

**POLI2001: Ideas in Political Science**  
2023



*MISSION: Our mission is to advance responsible and impactful business knowledge. To achieve our mission, we develop life ready graduates and build global and local partnerships through ethical and innovative practices.*

## OVERVIEW

<b>Course Description</b>	Ideas in Political Science provides students with a thorough understanding of the basic ideas and concepts which inform the study and practice of political science. In particular, their key role, as well as their use and application, will be emphasised, thereby demonstrating their relevance to the field of study. Students will be introduced to the competing theoretical frameworks within which these ideas, concepts and their methods of application acquire both meaning and purpose, thereby providing students with a framework to understand the various sub-disciplines within political science as a whole.
<b>Contact Hours</b>	<b>Integrated Learning Session</b> Face to Face on Campus 2 hour(s) per Week for Full Term Students are expected to complete 4 hours of guided learning via online preparation, lectures, interactive workshops, tutorials, discussion groups or self-directed learning and an additional 6 hours of independent study per week.
<b>Unit Weighting</b>	10
<b>Assumed Knowledge</b>	POLI1010 or POLI1020
<b>Workload</b>	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.
<b>Please refer to the course CANVAS site for details of teaching staff for ALL course offerings. The primary contact for courses is the Course Coordinator, whose details are listed on the course CANVAS site.</b>	
<b>Student Consultation</b>	A minimum of 1 hour of consultation per week. Please see course CANVAS site for details of time and location.
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Apply core analytical and critical thinking skills in written communication including the capacity to critically evaluate competing information from academic sources;</li><li>2. Develop a capacity for inquiry and analysis within the discipline of political science, including an ability to think critically, creatively and coherently about political problems and issues;</li><li>3. Explain key political ideas that inform political science, as well as how these ideas inform political practice;</li><li>4. Critically apply the theoretical and conceptual frameworks that inform the study of political science;</li><li>5. Identify and summarise key information within academic sources; and</li><li>6. Identify, define and describe ideas in political science and employ these within verbal communication.</li></ol>

# COURSE OUTLINE

# ASSESSMENT DETAILS

This course has 4 assessments. Each assessment is described in more detail in the sections below:

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Research Summary and Oral Exercise	Submitted each teaching session from Weeks 2 to 12	Individual	12%	5, 6
2	Essay 1	Sunday of Week 6 by 11:59 pm	Individual	28%	1, 2, 3, 4
3	Essay 2	Sunday of Week 9 by 11:59 pm	Individual	40%	1, 2, 3, 4
4	Political Theory Paper	Sunday of Week 11 by 11:59 pm	Individual	20%	1, 2, 3, 4

**Please note: students are advised that all assessments must be submitted in English. Assessment items not submitted in English will receive a mark of zero.**

**Results of individual assessment items and final results, including those provided via the Learning Management System (LMS) are 'unofficial results' until they are confirmed as finalised by the School Assessment Body and the Head of School or delegate. Finalised results are released directly to students on the Fully Graded Date of the relevant Semester/Trimester.**

## Time referenced is time in Newcastle NSW

<b>Late Submissions</b>	The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. <b>Note:</b> this applies equally to week and weekend days.

## Assessment 1 – Research Summary and Oral Exercise

### Assessment Type Purpose

Written Assignment

### Description

This assessment assesses students' capacity to provide a written summary of scholarly literature and orally present a discussion of that literature in a classroom environment.

**Research Summary:** Beginning in Week 2, and continuing to Week 12, each student, by the end of the day upon which the weekly teaching session falls, will submit to the online CANVAS portal a 100 word written summary which summarizes the essential reading for that week. The essential reading is available in the "Course Readings" section of the CANVAS site. A list of essential readings for each week is available in the "Modules" section of the CANVAS site. Each student will also formulate a research question, based on the topic of the reading, which will be available to deliver to the class. This research question will form the basis of in-class discussions, directed by the Course Coordinator, at the beginning of the teaching session based on the topic for that week. Both the 100 word summary and the research question must be submitted on the same Word file to the online CANVAS portal by the end of the day of the teaching session for each week. Students will receive 1% for each weekly research summary submitted with a maximum total of 11% for Weeks 2 to 12. Because it is necessary that students are in attendance in class in order to participate in the in-class discussion based on the weekly reading and research question (the class discussion being a part of this assessment task) students are only entitled to upload a research summary if they are in class attendance for the entire two hour teaching period on the day and must do so by the end of the day on which the teaching session for that week falls. As such, the Course Coordinator will take note of class attendance to ensure the class discussion element of the assessment task is achieved. **Important:** When submitting weekly summaries please submit them in the format outlined in the example provided within the Modules. **Oral Presentation:** This is an oral presentation on the teaching session topic for the week delivered in class by student groups. In week one, students will organise themselves into groups to form a total of eleven groups. They will each nominate a teaching session topic, choosing from weeks 2 to 12. There should be no more than one group assigned to each teaching session topic so, if necessary, the Course Coordinator will allocate topics to specific groups in order to ensure this. Each student in the group engaging in the oral presentation for that week will complete one of the essential readings for that week. These readings are available in the "Course

	<p>Readings" section of the CANVAS site. The group will then present an oral presentation to the class based on these readings and focusing on the teaching topic of the week. This will occur at the beginning of the teaching session. Prior to this the group will meet to engage in the following activities: (i) divide the oral presentation equally between members and determine the order of presentation; (ii) ensure the group is presenting all the relevant features of the chosen topic and doing so in an informative and interesting manner; (iii) ensure that each member is delivering an oral presentation on a different element of the topic to ensure no overlap between members. As such, the content of each member's oral presentation should be coordinated with the rest of the group in such a way as to ensure all of these things. In this way, the group presentation should, as a whole, constitute an integrated and comprehensive oral presentation on the teaching session topic, with each member of the group speaking for a maximum of two minutes and the oral presentation as a whole not exceeding 10 minutes. The group will then answer questions from the class, all of whom will have formulated a question to ask the group based on their Research Summary for that week (see above). Group and class discussion may then follow. Students who have successfully delivered an oral presentation will receive 1% for that presentation. Although all members of the class are required to complete a Research Summary on the dot point reading for that week, the oral group members for a specific week may complete their Research Summary on the reading they were required to read for the oral group.</p>
<b>Weighting</b>	12%
<b>Length</b>	See "Description" above.
<b>Due Date</b>	Submitted each teaching session from Weeks 2 to 12.
<b>Submission Method</b>	In Class
<b>Assessment Criteria</b>	<p><b>Research Summary Exercise:</b> The Research Summary Exercise must be a legitimate summary of the essential reading, so students must have read the entire reading to make the summary. It must be the student's <i>own</i> summary of the reading and not a "cut and paste" from the essential reading itself. For instance, students are not entitled to "cut and paste" the "abstract" of the reading into their Research Summary. Instead, they must complete the reading and make their own summary. Students must attend the entire teaching session, from beginning to end, to gain their mark for the Research Summary Exercise as the course coordinator may draw on the research question each student has formulated from their Research Summary to inform class discussion on the topic for that week as well as to inform the discussion arising from the Group Oral Presentation. In this respect, both the Research Summary Exercise and the Group Oral Presentation are inextricably linked as a single pedagogical exercise and so constitute a single assessment. The only exception for non-attendance is if a student is subject to adverse circumstances, in which case, after receiving permission from the Course Coordinator based on their adverse circumstance, students will be able to hand in two Research Summary Exercises the following week.</p> <p><b>Oral Presentation:</b> Students must demonstrate that they have made a genuine effort to deliver an oral presentation on the topic based on their completion of their essential reading for that week.</p>
<b>Return Method</b>	Not Returned
<b>Feedback Provided</b>	Via email or in class if the student does not fulfill the above assessment criteria.

## Assessment 2 - Essay 1

<b>Assessment Type</b>	Essay
<b>Purpose</b>	This assignment tests students' capacity for research, comprehension, and critical evaluation, as well as their written and analytical skills, and also assesses their capacity to understand and apply key concepts, theories and information relevant to this course.
<b>Description</b>	A fully referenced essay, answering one of the essay questions from the list of questions in the Assignments section on the CANVAS site. Questions are based on each week's teaching session topic. Each week's teaching session topic will have a corresponding essay question. Students must choose a different question for Essay 1 and Essay 2.
<b>Weighting</b>	28%
<b>Length</b>	1500 words
<b>Due Date</b>	Sunday of week 6 by 11:59 pm
<b>Submission Method</b>	Online (Turnitin). Submit to Turnitin (in Word format). Make sure your name and the essay question you are answering is on the front of your essay, that the essay is double-spaced, and that the citations in your text include page numbers. Make sure after

**Assessment Criteria**

submitting to Turnitin that you receive a Turnitin digital submission receipt. This is the proof that your essay has been successfully uploaded to Turnitin by a specific time and date. The Turnitin submission date will be considered the date of submission of the essay. If you have received an extension via the adverse circumstances online process, make sure you place the confirmation of extension on the front of your essay to confirm that an extension has been granted.

Higher marks are awarded to students who, in answering their essay question, have demonstrated that they have researched beyond the weekly lecture notes provided by the Course Coordinator and the weekly essential reading. Students may quote or cite information from the Course Coordinator's weekly lecture notes (available in the Modules section of the CANVAS site) but they must provide an in-text citation to the lecture, just as they must for any other external source used in their essay. Higher marks are also awarded to students who have demonstrated a capacity for critical thought and evaluation and have comprehensively answered their essay question in a rigorous and coherent manner so that the argument leads to a conclusion. No marks are awarded for interesting but irrelevant information. Make sure all the information you provide is relevant to answering the essay question and that you have made clear how it is relevant. Citations to external material provided within the essay must include the page numbers of the external material from which the information was derived (Turner 2023: 18). Essays in which citations appear without page numbers will be returned to students for inclusion of page numbers prior to being assessed and graded. The only exception are citations to external sources such as web pages without page numbers. Please see CANVAS site, under Assignments, for rubric information.

**Return Method**

Online via the CANVAS site or by direct email attachment.

**Feedback Provided**

Returned Work - Written feedback is provided by the assessor on the assessment item both within the text and as final comments accompanying the final grade. Feedback will be provided online via the course CANVAS site or via email attachment.

**Assessment 3 - Essay 2****Assessment Type**

Essay

**Purpose**

This assignment tests students' capacity for research, comprehension, and critical evaluation, as well as their written and analytical skills, and also assesses their capacity to understand and apply key concepts, theories and information relevant to this course. Students are expected to have built on the skills learnt in Essay 1, assimilated the feedback provided on Essay 1, and applied these to this assignment.

**Description**

A fully referenced essay, answering one of the essay questions from the list of questions in the Assignments section on the CANVAS site. Questions are based on each week's teaching session topic. Each week's teaching session topic will have a corresponding essay question. Students are not allowed to complete Essay 2 on a question on which they have already completed Essay 1.

**Weighting**

40%

**Length**

1500 words

**Due Date**

Sunday of week 9 by 11:59 pm

**Submission Method**

Online (Turnitin).

Submit to Turnitin (in Word format). Make sure your name is on the front of your major essay, that the essay is double-spaced, and your in-text references include page numbers. Make sure after submitting to Turnitin that you receive a Turnitin digital submission receipt. This is the proof that your essay has been successfully uploaded to Turnitin by a specific time and date. The Turnitin submission date will be considered the date of submission of the essay. If you have received an extension via the adverse circumstances online process, make sure you place the confirmation of extension on the front of your essay to confirm that an extension has been granted.

**Assessment Criteria**

Students are expected to have closely read the feedback received on Essay 1 and apply any relevant advice within the feedback to their research and writing of Essay 2. Higher marks are awarded to students who, in answering their major essay question, have demonstrated that they have researched beyond the weekly lecture notes provided by the Course Coordinator and weekly essential readings. Students may quote or cite information from the weekly lecture notes (available in the Modules section of the CANVAS site) but they must provide an in-text citation to the lecture, just as they must for any other external source used in their essay. Higher marks are also awarded to students who have demonstrated a capacity for critical thought and evaluation, and who

have comprehensively answered their major essay question in a rigorous and coherent manner so that the argument leads to a conclusion. No marks are awarded for interesting but irrelevant information. Make sure all the information you provide is relevant to answering the major essay question and that you have made clear how it is relevant. Citations to external material provided in the text of the essay must include the page numbers of the external material from which the information was derived (Curtis 2023: 57). Essays in which citations appear without page numbers will be returned to students for inclusion of page numbers. Please see CANVAS site, under Assignments, for rubric information.

**Return Method**

Online via course CANVAS site or via email attachment.

**Feedback Provided**

Returned Work - Written feedback is provided by the assessor on the assessment item both within the text and as final comments accompanying the final grade. Feedback will be provided online via the course CANVAS site or via email attachment.

## Assessment 4 – Political Theory Paper

**Assessment Type**

Written Assignment

**Purpose**

This assignment requires students to engage in wider research and critical analysis regarding a theme arising in the course itself. It therefore requires students to build on their knowledge, acquired within the course, to further develop and analyse a theme relevant to the course. In this way, the assignment provides students with scope to reveal their theoretical, conceptual and analytical capacities arising from the course.

**Description**

Students choose one of the following questions: 1. "What is liberty? Is liberty possible in contemporary society?"; 2. "What is equality? Is equality possible in contemporary society?" 3. "What is political legitimacy? Is political legitimacy possible in contemporary society?" Many of the thinkers and topics covered in the course provide different responses to such questions. Students can draw on these elements of the course, but they should also research beyond the course material, where they think this is necessary, thereby enabling them to explore more fully these themes. In particular, students should note that "liberty", "equality" and "political legitimacy" are contested terms, in the sense that their meaning is not self-evident but instead open to contestation. Students' papers therefore need to critically analyse the specific topic of "liberty", "equality" or "political legitimacy" before applying it to the broader question of whether it is "possible in contemporary society". Contemporary societies are riven by power structures and other sources of influence and authority which will affect to what extent "liberty", "equality" or "political legitimacy" is possible. Different thinkers in the course have analysed societies in different ways and have disagreed on what power structures either exist or are politically relevant and so will disagree on the extent to which they believe "liberty", "equality" or "political legitimacy" are possible in contemporary society. Further, they will disagree about the very meaning of "liberty", "equality" or "political legitimacy". For instance, what a liberal perceives as "politically legitimate" will not be perceived in that way by a Marxist. Students should show that they are aware of such variations among the thinkers covered in the course. In this respect, the "Political Theory Paper" will be best answered when students have a knowledge of the content of the course as a whole and are also able to research beyond this when necessary. Students are NOT entitled to recycle information from either Essay 1 or Essay 2 in this assignment. The research and content of the "Political Theory Paper" must be distinct and separate from the content of Essay 1 and Essay 2. So for instance, a student might have covered liberal thinkers in Essay 1 or 2, but if they discuss liberalism in the "Political Theory Paper" this must be based on extended research beyond that present in Essay 1 or 2. Also a "Political Theory Paper" that answered the question by only considering one political theory – e.g. Anarchism – would not be a high quality paper. As explained above, the best papers will show a knowledge of the content of the course as a whole.

**Weighting**

20%

**Length**

1000 words.

**Due Date**

Sunday of Week 11 by 11:59 pm

**Submission Method**

Online via Turnitin

Submit to Turnitin (in Word format). Make sure your name is on the front of your Political Theory Paper, that the paper is double-spaced, and your in-text references include page numbers. Make sure after submitting to Turnitin that you receive a Turnitin digital submission receipt. This is the proof that your essay has been successfully uploaded to Turnitin by a specific time and date. The Turnitin submission date will be considered the

**Assessment Criteria**

date of submission of the essay. If you have received an extension via the adverse circumstances online process, make sure you place the confirmation of extension on the front of your essay to confirm that an extension has been granted.

Higher marks are awarded to students who, in writing their Political Theory Paper, have demonstrated that they have researched beyond the weekly lecture notes provided by the Course Coordinator and weekly essential readings. Students may quote or cite information from the weekly lecture notes (available in the "Modules" section of the CANVAS site) but they must provide an in-text citation to the lecture, just as they must for any other external source used in their essay. Higher marks are also awarded to students who have demonstrated a capacity for critical thought and evaluation. No marks are awarded for interesting but irrelevant information. Make sure all the information you provide is relevant to answering the exam question and that you have made clear how it is relevant. Please see CANVAS site, under Assignments, for rubric information.

**Return Method**

Online via course CANVAS site or via email attachment

**Feedback Provided**

Returned Work - Written feedback is provided by the assessor on the assessment item both within the text and as final comments accompanying the final grade. Feedback will be provided online via the course CANVAS site or via email attachment.

# SYLLABUS

**Course Content****Topics in the course include but are not limited to the following:**

This course is divided into three main parts which includes a broad range of theories, ideas and concepts that inform political science:

1. Foundations of modern political ideas;
2. Contemporary political ideas in practice; and
3. Theoretical and conceptual frameworks that inform the understanding of political science.

Within these three parts, key concepts to be discussed may include but need not be limited to:

1. Liberty
2. Equality
3. Class
4. Gender
5. Ideology
6. Neo-liberalism
7. Neo-conservatism
8. Social democracy
9. Environmentalism

**Recommended Text:**

A useful text for the course is Andrew Heywood, *Political Ideologies. An Introduction* (London: Bloomsbury Academic, 2022). It is available for sale online. However, this is a recommended text, not a required text, and is recommended only because it provides a broad overview of a number of themes dealt with in the course and some students like a text to accompany the course. However, students can also simply utilise the readings provided on CANVAS. The Course Readings section of the CANVAS site contains essential readings for each week's topic which students must read for their Research Summary. It also has background readings for each week's topic which are useful for students in relation to essay writing and further research for the course. A list of these readings is available in the Modules section of the CANVAS site.

# SCHEDULE

Week	Topic	Class Preparation	Workshop Activities
1	Machiavelli and the Foundations of Modern Politics		
2	Locke and the Origins of Liberalism	Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session	<b>Assessment 1 due:</b> Research Summary Exercise
3	Origins of Modern Politics I: English Civil War and Democracy	Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session	<b>Assessment 1 due:</b> Research Summary Exercise
4	Origins of Modern Politics II: The French Revolution and Democracy	Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session	<b>Assessment 1 due:</b> Research Summary Exercise
5	Origins of Modern Politics III: Conservatism	Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session	<b>Assessment 1 due:</b> Research Summary Exercise
6	Marx vs. Weber: Class, Status and Elite Theory	Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session	<b>Assessment 1 due:</b> Research Summary Exercise  <b>Assessment 2 due:</b> Essay 1 Sunday of week 6 by 11:59 pm
7	Anarchism	Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session.	<b>Assessment 1 due:</b> Research Summary Exercise
8	Social Democracy vs. Neo-liberalism	Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session.	<b>Assessment 1 due:</b> Research Summary Exercise
9	Ideology	Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session.	<b>Assessment 1 due:</b> Research Summary Exercise  <b>Assessment 3 due:</b> Essay 2 Sunday of week 9 by 11:59 pm
10	Postmodernism vs. Enlightenment	Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session.	<b>Assessment 1 due:</b> Research Summary Exercise
11	Michel Foucault: Challenges and Contestations	Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session.	<b>Assessment 1 due:</b> Research Summary Exercise  <b>Assessment 4 due:</b> Political Theory Paper Sunday of Week 11 by 11:59 pm
12	Jean Baudrillard: Challenges and Contestations	Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session.	<b>Assessment 1 due:</b> Research Summary Exercise
13	Revision of course content.		

If a lecture/class is scheduled on a public holiday, a make-up lecture may be announced by the course coordinator on the course CANVAS site.

# CONTACTS

## School Offices

### Newcastle Business School – Callaghan, Newcastle City & Online

NU Space  
409 Hunter Street  
Newcastle  
[nbs.enquiries@newcastle.edu.au](mailto:nbs.enquiries@newcastle.edu.au)  
+61 2 4921 5511

### Newcastle Business School - Ourimbah

BO1.13, Business Offices  
Ourimbah  
[cccbusiness-school@newcastle.edu.au](mailto:cccbusiness-school@newcastle.edu.au)  
+61 2 4349 4453

### Newcastle Business School - Sydney

55 Elizabeth Street  
Sydney  
[nbs-sydney@newcastle.edu.au](mailto:nbs-sydney@newcastle.edu.au)  
+61 2 82626432

### PSB Academy Enquiries

Log your question or request to the PSB Program Executives at the following website:  
<http://www.psb-academy.edu.sg/enq>  
+65 6390 9000

### Newcastle Australia Institute of Higher Education Pte Ltd

100 Victoria Street #13-01/02  
National Library Building  
Singapore  
[Singapore-StudentCentral@newcastle.edu.au](mailto:Singapore-StudentCentral@newcastle.edu.au)  
+65 6221 3306

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).



<b>Communication Methods</b>	<p>Communication methods used in this course include:</p> <ul style="list-style-type: none"> <li>- CANVAS Course Site: Students will receive communications via the posting of content or announcements on the CANVAS course site.</li> <li>- Email: Students will receive communications via their student email account.</li> <li>- Face to Face: Communication will be provided via face to face meetings or supervision.</li> </ul>
<b>Course Evaluation</b>	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
<b>Oral Interviews</b>	As part of the evaluation process of any assessment item in this course an oral examination may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the <u>Oral Examination Guidelines</u> . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the <u>Student Conduct Rule</u> .
<b>Academic Misconduct</b>	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a> .
<b>Adverse Circumstances</b>	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none"> <li>1. the assessment item is a major assessment item; or</li> <li>2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;</li> <li>3. you are requesting a change of placement; or</li> <li>4. the course has a compulsory attendance requirement.</li> </ol> <p>Before applying you must refer to the Adverse Circumstances Affecting Assessment Items Procedure available at:  <a href="https://policies.newcastle.edu.au/document/view-current.php?id=236">https://policies.newcastle.edu.au/document/view-current.php?id=236</a></p>
<b>Important Policy Information</b>	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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