



ECHP3270

Professional Experience 4

Session 1, Weekday attendance, North Ryde 2020

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Dr Iain Hay

iain.hay@mq.edu.au

Contact via Contact via email - please do not leave a phone message, best to email me directly

29 Wally's Walk, Room 386

by appointment, via phone, email and in person

Unit Tutor and Professional Experience Coordinator

Michelle Wilson

michelle.wilson@mq.edu.au

Contact via Contact via email via email - iLearn dalogue appointments via email

Credit points

10

Prerequisites

130cp including (ECHP323 or ECHP223 or ECHP2230)

Corequisites

Co-badged status

Unit description

This unit builds on previous experiences and extends on teaching skills by providing students with further experiences in K-6 classrooms. It enables pre-service teachers to extend their understanding of approaches to curriculum planning and the documentation of children's learning in the school environment. The unit focuses on essential skills for curriculum decision-making and addressing diversity and cyberbullying issues within the classroom setting.

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:

ULO1: Identify and discriminate between different modes of assessment to use in the classroom setting.

ULO2: Arrange content into an effective learning and teaching sequence.

ULO3: Effectively communicate and develop rapport with students.

ULO4: Support children and families from diverse backgrounds in the classroom including Aboriginal and Torres Strait Islander children and families.

ULO5: Critically evaluate personal teaching practices.

ULO6: Identify the factors that influence curriculum decision making processes.

Assessment Tasks

Coronavirus (COVID-19) Update

Assessment details are no longer provided here as a result of changes due to the Coronavirus (COVID-19) pandemic.

Students should consult [iLearn](#) for revised unit information.

[Find out more about the Coronavirus \(COVID-19\) and potential impacts on staff and students](#)

General Assessment Information

Arriving in Australia and going to school

Assessment Type¹: Lesson plan

Indicative Time on Task²: 10 hours

Due: 19/4/20 - 11:55pm Weighting: 50%

The purpose of this assessment is to provide teacher education students with an understanding of the complexities of teaching in classrooms with diverse children and families. - Write a report that shows how you could assist children, staff and families to develop their understanding of diversity in the classroom. - Develop a sequence of 4 lessons with clear links to the curriculum documents. - Develop a parent/carer information letter about the activities in the classroom.

On successful completion you will be able to:

- Identify and discriminate between different modes of assessment to use in the classroom setting.
- Arrange content into an effective learning and teaching sequence.
- Support children and families from diverse backgrounds in the classroom including Aboriginal and Torres Strait Islander children and families.
- Critically evaluate personal teaching practices.

- Identify the factors that influence curriculum decision making processes.

Part A: Teaching Performance Assessment Preparation. & Part B: Professional Experience Evaluation document

Assessment Type¹: Work-integrated task

Indicative Time on Task²: 10 hours

Due: 14/6/20 - 11:55pm

Weighting: 50%

Part A: This assessment will introduce teacher education students to the possibilities of documenting children's learning in the classroom setting and allows them to reflect on the curriculum, pedagogy and their practice. They will develop a situational analysis as an overview of the educational setting. Part B: Professional Experience Evaluation document: This document is graded as satisfactory or unsatisfactory and determines the outcome of the placement and therefore the unit.

On successful completion you will be able to:

- Identify and discriminate between different modes of assessment to use in the classroom setting.
- Arrange content into an effective learning and teaching sequence.
- Effectively communicate and develop rapport with students.
- Support children and families from diverse backgrounds in the classroom including Aboriginal and Torres Strait Islander children and families.
- Critically evaluate personal teaching practices.
- Identify the factors that influence curriculum decision making processes.

¹If you need guidance or support to understand or complete this type of assessment, please contact the Learning Skills Team

²Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Coronavirus (COVID-19) Update

Any references to on-campus delivery below may no longer be relevant due to COVID-19.

Please check here for updated delivery information: <https://ask.mq.edu.au/account/pub/>

[display/unit_status](#)

*Important information: The Teacher Education Student (TES) needs to have met the standard in both literacy and numeracy (LANTITE) prior to enrolling in ECHP3270

Required and recommended texts The required text for this unit is: • Assessment and Reporting: Celebrating Student Achievement 5th ed (2018) by Laurie Brady and Kerry Kennedy, Pearson Education (purchase from MQ BookCoOP or other suppliers)

• Learning to Teach in the Primary School (2013) edited by Peter Hudson, Cambridge University Press - (Chapter 3 by Tony Dowden) and (Chapter 4 by Jane Jarvis) available at MQ Library online and full book in the Curriculum Collection on Level 1)

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/. 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. 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 of one-hour lectures and a one-hour tutorials. 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.

*Please refer to the Unit Schedule section for details on lectures, tutorials and weekly readings, as well as the unit iLearn site for the weekly learning module.

It is the responsibility of individual students to be aware of pre and co requisites throughout their program. If you are considering withdrawing from this unit please seek academic advice as this may impact on your progression throughout the degree.

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult the Academic Unit Coordinator.

Students having difficulty at any time throughout the semester for example, with unit content, assessment queries or placement concerns are urged to contact the Academic Unit Coordinator EARLY to discuss issues.

This unit aims to build on previous experiences and extend on teaching skills by providing students with further experiences in K-6 classrooms. ECHP 3270 aims to assist students in extending their understanding of approaches to curriculum planning and the documentation of children's learning in the school environment. The unit focuses on essential skills for curriculum decision-making and enables students to develop their knowledge of anti bias issues within the classroom setting.

This unit does not directly teach curriculum content (<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>) **Students are expected to use syllabuses for KLAs in line with their school placement.**

It is expected that students have a working knowledge of KLAs for Kindergarten to Year 6 from completion of prior units and from personal study.

Classes

The timetable for classes can be found on the University web site • 1 hour lectures will be delivered in blended mode with face-to-face and online - you will be notified via iLearn the weeks that will be online.

- 2 hour tutorials will be held weekly for internal students.
- For external students it is expected that students listen weekly online - lectures, and activities via iLearn
- Students are not able to swap between tutorials throughout the semester. Tutorial groups are established in the first two weeks of semester and students must remain in this tutorial until the end of semester.
- **External students are to attend the compulsory on campus day, Friday: 17th April from 9.00am – 5.00pm in Tutorial room 143 at 29 Wally's Walk**
- In order to be eligible for a passing grade, students must meet the following attendance requirements:
 - Internal students must attend at least 80% of all tutorials
 - External students must attend all of the compulsory on-campus session on Friday 17/4/20. Students will be required to complete tasks which will be marked as S/U. Therefore non attendance will impact on progression throughout the unit

Teaching and Learning Strategy

Unit expectations

In this unit students are required to:

- come to tutorials prepared having read the weekly readings and listened to the lecture (internal students)

- complete weekly tasks available on line. Come to on campus prepared; having read the weekly readings and listened to the lectures (external students)
 - read widely and give thoughtful consideration to the ideas encountered
 - participate fully in tutorials discussions and activities
 - submit all assessments
 - undertake 20 days of Professional Experience (5 observation days and 15 teaching days) and fulfil all Professional Experience requirements
 - submit the Professional Experience Evaluation form on completion of placement.

Professional Experience

Students will be expected to complete three weeks of Professional Experience from Monday 18th May - Friday 5th June 2020. Prior to this, students are expected to negotiate with the cooperating teacher to complete five (5) observation days. Attendance is compulsory. Students will be assessed as satisfactory or unsatisfactory against the Professional Experience Evaluation form.

Support for External Students

External students are strongly advised to make use of the support services available.

- Students are able to download the lecture from the iLearn website (via Echo). Students need to set aside time weekly to work through the tasks on iLearn and listen to the lecture. It is important to also

read as widely as possible.

- Weekly tasks: External students will be expected to access and complete tutorial tasks listed under Learning Modules via the iLearn website.
- Compulsory on-campus session: The compulsory on-campus session is scheduled for Friday 17/4/20 from 9.00am – 5.00pm (Room 143, 29 Wally's Walk). Students will participate in tasks which will be graded as S/U for the unit. Students will have the opportunity to discuss the unit content and weekly tasks provided on iLearn. Students will also have the opportunity to discuss issues associated with Professional Experience.

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.

Macquarie School of Education Electronic Communication

During semester time, staff may contact students using the following ways: • Dialogue function on iLearn

- Official MQ Student Email Address

It is the student's responsibility to check all electronic communication on a regular weekly basis.

Macquarie School of Education (EC) Unit Expectations

- In order to be eligible for a passing grade, students must meet the following attendance requirements:
 - Internal Students: Participate in at least 80% of all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade
 - External Students: Participate in all on-campus sessions – punctuality is expected.
- Students are required to contribute to all online and tutorials tasks
- 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
- All assessment tasks must be submitted

Macquarie School of Education (EC) Professional Experience Unit Academic Expectations

- In order to be eligible for a passing grade, students must meet the following attendance requirements:
 - Internal Students: Participate in at least 80% of all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade
 - External Students: Participate in all on-campus sessions – punctuality is expected. Please note that non-participation will lead to exclusion from the unit. Students who are unable to participate due to illness or other unavoidable disruption will be supported in their application to withdraw without academic penalty.
- For all PG Professional Experience Units, participation at all workshops is compulsory and punctuality is expected. Consistent lateness will jeopardise a passing grade.
- Students are required to contribute to all online and tutorials/workshops tasks
- Students are expected to read weekly readings before completing tasks and attending tutorials/workshops*
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials/workshops
- All assessment tasks must be submitted
- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of assessments against the marking criteria and unit outcomes prior to submission.
- **In order to meet all expectations for this unit, students must:**
 - attain an overall minimum of a Pass grade for the written submission components, **AND**
 - attain a 'Satisfactory' grade for their Professional Experience Evaluation Report

Macquarie School of Education (EC) Professional Experience Unit Placement Expectations

- Students are required to complete 20 days of Professional Experience at a school*
- To be eligible to commence the block placement component of this unit, students
- Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block
- Must meet the participation requirements for the unit
- Students must be able to present evidence of completion of the following prior to semester census date in order to receive a placement for Professional Experience:
 - A Working with Children Check or State/ Territory equivalent
 - Anaphylaxis training (practical and on line training)* • Child Protection online training*
 - A Working with Children Check or State/Territory equivalent is required by the end of Week 3 to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.
- Students are expected to negotiate with the supervising teacher to complete five (5) observation days at times which do not impact on attendance at tutorials for this or other units.
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convener about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of assessments against the marking criteria and unit outcomes prior to submission.
- **In order to meet the Professional Experience placement expectations of this unit, students must:**
 - attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report, **AND**
 - attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to s.ug@mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Professional Experience Unit Placement Expectations in detail

- Students are required to complete 20 days of Professional Experience at a school on a specified grade.
- To be eligible to commence the block placement component of this unit, students:
 - Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block;
 - Must meet the participation requirements for the unit.
- Students must be able to present evidence of the following prior to semester census date. Further information see: <http://www.mq.edu.au/study/fees-and-costs/census-dates>) in order to receive a placement for Professional Experience. Students may need to withdraw from this unit if this has not been obtained in time:
 - A Working with Children Check or State/ Territory equivalent
 - Anaphylaxis certificate for training (practical and on line training)
 - Child Protection certificate from online training.
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded
- Students are expected to negotiate with the supervising teacher to complete five (5) observation days at times that do not impact on attendance at tutorials for this or other units. Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convener about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convener about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of assessments against the marking criteria and unit outcomes prior to submission.

In order to meet the Professional Experience expectations of this unit, students must:

- attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report **AND**
- attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report

If you fail this unit the fail grade will be on your transcript irrespective of the timing of when the placement takes place.

Units with Submissions of Family & Children's Records

Family and Children's Records at Macquarie School of Education (EC).

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adheres to the

ethical practices of the Early Childhood Australia Code of Ethics (2016) and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery (see Fabrication in the EC Academic Honesty Handbook). Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Unit Schedule

Coronavirus (COVID-19) Update

The unit schedule/topics and any references to on-campus delivery below may no longer be relevant due to COVID-19. Please consult [iLearn](#) for latest details, and check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

Week beginning	Topic/ Lecture/Tutorial
<p>Week 1</p> <p>24 Feb</p>	<p><u>Setting the scene: Classroom structure and Routines</u></p> <p><i>*Weekly reading: Chapt 3: Understanding the Curriculum (Hudson, 2013 - Learning to Teach in the Primary School) via MQ Library</i></p> <ul style="list-style-type: none"> • Unit expectations and requirements • Instruction modes: whole class; individualised learning; small groups; cooperative learning; streamed classes • System and school impacts on assessment, curriculum and pedagogy • Collaborating with other professionals • Teacher as decision maker - understanding the assessment of children's learning • Understanding the curriculum
<p>Week 2</p> <p>2 March</p>	<p><u>Effective communication</u></p> <p><i>*Weekly reading: Chaps 1 & 2 unit textbook: Assessment and Reporting, Celebrating Student Achievement (Brady & Kennedy 2018)</i></p> <ul style="list-style-type: none"> • Communicating in the classroom setting • Explaining, questioning and listening • Developing rapport and engaging students • Contexts for assessment and reporting • Assessment and learning

<p>Week 3</p> <p>9 March</p>	<p><u>Honouring diversity, inclusion in action</u></p> <p><i>*Weekly reading: Chaps 3 & 4 unit textbook: Assessment and Reporting, Celebrating Student Achievement (Brady & Kennedy 2018)</i></p> <ul style="list-style-type: none"> • Setting the scene • Legislation, policies and inclusive practices • Cultural assumptions in own teaching and schooling practices and implications for improving teaching and learning • Philosophy and beliefs of culturally and linguistically diverse school communities and how these may affect teaching practice. • Assessment concepts and values • Strategies for assessing student achievement
<p>Week 4</p> <p>16 March</p>	<p><u>Creating an anti bias environment</u></p> <p><i>*Weekly reading: Chapt 5 unit textbook: Assessment and Reporting, Celebrating Student Achievement (Brady & Kennedy 2018)</i></p> <ul style="list-style-type: none"> • Assessing cultural and language demands and biases of classroom resources and processes for modification • Planning for effective teaching • Curriculum strategies • Strategies for self- and peer assessment
<p>Week 5</p> <p>23 March</p>	<p><u>Planning models, theory and practice. Classroom structure and routines</u></p> <p><i>*Weekly reading: Chaps 6 & 7 unit textbook: Assessment and Reporting, Celebrating Student Achievement (Brady & Kennedy 2018)</i></p> <ul style="list-style-type: none"> • Planning models, theory and practice • Individual learning • Group learning • Keeping track of student learning: making judgments and recording results • Principles and strategies for reporting student achievement in the classroom
<p>Week 6</p> <p>30 March</p>	<p><u>Planning to teach</u> - online lecture watch the following AITSL video on <i>Grading using rubrics</i> https://youtu.be/p21wvti1HY8 then prepare a response to the following questions:</p> <ol style="list-style-type: none"> 1. How do you ensure that your assessments of student learning are consistent and comparable? 2. What are the features or processes that should be used in an effective assessment moderation? <p><i>*Weekly reading: Chaps 8 & 9 unit textbook: Assessment and Reporting, Celebrating Student Achievement (Brady & Kennedy 2018)</i></p> <ul style="list-style-type: none"> • Principles for planning • Employing ICT applications to support specific syllabus outcomes, content and processes • Meeting specific learning needs through inclusive practices (problem solving processes/ application of reasonable adjustment) • Developing a program • Developing an integrated unit of work incorporating the effective use of literacy strategies • The Australian curriculum and NAPLAN • Benchmarking and monitoring Australian student's academic achievements

<p>Week 7</p> <p>6 April</p>	<p><u>Working cross cultures</u></p> <p><i>no set reading this week conduct a desk top review of key policies and programs supporting Aboriginal student learning and family engagement</i></p> <ul style="list-style-type: none"> • Partnerships with families, communities and support services for Aboriginal students • Communication strategies to develop learning partnerships with Aboriginal families and communities • Issues for Aboriginal students and community members in relation to schooling <p>ASSESSMENT 1 DUE: 19th April at 11:55pm Turnitin</p>
<p><u>University Recess</u></p> <p>Mon 13 April – Fri 24th April, 2020</p>	
<p>Week 8</p> <p>27 April</p>	<p><u>Planning to teach</u></p> <p><i>*Weekly reading: Chapt 10 unit textbook: Assessment and Reporting, Celebrating Student Achievement (Brady & Kennedy 2018)</i></p> <ul style="list-style-type: none"> • Culturally inclusive practices in relation to curriculum, classroom teaching and assessment • Strategies and issues for teaching second language learners in the mainstream classroom
<p>Week 9</p> <p>4 May</p>	<p><u>Diverse family structures</u></p> <p><i>*Weekly reading: Chapt 4: Differentiating Learning Experiences for Diverse Learners (Hudson, 2013 - Learning to Teach in the Primary School) via MQ Library</i></p> <ul style="list-style-type: none"> • Inclusive societies and communities • Establishing partnerships with parents and the community for the education of students from culturally and linguistically diverse backgrounds • Relevance of home and community literacy practices • Collaborating with parents/caregivers to identify learning outcomes for students • Differentiating Learning
<p>Week 10</p> <p>11 May</p>	<p><u>Changing beliefs, changing practices</u></p> <p><i>*No set readings this week: engage with the following sites:</i></p> <p>https://www.aitsl.edu.au/teach/improve-practice/reflect-on-practice</p> <p>https://www.aitsl.edu.au/deliver-ite-programs/teaching-performance-assessment</p> <ul style="list-style-type: none"> • Role of reflective practice • Role of teacher in meeting diverse needs of learners • Professional development opportunities and the importance of personal planning to ongoing professional development • Understanding the Teaching Performance Assessment (TPA)
<p>Professional Experience Placement block (weeks 11, 12 & 13)</p> <p>Mon 18th May – Fri 5th June</p>	
	<p>ASSESSMENT 2 DUE: 14th June at 11:55pm Turnitin</p>

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.*)

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 or if you are a Global MBA student contact 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) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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

If you are a Global MBA student contact 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/.

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.

Changes since First Published

Date	Description
23/02/2020	Update of assessment due dates