



UNSW

UNSW Course Outline

EDST5134 Addressing Special Needs - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST5134

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Non Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

In this course you will survey the characteristics, training, and educational needs of students with disabilities, gifts and talents, and culturally and linguistically diverse backgrounds, emphasising accommodating students with diverse needs in inclusive settings. This includes legal mandates

and regulations; characteristics and educational needs of students with diverse needs; and practical, research-based instructional techniques that can be used with these students in the general education classroom.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain current issues and attitudes affecting policymaking, identification of needs, and educational provision for diverse student needs in NSW
CLO2 : Explain differentiated teaching and learning
CLO3 : Apply research-based decision making to select appropriate programming options and strategies for students with diverse needs
CLO4 : Develop strategies to implement NSW Education Standards Authority (NESA) syllabus documents including literacy, multi-literacies, Indigenous support and EAL/D support

Course Learning Outcomes	Assessment Item
CLO1 : Explain current issues and attitudes affecting policymaking, identification of needs, and educational provision for diverse student needs in NSW	<ul style="list-style-type: none">• Annotated Bibliography• Differentiated Lesson Plan
CLO2 : Explain differentiated teaching and learning	<ul style="list-style-type: none">• Annotated Bibliography
CLO3 : Apply research-based decision making to select appropriate programming options and strategies for students with diverse needs	<ul style="list-style-type: none">• Differentiated Lesson Plan
CLO4 : Develop strategies to implement NSW Education Standards Authority (NESA) syllabus documents including literacy, multi-literacies, Indigenous support and EAL/D support	<ul style="list-style-type: none">• Differentiated Lesson Plan

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

Rationale

In line with the UNSW Guidelines on Learning that inform teaching at UNSW, the learning and teaching philosophy behind this course is that students will emulate strategies that they will be expected to use in their own teaching to enhance the learning of students with diverse needs.

Course material is designed to be relevant to students' experience and assessment is intended as part of learning. Students will be actively engaged in a variety of groupings, using a variety of strategies as they discuss current beliefs on educational diversity and differentiation. Strategies will be modelled, practiced and evaluated as preludes to the students applying strategies for diverse student populations in their teaching. As it is important to develop choice, autonomy and independent learning opportunities for students with diverse learning needs, students will be guided through the course content and learning processes, taught new skills and are required to take responsibility for their own learning.

Teaching strategies

- reflect the needs of the diverse student population
- flexible grouping, with individual, paired and small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address varying teaching and learning goals
- explicit teaching including lectures and a range of teaching strategies to foster interest, engagement and support learning
- structured occasions for reviewing prior knowledge and understandings
- practicing new skills and strategies
- extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, analyse and evaluate content and strategies
- reflection on learning to allow students to critically analyse and evaluate practices and issues discussed.

These activities will occur in a climate that is supportive and inclusive of all learners.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1, 2
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	1
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	2
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2
3.3.1	Include a range of teaching strategies.	1, 2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1, 2
7.3.1	Understand strategies for working effectively, sensitively, and confidentially with parents/carers.	1
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	1

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
B	Classroom Management.	1-2	1, 2
C	Information and Communication Technologies.	3-5, 12	1, 2
D	Literacy and Numeracy.	5, 7	2
E	Students with Special Educational Needs.	1	2
F	Teaching Students from Non-English-Speaking Backgrounds.	7	2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Annotated Bibliography Assessment Format: Individual Short Extension: Yes (3 days)	40%	Start Date: Not Applicable Due Date: 08/10/2024 05:00 PM Post Date: 22/10/2024 05:00 PM
Differentiated Lesson Plan Assessment Format: Individual Short Extension: Yes (3 days)	60%	Start Date: Not Applicable Due Date: 12/11/2024 05:00 PM Post Date: 26/11/2024 05:00 PM

Assessment Details

Annotated Bibliography

Assessment Overview

Task 1. Annotated Bibliography. 2000 words. Students will receive quantitative and qualitative feedback within 10 working days of submission.

Course Learning Outcomes

- CLO1 : Explain current issues and attitudes affecting policymaking, identification of needs, and educational provision for diverse student needs in NSW
- CLO2 : Explain differentiated teaching and learning

Detailed Assessment Description

Write an annotated bibliography on sources to support professional learning for yourself and other teachers of students with disability.

Select three sources of literature that both address:

1. Key legislative requirement/s relevant to supporting students with disability (e.g., Disability Discrimination Act (1992), Disability Standards for Education (2005), and United Nations

Convention on the Rights of Persons with Disabilities (2008))

2. Recommended research-based pedagogical approaches and/or strategies that can be implemented to enhance engagement and success for students with disability.

Reflective Introduction: Begin your annotated bibliography with a 250-word reflective introduction that outlines and justifies your selected three sources of literature according to context.

Annotation Structure: Each annotation should contain:

- A citation in APA style (7th ed.).
- A brief summary of the source's content (about 150 words)
- A critical evaluation of the source's relevance, reliability, and bias (about 150 words)
- Personal reflection on how the source contributes to your understanding of effectively supporting students with disability in class (about 200 words). This could include questions raised, connections to other sources, or its potential application to real-world scenarios.

Synthesis: Conclude your bibliography with a synthesis (about 250 words) that discusses the overarching themes and insights you have gleaned from your sources. Reflect on how these sources collectively support professional learning for yourself and teachers of students with disability.

Assessment Length

2,000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5134 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Annotated Bibliography• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Appropriateness of the response• Provided an introductory paragraph to the bibliography• Created an Annotated Bibliography of sources to use in own teaching and to support professional learning for self and other teachers• Summarised sources, briefly describing the content, issues or key concepts in a few sentences	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising)• Analysed, evaluated and synthesised the source's value and/ or relevance for the topic and student population	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Detailed and appropriate references used• Used research-based sources that are the most relevant	
<ul style="list-style-type: none">• Structure and organisation of response• Level of structure and organisation of response• Appropriateness of overall structure of response	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Readability with logical sequencing/flow of ideas• Appropriate academic and linguistic conventions• Clarity of writing (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, word length)• Used APA (7th ed.) referencing conventions and formatting	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 40%
<p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass

the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Differentiated Lesson Plan

Assessment Overview

Task 2. Differentiated Lesson Plan. 4000 words. Students will receive quantitative and qualitative feedback within 10 working days of submission. This is the final assessment.

Course Learning Outcomes

- CLO1 : Explain current issues and attitudes affecting policymaking, identification of needs, and educational provision for diverse student needs in NSW
- CLO3 : Apply research-based decision making to select appropriate programming options and strategies for students with diverse needs
- CLO4 : Develop strategies to implement NSW Education Standards Authority (NESA) syllabus documents including literacy, multi-literacies, Indigenous support and EAL/D support

Detailed Assessment Description

Identify one lesson plan from your methods courses or from the website <https://www.australiancurriculumlessons.com.au/>

Based on the lectures, tutorials and literature/readings, identify how your lesson plan can be enhanced to respond and cater to the needs of the students in the sample class provided below.

Revise your selected lesson plan and rewrite it to respond to the students in the sample class. Ensure you include evidence-based practices as identified in the lectures, tutorials and literature/readings.

Sample Class:

Your class is comprised of 29 students. In this class, you have one student who has a Specific Learning Disability with an impairment in reading, one student with ADHD (hyperactivity), one twice-exceptional student (i.e., gifted and on the autism spectrum), and one student with intellectual disability.

The assessment should include the following and be uploaded to Moodle in a single document:

1. Your original lesson plan from your methods courses or from the website <https://www.australiancurriculumlessons.com.au/> (clearly labelled)
2. The revised lesson plan clearly indicating the changes you have made (e.g., highlight, different font colour, tracked changes) to address the needs and enhance the engagement of the students in the sample class
3. A summary outlining the changes you have made to your revised lesson plan and an explanation of how those changes could address the needs and enhance the engagement of the students in the sample class
4. Reference list
5. An appendix of sample worksheets, contracts, assessment criteria, or other supporting materials

Assessment Length

4,000 words

Assessment information

<ul style="list-style-type: none"> • RUBRIC/FEEDBACK SHEET EDST5134 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Differentiated Lesson Plan • Specific Criteria and Grading (FL/PS/CR/DN/HD) 	
<ul style="list-style-type: none"> • Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research and practice • Clarity and accuracy in use of key terms and concepts in disability studies clear connection between learning outcomes and lesson activity(ies) • Identified a grade/year level, subject and topic • Teaching strategies were appropriate for year/grade/subject area • Appropriateness of strategies for differentiating teaching & learning • Included an Appendix of sample worksheets, contracts, assessment criteria or other supporting materials 	
<ul style="list-style-type: none"> • Depth of analysis and critique in response to the task • Depth of understanding of key differentiated instruction principles, concepts and issues explicitly raised during the course and in your follow up readings • Appropriate use of differentiation so the full range of student abilities and needs are taken into account • Effective use of pre and post assessment to test student knowledge of objectives 	
<ul style="list-style-type: none"> • Familiarity with and relevance of professional and/or research literature used to support response • Range of research and professional literature on behaviour/ classroom management • Resources are current and relevant • Detailed and appropriate references used • Used research-based sources that are the most relevant 	
<ul style="list-style-type: none"> • Structure and organisation of response • Level of structure and organisation of response • Appropriateness of overall structure of response 	
<ul style="list-style-type: none"> • Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • Appropriateness of overall structure and coherence of response • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length • Used APA (7th ed.) referencing conventions and formatting 	
<ul style="list-style-type: none"> • General comments/recommendations for next time: 	
<ul style="list-style-type: none"> • Lecturer: • Recommended: /20 (FL PS CR DN HD) 	<ul style="list-style-type: none"> • Date: • Weighting: 60%
<ul style="list-style-type: none"> • NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the 	

assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

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For more information on Generative AI and permitted use please see [here](#).

General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](#).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 2 Module 1	Lecture	<ul style="list-style-type: none">Special and inclusive education What is a disability, heterogeneity among students with disability [types of disability and the Nationally Consistent Collection of Data (NCCD), language about disability]. Legislation, policies - relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. Evidence-based (EBP) and high-leverage practices (HLP).
	Online Activity	<ul style="list-style-type: none">See Moodle for more information.
Week 3 Module 2	Lecture	<ul style="list-style-type: none">HLP domain "Assessment". Comprehensive understanding of the strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. Use student assessment, analyse instructional practices, and make necessary adjustments that improve student outcomes. Links to HLP 4-6.
	Tutorial	<ul style="list-style-type: none">Creating learner profile based on case study from NCCD.
Week 4 Module 3	Lecture	<ul style="list-style-type: none">Supporting students through a person-centred planning approach. Person-Centred Planning. Individual Education Plans (IEP). Identifying and prioritizing long- and short-term goals. Links to HLP 11-13.
	Tutorial	<ul style="list-style-type: none">Creating IEP SMART goals.
Week 5 Module 4	Lecture	<ul style="list-style-type: none">HLP domain "Instruction". Systematically designing instruction toward a specific goal. Adapting curriculum tasks and materials for specific learning goals. Links to HLP 11-13.
	Tutorial	<ul style="list-style-type: none">Reasonable adjustments and curriculum modifications based on student SMART goals.
Week 6 Module 5	Lecture	<ul style="list-style-type: none">HLP domain "Instruction". Teaching cognitive and metacognitive strategies to support learning and independence. Using assistive and instructional technologies. Explicit instruction. Scaffolded supports. Links to HLP 14-17 and 19.
	Tutorial	<ul style="list-style-type: none">Implementing EBP in the classroom.
Week 7 Module 6	Tutorial	<ul style="list-style-type: none">Implementing EBP to support self-determination.
	Lecture	<ul style="list-style-type: none">HLP domain "Instruction". Strategies to promote active student engagement. Self-determination skills development. EBP to support self-determination skills. Links to HLP 14 and 18.
Week 8 Module 7	Lecture	<ul style="list-style-type: none">HLP domain "Collaboration". Effective collaboration with school personnel – strategies for working effectively with LaST, Student Wellbeing Office, Aboriginal student liaison officer. Effective school-home collaboration - strategies for working effectively, sensitively and confidentially with parents/carers. Effective collaborations with other professionals (e.g., SLSOs, speech and language therapists, health professionals) - the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. Links to HLP 1-3.
	Tutorial	<ul style="list-style-type: none">Responsibilities of teacher and SLSO.How to conduct an IEP meeting.
Week 9 Module 8	Tutorial	<ul style="list-style-type: none">Developing a transition plan.
	Lecture	<ul style="list-style-type: none">Schooling transitions for students with disability.Effective transitions for students with disability (future study, employment, living and independence).Student voice, self-determination and self-advocacy.EBPs that support student transitions – Student Directed IEPs, Whose Future is it Anyway?, CAI, Video modelling.Link to Kohler's Taxonomy for Transition Programming 2.0.Links to HLP 1-14.
Week 10 Module 9	Online Activity	<ul style="list-style-type: none">Universal Design for Learning.Asynchronous. IRIS module: https://iris.peabody.vanderbilt.edu/module/udl/ Using artificial intelligence (AI) to develop UDL lesson plans. Links to HLP 13. See Moodle for more information.

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including

lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

Required reading

- Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). *Inclusion in Action*. 6th edition. Cengage Learning: Australia.
- See Moodle for other prescribed and additional readings.

Course Evaluation and Development

- Student feedback will be gathered via MyExperience.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Caroline Baskin		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course

information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](#).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map

Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>