

EDUC1101: Curriculum, Assessment and Pedagogy

Callaghan and Ourimbah

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

This course provides an introduction to curriculum studies as a field of scholarly inquiry and professional practice. The course extends upon curriculum studies to explore how the Stage 4 and 5 curriculum manifests within the students' major specialisation. The course explores conceptual frameworks for understanding curriculum, pedagogy and assessment discourse and design. It will introduce students to lesson planning formats, and assist them to begin building a pedagogical repertoire relevant to the New South Wales and National Curriculum requirements of their major teaching specialisation.

Requisites

For students who commenced in the program in 2016 onwards, enrolment in this course is dependent on successful completion of the teacher education admission milestone:

- Three HSC band 5s (including one in English) or
- 80 units of UON courses or
- Regulatory authority approved comparable pathways.

If you have successfully completed EDUC2101 you cannot enrol in this course.

Contact Hours

Lecture

Online

1 hour(s) per Week for 12 Weeks

Tutorial

Face to Face On Campus

2 hour(s) per Week for 12 Weeks

Lectures and tutorials are conducted on a weekly basis, or grouped in multiple day-long or half-day intensives, and may also be delivered off campus in a school or educational setting.

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator

Callaghan and Ourimbah

Associate Professor Robert Parkes
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Consultation: <https://calendly.com/robert-parkes/academic-program-advice>

Teaching Staff

Other teaching staff will be advised on the course Canvas site.

School Office

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SYLLABUS

Course Content

The focus of this course will include:

- An overview of the statutory and regulatory requirements involved in curriculum development including conceptual frameworks for understanding discourse and design in Australia;
- The central concepts, modes of inquiry, content structures and syllabus requirements of the secondary curriculum (Year 7 to 10) of the relevant disciplinary specialisation;
- The design of challenging, engaging and supportive lessons that utilise effective teaching and learning strategies with particular focus on teaching, learning and assessment of ICT.
- Principles for analysing resources, gathering and/or designing resources for teaching in a student's disciplinary specialisation in schools,
- Introduction to assessment principles and practices in teaching and learning including progressive assessment practise for recording and reporting processes.
- Knowledge, understanding and skills in analysis of student work samples in order to make informed decisions about achievement, as well as, literacy and numeracy within their disciplinary specialisation.
- Opportunity to plan, implement, evaluate an engaging learning activity, as well as, provide peer feedback, for a lesson utilising ICT.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Understand the NESA requirements and multiple discourses that inform curriculum design;
2. Design and implement an engaging lesson utilising ICT that includes consideration toward discipline specific literacy and numeracy skills, as well as, provide feedback for improved practice;
3. Understand the central concepts, modes of inquiry, content structures, teaching strategies, assessment and requirements (State and/or National) of the curriculum for their major disciplinary specialisation;
4. Gain knowledge, understanding and skills to evaluate and provide peer feedback for teaching and learning in a student's teaching specialisation.

Course Materials

Other Resources:

A list of resources is located in Canvas within your Teaching Specialisation Module area on Canvas.

Required Reading:

1. Killen, R., and O'Toole, M. (2022). *Effective Teaching Strategies: Lessons from research and practice*. (8th Edn.). Cengage Learning.

Note: 6th Edition published in 2013 OR 7th Edition published in 2015 is sufficient for this course. All references in the schedule are to the 7th Edition as that is what is currently available in our library at the time of producing this outline. If you have the later edition, please just read the equivalent chapters. *This text is also available as an ebook or hard copy text that you can purchase. Refer to Canvas Resources for further information.*

2. Killen, R. (2005). *Programming and assessment for quality teaching and learning*. Cengage.
3. Adamson, B., & Morris, P. (2007). Comparing Curricula. In M. Bray, B. Adamson, & M. Mason (Eds.), *Comparative Education Research: Approaches and Methods* (pp. 263-282). Springer.
4. Costa, A. L. (2001). *Developing minds: A resource book for teaching thinking* (3rd Edn.). ASCD.

Note: Other editions of Costa's text are available as free downloads. Links are provided below.

1985 Original version:

https://www.academia.edu/59387966/Developing_Minds_A_Resource_Book_for_Teaching_Thinking

1991 Revised Edition:

<https://files.eric.ed.gov/fulltext/ED332166.pdf>

<https://archive.org/details/developingmindsr01cost>

SCHEDULE

Week	Week Begins	General Lecture	Common Subject-Specific Tutorial Activities	Core Readings
1	26 Feb	Understanding Curriculum and its Multiple Traditions <ul style="list-style-type: none"> The Australian Curriculum Structure (including: Cross-Curriculum Priorities, and General Capabilities) Explicit, Implicit, & Null Curriculum Four Influential Curriculum Ideologies 	Learning Intentions: What do I want my students to learn? <ul style="list-style-type: none"> Get to know your peers Reimagine the teaching and assessment of your subject area if exclusively influenced by only one of the four curriculum traditions (Jigsaw activity) Discuss Syllabus Rationale, Aims and Objectives, Outcomes, Stages, Content, Concepts, Skills Explore how to construct learning intentions 	Killen, R. (2015). Chapter 1: The Australian Curriculum framework. <i>Effective teaching strategies: Lessons from research and practice</i> (pp. 1-20). Cengage. Adamson, B., & Morris, P. (2007). Comparing Curricula. In M. Bray, B. Adamson, & M. Mason (Eds.), <i>Comparative Education Research: Approaches and Methods</i> (pp. 263-282). Springer.
2	4 Mar	Curriculum as a Bridge between the Classroom and the World <ul style="list-style-type: none"> Competing Functions of Curriculum Active and Authentic Learning Constructivist Teaching Effective and Authentic use of ICTs (and SAMR Model of Technology Integration) 	Rationale: Why does the learning matter? <ul style="list-style-type: none"> Discuss the value of teaching your subject area Explore strategies for encouraging and engaging learners' participation Reconstruct tasks to make them real-world applicable, increasing their significance Explore ICTs for engagement and learning 	Killen, R. (2015). Chapter 3: A framework for quality teaching and learning. <i>Effective teaching strategies: Lessons from research and practice</i> (pp. 55-78). Cengage. Killen, R. (2015). <i>Effective teaching strategies: Lessons from research and practice</i> (pp. 145-146; 202-203; 231-232; 266-267; 288-290; 309-310; 326-327). Cengage.
3	11 Mar	Assessment of, for, and as learning <ul style="list-style-type: none"> Assessment of, for, and as learning Formal vs Informal Assessment Formative vs Summative Assessment Bloom's Taxonomy and Assessment 	Assessment: What will the students do or produce? <ul style="list-style-type: none"> Categorise the outcomes of the Stage 4/5 Syllabus for the mandatory curriculum of your teaching/learning area Explore ideas for assessment tasks or class activities that are aligned with outcomes 	Killen, R. (2005). Chapter 7: Aligning outcomes, teaching strategies, and assessment (pp. 177-193). Chapter 8: Designing assessment tasks that emphasise and support quality learning (pp. 194-203). <i>Programming and assessment for quality teaching and learning</i> . Cengage.
4	18 Mar	Explicit Quality Criteria <ul style="list-style-type: none"> Ranking vs Rating (Standards Based Assessment) Validity and Reliability in Assessment Moderation: Developing Consistency of Teacher Judgement 	Standards: How well do I expect them to do it? <ul style="list-style-type: none"> Explore ways of raising expectations of the level of students' performance Develop a valid marking scheme for an assessment task Assess student work samples Engage in a marking moderation process with peers 	Killen, R. (2005). Chapter 4: Basic principles of assessment. <i>Program and assessment for quality teaching and learning</i> (pp. 101-140). Cengage.
5	25 Mar	Practicing to Learn <ul style="list-style-type: none"> Cognitive Load Theory and its Applications Explicit Scaffolded Instruction Exploring the Micro-Skills of Explanation, Demonstration, & Coaching 	Strategies 1: What will I do to scaffold or support student success? <ul style="list-style-type: none"> Design a scaffolded learning sequence: I do, We do together, You do together, You do alone Explore the principles of explaining, demonstrating, & coaching (feedback and fading) Discuss resources needed (including ICT if relevant) 	Killen, R. (2015). Chapter 4: Planning for quality teaching and learning (pp. 79-102). 6: Using direct instruction as a teaching strategy (pp. 121-150). <i>Effective teaching strategies: Lessons from research and practice</i> . Cengage.

Week	Week	General Lecture	Common Subject-Specific	Core Readings
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	Begins		Tutorial Activities	
6	1 Apr	Talking to Learn <ul style="list-style-type: none"> Genesis of Higher Cognitive Functions and the Zone of Proximal Development Cooperative and Collaborative Small Group Learning Models Exploring the Micro-Skill of Questioning (and the Problems of the IRF Sequence and Common Practice of Teacher Echo) 	Strategies 2: What will I do to scaffold or support student success? <ul style="list-style-type: none"> Explore simple and more complex small group learning strategies, along with critical and creative thinking capabilities, in the context of the subject area (ie. Think Pair Share; Jigsaw; Table/Carousel Brainstorming; etc.) Explore whole class discussion strategies in the context of the teaching area (ie. Socratic circles/Fishbowl Discussions; Think Pair Share; etc.) Discuss resources needed (including ICT if relevant) 	<p>You could split the readings between you and your peers for this week, as there are three chapters from Killen that are relevant. Then discuss together.</p> <p>Killen, R. (2015). Chapter 7: Using discussion as a teaching strategy (pp. 151-184). Chapter 8: Using small-group work as a teaching strategy pp.185-208). Chapter 9: Using cooperative learning as a teaching strategy (pp. 209-238). <i>Effective teaching strategies: Lessons from research and practice</i>. Cengage.</p>
7	8 Apr	Curriculum as Action on Reflection <ul style="list-style-type: none"> Becoming a Critically Reflexive Teacher Quality Teaching Model Backward Design Model W.H.E.R.E.T.O. Lesson Planning Framework 	Integration: Planning your Lesson <ul style="list-style-type: none"> Examine lesson plan models Workshop lesson ideas 	<p>Killen, R. (2015). Chapter 2: Foundations for effective teaching and learning. <i>Effective teaching strategies: Lessons from research and practice</i> (pp. 21-54). Cengage.</p> <p>Killen, R. (2015). Chapter 5: Becoming a reflective teacher. <i>Effective teaching strategies: Lessons from research and practice</i> (pp. 103-120). Cengage.</p>
Mid Term Break				
Mid Term Break				
8	29 Apr	Unit Programming for Placement <ul style="list-style-type: none"> Scope and Sequence Units of Work 	Putting your learning into practice <ul style="list-style-type: none"> Peer Teaching Unit and Lesson Planning 	<p>Killen, R. (2005). Chapter 3: Designing programs for quality teaching and learning. <i>Programming and assessment for quality teaching and learning</i> (pp. 65-100). Cengage.</p>
9	6 May	Incorporating General Capabilities <ul style="list-style-type: none"> Literacy Strategies 		<p>ACARA. Literacy learning continuum. Available Online: https://www.australiancurriculum.edu.au/media/3596/general-capabilities-literacy-learning-continuum.pdf</p>
10	13 May	Incorporating General Capabilities <ul style="list-style-type: none"> Numeracy Strategies 		<p>ACARA. Numeracy learning continuum. Available online: https://www.australiancurriculum.edu.au/media/1077/general-capabilities-numeracy-learning-continuum.pdf</p>
11	20 May	Incorporating General Capabilities <ul style="list-style-type: none"> ICT Tools & Strategies 		<p>ACARA. Information Communication Technology (ICT) Capability continuum. Available online: https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/information-and-communication-technology-ict-capability/learning-continuum/</p>
12	27 May	Incorporating General Capabilities <ul style="list-style-type: none"> Critical and Creative Thinking Tools and Strategies 		<p>ACARA. Critical and Creative Thinking learning continuum. Available online: https://www.australiancurriculum.edu.au/media/1072/general-capabilities-creative-and-critical-thinking-learning-continuum.pdf</p> <p>Costa, A. L. (2001). <i>Developing minds: A resource book for teaching thinking</i> (3rd Edn.). ASCD.</p>

ASSESSMENTS

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

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assessment Design	Sunday, 24 March 2024, 11:59pm	Individual	30%	1
2	Peer Teaching Task	Plan: Sunday, 28 April 2024, 11:59pm Presentation: In Tutorials Week 8-Week 12	Individual	30%	3, 4
3	Lesson Plans	Sunday, 2 June 2024	Group	40%	1, 2

Late Submissions

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. Note: this applies equally to week and weekend days. Students are required to complete all three assessment tasks to be eligible to pass this course.

Assessment 1 – Assessment Design

Assessment Type Individual Written Task

Purpose

The purpose of this assignment is to demonstrate your understanding of: (1) NESA curriculum requirements in relation to assessment in your discipline area; (2) How to incorporate general capabilities into assessment tasks; (3) How to read a scope and sequence; and (4) The principles of authentic assessment design (that arises from a particular form of curriculum discourse).

Description

Imagine you are working in a local high school, where each teacher in your department has the responsibility for producing the assessment tasks for a specific term's unit/s of work. In this case, you have responsibility for producing the assessment tasks for a Year 8, school Term 3, unit of work. The Stage 4 coordinator wants to see every teacher's planned assessment task.

To complete this assignment successfully you will need to do the following:

- **Step 1:** Download, adapt, or produce a **Scope and Sequence** for the *Stage 4 curriculum* of your subject area [Note: You may borrow one directly from the NSW Education Standards Authority's website, or create your own. This scope and sequence must be submitted as part of the assignment].
- **Step 2:** Identify the **Year 8, Term 3** topic you will need to construct an assessment task for. You should mark this out in the scope and sequence.
- **Step 3:** Construct an **Authentic Assessment Task** that is student-ready for the topic selected in Step 2. The task must be BOTH topic appropriate AND evaluate one (or more) of the following general capabilities: *literacy, numeracy, or information communication technology capability*.
- **Step 4:** Provide a **Brief Rationale** that outlines why you believe it is an authentic assessment of student understanding and/or capabilities; and justifies this task as a formal, informal, diagnostic, formative, or summative form of assessment (it may be more than one).

Weighting 30%

Length Max. 1,000 words

Due Date Sunday, 24 March 2024, 11:59pm

Submission Method Online: Canvas

Assessment Criteria Standard 5.1.1 Demonstrate understanding of assessment strategies, including formal and informal, diagnostic, formative and summative approaches to assess student learning.

Return Method Online: Canvas

Feedback Provided Online: Canvas

SOLO Level	Marks	Standard
		<i>Student should meet the majority of criteria to receive the standard. Marks may vary within standard according to the quality of the performance.</i>
Transformational	18-20	Assessment task exemplifies authenticity, provides an innovative approach to assessing topic-focused syllabus outcomes, and seamlessly, authentically, and very effectively integrates the assessment of a required general capability. Rationale demonstrates an excellent understanding of, and ability to identify, different forms of assessment, providing a very convincing justification for the form of assessment used.
Relational	16-17	Assessment task demonstrates a good understanding of authentic task design, effectively addresses relevant topic-focused outcomes, and authentically integrating assessment of a required general capability. Rationale demonstrates an excellent understanding of, and ability to identify, different forms of assessment, providing a solid justification for the form of assessment used.
Multistructural	14-15	Assessment task demonstrates some authenticity, addresses appropriate topic-focused outcomes, and adequately addresses one of the required general capabilities. Rationale demonstrates evidence of understanding different forms of assessment, and provides an adequate justification for the form of assessment used.
Unistructural	10-13	Assessment task partially reflects authentic assessment principles and has partial relevance to topic-focused syllabus outcomes, and partial success addressing a general capability. Rationale shows some evidence of understanding at least one form of assessment.
Prestructural	0-9	Assessment task lacks authenticity and relevance to topic-focused syllabus outcomes and general capabilities. Rationale shows little evidence of understanding the different types of assessment.

Assessment 2 – Peer Teaching Task

Assessment Type Individual Presentation

Purpose The purpose of this assignment is to assess students' ability to deliver a peer teaching experience and implement resources in a classroom setting. To complete this task, students will demonstrate that they have a high level of information literacy and numeracy in preparation and delivery of their micro-teach. Students must use their skills of reading, writing, speaking and listening during the implementation of their lesson and receive tutor and peer feedback to reflect upon and evaluate their pedagogical practice.

Description Imagine you are one of a number of applicants going for a job at a local school. You have successfully got through the interview process along with a number of other candidates. However, before the principal makes a decision about who they will offer the job to, they have asked each of you to come in to the school to teach a short lesson that they will observe.

The principal has made clear that you have 15 minutes to teach your short lesson, and they want to see you:

- Aim your lesson at a high-performing Stage 4 class
- Clearly articulate to the class the learning intention for the session
- Focus your teaching around the development of a skill or understanding of a concept
- Design your session so it encourages active learning and student engagement
- Demonstrate your capability to use ICT effectively

In addition to witnessing your teaching, the principal wishes to see a lesson plan for the session. The lesson plan, regardless of when you do your micro-teaching session, must be submitted by Sunday 28 April 2024, 11:59pm.

The principal (your tutor) will provide feedback on your planning and micro-teaching session.

Your peers will also provide written, constructive feedback aimed at improving your future teaching practice. You are encouraged to use this feedback to reflect on your teaching.

Weighting	30%
Length	15 minute Peer Teach and 1 page Lesson Plan.
Due Date	Lesson Plan: Sunday 28 April 2024, 11:59pm Presentation: In Tutorials during Week 8 – Week 12
Submission Method	Lesson Plan: Canvas Presentation: In Class
Assessment Criteria	Standard 3: Plan for and implement effective teaching and learning
Return Method	Online
Feedback Provided	Online – In accordance with University policy.

SOLO Level	Marks	Standard <i>Student should meet the majority of criteria to receive the standard. Marks may vary within standard according to the quality of the performance.</i>
Transformational	18-20	Session showcases exceptional mastery of the concept or skill, with creative and innovative teaching approaches that are highly engaging, intellectually stimulating, and facilitate active knowledge construction and/or skill development. Key concepts or steps are explained accurately and in appropriate depth, encouraging deep understanding, critical thinking, and knowledge application. Demonstrations or examples are presented in a way that challenges the audience and encourages deep understanding.
Relational	16-17	Session demonstrates a deep understanding of the concept or skill, with insightful explanations and connections, using sound teaching approaches that facilitate active learning are deployed with good fidelity to their underlying principles and procedures. Key concepts or steps are explained in a way that promotes deep understanding and critical thinking. Demonstrations or examples are integrated effectively to support understanding and engage the audience.
Multistructural	14-15	Session is well-structured and organized, covering multiple aspects of the concept or skill. Sound teaching approaches are employed with reasonable fidelity to their underlying principles and procedures. Key concepts or steps are explained with clarity and coherence. Demonstrations or examples effectively support understanding, but may lack integration with other content.
Unistructural	10-13	Session provides basic information but lacks depth or complexity. Key concepts or steps are explained, but with limited elaboration. Demonstrations or examples are provided, but are either not fully clear or effective in illustrating the concept or skill, or rely primarily on teacher explanation and have limited effect in facilitating active knowledge construction.
Prestructural	0-9	Session lacks structure, coherence, and clarity. Key concepts or steps are not clearly explained. Demonstrations or examples are absent or unclear. Peer teacher shows limited understanding of the topic and struggles to effectively convey the concept or skill. Session does not engage students effectively, or engages them in tasks not adequately aligned with session goals, lacks depth, and promotes only a surface-level understanding.

Assessment 3 – Lesson Plans

Assessment Type	Group Plans
Purpose	The purpose of this assessment is for students to work collaboratively to plan a sequence of high-quality lesson plans to use in the future to teach and assess one area of the curriculum in their teaching specialisation.
Description	<p>For this assignment, imagine you are teaching in a local high school. At this year's staff development day you have been asked to work in groups of two or three (depending on the size of your "faculty"). Your head teacher (tutor) wants to see an example of your planning, and they have set you the following task:</p> <ul style="list-style-type: none">• Select a topic and set of outcomes from a relevant Stage 4 syllabus.• Construct a lesson sequence that would support students to succeed at meeting the set of outcomes you've selected.• Every person in your group must produce two of the lessons in the total sequence. <i>So if you are in a group of two, you would submit a lesson sequence consisting of 4 lessons in total. If you are in a group of three, you would submit a lesson sequence consisting of 6 lessons in total.</i>• The total set of lessons must be presented in a logical consecutive sequence. (Note that each individual's lessons DO NOT need to be consecutive, but overall the sequence of 4 or 6 lessons must logically develop students' knowledge and/or skills).• Each lesson must incorporate a different "general capability" (ie. literacy, numeracy, ICT, critical and creative thinking, etc.).• The teaching strategies you select for each must be appropriate to the outcomes you want your students to achieve, and justified in a short rationale (ie. You must be able to provide a rationale, in 50-100 words, that answers the question: "Why have you selected that particular teaching-learning strategy?" for each lesson).• Lessons must aim at learners being actively engaged in the development of their knowledge or the required skills.• You must provide the complete set of resources for each lesson you develop.
Weighting	40%
Length	Two (2) lesson plans per person in the group
Due Date	Sunday, 2 June 2024, 11:59pm
Submission Method	Online – Canvas.
Assessment Criteria	3.2.1 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
Return Method	Online – Canvas.

	Relational/Extended <i>9-10 marks</i>	Multistructural <i>7-8 marks</i>	Unistructural <i>5-6 marks</i>	Prestructural <i>0-4 marks</i>
Teaching-Learning Strategies and Activities	Teaching-learning strategies and activities are well aligned with selected outcomes; perfectly suited for the selected content; encourage student engagement and active learning; and would enhance students' attainment of each general capability selected.	Teaching-learning strategies and activities are aligned with selected outcomes; reasonably well suited for the selected content; mostly encourage student engagement and active learning; and would enhance students' attainment of some general capabilities selected.	Teaching-learning strategies and activities are partially aligned with selected outcomes; somewhat suited for the selected content; partially or only occasionally encourage student engagement and active learning; and only partially address the general capabilities.	Teaching-learning strategies and activities are not aligned with the selected outcomes; fail to engage students in active learning; and ignore the general capabilities.
Rationale for Selection of Teaching-Learning Strategies	Rationale successfully justifies all of the teaching-learning strategies selected.	Rationale successfully justifies most of the teaching-learning strategies selected.	Rationale successfully justifies some of the teaching-learning strategies selected.	Rationale successfully justifies few of the teaching-learning strategies selected.
Sequencing (within and between lessons)	Individual lesson plans contain activities that are well sequenced, and the lessons as a whole set are also logically sequenced, leading to a depth of understanding and/or progressive skill development.	Individual lesson plans contain activities that are well sequenced, but the lessons as a whole set are not as logically sequenced, resulting in limited understanding, or isolated skill development.	Some individual lesson plans contain activities that are well sequenced, and the lesson plans as a whole set lack coherence or are only partially logically sequenced.	Individual lesson plans contain activities which are not logically sequenced, and the entire set of lesson plans lack coherence, and are thus unlikely to result in student achievement of the selected outcomes.
Quality of Resources	Resources are of exceptional value; highly appropriate for the lesson outcomes; develop depth of understanding of content; and are extremely well developed.	Resources are of good value; appropriate for the lesson outcomes; develop some depth of understanding of content; and are well developed.	Resources are of limited value; only partially appropriate for the lesson outcomes; may engage some content only superficially; and some resources may demonstrate little evidence of effort in their creation.	Resources are of a poor standard; not really appropriate for the lesson outcomes; engage content only superficially; contain frequent errors; and/or demonstrate little evidence of effort in their creation.

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.

Attendance

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

Attendance/participation will be recorded in the following components:

- Tutorial (Method of recording: Tutors will record attendance for each tutorial and it is expected that students will attend at least 80% of tutorials to maximise their learning opportunities in this course.)

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.

Announcements will also be communicated during the lectures. If you have a concern please contact your tutor in the first instance or email your Course Coordinator.

Course Evaluation

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.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) 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 [Oral Examination \(viva\) Procedure](#). 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 [Student Conduct Rule](#).

Academic Misconduct

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. Please see the [Student Academic Integrity Policy](#) for more information.

**Adverse
Circumstances**

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:

- 1.the assessment item is a major assessment item; or
- 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;
- 3.you are requesting a change of placement; or
- 4.the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#).

**Important Policy
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, [policies and procedures](#).

Other Information

It is recommended that all students read the Course Outline Policy Supplement available on canvas for this course.

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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