https://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

## Unit Schedule

See the EDUC363 iLearn site for the complete lecture and tutorial topic schedule, list of readings and weekly reading topic questions.

Module	Weeks	Provides opportunities for participants to:
<b>Module 1: The Development of Social Relationships</b>	1-5	<ul style="list-style-type: none"><li>• Understand the foundations of human social development; develop an understanding of human relationships and interventions to support positive relationships</li></ul>

<b>Module 2: The Development of Social Competence</b>	6-7	<ul style="list-style-type: none"><li>• Develop an understanding of social competence, human resilience, mental health concerns in children and young people, and interventions to support child and adolescent social development</li></ul>
<b>Module 3: Social development and the school</b>	11-13	<ul style="list-style-type: none"><li>• Develop an understanding of the interactions between the contexts of schooling, teachers and the social development of the school-aged child and adolescent.</li></ul>

## Learning and Teaching Activities

### Early Formative Feedback Opportunities

In addition to the feedback provided in regular tutorials, lectures and assessment tasks, this Unit provides several opportunities to gain additional early feedback on your learning. The following activities will be embedded in tutorials and online learning activities...

### Early Reading Engagement

This is an early formative non-graded and self-directed task that will support your engagement with the weekly reading and associated reading questions. This task will provide important practice for the final Exam. In Weeks 1-3 we will collaboratively discuss the weekly reading questions in small groups and online learning activities will support your understanding and conceptual development.

### Early Knowledge Check!

These are non-graded quiz question tasks that will provide you with early formative feedback about your knowledge and understanding of the unit content and reading materials. These quiz questions provide important practice for the 'Check your Understanding' graded assessment task in Week 4. These will be available in Weeks 1, 2 and 3.

## 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](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)

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## Department of Educational Studies Procedures

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

### 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.

### 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

### External Students

1. The on-campus sessions on **23<sup>rd</sup> March** and **18<sup>th</sup> May** are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
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.

## 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

### 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 outcome

- Apply knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

### 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

- Apply knowledge of social development, as it applies to educational settings.
- Discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- Apply knowledge of teaching and learning strategies for providing a school and

classroom environment that leads to positive social developmental outcomes.

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

## **Assessment tasks**

- Research report
- Exam

## **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 outcome**

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

### **Assessment task**

- Research report

## **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**

- Apply knowledge of social development, as it applies to educational settings.
- Apply knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

## Assessment tasks

- Check Your Understanding
- Research report
- Exam

## 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

- Discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- Participate in the investigation of a social development research problem and evaluation of research findings.
- Apply knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

## Assessment tasks

- Research report
- Exam

## 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 outcome

- Participate in the investigation of a social development research problem and evaluation of research findings.

## Assessment tasks

- Research report

- Exam

## 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

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

### Assessment tasks

- Research report
- Exam

## 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 outcome

- Participate in the investigation of a social development research problem and evaluation of research findings.

### Assessment task

- Research report

## Changes from Previous Offering

Two non-graded early formative feedback opportunities have been provided in the unit as listed in the 'Learning and Teaching Activities' section. These forms of self- assessment are self-directed and designed to support your learning.

The content and topic of assessment tasks are changed each year.

Readings may change and be updated each year.

## 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
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<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](#).

## Changes since First Published

Date	Description
12/02/2019	A small change was made to task description of research report to add word count