



ECHP4250

Professional Experience 6

Session 1, Infrequent attendance, North Ryde 2021

Macquarie School of Education

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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.

Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

PE Convenor

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Convenor, Lecturer

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Credit points

10

Prerequisites

ECHP324 or ECHP327 or ECHP3270 ECHP325 or ECHP3250

Corequisites

Co-badged status

Unit description

This unit incorporates understanding of relational pedagogy and practice in early childhood education by combining university-based study with practical teaching experience in an early childhood organisation. The practical experience component is based on a sound understanding that students will be operating at a level reasonably expected of an undergraduate student teacher undertaking a block of professional experience and as an undergraduate teacher of young children. Unit content will focus on examining and reflecting on the student's role in teaching and learning with young children from birth to three years.

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: Implement the requirements of the relevant legislative and regulatory processes in relation to early childhood curriculum in ways that reflect sound philosophical understandings of theory and research about early childhood pedagogies.

ULO2: Understand the influence of the work of educators in current thinking about early childhood curriculum and pedagogy.

ULO3: Recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts.

ULO4: Develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature.

ULO5: Take substantial responsibility for your own learning and deal with issues and principles for decision-making in early childhood settings.

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: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g., quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- 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
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.
Cr (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.
P (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
F (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 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Infant Learning	45%	No	01/04/21
Practice-based task	55%	No	04/06/21
Professional Experience	0%	Yes	Weeks 10, 11 & 12

Infant Learning

Assessment Type ¹: Programming Task

Indicative Time on Task ²: 20 hours

Due: **01/04/21**

Weighting: **45%**

Relationships: Choose one specialist technique one general teaching technique from MacNaughton and Williams (2009) and explain how your 2 selected techniques will help you to:
1. Engage in relationship-based pedagogy 2. Seek the child's perspective 3. Teach with intentionality (2000 words)

On successful completion you will be able to:

- Understand the influence of the work of educators in current thinking about early childhood curriculum and pedagogy.
- Recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts.

Practice-based task

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 30 hours

Due: **04/06/21**

Weighting: **55%**

Describe the learning environment where you are undertaking your Professional Experience. Identify the particular aspects of this environment (relational and/ or physical) that facilitate learning. Provide three different examples of how you set up the learning environment to reflect your philosophy as you provide opportunities for relationship-based pedagogy and intentional teaching during your Professional Experience. These examples may include photographs, literature, anecdotes from conversations with your supervising teacher. Make sure you include children's responses to the changes you have made as well as any comments from families or other educators. (2500 words)

On successful completion you will be able to:

- Implement the requirements of the relevant legislative and regulatory processes in relation to early childhood curriculum in ways that reflect sound philosophical understandings of theory and research about early childhood pedagogies.
- Take substantial responsibility for your own learning and deal with issues and principles for decision-making in early childhood settings.

Professional Experience

Assessment Type ¹: Field work task

Indicative Time on Task ²: 60 hours

Due: **Weeks 10, 11 & 12**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

This is a hurdle and implementation of at risk procedure will take place of a second attempt

On successful completion you will be able to:

- Implement the requirements of the relevant legislative and regulatory processes in relation to early childhood curriculum in ways that reflect sound philosophical understandings of theory and research about early childhood pedagogies.
- Develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative 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

Required and recommended texts

Two texts are recommended for this unit.

1) [Techniques for teaching young children: choices for theory and practice](#) by Glenda MacNaughton and Gillian Williams. (2009). 3rd ed. Frenchs Forest, N.S.W. Pearson Education Australia.

You will need access to this textbook to undertake Assessment 1.

2). [The circle of security : Roadmap to building supportive relationships by](#) Robyn Dolby (2017). Early Childhood Australia, Watson, ACT Early Childhood Australia Inc.

It is **highly recommended** that you purchase your own copy of this book from Early Childhood

Australia: Details will be made available on the iLearn site.

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.

Weekly lectures will be available on the web through the ECHO360 lecture component or uploaded as powerpoint slides with audio. You must listen to all lectures. Lectures will be uploaded in advance of the weekly lecture time slot.

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 nine (9) weeks of lectures and tutorials, and three (3) weeks of professional practice.

Lectures are one-hour and tutorials are two-hours. All lectures are online. There are no classes in week 13.

Internal students attend one x 2-hour tutorial each of the nine weeks. This may be a face-to-face tutorial or an online tutorial.

Whichever tutorial you enrol in is the one you attend **throughout** the session. In the tutorials 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.**

External students attend two on-campus days: Saturday 10th April and Saturday 29th May (9am - 3pm).

Attendance at on campus days for external students is **expected**.

The weekly schedule for this unit is available on the following pages *and* on the unit iLearn site.

Unit Schedule

WEEK	CONTENT	READINGS
1	Welcome and setting the scene	<p>1.1 Page, J., Clare, A., & Nutbrown, C. (Eds.). (2013). Introduction. In <i>Working with babies and children from birth to three</i> (2nd ed.) (pp.1-10). London: Sage.</p> <p>1.2 Davis, B., & Degotardi, S. (2015). Who cares? Infant educators' responses to professional discourses of care. <i>Early Child Development & Care</i>, 185(11-12), 1733-1747.</p> <p>1.3 Recchia, S., Shin, M., & Snaider, C. (2018). Where is the love? Developing loving relationships as an essential component of professional infant care. <i>International Journal of Early Years Education</i>, 26(2). 142-158.</p>
2	Relationships 1:	<p>2.1 Hood, M. (2012). <i>Partnerships – working together in early childhood settings</i>. Deakin, ACT: ECA.</p> <p>2.2 Sims, M., & Hutchins, T. (2013). The Mesosystem – Partnerships with parents: Building communities. In M. Sims & T. Hutchins, <i>Program planning for infants and toddlers; in search of relationships</i> (2nd ed.). (pp. 43-77). Pademelon Press.</p>
3	Relationships 2:	<p>3.1 Dolby, R. (2017). <i>The Circle of Security: Roadmap to building supportive relationships</i>. Deakin, ACT: ECA.</p> <p>3.2 Brooker, L. (2009). 'Just like having a best friend.' How babies and toddlers construct relationships with their key workers in nurseries. In T. Papatheodorou & J. Moyles (eds.). <i>Learning together in the early years: Exploring relational pedagogy</i> (98-108). Abingdon, Oxon: Routledge.</p> <p>3.3 Davis, B., & Degotardi, S. (2015). Educators' understandings of, and support for, infant peer relationships in early childhood settings. <i>Journal of Education Research</i>, 13(1). 64-78.</p>
4	Curriculum	<p>4.1 Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). Relationships and interactions in children's learning. In <i>Programming & planning in early childhood settings</i> (7th ed.). (330-370). Australia: Cengage.</p> <p>4.2 Stonehouse, A., (2011). "The more you know, the more you see." Deakin, ACT: ECA.</p>

5	Play	<p>5.1 Houghton, A. (2013). <i>What is intentional teaching?</i> In <i>Intentional teaching Promoting purposeful practice in early childhood settings</i>. pp. 14-22. Teaching Solutions.</p> <p>5.2 Winderlich, K. (2019). <i>Sensory play and learning</i>. Deakin, ACT: ECA.</p>
6	Environments	<p>6.1 Curtis, D., Brown, K. L., Baird, L. & Coughlin, A. M. (2013). Planning environments and materials that respond to young children's lively minds. <i>Young children, September</i>, 26-31.</p> <p>6.2 Touhill, L. (2017). <i>Living spaces – Indoor learning environments</i>. Deakin, ACT: ECA.</p> <p>ASSESSMENT 1 due Thursday 1st April</p>
Two weeks of Recess		
7	Observing, documenting & planning 1	<p>7.1 Sims, M., & Hutchins, T. (2013). The Microsystem – planning the Infant and Toddler room. In M. Sims & T. Hutchins, <i>Program planning for infants and toddlers; in search of relationships</i> (2nd ed.). (pp.79-134). Pademelon Press.</p> <p>7.2 Department of Education, Employment and Workplace Relations, (2009). <i>Belonging, being and becoming: The early years framework for Australia</i>. Canberra, Commonwealth of Australia.</p>
8	Observing, documenting & planning 2	<p>8.1 Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). Assessing and planning for children's learning. In <i>Programming & planning in early childhood settings</i> (7th ed.). (276-329). Australia: Cengage.</p> <p>8.2 Millikan, J., & Giamminuti, S. (2014). Documentation for belonging. In <i>Documentation and the Early years learning framework. Researching in Reggio Emilia and Australia</i>. (pp. 49-65). NSW: Pademelon Press.</p>
Professional Experience Preparation		
9		<p>12.1 Kennedy, A. (2014). <i>Pedagogy, Programs and relationships in practice</i>. Deakin, ACT: ECA.</p> <p>12.2 Davis, B., & Dunn, R. (2019). Professional identity in the infant room. <i>Australasian Journal of Early Childhood</i>, 44(3) 244-256.</p>
10 11 12	Professional Experience Weeks 1, 2 & 3	
13	No classes: ASSESSMENT 2 due Friday 4th June	

Readings are available via Leganto.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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

School of Education Procedures

In addition, the following policies and procedures of the School of Education 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.

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 10th April and 29th May **are essential** to student engagement and learning and attendance on **both** 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.

Professional Experience Unit Placement Expectations

- Students must be able to present evidence of completion of the following prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience:
 - A Working with Children Check or State/ Territory equivalent. For school placements this must be verified by DoE before your first placement. Complete and email: The [practicum students declaration](#) and a copy of relevant ID documents to the department's [probity unit](#) at least two weeks prior to the start date of your first professional experience placement. You will also need to present photo ID on your first day of professional experience.
 - Anaphylaxis training (practical and online training) (school placements only). Please note that Anaphylaxis training is only current for 2 years so students will need to update this, most probably at the start of their final year
 - Read and acknowledge agreement to abide by the [DoE Code of Conduct](#) (school placements only)

- Child Protection Awareness Training (CPAT) (school placements only) (once only)
- Mandatory Child Protection Training (school placements only) (annually)

For more details re school placement requirements see: <https://education.nsw.gov.au/teaching-and-learning/professional-learning/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating->

This includes completing the pre-service teacher acknowledgement: https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/professional-learning/pre-service-teacher-resources/Document2_Pre-service_teacher_Acknowledgement_October_2020.pdf

Students are responsible for ensuring that their evidence is current. Please be aware that you may need to update your training or credential during your program of study.

- A Working with Children Check or State/Territory equivalent is required by the end of Week 2 to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convenor 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 any assessments or bookwork prior to submission.
- If a Student is identified being **in need of additional support** for Professional Practice and/or Bookwork, the [Department's 'Additional Support' procedure](#) will be activated and they will not be able to withdraw themselves from this Unit.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Fitness to practice requirements

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment,

and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

Twice Fail Rule for Professional Experience Units

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BEd) are advised to seek academic advice.

On-campus sessions (if applicable)

The on-campus sessions for this year are on:

Day 1: Saturday April 10th: 9am to 3pm

Day 2: Saturday May 29th: 9am to 3pm

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

Professional Experience Unit Placement Expectations

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 may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.

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

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.