



EDST8206

Professional Practice 1: Teaching English in the Primary School

Session 1, Infrequent attendance, North Ryde 2021

Macquarie School of Education

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Disclaimer

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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

Convenor

Ruth French

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29 Wally's Walk, Room 275

Appointments can be arranged by email

Lecturer

Emilia Djonov

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Lecturer

Hua-Chen Wang

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Tutor and marker

Rosemary Dunn

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Credit points

10

Prerequisites

Corequisites

EDST8200

Co-badged status

Unit description

This unit is the first of a three unit sequence that introduces students to English teaching in the primary years. It includes the first Professional Experience placement for the course. Learning will include a focus on language development, language and literacy in Australian curriculum and other policy documents and quality research-informed teaching strategies. The unit offers a systematic, research-based introduction to foundational knowledge of language and literacies and provides opportunities to develop knowledge of the language system and its uses, purposes, and practices in reading and writing for a range of audiences and purposes and in a range of mediums including visual and multi-modal forms. Learning and teaching will develop understanding of the integration of technology, the role of quality texts in supporting literacy learning and how to nurture creativity and engagement in English during the primary years. Students will also complete a professional experience placement where they work with a Supervising Teacher and gain experience in curriculum, pedagogy, and classroom management in a school environment. During this professional experience placement, students will engage in reflexive practices to evaluate and critique their experiences and knowledge and gain experience in evidence-based teaching practice.

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: Analyse the features and role of the language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance one's own and students' learning.

ULO2: Evaluate the features of language systems and communication critical to code breaking and meaning making and apply this knowledge to enhance teaching and learning.

ULO3: Understand and analyse the features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance own and students' learning.

ULO4: Apply a foundational knowledge of language, images, and context to analyse and evaluate instructional practices and texts, their linguistic features, effectiveness, and social purposes.

ULO5: Develop and apply research-informed strategies to create Syllabus aligned classroom learning experiences that utilise a range of mediums, pedagogies and language modes including multi-modal texts and respond to the diversity of K-6 student

learners.

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. (In fact, they just create more scrolling for markers using Turnitin, so please don't use them in EDST8206.)

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.

Units with Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED** by each student individually. Similarities in responses between students will be checked and investigated for possible collusion. Please see the [Academic Integrity policy](#) for more information.

University policy on grading

Criteria for awarding grades for assessment tasks

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

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the assessment 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
Literacy across the language modes quiz	40%	No	Wks 4, 6, 9 and 13
Planning for Professional Experience: lesson planning preparation	60%	No	Part A: Mon Wk 8 - 26/4 11:55pm. Part B: Mon 7/6 11:55pm
Professional Experience Evaluation Report	0%	Yes	At conclusion of P.Ex. placement

Literacy across the language modes quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 15 hours

Due: **Wks 4, 6, 9 and 13**

Weighting: **40%**

2 hours in total (may be administered as 4 x 30 mins quizzes, for example). Apply knowledge of literacy instruction and knowledge about language and images across the six language modes, and design productive literacy learning activities for given text/s.

On successful completion you will be able to:

- Understand and analyse the features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance own and students' learning.
- Apply a foundational knowledge of language, images, and context to analyse and evaluate instructional practices and texts, their linguistic features, effectiveness, and social purposes.
- Develop and apply research-informed strategies to create Syllabus aligned classroom learning experiences that utilise a range of mediums, pedagogies and language modes including multi-modal texts and respond to the diversity of K-6 student learners.

Planning for Professional Experience: lesson planning preparation

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 20 hours

Due: **Part A: Mon Wk 8 - 26/4 11:55pm. Part B: Mon 7/6 11:55pm**

Weighting: **60%**

A/ 1000 words. Textual analysis and annotation. Students annotate one fictional and one non fictional instructional text to design and plan literacy learning experiences appropriate for target learners. B/ 1500 words. Learning and teaching sequence including justification. Students use applied literacy examples to demonstrate understanding of fundamental concepts in language and literacy education and research..

On successful completion you will be able to:

- Analyse the features and role of the language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance one's own and students' learning.
- Evaluate the features of language systems and communication critical to code breaking

and meaning making and apply this knowledge to enhance teaching and learning.

- Apply a foundational knowledge of language, images, and context to analyse and evaluate instructional practices and texts, their linguistic features, effectiveness, and social purposes.

Professional Experience Evaluation Report

Assessment Type ¹: Field work task

Indicative Time on Task ²: 120 hours

Due: **At conclusion of P.Ex. placement**

Weighting: **0%**

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

Supervising Teacher submits PE Evaluation Report on Teacher Education Student

On successful completion you will be able to:

- Analyse the features and role of the language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance one's own and students' learning.
- Evaluate the features of language systems and communication critical to code breaking and meaning making and apply this knowledge to enhance teaching and learning.
- Understand and analyse the features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance own and students' learning.
- Apply a foundational knowledge of language, images, and context to analyse and evaluate instructional practices and texts, their linguistic features, effectiveness, and social purposes.
- Develop and apply research-informed strategies to create Syllabus aligned classroom learning experiences that utilise a range of mediums, pedagogies and language modes including multi-modal texts and respond to the diversity of K-6 student learners.

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

Prescribed and recommended readings

Compulsory Texts:

Fellowes, J. & Oakley, G. (2020). *Language, literacy and early childhood education* (3rd ed.). Oxford University Press.

Derewianka, B. (2011). *A new grammar companion for teachers*. Primary English Teaching Association.

Recommended additional texts:

Cavanagh, M. & Prescott, A. (2014). *Your professional experience handbook: A guide for preservice teachers*. Pearson.

Christie, F. (2005). *Language education in the primary years*. UNSW Press.

Derewianka, B. (2020). *Exploring how texts work* (2nd ed.) Primary English Teaching Association Australia (PETAA).

Derewianka, B & Jones, P. (2016). *Teaching language in context* (2nd ed.). Oxford University Press.

Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollard, J. (2015) (6th ed.). *Language and learning: An introduction for teaching*. Oxford University Press.

Hill, S. (2012). *Developing early literacy. Assessment and teaching* (2nd ed.). Eleanor Curtain Publishing.

Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning* (2nd ed.). Primary English Teaching Association Australia (PETAA). **** Highly recommended. This book includes activities with answers, for developing and applying your grammar knowledge.**

Humphrey, S. & Vale, E. (2020) *Investigating model texts for learning*. Primary English Teaching Association Australia (PETAA).

Kalantzis, M, Cope, B., Chan, E. & Dalley-Trim, L. (2016). *Literacies* (2nd ed.). Cambridge University Press.

McLeod, S., & McCormack, J. (eds) (2015). *Introduction to speech, language and literacy*. Oxford University Press.

Moats, L. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Paul H. Brookes Pub. Co.

Tompkins, G.E., Smith, C., Campbell, R. & Green, D. (2018). *Literacy for the 21st Century: A balanced approach* (3rd ed.). Pearson Education Australia.

Walsh, M. (2011). *Multimodal literacy. Researching classroom practice*. e:lit Primary English

Teaching Association.

Winch, G. (2013). *The grammar handbook*. Oxford University Press.

Winch, G., Johnston, R.R., March, P., Ljungdahl, L. & Holliday, M. (2020). *Literacy: Reading, writing and children's literature* (6th ed.). Oxford University Press.

Wing Jan, L. & Taylor, S. (2020). *Write ways*. (5th ed.). Oxford University Press.

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 there, as will other relevant unit notices and materials.

Various activities and materials for discussion and tutorial preparation will be provided. Electronic links and suggested references will be included in the Leganto section, which is linked to the library. Please check the *iLearn* site for the unit regularly.

Lectures

Lectures are available on the web through the Echo360 component. You must listen to *and* view all lectures. PowerPoint slides will be available in the Echo360 section. You are encouraged to create your own notes, however, rather than only downloading slides.

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. 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 uploading 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 will be delivered using a combination of lectures and tutorials. There will be a weekly 1-hour lecture, and in roughly every second week there will be an additional 1-hour lecture, that is, three lectures in a fortnight, on average. All lectures will be recorded and available in Echo360. Weekly 1.5 hour tutorials will be held for 'weekday attendance' [internal] students, while 'infrequent attendance' [external] students will have a combination of online tutorials (see the timetable for dates of these) and one half-day on-campus session. All MTeach units include an option for students unable to attend campus. This may be via synchronous Zoom tutorials or web-based arrangements to allow students to 'join' on campus tutorials, or online.

In tutorials and at the on-campus session (as relevant to their enrolment mode), 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. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. Sometimes short 'homework' tasks will be set, which also need to be completed as tutorial preparation. The weekly program for the course with the accompanying readings/ preparation will be available on the unit iLearn site.

Unit Schedule

Weeks	Content	Other details
Week 1	Module 1: Introduction to language and literacies; the 'four resources' model	'Weekday attendance' (internal) students' tutorials begin in Week 1.
Weeks 2 & 3	Module 2: Code-breaking	A non-assessable online quiz will be available on iLearn before the census date, so students can receive formative feedback on their progress. End of Week 3: On-campus half-day for 'infrequent attendance' (external) students.
Weeks 4, 5 & 6	Module 3: Meaning making	Week 4 will include a quiz on Modules 1 and 2. Week 6 will include a quiz on aspects of Module 3.

Weeks 7 & 8	Module 4: Text use Also: professional experience preparation.	The MQ recess falls between Weeks 6 and 7. Part A of the major assignment will be due at the start of Week 8.
Weeks 9 and 13	Module 5: Text analyst/text critic Also: professional experience preparation, and de-briefing in Week 13.	Week 9 will include a quiz on some aspects of Module 3, and on Module 4. Week 13 will include a quiz drawing together Modules 3, 4, and 5.
Weeks 10, 11 & 12	Module 6: Professional experience (15 days)	The professional experience report will be due following the placement.
Exam period		Part B of the major assignment will be due at the beginning of the exam period. See the due date in the 'assessment tasks' section.

There may be limited variation to this teaching schedule in response to student needs.

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 Macquarie School of Education are applicable in this unit.

Attendance

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials (internal/'weekday') or on campus days (external/'infrequent') 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.

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.

Master of Teaching (Primary and Secondary)

*The Master of Teaching is a professional, NESA accredited qualification. Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is **mandatory**. All students must meet the 80% attendance requirement.*

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 [Note: Please do not email staff from any email account other than your uni email account.]
- The Dialogue function on iLearn
- Other iLearn communication functions

External Students

1. The on-campus session on March 13 is essential to student engagement and learning, and attendance is compulsory. 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 session, 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 postgraduate 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 session

The on-campus session for this unit is on:

Saturday March 13 2021

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement.

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 due prior to the commencement of the block,
- must meet the participation requirements for the unit (including tutorial / on-campus session attendance as stated above), and
- students may not be able to commence their placement until any 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.