

THE LITTLE BLUE BOOK

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INTRODUCTION

The guidelines and procedures of the Faculty of Education and Social Work are not only available here, but are also available in the Faculty Handbook for Undergraduates and on the Faculty Assistance and forms web-site:

http://sydney.edu.au/education_social_work/current_students/assistance_forms

In some cases there are forms, which need to be filled out if you are applying for consideration of some kind. These are available on the web-site, and at the Faculty of Education and Social Work student administration office on Level 3 of the Education Building (A35). We recommend that students familiarise themselves with these procedures. They will be very useful, especially if you experience difficulties with your academic program.

Also printed here is the style-guide for students writing assignments for units of study in Social Work and Education. In all assignments, this style guide must be used competently, unless you are instructed by a unit coordinator to use an alternative style.

In rare cases students may need to appeal against academic decisions made by staff. This booklet tells you how to do this. It should be remembered that in cases going to appeal that the procedures in this book may well be one of the first points of reference as a decision is made on whether an appeal should be upheld.

We also draw your attention to the Student Affairs web-site:

<http://sydney.edu.au/secretariat/students/>

This contains additional information and resources for students regarding, among other matters:

- Student progression
- Plagiarism
- Appeals

Students should note that this 2012 edition differs from the old printed version. Please use this online version in order to keep up to date with current policy changes via the web.

The faculty staff wishes you well in your studies and hope the information printed here is helpful.

STUDENT RIGHTS AND RESPONSIBILITIES

Information on students' rights and responsibilities can found on the university website, in particular the Secretariat and Student Affairs and the Policy On-Line websites (soon to be updated to the [Policy Register](#)). In particular students should be aware of:

- the University's Code of Conduct for Students and
- the University's 'Academic Board Regulations: [Assessment and Examination of Coursework](#)', available from the Policy On-Line website at: <http://fmweb01.ucc.usyd.edu.au/pol/>

Section 2.3.4 from the '[Assessment and Examination of Coursework](#)' (AEC) policy is of particular importance for your candidature. It spells out your rights and responsibilities in detail, especially as it relates to your work in the different courses and units of study.

Your rights and responsibilities regarding applications for Special Consideration are summarised in Part 5 of the AEC policy, 'Special Consideration Due to Serious Illness, Injury and Misadventure' of the '[Assessment and Examination of Coursework](#)' policy.

You can also access the following university policies from The Policy Online website (soon to be updated to the [Policy Register](#)):

Assessment Policy 2011
Assessment Procedures 2011
Student Academic Progression

ATTENDANCE REQUIREMENTS

The University of Sydney (Coursework) Rule 2000 (as amended) includes the following statement on attendance (p. 4):

- 7.1 A faculty has authority to specify the attendance requirements for courses or units of study in that faculty. A faculty must take into account any University policies concerning modes of attendance, equity and disabled access.
- 7.2 A faculty has authority to specify the circumstances under which a student who does not satisfy attendance requirements may be deemed not to have completed a unit of study or an award course.

This document can be accessed from the Policy On-Line website (soon to be updated to the [Policy Register](#)):

The Faculty of Education and Social Work requires attendance of at least 90 per cent of all workshops/seminars/tutorials.

In some Units of Study the attendance requirement may vary from the general requirement. For example, 100 per cent attendance may be required for mandated coursework in child protection or for certain kinds of field-work. Any variation from the

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general Faculty requirements on attendance will be made explicit in the appropriate Course handbook or Unit of Study outline.

Where a student is unable to attend at the required rate, excuse may be granted for limited periods on the production of evidence of illness, misadventure or Special Arrangements leave having been granted. For longer periods, Special Consideration may need to be applied for.

Where an excuse, Special Consideration or Special Arrangement has been accepted, work missed through lack of attendance may be made up independently and accepted as satisfactory before the Unit of Study Coordinator may recommend a final mark and grade.

Where no excuse, Special Consideration or Special Arrangement application has been accepted or granted, failure to meet attendance requirements will result in Unit of Study failure. The grade AF (Absent Fail) will be submitted.

CODE OF CONDUCT FOR STUDENTS

1. Principles

This Student Code of Conduct http://sydney.edu.au/ab/policies/Student_code_conduct.pdf has been formulated to provide a clear statement of the University's expectations of students in respect of academic matters and personal behaviour.

Study at the University presents opportunities for interacting with other members of the University community. The University recognises and values the diversity of student experiences and expectations, and is committed to treating students, both academically and personally, in a fair and transparent manner. All students, in return, are required to comply with the requirements set down in this Code of Conduct.

The University reaffirms its commitment to:

- high academic standards, intellectual rigour and a high quality education;
- intellectual freedom and social responsibility;
- recognition of the importance of ideas and the pursuit of critical and open inquiry;
- tolerance, honesty and respect as the hallmarks of relationships throughout the University community; and
- high standards of ethical behaviour.

All students are required to be aware of and act consistently with these values. Please refer to the [Code of Conduct Policy](#) for more details.

2. Useful References to Other Policies

The full set of University policies applying to students is available on *Policy Online* at <http://sydney.edu.au/policy/> (this link is soon to be updated to the [Policy Register](#))

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Such additional policies include the following (click on the links to access each policy):

[Alcohol: Policy and Guidelines on Consumption](#)

[Harassment and Discrimination Prevention Policy and Resolution Procedure](#)

[Equal Opportunity in Education](#)

[HIV or Hepatitis: Policy on Students with HIV or Hepatitis](#)

[ICTR: Policy on the use of information and communication technology resources \(ICT resources\)](#)

[Library use: University of Sydney Library Rule 2003](#)

[Occupational Health and Safety Policy](#)

PROFESSIONAL EXPERIENCE (Education) FIELD EDUCATION (Social Work)

The Faculty reserves the right not to place a student in a school, other professional experience or in a field education setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard, regardless of the fact that the student may be enrolled in a professional experience or field education unit of study or other relevant component.

With regard to school or early childhood centre-based professional experience, teachers and principals are accountable to parents and school systems to provide quality learning opportunities and outcomes for pupils. They need to be confident that any pre-service teachers placed under supervision in their schools and centres can support and maintain teaching programs and standards.

Similarly all human service organisations have a responsibility for the delivery of services to clients and consumers of the service. Organisations need to be confident that social work students undertaking field education within their agency can support and maintain agency programs and professional standards of practice.

For more information please visit the [Education](#) or [Social Work](#) Professional Experiences websites.

Before professional experience placements are finalised, pre-service teachers are required to complete a Disclosure Form that provides the opportunity to document any personal circumstances that require particular consideration, attention or support.

For more information please visit the Education

http://sydney.edu.au/education_social_work/professional_experiences/index.shtml

or Social Work

http://sydney.edu.au/education_social_work/social_work/index.shtml

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Professional Experience websites and in particular relevant Handbooks.

http://sydney.edu.au/education_social_work/professional_experiences/index.shtml

UNIT OF STUDY OUTLINES

Accessing and downloading

The outlines of Units of Study you are enrolled in can be downloaded from the Faculty of Education and Social Work Standardised Unit of Study Manager and Organiser (SUMO) data base. This can be accessed via the *Unit of study outline search engine* (UOS Search) on the Faculty's Current Students homepage at the following URL

http://sydney.edu.au/education_social_work/current_students/index.shtml

If you experience any difficulties accessing your unit of study outlines please inform the co-ordinator of the unit of study.

COMMUNICATING WITH STAFF MEMBERS

There will be times when you need to seek clarification with a staff member about some aspect of your studies. Individual staff members will have a preferred method of contact, which may include specific hours for consultation, phone, or email. The details about the preferred method of contact can be found in the unit of study outline. You will be expected to adopt a professional and polite tone in your emails. You should always use your University email account because, in order to safeguard your privacy, staff do not respond to other email addresses. Please remember that staff members may teach across a number of units so introduce yourself before asking your question or requesting an interview. Do not treat emails to staff like Facebook, Instant Messenger, or SMS communications; if you do, you will be asked to revise your email in line with the principles below.

We recommend you check your University of Sydney email account at least every second day; staff regularly use email to contact students about important issues. You can arrange for your University of Sydney emails to be forwarded to other accounts at <http://sydney.edu.au/ict/switch/>

When writing emails to staff:

1. Before you email, ask yourself whether your question might be answered by reading through the Faculty website, the Faculty Handbook for your degree programme, the Little Blue Book, or the relevant unit of study outline.
2. In the subject line, include details of the unit of study you're seeking information about, and a brief description of the issue (e.g. EDUF3029 – request for extension). Staff members often teach multiple units, so this will help them quickly understand the background to your email.
3. Provide a greeting (e.g. "Dear Professor Lupin,", "Hello Remus"), taking care to spell the name correctly.

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4. Use full, grammatically correct sentences, not SMS- or Instant-Messenger jargon (e.g. “thank you for your help” rather than “thx”). Using Standard English will ensure your reader understands your concerns. Describe the issue fully, and if you can think of potential solutions to problems, provide them.
5. Sign off by providing your full name, student ID, and a contact phone number. There will be many issues where staff might need to check your records in order to understand the issue, so providing a full name and student ID is crucial. Providing your phone number will allow the staff member to call you if needed to gather more information and resolve the problem. Where the issue is complex, it will almost always be quicker to talk things through with the staff member.

SERVICES FOR STUDENTS WITH A DISABILITY

Support for eligible students with a disability is coordinated centrally by the Disability Services <http://sydney.edu.au/stuserv/disability/>. A student is considered eligible for disability services when they meet the following criteria; they have a disability as defined in the Disability Discrimination Act (1992), this disability impacts on their University studies, and there is supporting documentation on the nature of the disability and the need for services. Disability according to the DDA definition includes, amongst other, sensory impairments, physical disability, specific learning disability, mental health conditions, chronic medical conditions, and a temporary disability.

To access support students with a disability need to register with the Disability Services. Although it is recommended for students with a disability to register with Disability Services when applying for their degree, a student can register at any point during their studies. Disability Services provide a number of services and adjustments to students, including academic adjustments and support, access provision, assistive technology, equipment, library support services. When a student registers with Disability Services, reasonable adjustments may be put into place. Academic adjustments may include assignment extensions, exam adjustments, applying for change of grade or enrolment status (e.g. Withdraw and Discontinue Not Fail), and Academic Notification Letters. It is the student’s responsibility to contact the disability office when a reasonable adjustment is needed for an assignment before the assignment is due. The disability office should then inform the unit of study coordinator if special arrangements have been allowed. Adjustments and support may be reviewed during a student’s degree to keep meeting their needs and may vary for different aspects of their degree (e.g. Professional Experience).

The Faculty of Education and Social Work, like all Faculties, has a Student Disability Liaison Officer (SDLO) who can provide advice to students registered with Disability Services.

SUBMITTING AN ASSIGNMENT

The Faculty of Education and Social Work requires assignments to be handed in by the due date, unless an extension of time has been granted (see policy on Extensions).

All submitted assignments are required to include the cover-sheet provided by the Faculty of Education and Social Work. This cover sheet requires a commitment to the University's policy on academic honesty. The cover-sheet is available from the Faculty Office or may be [downloaded from the Faculty web-site](#).

All assignments must use the Faculty approved style guide (APA), which can found at the end of this document.

The time by which an assignment shall be handed in on any due date is 5 pm unless otherwise notified.

Always submit an assignment personally to the appropriate lecturer unless advised otherwise. Do not put it under a door or leave it on a desk. In some cases assignments are required to be delivered to a labelled box, usually located on Level 4 of the Education and Social Work Building.

If granted permission by the Unit of Study Coordinator to do so, you may post an assignment to the appropriate lecturer. The post mark on the envelope must be on or before the due date. In most cases such date-marking is only available by registering the mail at a post office.

Only if granted permission to do so by the Unit of Study Coordinator, you may deliver your assignment electronically, also on or before the due date. **Do not email an assignment to a teacher in a unit unless you have been instructed, or been given permission to do so.** You must still meet the requirement of signifying that submitted work is your own, using an assignment cover sheet.

Always keep a copy of your assignment in case of accidental loss or the need for resubmission.

PLAGIARISM AND ACADEMIC HONESTY

This statement about student plagiarism in course work does not replace University policies addressing the matter. If you need to take up the matter of plagiarism you must refer to the [Academic Honesty and Plagiarism policy](#) (effective 1 January 2010).

This statement draws the attention of students to the seriousness of the issues and some of the possible consequences of plagiarism, or academic dishonesty in general.

The Academic Board policy outlines a number of circumstances it reasonably regards a student to have intended deception of an examiner (i.e. the person responsible for assessing the work). The policy also outlines how academic dishonesty is to be addressed by the Faculty.

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It is not practical to reproduce those here, but all students and staff involved in cases of plagiarism and the further issue of academic dishonesty need to make themselves aware of them by referring to the above policy.

In summary, the University and the Faculty of Education and Social Work regards all plagiarism as a serious offence. Depending on whether an incidence of plagiarism is deemed “negligent plagiarism” or “dishonest plagiarism”, assignments may lose marks or fail. In some cases the University’s student disciplinary powers may be invoked.

Advice to students:

Always attribute ideas, quotations and data from external sources through correct citation and referencing methods. If you paraphrase an external source, again, always provide full references and citations. The final section of this booklet (“Style guide for writing assignments”) shows you how to do this.

All students enrolled in Faculty of Education and Social Work units of study have access to an on-line learning module [“EDSWAH – Education and Social Work Academic Honesty”](#) through the USYD e-Learning system.

‘RECYCLING’ YOUR OWN WORK IN ASSIGNMENTS

Very occasionally across a course of study, assignments may be set that appear similar. It may be tempting to ‘recycle’ a previous assignment. In fact, the aims of different units of study differ considerably. You should concentrate directly not only on the new assessment criteria, which will be different, but the development of your mastery of the new skills and content that are required in the new unit of study.

The University regards the recycling of work, either in total or substantially, as academic dishonesty, and where it occurs, cases will be managed in accordance with the Academic Dishonesty in Coursework policy of the University. This is available for your reference at the following web-site:

http://sydney.edu.au/ab/policies/Academic_Honesty_Cwk.pdf

Where a unit of study makes explicit the conditions under which ‘prior learning’ can be recognised in that unit, it may be possible to submit some previous work, but only under the conditions formally outlined.

THINGS ARE GOING WRONG AND I CAN’T GET MY ASSIGNMENTS IN ON TIME

The best thing to do is to get an extension from the Coordinator of your Unit of Study. (In some big units, tutors also have the right to grant extensions.) Extensions are not given automatically, and they must be applied for and approved before the due time of the assignment.

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If you were not able to get an extension in time, and you meet the criteria for being granted Special Consideration, this is the standard course of action *after* a due date. As you will see from the Special Consideration section below, it is possible to get Special Consideration before anticipated events. Nevertheless it is often simpler to seek extensions first, and keep Special Consideration for later.

In general, Special Consideration applications are best made *after* something goes wrong. Extensions are the way to go if you anticipate something *will* go wrong in the immediate future, or *is* already affecting your ability to get work in on time. *Please note* – Special Consideration is not given as a “Blanket Cover” for long periods of time (e.g. a semester).

SEEKING AN EXTENSION FOR AN ASSIGNMENT DUE DATE

A simple extension may be sought by a student *before* the due date for the submission of an assignment (in most cases this will be between 5 days prior to the due date and up to at least several hours before 5pm on the due date).

The granting of a simple extension is a preferable means of dealing with an assessment task due date difficulty, which might otherwise lead to a request for Special Consideration.

A request for a simple extension may be made via email to the relevant Unit of Study Coordinator or person identified in the Unit of Study outline or Course handbook. If this is not stated in the Unit of Study Outline or Course handbook then the person to contact will be the Unit of Study Coordinator. *You should attach a copy of the email granting this extension to the assessment task when you submit.*

Extensions will normally be granted parsimoniously. They will be granted in terms of working days (not including weekends or public holidays), and will not extend beyond 5 working days. If an extension beyond 5 working days is required then a formal request for Special Consideration should be made.

Grounds for the granting of an extension need to be substantial. Normally they would require documented evidence of illness or misadventure. *To avoid problems related to computers, regularly back up your work externally!*

Where assignment due dates have been advertised well in advance (more than two weeks), the pressures arising from submissions of other academic work in a restricted time-period will not constitute a valid reason for the granting of an extension. The expectation will be for students to develop an individual study timetable. Advice may be sought from academic staff in developing a viable work plan.

LATE SUBMISSION OF ASSIGNMENTS

Penalties for late submission

In Units of Study where assignments are required to be submitted by a certain date, and where no extension has been granted, the following penalties shall apply. The penalty rate shall also apply if an assignment is late following the expiry of any extension granted.

Interpretation:

1. The word “day” means “working day”, that is not including weekends or public holidays.
2. 1 day late means up to and including any part of the 24 hours following the due time of submission, similarly 2 days late means between one day and up to and including any part of the following 24 hours, and so on.

1 day late	5%
2 days late	10%
3 days late	15%
4 days late	20%
5 days late	25%
6 or more days late	no marks

The base mark from which the percentage will be calculated is the maximum mark for the assignment. So if a student gets 25/50, but is 2 days late, 10% of 50 is 5, and the final mark will be 20/50.

All programs in the Faculty of Education and Social Work are underpinned by principles of professional behaviour therefore students are expected to adopt a professional approach to their studies. For example, it is expected that all assignments will be submitted by the due date and time. If through a sudden unforeseen circumstance (e.g. medical or family emergency) students are not able to submit their assignment on time it is their responsibility to approach the unit of study coordinator to request an extension as per the guidelines on page 8 of the Little Blue Book. This applies to units with Meets Requirements or Not Satisfactory grades just as it does to those with numerical grades applied.

Where an assignment is a compulsory task it may be in a student's interest to submit the assignment even if it is 6 or more days late to meet Unit of Study requirements, thereby avoiding automatic failure in a Unit of Study. In some Units of Study, for example, those in the BTeach or MTeach, all assessment tasks must be passed to pass the Unit. In that case, if submission of an assignment is 6 or more days late, the consequence will be failure in the Unit of Study.

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RESUBMITTING AN ASSIGNMENT AND ITS ASSESSMENT

The opportunity to resubmit failed assignments or equivalent assessment tasks is *not automatic* – it is subject to the policy of specific programs and in some cases, Units of Study. Such opportunities are outlined in Course handbooks or Unit of Study outlines.

In any case, a request for re-submission shall not be considered later than 7 working days after the return of an assignment.

Where opportunities for resubmission are not outlined, they are not normally available except in the following circumstance:

If an assignment is clearly unsatisfactory only because the terms of the assignment have been misunderstood, the Unit of Study Coordinator concerned may allow the assignment to be resubmitted. A resubmitted assignment is eligible for a Pass mark (51 per cent) only. Where it is unsatisfactory a second time the second mark (less than 50 per cent) will be recorded. No assignment may be resubmitted more than once.

If you believe that you have a case for resubmission based on the preceding paragraph, please send a written request to the Unit of Study Coordinator. Please note: not all requests for resubmission will be granted.

Any resubmission of assignment or reassessment task should conform to the following guidelines:

- allow sufficient time for further instruction and/or learning to have occurred
- test the same content/skills as the first assessment task

When an assignment is to be re-submitted after the date of return for the work of other students on the same assignment, it is recommended that the assignment topic be altered, though allowing for the testing of the same content/skills as above.

In some cases the outcome of an application for Special Consideration may also suggest the resubmission of assignments or reassessment.

EXAMINATIONS AND MAKE-UP EXAMS

I missed my exam!

Where a student cannot attend a scheduled examination for a good and serious reason, he or she may apply to a Unit of Study Coordinator for an alternative, make-up examination within seven days of missing the examination.

If the application is agreed to, the Unit of Study Coordinator shall designate an alternative time and place for examination and provide a new examination paper where appropriate.

If such application for make-up examination is not granted, the student may apply for Special Consideration given serious illness or misadventure as outlined under Special Consideration.

MARKING AND GRADING

WHAT IF I THINK MY MARK IS INCORRECT?

Marks and grades

Where marks and grade constitute a summative assessment in any Unit of Study in the BEd or BSW, the following table is used:

85-100	High Distinction
75-84	Distinction
65-74	Credit
50-64	Pass
0-49	Fail

Where the meeting of criteria (satisfactory/not satisfactory) is the means of assessment in any Unit of Study the following grades are awarded:

R	Satisfied requirements
F	Fail

In the Faculty of Education and Social Work all written assignments or tests, which are failed, are to be monitored by the Unit of Study Coordinator.

SECOND MARKING?

In some cases, a second marking of the assignment may occur on the initiative of the Unit Coordinator.

*All students shall have the right to request and receive a second marking of an assessment task, **except that any request for re-marking will not be considered later than 7 working days after the return of an assignment.***

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The second marking where failure has occurred

- For the second marking the student will be given the benefit of the doubt by the recording of the higher mark from the two markings.
- The process must be documented, and documentation retained for 6 months by the Unit of Study Coordinator.

The second marking where a pass mark has been awarded

- Such a right is conditional: the decision of the second marker will be final, and the student will understand the risk that the second mark may be lower or higher than the original mark.

This process will not interfere with decisions made by the Chief Examiner, usually the Unit of Study Coordinator, in moderating the results pattern of an entire Unit of Study in accordance with guidelines, which conform to Academic Board policy on assessment, and the requests of Advisory Examiners' Meetings in the Faculty of Education and Social Work.

Assessment quality control

The Faculty policies around assessment are informed by the University's policy on [Assessment and Examination of Coursework](#) (AEC). Each Unit of Study Coordinator is required to implement a specific strategy of ensuring consistent and fair marking standards and processes. This will vary according to the Unit's assessment practices and numbers of students and staff participating in a Unit. Such strategies may include:

- standards setting training
- trial marking exercises
- statistical moderation
- sample double marking, etc.

Feedback to students

Unit of Study outlines or Course Handbooks should also:

- indicate a time frame for student feedback
- publish the process available to students who contest an assessment outcome

Students are entitled to useful feedback on their assignments and presentations. This should be speedy where assessment tasks have a formative purpose. Such feedback should always address the relationship between published assessment criteria and the student's work. Feedback might include:

- written comments on assignments
- verbal or written comments on presentations
- the use of forms designed to reflect assessment criteria for an assignment

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Note: For any dissertation and final determination of grade in Honours a separate assessment procedure applies from the preceding. Please consult the relevant Honours guidelines.

SPECIAL ASSESSMENT RULES:

(1) End of a Course

This additional/special assessment rule only applies to a candidate who will be prevented from graduating at the end of their course as a result of one failed assignment in one unit of study. This rule is not an automatic right and does not include Professional Experience units of study.

A candidate may apply to the Associate Dean of Undergraduate and Pre-service Programs for permission to submit an additional/special assessment in only one unit of study within their course as follows. Any such assignment must satisfy all of the stated assessment criteria.

The assignment, which was failed must be:

1. in a unit of study in which a Fail grade in the assignment will prevent the candidate from graduating, consequently extending the period of candidature in the course (i.e. it is not possible to repeat the unit of study within the normal time for candidature); and
2. one of a number of assignments contributing to the assessment of a unit of study, or a unit of study component such as a core or elective strand (i.e. if the assignment is the only one used to assess a unit of study, an additional/special assessment under this provision is not possible), and
3. the only assignment of those in the unit of study (or strand) that has been assessed as a Fail.

In all cases, the responsibility is on the candidate to make the case that an additional/special assessment is warranted in terms of the above criteria and in the context of their performance in the course as a whole.

(2) Aegrotat Results

In accordance with [Assessment and Examination of Coursework Policy](#) (p.37), the Dean may recommend that a student be awarded an aegrotat result in cases where, because of serious illness or death, the student cannot or is unlikely to complete a course of study. This only occurs in exceptional cases, and where the Dean is satisfied beyond doubt that on the basis of work performed throughout the year, that had the candidate been able to complete a course of study, he or she would have achieved the result recommended.

It is expected that a request for an aegrotat result would be very rare. In most cases an application for Special Consideration under conditions of serious illness or misadventure would be the appropriate course of action.

SPECIAL CONSIDERATION

What is Special Consideration?

Special Consideration is a process that affords equal opportunity to students, including enrolled students, non-award students, study abroad students and students studying at the University of Sydney on an exchange program who have experienced circumstances that adversely impact their ability to complete an assessment task. For details of the University's Special Consideration Policy, see pages 29-37 of the [Assessment and Examination of Coursework Policy](#). A Special Consideration form for Faculty units of study can be [downloaded here](#).

Am I eligible to apply for Special Consideration?

You are entitled to apply for Special Consideration if you have/had:

- A *serious* illness lasting more than one week which occurs less than one week before an assessment is due or an exam undertaken
- A *serious* misadventure which adversely affects you for more than one week which occurs less than one week before an assessment is due or an exam undertaken
- An illness or misadventure which has adversely affected an assessment task for which you require an extension of more than 5 working days
- An illness or misadventure on the part of a person for whom you are the primary carer
- A disability/health status which is registered with the university's Disability Services

What is considered serious illness?

Some examples include: hospitalisation for a number of days, an illness that confines you to bed for a number of days (e.g. serious bout of the flu, serious food poisoning), a severe migraine lasting a few days.

What is not considered serious illness?

Some examples include: a mild/small illness that requires you to be absent from university for a day or two (e.g. cold, 24 hour virus), a headache/migraine that lasts only one or two days

What is considered a serious misadventure?

Some examples include: involvement in a car accident, which requires hospitalisation, the death of a friend or family member, sudden eviction from your home. See also the Academic Board policy on Special Consideration.

What is not considered serious misadventure?

Some examples include: computer or laptop "crashing", car breaking down

What else is not considered grounds for Special Consideration?

Cultural or sporting commitments. If you are going to miss an assessment task because of a sporting or cultural commitment, you need to apply for a leave of absence by obtaining a [Special Arrangement Form](#) from the Faculty office. *Jury Duty.* If you are called for jury duty see the following section on Special Arrangements.

How do I apply for Special Consideration?

1. Obtain a Special Consideration application pack from the Faculty of Education and Social Work office (Level 3, Education Building). Or download from the Faculty of Education and Social Work website:

http://sydney.edu.au/education_social_work/current_students/assistance_for_ms/resources/spec_con_appl.pdf

2. The Special Consideration application pack contains the following forms:
 - I. *Special Consideration Form*: to be completed by you, the student.
 - II. *Professional Practitioners Form*: to be completed by a doctor or professional practitioner.
3. Submit the Special Consideration application pack to the Faculty office on Level 3 of the Education Building. *You must submit the application pack within 7 calendar days from the due date of the assessment task.*

What does "7 calendar days from the due date of the assessment task" mean?

- This means that you have a period of seven days from the date of the assessment within which to submit a complete and correct application with the Faculty Office.
 - This includes weekends and bank holidays.
 - Applications may only be submitted during Faculty opening hours.
 - This deadline is final and will not be extended.
 - In the case of illness, the only circumstances in which this may be different is if you have had a prolonged illness of more than seven days and your professional practitioner certificate states this clearly - in this circumstance it is recommended that you lodge your application within 24 hours of the last date of illness on your certificate or the first working day thereafter.
4. The application will be signed by a Faculty office staff member and photocopied.

(To assist faculty staff, we would appreciate it if you could make a photocopy of the Special Consideration Pack before submitting it to the faculty office).

5. You will be given the photocopy as well as an *Academic Judgement Form* (pink) *for each unit of study* that is affected by your Special Consideration application.
6. Take a copy of the Special Consideration application pack and the Academic Judgement form *to each Unit of Study coordinator* from whom you are seeking consideration.

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What happens next? How do staff deal with my application?

1. A judgement on any application must be made by *two or more* academic staff members. In the Faculty of Education and Social Work this will normally be the Program Director and a Unit of Study Coordinator.

The two (or more) staff members are responsible for familiarising themselves with Faculty and Academic Board policy on Special Consideration, and in particular:

- making informed and fair judgements
- respecting the privacy of any applicant

Where the Special Consideration application concerns a student's progress in a Course as a whole, the Program Director will have responsibility for the following process. Where the application is directed towards a particular Unit of Study, the Unit of Study Coordinator will be responsible for the process; that is:

- convening the meeting to consider applications for Special Consideration as soon as possible, and in any case less than two weeks of the application being received by the Coordinator
 - passing the completed Academic Judgement form back to you, the Special Consideration applicant.
2. All Academic Judgement forms must be returned to the Faculty office within 2 weeks of you submitting your application for Special Consideration. Forms returned after 2 weeks *cannot* be accepted.
 3. You should not assume that Special Consideration will be granted. You will receive an email confirming the Faculty's decision. This email will also be sent to the unit of study coordinator.

What are some possible outcomes of an approved Special Consideration application?

If your application for Special Consideration is approved, there are a number of arrangements that *may* be made:

- an assignment extension or resubmission may be granted
- permission may be given for a make-up assessment or exam
- in cases where an assessment is submitted after the due date, the late submission penalty may be waived
- attendance requirements may be modified or waived
- in some cases a decision about what is required may be deferred until semester results are available.

What cannot be granted from a Special Consideration?

The following arrangements *cannot* be made as a result of a Special Consideration application:

- the granting of additional marks
- the removal of, or exemption from, an assessment task

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I haven't suffered a 'serious' illness or misadventure, but i will miss an assessment task. What should i do?

In less serious cases of illness or misadventure where a *future* assessment task will be affected, please *do not* apply for Special Consideration. You will be wasting time with too much paperwork for a relatively trivial matter. In these situations, there are a couple of easier options available to you:

- Apply for an assignment extension. (See the above section on extensions)
- If a test or exam is involved, ask your Unit of Study coordinator to sit an exam on another day. (See the above section on examinations)

What if I have an ongoing illness/difficulty that is affecting my studies?

Examples of long term illnesses or difficulties could include:

- Chronic fatigue
- Caring for a sick or disabled relative
- Long term depression
- Long term illness lasting more than a few weeks
- A serious accident or illness which requires hospitalisation for more than a few weeks

If you have a long term illness or difficulty which is affecting more than just a few assessment tasks (i.e. longer than a few weeks), you should approach your Program Director to arrange a long term solution. Some solutions could include:

- switching to part-time study (granted only in exceptional circumstances)
- suspension of studies (i.e. candidature) for one or more semesters
- withdrawal from the course.

In these long term situations, you should *not* apply for Special Consideration.

What other important points should I remember?

A doctor's certificate is not sufficient for Special Consideration applications. Only a completed *Professional Practitioners Certificate* will be accepted.

It is your responsibility to ensure that all of the Special Consideration procedure is followed and all forms are signed. Please don't just slip academic judgement forms under your Unit of Study Coordinator's door. Your unit coordinator should not be expected to return the forms to the Faculty office for you.

Please ensure that the Academic Judgment form has been filled in to include:

1. whether or not the Special Consideration may be approved
2. what exactly may be arranged to make up for the assessment task or attendance requirement
3. their name, signature, and date.

I went to my lecturer's office to get my forms signed, but they're never there. What can I do?

It is best not to just turn up at a lecturer's office with the forms to sign. The best way to arrange a time to see your lecturer include:

- Send them an email
- Checking their consultation times, these are sometimes posted on their office doors
- Call ahead; if they do not answer – leave a message
- Be patient, but persistent.
- **IMPORTANT.** The full process has two stages. Stage 1 is lodging the Special Consideration package at the Faculty office. Stage 2 is returning the signed pink forms to the Faculty office. If both these steps are not completed, Special Consideration cannot be granted.

This all sounds crazy! Why all this paperwork and running around?

Special Consideration is a legal process, which is subject to audit. The university has instituted a formal process to meet its obligations for the fair and equitable treatment of all students. What does this mean? Well, when the Faculty of Education and Social Work is audited by the government (the Faculty was audited in 2006), and is found to have given a student an unfair advantage, we can get into big trouble!

It is very important that Special Consideration is documented properly. In fact, records of Special Consideration are required by law to be kept for three years.

The outcome of an application could mean the difference between failing or passing a unit of study, changing enrolment, progressing or not progressing to the next year of study, or even between graduating or not graduating.

I'm not happy with the outcome of my Special Consideration application. What can I do?

If you are not satisfied with the outcome of your Special Consideration application, there is an appeals process available to all students who feel they may have been treated unfairly. This process is detailed elsewhere in this document, under the heading "Student appeals against academic decisions".

Finally

If you have any questions about anything mentioned above, or if you aren't sure whether you're entitled to apply for Special Consideration, please don't hesitate to contact staff members responsible for this process in the Front Office, room 307 Level 3 in the Faculty of Education and Social Work.

SPECIAL ARRANGEMENTS

(Formerly “Leave Of Absence”)

Special Arrangement (see [Assessment and Examination of Coursework Policy](#), p. 40-42 for full details) is a formal procedure available to students who have an essential commitment, which affects assessment task(s) and/or attendance or participation requirements for one or more units of study. Applications for these are not to be confused with Special Consideration. In the Faculty of Education and Social Work, students may apply through the Faculty Office for a Special Arrangement to be granted them.

Special Arrangements are associated with essential religious commitment, compulsory legal absences such as jury duty or a court summons, national, state or University sporting commitment, Australian Defence Force commitment including Army Reserve or emergency services commitments (for example SES), birth or adoption of a child, essential employment commitments (where the Faculty can form a view that employment of an essential nature to the student would be jeopardised and that the student has little or no discretion with respect to the employment demanded), and government-mandated medical appointments (for visa requirements).

An application form, including guidelines for its preparation, is available from the Faculty Office or may be downloaded from the web-site of the Faculty of Education and Social Work.

http://sydney.edu.au/education_social_work/current_students/assistance_forms/resources/Spec_Arrangments_Appl.pdf

Where leave or other arrangements associated with Special Arrangements is granted, all Unit of Study Coordinators within the relevant Course are required to adjust the timing of assessment tasks and make the concessions necessary. Such concessions will conform to those allowed in the granting of Special Consideration.

You will receive an email from the faculty office confirming the outcome of the application. This email will be copied to the Unit of Study coordinators listed on the request form.

For other Units of Study within the Faculty of Education and Social Work, documentary evidence of Special Arrangements leave having been granted with its supporting documentation will provide significant supporting argument for applications for Extensions or Special Consideration.

STUDENT APPEALS AGAINST ACADEMIC DECISIONS: UNDERGRADUATE AND PRE-SERVICE

Principles

Any student may complain about an academic decision that affects him or her. Firstly, at a local level, to enable a student's concerns to be addressed in an informal way; and secondly, by means of a formal, central procedure.

Confidentiality

All student appeals must be treated confidentially at all stages of the process.

Without disadvantage

The fact that a student has made a complaint under these procedures should not disadvantage the student in any way, especially by way of victimization.

Procedural fairness

All staff involved in a complaint or an appeal have a duty to observe the principles of natural justice.

Support

Any person involved in this process who is disadvantaged in any way in their ability to present their case should be allowed the support and advice they need to participate effectively.

Record-keeping

Staff should keep notes of any discussions with students.

Access

Students should normally have a right of free access to all documents concerning their appeal. Such access is governed by guidelines and procedures on the right to information:

<http://sydney.edu.au/arms/gipa/index.shtml>

Procedure for Undergraduate/Pre-service student appeals.

Step 1:

Approach Lecturer or Unit of Study Coordinator

If a student is concerned about any academic decision, he or she should first discuss the issue informally with the relevant lecturer or Unit of Study Coordinator. This should be done within 15 working days of the particular academic decision being

made. The lecturer or Unit of Study Coordinator should then deal with the issue giving a full explanation to the student of the reasons for the academic decision.

Most complaints should be resolved at this stage.

If the student's concerns are not resolved by this means, then the lecturer should:

- Explain the next step and the procedure (see below).
- Direct the student to the Senate rule on Student Appeals against Academic Decisions.

http://sydney.edu.au/senate/policies/Ac_Appeals_Rule.pdf

Step 2:

Approach Program Director

2.1 Informal complaints

The student may approach the Program Director on an informal basis. The student should do this within 15 working days of the outcome of discussion with the lecturer or Unit of Study Coordinator.

2.2 Formal complaints

The student may, if not satisfied, lodge a written formal appeal. The Program Director must acknowledge receipt of a formal complaint in writing (email or letter).

The Program Director must try to resolve the complaint within 10 working days of receiving the complaint, and then advise the student in writing of his or her decision:

- setting out the reasons;
- advising that if the student does not agree with the decision, then the student has a right of appeal under these procedures; and

Direct the student to the Senate rule on Student Appeals against Academic Decisions.

http://sydney.edu.au/senate/policies/Ac_Appeals_Rule.pdf

Step 3:

Approach Associate Dean

If the student perceives there has been a failure to follow procedures the student may then approach the Associate Dean.

The Associate Dean must try to resolve the complaint then advise the student in writing of his or her decision:

- setting out the reasons;

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Direct the student to the Senate rule on Student Appeals against Academic Decisions http://sydney.edu.au/senate/policies/Ac_Appeals_Rule.pdf, if the student does not already have a copy.

Step 4:

Written appeal to the Student Appeals Body

If you are not satisfied with the decision of the Associate Dean. You may lodge a written appeal to the Student Appeals Body care of the Registrar.

There is advice on how to do this, and the form to be used that can be down-loaded at the following web-site:

http://sydney.edu.au/secretariat/students/AcAppeals_StudentAppeals.shtml

Please be advised that your appeal will only be heard if the Registrar confirms that the basis for your appeal has already been considered by the Faculty, and if you set out in writing your reasons for believing that due academic process has not been observed in relation to this academic decision. Except where an extension is authorised by the Registrar you will need to lodge your appeal within 20 working days of the written decision from the Dean's representative. Advice and support on the appeals process is available from SUPRA for postgraduate students and the SRC for undergraduates.

STYLE GUIDE FOR WRITING ASSIGNMENTS

This guide is organised into the following sections. See inside front cover for more detailed index

Why the style guide should be used	p. 26
Common mistakes in writing assignments	p. 27
Presentation of assignments	p. 28
Citations within the text of your assignment	p. 31
Reference lists	p. 34

Why The Style Guide Should Be Used

This advice and style guide is intended for students and candidates in the BEd, BSW, BTeach and MTeach.

The following guide, which is summarised from the American Psychological Association (APA Publication Manual, 6th Edition) is the required style guide for all academic writing, including all assignments, in the Faculty of Education and Social Work.

It must be used in all units of study, unless a specific unit of study outline allows the use of another style.

Incorrect use of the required style, or the use of another style unless specifically allowed, is likely to result in diminished assessment grades.

For the most part, assignment writing at university has special rules in common with academic writing in general.

One of the main conventions for academic writing is that the sources of ideas, data and quotations should always be attributed to their authors through citation and reference.

By doing this we fulfil our obligations to write with academic honesty. If these obligations are not met, we may be accused of plagiarism: that is, representing someone else's work as our own. This is a form of fraud. (See section on plagiarism, p. 4 above.)

To help students develop their academic writing, the Faculty of Education and Social Work publishes the following advice. By using it, and achieving competence in a designated writing style, students are able to develop their academic writing skills. It

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2012

also enables them to join a global community of students and scholars who write using the same conventions.

Unless specifically advised to use some alternative style, or writing genre, Education and Social Work students are expected to use the APA (American Psychological Association) Guide (6th edition) insofar as it applies to citation and referencing.

The use of a style enables assignments to be presented which are both professional in appearance and more authoritative in argument. Incompetent use of the recommended style is likely to contribute to poor assessment grades, since academic writing is very dependent on the orderly and honest attribution of ideas, data and quotations to their sources.

Common Mistakes Or Problems With Education And Social Work Assignments

- Lack of detail in referencing. No matter what style is used, reference to a whole article or book, without specific page numbers is often poor practice. You must give **page numbers** where there is reference to ideas or data within a source. Direct quotations must also be referenced with page numbers. Make sure that you analyse and synthesise ideas, theories and research and write them in your own words. Do not merely paraphrase ideas and provide page references.
- Treating some web-sites, magazine and newspaper articles (etc.) as if they provide **authoritative information** on a topic. Web-journals, articles in journals and books, which have been subject to academic refereeing are more likely to be accepted as authoritative sources for your assignments (not that even these are always right!).
- Inadequate **editing** before submission. Poor spelling, punctuation, grammatical constructions and expression all lead to a difficult reading experience for markers of your assignments and other readers. It is likely that your assessment grades will suffer where such problems exist. **Proof-read** your work carefully before submission. A good way to pick up problems is to read your draft aloud; if a sentence doesn't "sound right", it probably needs revision (e.g. incorrect tense).
- Mixing **citation/referencing methods**. Use the single recommended method consistently and well.
- Insufficient planning of your own **structured argument**. A sign of poor planning is an essay, which lacks an identifiable authorial voice and argument. Sometimes such weak assignments do little more than roughly link quotations and paraphrases from external sources. Such assignments move close to plagiarism.
- Undue **dependence on a single source** or a few sources is generally to be avoided. This indicates a lack of comprehensiveness in the search for sources of data vital to the assignment preparation process.
- Inadequate citation and **plagiarism**. See p. 9 above.

Wikipedia And Other Doubtful Sites Used For Referencing Academic Assignments

The Wikipedia very often provides a useful reference source on a wide variety of subjects. However it is *not acceptable* as a source of reference in academic writing. This is because literally anyone can provide text for Wikipedia entries. There are many examples of misleading, wrong, censored and deliberately false entries, even though Wikipedia editors make an admirable effort to deal with them as they can. In your assignments in the university context you must rely on reference material, which is subject to acceptable scientific and refereeing standards.

Uncritical use of any source, even academic sources can be a problem in the writing of assignments; but be especially careful with those sources, which show no evidence of meeting acceptable scientific or refereeing standards. Expect to lose marks if you use such sources uncritically.

Additional Assistance In Writing Assignments

The university provides resources and assistance to students for the writing of essays and other assignments through the Learning Centre website:

http://sydney.edu.au/stuserv/learning_centre/

This website includes interactive resources to help you develop your academic writing skills through 'The Write Site' and the 'Clearer Writing' site, as well as information on collaborative learning, plagiarism and critical thinking.

<http://writesite.elearn.usyd.edu.au/>

http://sydney.edu.au/learningcentre/clearer_writing/

Presentation Of Assignments

Coversheet

An assignment coversheet (available from the Faculty of Education and Social Work office or the webpage below) should be attached to all submitted work. It includes your name and student identification number, the title of the essay; the name of the tutor or lecturer, the exact title of the unit of study; the due date, as well as a declaration that the submitted work conforms to the University policy on academic honesty.

http://sydney.edu.au/education_social_work/current_students/assistance_forms/forms/all_students.shtml

Layout and margins

Leave a right-hand margin of 4cm for your marker's comments and adequate margins at the top (3cm) and the bottom (2cm) so that your essay looks well on the page. The pages of your assignment should be numbered in Arabic style (1, 2, 3 ...). Placement is usually bottom centre or bottom right on each page.

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Word processing

Education and Social Work assignments submitted for assessment must be word-processed.

Use *double spacing* for your assignment, and 10-12 point font.

Print on one side of the page only.

Provide a *word count* at the end of the essay. You should aim to write within +/- 10% of the stated word limit.

Use and acknowledgement of sources

In the research/preparation process, the writer of an assignment will have consulted a number of books, articles and perhaps other sources, including electronic, on the topic.

- It is desirable, but dependent on the nature of the assignment, to use, quote or reproduce **primary source material** (such as extracts from original documents, policies, school texts, interviews, media texts, artefacts and visual reproductions for example) to back up your analysis and argument.
- **Secondary sources** are at least as important. These are usually in the form of articles and books, which analyse and theorise the topics of study. Usually they are the essential starting point for your assignment research and writing. They are the texts, which identify influential interpretations of the topics you are discussing; they are often the starting point for your own reasoned argument and response to a topic.
- The assignment writer is obliged to **acknowledge the source** of three kinds of material. These are direct quotations (i.e., the direct transcription of an author's text or extracts from primary sources), paraphrasing (i.e., an author's ideas or source extracts summarised and mainly expressed in your words), and facts, research findings, ideas, generalisations and opinions deriving from an author or source even if expressed in parts over several sentences or paragraphs.

Direct quotations

Only use direct quotations when

- the author or source expresses the idea or data better than you could, or
- when the authority of the author is to be stressed or contested and the exact wording used is essential for your argument.

Direct quotations should be used sparingly.

A direct quotation is sometimes used as an introduction. It should be avoided as a conclusion. Quotations are seldom self-explanatory and usually need an introductory sentence to link them with preceding ideas and/or a following sentence to emphasise or analyse a key phrase or the idea expressed.

- Occasionally, where it sums up a main line of argument memorably, it may be used in epigraph, which is quoted at the top of the essay and not incorporated into the text.
- A direct quotation should be used to support the analysis rather than to make a major point in a discussion itself.
- Care must be taken in the identification of quoted material by use of quotation marks or block indentation and by accurate acknowledgement of the source (including a page reference for material directly quoted). See your recommended Style Guide on how to do this.

Format for quotations

- Quotations must be exactly transcribed. Any words left out must be indicated by three dots, single spaced. For example: “His works ... are not collected”. Any words added by the writer to explain the quote or to complete its grammatical sense must be placed in square brackets. For example: “His [Smith’s] works ... are not collected.” Use double quotation marks when quoting except in the following cases.
- When a quote is within a quote, use single quotation marks for the second quoted material. For example: “Bernard Darwin writes that Ruskin’s famous line, ‘To make your children capable of honesty is the beginning of education’, first appeared in *Time and Tide*.”
- When a quotation requires more than 40 words of an essay no quotation marks are used at all. Instead, the quote should be indented (1 cm) and blocked so that it stands out clearly from the rest of the essay text. A quotation of less than forty words should be incorporated into the paragraph. Make sure that any quotation used makes grammatical sense within its paragraph.

Reference lists

All assignments using academic writing conventions require a *Reference list*. A Reference list contains *only* the references cited in your assignment.

- Inclusion of a reference in the Reference list at the end of an assignment implies that the source has been directly consulted as an important source. Where a work is cited through a secondary reference source, particulars of the secondary source *only* need to be provided. See example in Style guide below.
- A *Reference list* is not the same as a *Bibliography*. A *Bibliography* is more likely to be used in a foot-noted assignment, *which are not used in this Faculty*. All work cited in footnotes does not necessarily end up in a *Bibliography*, whereas all cited work must be in a Reference List. Often there are additional works in the *Bibliography*, which influenced the assignment but are not directly cited in the assignment text.

STYLE GUIDE FOR EDUCATION AND SOCIAL WORK ASSIGNMENTS

Unless you are otherwise advised by a course or unit of study coordinator/outline, the Faculty of Education and Social Work requires the style guide of the American Psychological Association (APA) in its 6th edition to be used for citation and referencing purposes.

▶ The following guide does not cover all possible referencing needs of academic writers. Refer to copies of the 6th edition in the Library if the following advice does not meet your needs. An online tutorial is available at

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

A. Citations within the text of your assignment

In the APA system, short citations in the form (author, date of publication, page reference) are included in the text of your academic writing.

These short citations are expanded and listed alpha-numerically (i.e. by author, then date) in the *Reference list* at the conclusion of your assignment. In the *Reference list*, all the citations, which occur in the text of your assignment *must* have full publication details printed (see B below).

Citation placement

If you refer, for example, to an idea or data on pages 3 and 4 in a book by Maya Weidemann called *Numeracy and literacy*, published in 2002, the citation will appear thus:

(Weidemann, 2002, pp. 3-4)

Where possible it should come at the end of the sentence, but inside the full-stop, viz:

All children without learning difficulties at age eleven should be able to read, write and compute at a basic level (Weidemann, 2002, pp. 3-4).

Sometimes the sentence might be formulated like this:

Weidemann (2002, pp. 3-4) argues that all children at age eleven without learning difficulties should be able to read, write and compute at a basic level.

Or like this:

Weidemann (2002) argues that all children at age eleven without learning difficulties should be able to read, write and compute at a basic level (pp. 3-4).

Details of this citation of Weidemann will be found in the *Reference list* at the end of your assignment.

Note the following usages: p. for a one page reference and pp. for more than one page, chap. for chapter, para. for paragraph, viz:

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(Weiner, 1999, p. 12)

(Stephanos, 2000, pp. 6-8)

(Tran, 2004, chap. 5)

(Rowling, 1996, para. 5)

Placement for a direct quotation

At the end of a direct quotation, there will always be a citation with the exact page number/s from which the quotation comes. In this case the citation will come inside of the final full-stop in the quotation, viz:

“The public education systems of the West were usually established in the nineteenth century” (Miller, 1999, p. 12).

Referencing a whole article, book or source

Sometimes in your writing, the argument of a whole book, article or other text will be referred to. Referring to whole works, without the need for page numbers, is likely to occur infrequently. On this occasion you may cite the author and publication date without a page number, viz:

There is one book, *The Common Sense Book of Baby and Child Care*, which stands as a powerful testament to changing ideas about child-rearing in the mid-twentieth century (Spock, 1946).

or:

A book written by Dr Spock (1946) on baby and child care is a powerful testament to changing ideas about child-rearing techniques in the mid-twentieth century.

Different authors; same surname

Under these circumstances where there are citations for work by Michelle Smith and Andrew Smith:

(M. Smith, 2002, p. 12)

(A. Smith, 1998, p. 3)

Same author; different works in the same year

Add ‘a’, ‘b’, ‘c’ ... to as many of the same author’s publications in the same year. (In the *References* list at the end of your assignment the year of publication details will also be labelled ‘a’, ‘b’, ‘c’ ...) based on the first letter of the title; viz:

(James, 2003a, pp. 45-47)

(James, 2003b, chap. 13)

Sources with more than one author

For two authors only:

(Adams & Hamid, 1997, p. 12)

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For more than two and up to and including five authors, the first citation lists them all, then the second uses the abbreviation 'et al.' (meaning 'and others'), viz:

(Bryan, Carey, Vuong, & Jones, 1999, pp. 17-20)

Then, in the remainder of the assignment, for example:

(Bryan et al., 1999, p. 22)

More than one citation for the idea or source

In this case the references may be grouped in the same set of brackets. They will be separated by a semi-colon and appear in alpha-numerical order, viz:

The idea that children need equal numbers of male and female teachers as role models has been contested by several authors. (See Jameson, 1998, p. 14; Kenway, 2001, p. 122; Smith, 2003c, pp. 7-11; Willis, 2002, pp. 3-5.)

or

The evidence that children need equal numbers of male and female teachers as role models is extremely weak (Jameson, 1998, p. 14; Kenway, 2001, p. 122; Smith, 2003c, pp. 7-11; Willis, 2002, pp. 3-5).

or if referring to different works by the same authors in different years:

(Tran & Du, 2000, 2003)

(Sullivan, 1988, pp. 6-8; 1994, pp. 12-40)

Source with no date or no author

Use the abbreviation 'n.d.' for no date. Use a short title for the source in the case of no author, viz:

(Poulos, n.d., p. 13)

("Sydney wins", 1994, pp. 2-4)

Groups as authors

Perhaps you are quoting from or citing a New South Wales Board of Studies syllabus document, or other government document with no persons named as authors.

(Board of Studies NSW, 2002, p.5)

(Dept. Social Welfare and Youth Affairs, 2004, chap. 32)

Source within a source

Where your source quotes or refers to another source, for example Unsworth refers to previous work by Halliday on linguistics, the citation might read thus:

(Halliday, 1987, as cited in Unsworth, 2004, p. 15)

Only Unsworth will appear in the *Reference list* at the end of your assignment.

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Classic text

It looks strange to cite a classic text with the year of a recent published edition (e.g. Plato, 2002). The convention in APA is either to publish the original publication date (if known) and the date of the edition being used, or where appropriate, the date of the translation:

(Elyott, 1536/1972, p. 12)
(Confucius, 1989 trans., p. 15)

Electronic/Internet/Web source

Exactly the same rules: author, date, "page" reference. Where there is no "page" reference, you cite author, date and paragraph number. Use same methods above if there are no identifiable persons as site authors, that is, use the group name, or failing that, the short title of the site/page.

(Merryweather, 2003, para. 15)

So, this is how you cite the paragraph about the curriculum of the BEd Primary course from the Faculty of Education and Social Work's web site at http://www.edsw.usyd.edu.au/future_students/undergraduate/bed_primary.shtml. In this case the date, 2005 comes from the date on which the web-site was last updated. On well-organised sites, this is usually stated on the Home page. Where it is not, you may have to use n.d. (no date).

(Faculty of Education and Social Work, 2005, para. 3)

B. Reference list

At the end of the assignment you must include a section titled *References*.

- Every citation which occurs in the assignment must have the detailed reference listed there alphabetically (or more correctly, alpha-numerically) according to the name of the first author. Where works by the same author appear, the earliest reference year comes first, viz:

Connell, W. F. (1987). Research and writing in the history of education. In J. P. Keeves (Ed.), *Australian education: Review of recent research* (pp. 29-65). Sydney: Allen & Unwin.

Connell, W. F. (1993). *Reshaping Australian education*. Melbourne: ACER.

- You will also notice that APA Style is parsimonious in its use of capital letters in titles of books and articles. Only proper nouns and the first letter in a title, or after a colon are to receive a capital. The basic structure of references is as follows. The order of details and their punctuation is very important.
- In APA the Reference list is double spaced. For the Faculty of Education and Social Work, for student assignments, paper saving through single spacing of the Reference list is allowable. Whatever method you use of listing

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references, make sure it is consistent, looks neat, and one reference is clearly distinguishable from another. In the examples below, the hanging indent is used, with single spacing, but also a single space between each reference.

Books with one, two or more authors:

In the examples below you will see that full-stops separate the three sections of the reference, viz: author-date, title in italics, then place of publication and publishing company separated by a colon.

- Only proper nouns and the first letter in a title are to receive a capital, so below, *American*, but not *promise*.

Angus, D. L., & Mirel, J. (1999). *The failed promise of the American high school, 1890-1995*. New York: Teachers College Press.

Berk, L. E. (2001). *Development through the lifespan*. Sydney: Allyn & Bacon.

Sherington, G., Petersen, R. C., & Brice, I. (1987). *Learning to lead: A history of girls' and boys' corporate secondary schools in Australia*. Sydney: Allen & Unwin.

Edited books

Burns, A., & Joyce, H. de S. (Eds.). (2000). *Teachers' voices 5: A new look at reading practice*. Sydney: National Centre for English Language Teaching and Research.

Jaeger, R. M. (Ed.). (1997). *Complementary methods for research in education*. Washington: AERA.

Chapters in edited books

In the examples below you will see that the total pages of the chapter or book section follow the *italicised* title of the book. Only the title of the book, not the title of the chapter is italicised.

Anderson, D. (1991). Is the privatisation of Australian schooling inevitable? In F. Castles (Ed.), *Australia compared* (pp. 73-88). Sydney: Allen & Unwin.

Ball, S., & Vincent, C. (2001). New class relations in education: The strategies of the 'fearful' middle classes. In J. Demaine (Ed.), *Sociology of education today* (pp. 180-195). Houndsmills UK: Palgrave.

Bourke, L. (2001). One big happy family? Social problems in rural communities. In S. Lockie & L. Bourke (Eds), *Rurality bites* (pp. 89-102). Sydney: Pluto Press.

Articles in journals with one, two or more authors

In the examples below you will see that there are three basic sections separated by full-stops: (1) author-date (2) title of article without quotation marks (3) title of the journal, which is in capitals for all key words and volume number (in italics), then the pages containing the whole article.

Please note that, although you may download the large majority of articles you read from the Library website, this does not make them an "Online periodical". **Thus, you**

do not need to provide the temporary download URL for Library website readings.

Ainscow, M., Hargreaves, D. H., & Hopkins, D. (1995). Mapping the process of change in schools: The development of six new research techniques. *Evaluation and Research in Education*, 9, 75-90.

Watt, H. M. G. (2002). Exploring adolescent personal and social gender stereotypes about maths. *Change: Transformations in Education*, 5, 39-54.

Online periodical

As for other journals with the addition of your date of retrieval and the web address.

- A new error is creeping in here. It is not sufficient to give the web-address only as a citation. All the details of the journal must be given, including the web-address at the end, viz:

Whitehead, K. (2000). Teachers, gender and the 'Report of the Junior Secondary Review'. *Journal of Educational Enquiry*, 1(1), 1-12. Retrieved July 9, 2003, from <http://www.education.unisa.edu.au/JEE/Papers/JEEPaper1.pdf>

Newspaper and magazine articles

Bagnall, D. (1998, January 27). Private schools: Why they are out in front. *The Bulletin*, pp. 12-15.

Yaman, E. (2002, June 12). Educator quits to teach Brits a thing or two. *Sydney Morning Herald*, p. 12.

Documents with groups as authors

In the first two examples you will notice that the publisher is the same group as the author. In the publication space, all that needs to be written is 'Author'. Italics for title.

Australian Bureau of Statistics. (2002). *Schools Australia: 2001* (ABS Publication No. 4221.0). Canberra: Author.

Board of Studies NSW. (1999). Indonesian beginners: Stage 6: Syllabus amendments. Sydney: Author.

Interim Committee for the Australian Schools Commission. (1973). *Schools in Australia*. Canberra: AGPS.

Online document or site

The basic structure here is the usual author, date and title. But then a very clear, trackable address in the form: Retrieved Month Date, Year, from Web or other electronic address.

OECD (2001). *Access to education, participation and progression*. Retrieved February 19, 2003 from <http://www.oecd.org/publications/>

USA Track and Field (2003). *USATF announces major change in hydration guidelines*. Retrieved July 10, 2003, from <http://www.usatf.org/news/showRelease.asp?article=/news/releases/2003-04-19-2.xml>

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Document from ERIC (Educational Resources Information Centre) or similar archive

Mead, J. V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No ED346082)

Thesis

Kivunja, C. (2006). The structural and cultural dynamics of a multi-campus college: A case study inquiry of four multi-campus colleges in New South Wales (Unpublished Ph. D.). University of Western Sydney, Sydney.

Lecture notes

If these are your own notes, they may be considered an unreliable source. It is much better to search for more authoritative sources of ideas, facts or data. Nevertheless, if used:

Ewing, R. (2002, February 12). Teaching literacy in the upper primary school (Notes of lecture).

Personal communication

This includes non-archived and personal email messages, letters and conversations. Author and date as expected, but title is always "Personal communication".

Sutherland, L. (2007, October 24). Personal communication.

Email message

See *Personal communication* above for personal emails.

Where the message constitutes a systematic publication to a discussion or news group, or electronic mailing list.

Simons, L. D. (2000, January 27). New resources for visual cognition [Msg 32]. Message posted to <http://groups.yahoo.com/group/visualcognition/message/4>

Television Program

In the author's place is the executive producer of the program (see the credits at the end of the program).

Brewster, K. (2004, February 11). *Our Boys*. (Canterbury Boys High School) Episode 1. [Television broadcast]. Sydney: Australian Broadcasting Corporation.

Video, audio recording or computer media

Gershwin, G. (1924). Rhapsody in blue. [Recorded by Siegfried Stockigt]. On *A taste of America* [CD]. Hamburg: Karussell.

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Film

Fox, R. (Producer) & Kanievska, M. (Director). (1984). *Another country* [Motion picture]. United Kingdom: Goldcrest Films International.

Electronic computer program, software or programming language

Bender report [Computer software]. (1993). Melbourne, Florida: Psychometric Software.

Jones, M. E. (1993). The amazing zone (Version 4.0) [Computer software]. Westminster, CA: Psytech Services.

FORMS

For many of the policies in this booklet, there are forms, which need to be filled out and submitted.

They are available for downloading from the following web-site:

http://sydney.edu.au/education_social_work/current_students/assistance_forms

They may also be collected from the Faculty of Education and Social Work Office room 307 on level 3 of the Education Building (A35).