



UNSW

UNSW Course Outline

EDST5441 Advanced TESOL Curriculum Design and Assessment - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST5441

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 : 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 explore the programming, curriculum and assessment/evaluation cycle

for second language teaching in a variety of school, university and adult settings in Australia and overseas. This includes stand-alone ESL/EFL programs, mainstream school classrooms, child and adult New Arrival programs and centres for English for Academic Purposes. Topics include needs analysis, curriculum design, syllabus design, the planning and evaluation of units of work, strategies, techniques and resources for a variety of learners and contexts. It also includes assessment and reporting; the design, implementation and evaluation of TESOL programs, including bilingual programs; and the role of the TESOL teacher in the workplace and wider educational community. International trends and developments in TESOL will be a major focus.

Course Aims

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify, describe and critique the underlying principles of TESOL curriculum development and assessment practices
CLO2 : Critically analyse TESOL curriculum design and assessment in light of key theoretical and practical issues and debates
CLO3 : Determine implications of various TESOL curriculum design and assessment approaches for your own teaching situation
CLO4 : Evaluate and critique contemporary research available on TESOL curriculum and assessment issues

Course Learning Outcomes	Assessment Item
CLO1 : Identify, describe and critique the underlying principles of TESOL curriculum development and assessment practices	<ul style="list-style-type: none">• Orientations to TESOL assessment
CLO2 : Critically analyse TESOL curriculum design and assessment in light of key theoretical and practical issues and debates	<ul style="list-style-type: none">• Orientations to TESOL assessment
CLO3 : Determine implications of various TESOL curriculum design and assessment approaches for your own teaching situation	<ul style="list-style-type: none">• Unit of work analysis and evaluation
CLO4 : Evaluate and critique contemporary research available on TESOL curriculum and assessment issues	<ul style="list-style-type: none">• Orientations to TESOL assessment

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

The content of the course provides an overview of the major research and practical issues relevant to the development of appropriate curriculum and assessment for EAL/D students. This course introduces students to the programming, curriculum and assessment/evaluation cycle for second language teaching in a variety of settings. The teaching approach will actively engage students as they discuss current TESOL curriculum theory and practice, and apply this to familiar teaching contexts.

Teaching strategies

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers. Thus, teaching strategies used during the course will include:

- Weekly, face to face contact sessions
- Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals
- Structured occasions for students to reflect critically on and improve teaching practice
- Plenary discussions around core methodological issues and debates
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content
- Online learning from readings and other useful web links.

These activities will occur in a classroom 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, 2
1.3.2	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	1, 2
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	1, 2
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	1, 2
2.2.2	Organise content into coherent, well-sequenced learning and teaching programs.	1, 2
2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment, and reporting requirements.	1, 2
3.2.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	1, 2
3.3.2	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	1, 2
5.1.2	Develop, select, and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	1, 2
5.2.2	Provide timely, effective, and appropriate feedback to students about their achievement relative to their learning goals.	2
5.3.2	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	1, 2
5.4.2	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Unit of work analysis and evaluation Assessment Format: Individual	40%	Due Date: See Moodle
Orientations to TESOL assessment Assessment Format: Individual	60%	Due Date: See Moodle

Assessment Details

Unit of work analysis and evaluation

Assessment Overview

Task description: Unit of work analysis and evaluation. Length: 2400 words. Feedback: Students will receive written feedback within ten business days of submission.

Course Learning Outcomes

- CLO3 : Determine implications of various TESOL curriculum design and assessment approaches for your own teaching situation

Detailed Assessment Description

Analyse and evaluate a unit of work from a syllabus in terms of its approaches to TESOL curriculum design.

Task description:

- Analyse and evaluate the comprehensiveness and accumulativeness of the teaching contents and suitability for a target student cohort.
- Your evaluation should include evaluation of programs, levels of programming, and backward and forward programming.

Assessment Length

2,400 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5441 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Unit of work analysis and evaluation• 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• Paper is 2,400 (+/- 10%) words excluding unit of work• Paper includes the analysis and evaluation of a unit of work from chosen syllabus	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Paper shows a depth of understanding of key TESOL curriculum and syllabus design principles, concepts and issues raised during the course and in readings• Paper appropriately and substantially incorporates learning from course content into unit of work• Clarity and depth of implications/ recommendations for improvement if appropriate	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Uses a range of research and professional literature to support rationale and selected activities	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of overall structure of response• Clarity and coherence of organization	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Writing adheres to standard conventions including grammar, punctuation, spelling and capitalisation• Writing is precise, clear, and persuasive including correct sentence structure, and appropriate paragraph structure• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (APA referencing)• Clarity and consistency in presenting tables, diagrams, and unit of work	
<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](#).

Orientations to TESOL assessment

Assessment Overview

Task description: Compare and contrast orientations to assessment and integrate them into a teaching program. Length: 3600 words. Feedback: Students will receive written feedback within 10 business days of submission. This is the final assessment.

Course Learning Outcomes

- CLO1 : Identify, describe and critique the underlying principles of TESOL curriculum development and assessment practices
- CLO2 : Critically analyse TESOL curriculum design and assessment in light of key theoretical and practical issues and debates
- CLO4 : Evaluate and critique contemporary research available on TESOL curriculum and assessment issues

Detailed Assessment Description

- Compare and contrast different orientations to assessment and integrate them into a teaching program.

Task description:

- Explain different assessment orientations (as, for, of learning).
- Critique assessment for learning strategies used in the program (or textbook) that you analysed in assessment 1.
- Integrate assessment for learning strategies into one unit of your program (or textbook). Justify the inclusion of the strategies.

See Moodle for detailed instructions

Assessment Length

3,600 words

Assessment information

<ul style="list-style-type: none"> • RUBRIC/FEEDBACK SHEET EDST5441 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Orientations to TESOL assessment • 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 • Paper compares and contrasts different orientations to assessment • A range of assessment tasks are integrated appropriately and systematically into the teaching program • Clarity and accuracy in use of key terms and concepts in TESOL curriculum design and assessment 	
<ul style="list-style-type: none"> • Depth of analysis and critique in response to the task • Depth of understanding of key TESOL curriculum and assessment principles, concepts and issues explicitly raised during the course and in follow up readings • Depth of analysis of specific strengths and weakness of specific approaches and techniques, including theoretical as well as practical issues • Clarity and depth of implications/ recommendations for improvement 	
<ul style="list-style-type: none"> • Familiarity with and relevance of professional and/or research literature used to support response • A range of research and professional literature is used to support response 	
<ul style="list-style-type: none"> • Structure and organisation of response • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability • Appropriateness of overall structure of response 	
<ul style="list-style-type: none"> • Presentation of response according to appropriate academic and linguistic conventions • Writing adheres to standard conventions including grammar, punctuation, spelling and capitalisation • Writing is precise, clear, and persuasive including correct sentence structure, and appropriate paragraph structure • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (APA referencing) • Clarity and consistency in presenting tables, diagrams, and teaching program 	
<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 1 : 9 September - 15 September	Topic	<ul style="list-style-type: none">• Overview Unit overview Language domains TESOL learners and communicative competence Different goals and organisations of TESOL programs Introduction to TESOL curriculum design and assessment
Week 2 : 16 September - 22 September	Module	<ul style="list-style-type: none">• Module 1: TESOL Curriculum Design• Scope of contents in different TESOL programs (I) The socio-functional model of language - language and context Genres in different domains and their distinctive language features
Week 3 : 23 September - 29 September	Module	<ul style="list-style-type: none">• Module 1: TESOL Curriculum Design• Scope of contents in different TESOL programs (II) Different types of meanings and expressions of meanings Mode of expressions - verbal, visual, and paralanguage
Week 4 : 30 September - 6 October	Module	<ul style="list-style-type: none">• Module 1: TESOL Curriculum Design Selecting and sequencing contents for different TESOL curricula Selecting and developing teaching resources
Week 5 : 7 October - 13 October	Module	<ul style="list-style-type: none">• Module 1: TESOL Curriculum Design Programing for EAL/D students in the mainstream class - issues and good practice
Week 6 : 14 October - 20 October	Homework	<ul style="list-style-type: none">• Flexibility Week
Week 7 : 21 October - 27 October	Module	<ul style="list-style-type: none">• Module 2: Assessment in TESOL Curriculum• Assessment for learning - needs analysis and evaluation of needs• Conducting and designing needs analysis• Evaluating needs against different language proficiency standards including the NSW ESL scales
Week 8 : 28 October - 3 November	Module	<ul style="list-style-type: none">• Module 2: Assessment in TESOL Curriculum• Assessment as, and of, learning• Designing assessment tasks• Developing success criteria and assessment criteria
Week 9 : 4 November - 10 November	Module	<ul style="list-style-type: none">• Module 2: Assessment in TESOL Curriculum• Feedback and reporting• Enhancing feedback and reporting• Involving other key stakeholders• Building assessment literacy
Week 10 : 11 November - 17 November	Module	<ul style="list-style-type: none">• Module 2: Assessment in TESOL Curriculum• Evaluating TESOL programs• Whole school/institution approaches to TESOL• Evaluating TESOL programs and ensuring improvement• Ensuring professional development

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

Please see reading list in Moodle for required weekly readings.

Background readings

- Breen, M., & Littlejohn, A. (Eds.). (2000). *Classroom decision-making: Negotiation process syllabus in action*. Cambridge: Cambridge University Press.
- Burns, A. & Richards, J. (Eds.). (2012). *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. Cambridge: Cambridge University Press.
- Davison, C. (2019). Using assessment to enhance learning in English language education. In X. Gao (Ed.), *Second Handbook of English Language Teaching*. Switzerland: Springer Nature.
- de Silva Joyce, H., & Feez, S. (2012). *Text-based Language and Literacy Education - Programming and Methodology*. Sydney: Phoenix Education.
- Droga, L., Humphrey, S., & Feez, S. (2012). *Grammar and Meaning: An Introduction for Primary Teachers*. Sydney: PETAA.
- Graves, K. (2000) Designing Language Courses. Canada: Heinle & Heinle. Nunan, D. (2000). *Syllabus Design*. Oxford: Oxford University Press.
- Hertzberg, M., & Freeman, J. (2012). *Teaching English Language Learners in Mainstream Classes*. NSW: PETAA.
- Nunan, D. (2000). *Syllabus Design*. Oxford: Oxford University Press.
- Shawer, S.F. (2010). Classroom level curriculum development: EFL teachers as curriculum developers, curriculum-makers and curriculum-transmitters. *Teaching and Teaching Education*, 26(2), 173-184.

Selected TESOL curriculum documents

Australia:

- AEC Curriculum and Assessment Committee (CURASS) 1994. *ESL Scales*, Curriculum Corporation, Carlton Victoria.
- Australian Curriculum Assessment and Reporting Authority. (2015). *English as an Additional Language or Dialect Teacher Resource EAL/D Learning Progression: Foundation to Year 10*. Retrieved from <https://acaraweb.blob.core.windows.net/resources/EALDLearningProgression.pdf>
- New South Wales Department of Education and Communities. (2014). *English as an Additional Language or Dialect: Advice or School*. Darlinghurst, NSW: New South Wales Department of Education and Communities Multicultural Programs Unit.
- McKay, P., Hudson, C. and Sapuppo, M. 1994 'National Languages and Literacy Institute of Australia English as a Second Language Bandscales' in McKay, P. (ed) *English as a Second Language Development: Language and Literacy in Schools*. National Languages and Literacy Institute of Australia, Canberra.
- The Australian Core Skills Framework. Australian Government <http://www.innovation.gov.au/>

[Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx](#)

- The Certificate of Spoken and Written English. AMES NSW <http://www.staff.vu.edu.au/languageandliteracy/content/links1c.htm>
- Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language (TEAL), <http://teal.global2.vic.edu.au/>

International:

- American Council on the Teaching of Foreign Languages (ACTFL) (website). National Standards for Foreign Language Education, www.actfl.org/i4a/pages/index.cfm?pageid=3392
- Council of Europe 2001 (website). Common European Framework of Reference for Languages: Learning, Teaching, Assessment, www.coe.int/t/dg4/linguistic/cadreen.asp
- Gottlieb, M., Carnuccio, L., Ernst-Slavit, G., & Katz, A. (2006). *PreK-K English language proficiency standards*. Alexandria, VA (USA): Teachers of English to Speakers of Other Languages.
- New Zealand Ministry for Education. *ESOL online - The English Language Learning Progressions* [English Language Learning Progressions / Knowledge of the learner / Learning about my students' needs / Secondary Literacy / Literacy Online / English - ESOL - Literacy Online](http://www.tki.org.nz/English-Language-Learning-Progressions-Knowledge-of-the-learner-Learning-about-my-students-needs/Secondary-Literacy-Literacy-Online-English-ESOL-Literacy-Online) website - English - ESOL - Literacy Online (tki.org.nz)

Course Evaluation and Development

- Student feedback will help shape future iterations of the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Troy McCon achy		G15, 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>