



ECHP3270

Professional Experience 4

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

Convenor

Associate Professor Iain Hay

iain.hay@mq.edu.au

Contact via email

by appointment via email - please do not leave a message on my office phone best to email

Tutor

Amy Thunig

amy.thunig@mq.edu.au

Contact via email

TBA

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.

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

<p>F (Fail)</p>	<p>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.</p>
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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.

Due dates for your assessment tasks:

Assessment Name	Weight	Submission method	Due Date	Return Date	Learning Outcomes
Arriving in Australia and going to school	50%	Turnitin	Week [6] - 1/4/21 at 11:55pm	Week [9]	2,4,5 & 6
Considering children's perspectives in the classroom	50%	Turnitin	Week [11] -20/5/21 at 11:55pm	Week [14]	1,2, 3,4,5,6

More detailed information about assessment tasks can be provided on your iLearn site including the rubric / marking scheme, detailed instructions, etc.

Assessment Tasks

Name	Weighting	Hurdle	Due
Arriving in Australia and going to school	50%	No	Week 6, 1/4/21 at 11:55pm via Turnitin
Part A: Teaching Performance Assessment Preparation. & Part B: Professional Experience Evaluation document	50%	No	Week 11, 20/5/21 at 11:55pm via Turnitin

Arriving in Australia and going to school

Assessment Type ¹: Lesson plan

Indicative Time on Task ²: 10 hours

Due: **Week 6, 1/4/21 at 11:55pm via Turnitin**

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 Type ¹: Work-integrated task

Indicative Time on Task ²: 10 hours

Due: **Week 11, 20/5/21 at 11:55pm via Turnitin**

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.
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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

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

The required text for this unit is:

- *Assessment and Reporting: Celebrating Student Achievement* 5th ed (2018) by Laurie Brady and Kerry Kennedy, Pearson Education ([Booktopia](#) or other suppliers)

Other useful text for your reference:

- *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.

The Lectures are available on iLearn they are pre-recorded, narrative presentations, or pod-cast commentaries. PowerPoint slides are available in iLearn.

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 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.

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

Structure

The unit comprises of (2) virtual online campus days: 9 April 2021 and 8 May 2021 (9:00am to 3:00pm). There will be a supporting website for the unit providing additional readings, links, activities and materials.

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

Unit Schedule

Week beginning	Topic/ Lecture/Tutorial
Week 1	<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><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><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><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><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><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><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 encountered by Aboriginal students and community members in relation to schooling <p>ASSESSMENT 1 DUE: 1st April at 11:55pm Turnitin</p>
<p><u>Virtual on campus day 1 = 9th April (9:00am to 3:00pm)</u></p>	
<p><u>University Recess</u></p> <p>Mon 5th April – Fri 16th April, 2021</p>	
<p><u>Professional Experience Placement block (weeks 7, 8 & 9)</u></p> <p>Mon 19th April – Fri 7th May 2021</p>	
<p>Week 10</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

Week 11	<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>ASSESSMENT 2 DUE: 20th May at 11:55pm Turnitin</p>
Week 12	<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)

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

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 virtual (online) on-campus sessions for this year are on:

Day 1: 9 April, 2021 - 9:00am to 3:00pm

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

(Unit Convenor to define participation requirements)

- 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://stu>

dents.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 from Previous Offering

Due dates of assessments in line with changed dates of professional experience placement, two online virtual on campus days