THE LITTLE BLUE BOOK

Guide for students

Information to assist students throughout their candidature for undergraduate and graduate-entry degrees in the Sydney School of Education and Social Work

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INTRODUCTION

The Little Blue Book provides you with a guide to policies, guidelines and resources that will relate to you during your progress towards your degree. If you cannot find here the information you need, please contact your Program Manager in the Professional Engagement and Program Support Team for advice. The office is on the ground level (Floor 3) of the Education Building. A list of program directors and associated program managers in available on the school website:
http://sydney.edu.au/education_social_work/contact/index.shtml

We recommend that you familiarise yourself with these guidelines and procedures. They will be useful and relevant to you at some time during your studies, particularly if you experience difficulties at any time with your academic program.

In rare cases, students may need to appeal against an academic decision made by staff. This booklet includes information on how to do this. In cases going to appeal, the policies in this booklet may be one of the first points of reference for a decision on whether an appeal should be upheld. That is, your appeal may be less likely to succeed if you have not followed the guidelines as set out.

You should note the Student Affairs website: http://sydney.edu.au/student_affairs/index.shtml. This site contains additional information and resources for students regarding, among other things:

- student progression
- plagiarism
- appeals

This version of *The Little Blue Book* has been updated since the last time a printed version was distributed to students. You are advised to refer only to the online version as it is regularly updated to reflect current policy and procedural changes.

The Sydney School of Education and Social Work staff wish you well in your studies and hope the information provided here is helpful to you.

IMPORTANT

Course resolutions, policies and procedures relating to your studies should be read in conjunction with:

- The University of Sydney Coursework Rule (2014)
- The Coursework Policy 2014
- The Academic Honesty in Coursework Policy (2015), and
- The Learning and Teaching Policy (2015)

A number of functions and transactions relating to your enrolment and studies, now take place online in Sydney Student. If you need to do any of the following, please go to University website.

- Enrol/continue enrolment (previously pre-enrolment)
- Payment of fees
- Changes to candidature (includes withdrawal, discontinuation, unit-of-study variation, suspension of candidature)
- Changes to personal details
- Request for credit for previous study
- Special permission
- Special consideration for illness or misadventure

STUDENT RIGHTS AND RESPONSIBILITIES

Information on students' rights and responsibilities is available on the University website, in particular from the Student Affairs Unit, which includes information on making a complaint. You should also be familiar with the Code of Conduct for Students:

http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2011/215&RendNum=0

Your candidature is governed by two key and related documents:

1. The University of Sydney Coursework Rule (2014)

   http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2014/377&RendNum=0

2. The Coursework Policy (2014)

   http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2014/378&RendNum=0

Your rights and responsibilities regarding applications for Special Consideration are summarised in Part 14 of the Coursework Policy (page 67).

Information on assessment and academic progression are also to be found in the Coursework Policy, in Part 14 and Part 15 respectively.

ATTENDANCE REQUIREMENTS

The *Coursework Rule (2014)* (Part 12 (55)) includes the following on attendance:

> **55.1** A faculty may specify the attendance and participation requirements for its courses and units of study; and

> **55.3** An Associate Dean may 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 award course (p. 45).

The Sydney School of Education and Social Work (formerly Faculty of Education and Social Work) requires attendance at a minimum of 90 per cent of all seminars, workshops or lectures, unless otherwise stated in a unit of study outline. In cases where a student is unable to attend at the required rate, Special Consideration may need to be applied for. Any such request for Special Consideration must be accompanied by well-attested evidence of illness, injury or misadventure and the student may be required to undertake extra work. There is a minimum level of attendance that is required for meeting the learning outcomes of a unit of study and which cannot be compensated for with extra work. In general, this minimum is attendance of at least 75 per cent of all seminars, workshops or lectures of a semester-long unit of study. For shorter units or units with specific attendance requirements, different limits may apply as outlined in the course handbook or unit of study outline. Students should discuss the circumstances of their absence/s with the coordinator of the unit of study.

In some units, the attendance requirement may vary from the general requirements. 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 general School requirements on attendance will be made explicit in the appropriate course handbook or unit of study outline. Because attendance expectations may vary between units, it is each student's responsibility to check for specific requirements for each unit of study.

In cases where leave, special consideration or other special arrangements have been granted, 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 such leave, special consideration or other 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.

INHERENT REQUIREMENTS FOR PROGRAMS WITHIN THE SYDNEY SCHOOL OF EDUCATION AND SOCIAL WORK

To assist students to make informed choices about their study, the Sydney School of Education and Social Work has identified inherent requirements for its award courses. In order to successfully complete such a course, students must possess the qualities and skills listed in the links below.

- Early Childhood Education
- Primary and Secondary Education
- Social Work
- School Counselling/School Psychology Program

CODE OF CONDUCT FOR STUDENTS AND OTHER POLICIES
Principles

The Code of Conduct for Students provides a clear statement of the University's expectations of students in respect of academic matters and personal behaviour.

Study at the University of Sydney presents an opportunity 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 standards set down in the 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
- 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 for more details.

Other useful references

University policies, including those applicable to students are available in the Policy Register at:

http://www.sydney.edu.au/policy/

These policies include:

- Alcohol: Policy and Guidelines on Consumption
  http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2011/228&RendNum=0

- Bullying, Harassment and Discrimination Prevention Policy
  http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2011/168&RendNum=0

- Academic Honesty in Coursework Policy 2015
  http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2012/254&RendNum=0

- Equal Opportunity in Education
  http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2011/74&RendNum=0

- Policy on the use of information and communication technology resources (ICT resources)
  http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2011/140&RendNum=0

- Work Health and Safety Policy
  http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2011/231&RendNum=0

PROFESSIONAL EXPERIENCE (Education) and FIELD EDUCATION (Social Work)

The Sydney School of Education and Social Work reserves the right not to place a student in a school, early childhood education setting, 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 student teachers placed under supervision in their schools 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.

Before professional experience placements are finalised, preservice teachers are requested 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 Professional Experience or Social Work Field Education websites:

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

- Social Work
  http://sydney.edu.au/education_social_work/social_work_field_ed/index.shtml

UNIT OF STUDY OUTLINES – ACCESS AND DOWNLOADING

The outlines of units of study you are enrolled in can be downloaded from the Sydney School of Education and Social Work Standardised Unit of Study Manager (SUMO) database. This can be accessed via the Unit of Study outline search engine (UOS Search) on the School's Current Students homepage at:

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

or, directly at:

> https://sumo.sydney.edu.au/sumo-login.php

If you experience any difficulty accessing your unit of study outlines please inform the unit of study coordinator.

COMMUNICATING WITH STAFF MEMBERS

There will be times when you need to seek clarification from a staff member about some aspect of your studies. Individual staff members will have a preferred method of contact that may include specific hours for consultation, phone or email contact. The details about the preferred method of contact can be found in the unit of study outline (see above). Students are expected to adopt a professional and polite tone in email and other correspondence.

To safeguard your privacy, you should always use your University email account to communicate with staff at the University. Staff will not respond to other email addresses purporting to be yours (for example, Gmail accounts). 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 may 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/student/email/index.shtml

When writing emails to staff:

- Before emailing, ask yourself whether your question might be answered by reading through the website of the Sydney School of Education and Social Work, the Handbook for your degree program, *The Little Blue Book*, or the relevant unit of study outline.
- In the subject line, include details of the unit of study about which you're seeking information or advice 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.
- Include a greeting (e.g. "Dear Professor Lupin", "Hello Remus"), taking care to spell the name correctly.
- 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.
- 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 and advise you, so providing a full name and student ID is crucial. Providing your phone number will allow the staff member to call you if necessary, 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.

USE OF SOCIAL MEDIA

The use of social media brings with it useful opportunities for communication but is not without risks. Content might not remain private once it has been posted to the web. We include this reminder of appropriate online behaviour to raise your awareness that you are communicating in what is effectively a public space.

You are expected to uphold professional behaviour at all times. For example, you should:

- treat people with respect in the online world
- remember that whatever you upload, post or tweet using social media is kept on record in some database somewhere and could, therefore be seen by someone who could employ you in the future
- not use social media for the purposes of bullying or harassing someone else, including staff or other students.

You have the right to make a fair complaint and there are appropriate university channels to support you. Details and information about filing a complaint are available at http://sydney.edu.au/student_affairs/complaints/index.shtml.

Please remember that any behaviour that is contrary to the University of Sydney Code of Conduct for students may have serious repercussions.

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 support if they have a disability as defined in the Disability Discrimination Act (1992), this disability impacts on their University studies and/or experience, and there is supporting documentation, e.g. medical documentation describing the disability and any corresponding need for services and/or adjustments. Disability, according to the DDA definition includes, amongst other things, sensory impairments, physical disability, specific learning disability, mental health conditions, and chronic medical conditions. Temporary disability is also included.

To access support, advice and assistance, students with a disability, including a temporary disability, need to register with Disability Services. You can do this when you apply for admission to a course or at any point during your studies. Disability Services provide a number of services and adjustments to students, including academic adjustments and support, access provision, assistive technology, equipment, and library support services. When a student registers with Disability Services, reasonable adjustments may be put into place. Adjustments and support are reviewed regularly during a student's degree to keep meeting their needs and may vary for different aspects of their degree (e.g. professional/field experience). Once a student is registered, an Academic Plan is developed to plan out teaching and learning adjustments and support for each semester.

The Sydney School of Education and Social Work has Disability Liaison Officers (DLOs) who can provide advice specific to the school's learning environment to students with a disability. The DLOs are listed on the Disability Services website.

http://sydney.edu.au/study/academic-support/disability-support/contact-us.html

SUBMITTING AN ASSIGNMENT

The University requires that all written text based assignments be submitted electronically via Blackboard. Assignments will be analysed by Turnitin to detect plagiarism. A copy of the assignment may be retained on the University's database and used to make comparisons with other assignments in the future. Make sure that you receive and keep your electronic receipt after submission. Some units may require submission of a hard copy as well. When an assignment is not suitable for submitting via Blackboard (i.e., artwork etc) you must follow the submission instructions in the Unit of Study outline.

If granted permission to do so by the unit of study coordinator, you may post an assignment to the appropriate lecturer. The postmark on the envelope must be on or before the date on which the assignment is due. In most cases, such date marking is only available by registering the mail at the post office.

All assignments must use the school-approved style guide (APA).

The time by which an assignment must be submitted on any due date is 11.59pm, unless otherwise notified.

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

Word-limit penalties

Unless otherwise stated in the unit of study outline, these word-limit penalties may be applied whether above or below the stated word count:

1. Up to 10% is permitted
2. Between 11% and 15% equates to 5% of marks and loss of 2.5 marks
3. Between 16% and 20% equates to 10% of marks and loss of 5 marks
4. Between 21% and 25% equates to 15% of marks and loss of 7.5 marks
5. More than 25% equates to a FAIL and ZERO marks

These penalties relate to all undergraduate, graded units of study where a word limit for an assignment has been specified.

Plagiarism and academic honesty

The University takes breaches of the *Academic Dishonesty and Plagiarism in Coursework Policy* very seriously. Students making minor accidental breaches of the policy will be given training to improve their skills in referencing and academic writing. Cases of dishonest plagiarism and academic dishonesty can result in students failing a whole unit of study. Should you require further information please read the policy document or contact Associate Professor Armstrong Osborne, the School Educational Integrity Coordinator: (email: armstrong.osborne@sydney.edu.au).

This statement about plagiarism in coursework does not replace University policies addressing this matter. If you need to take up the matter of plagiarism, you must refer to the Academic Honesty in Coursework Policy (2015):

> http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2012/254&RendNum=0

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

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 and Plagiarism in Coursework Policy* of the University. This is available for your reference at the following website:

http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2012/254&RendNum=0

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.

Late submission of assignments penalties for late submission

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% penalty
   - 2 days late: 10% penalty
   - 3 days late: 15% penalty
   - 4 days late: 20% penalty
   - 5 days late: 25% penalty
   - 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 Sydney School 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 unable

to submit their assignment on time, it is their responsibility to apply for special arrangements to be made.

Where an assignment is a compulsory task, it may be in a student's interest to submit the assignment – even if it is six or more days late – to meet unit of study requirements, thereby avoiding automatic failure in a unit of study. In some units of study, all assessment tasks must be passed to pass the unit. In that case, if submission of an assignment is six or more days late, the consequence will be failure in the unit of study.

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 courses 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 resubmission shall not be considered later than seven 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 (50 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 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 resubmitted after the date of return for the work of other students on the same assignment, it is recommended that the assignment topic be altered, while still 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.

MARKING AND GRADING

Where marks and grades constitute a summative assessment in most units of study the following table is used:

Mark (%)	Grade
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:

Grade	Meaning
SR	Satisfied requirements
FR	Fail

In the Sydney School of Education and Social Work all written assignments or tests that are failed are to be moderated 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 remarking will not be considered later than seven working days after the return of an assignment.**

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 six 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 Sydney School of Education and Social Work.

Assessment quality control

The Sydney School of Education and Social Work's assessment arrangements are informed by the University's policies and procedures on assessment – *Assessment Procedures*:

> http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2012/267&RendNum=0

- This document should be read in conjunction with the *University of Sydney (Coursework) Rule 2014*, the *2014 Coursework Policy*, and the *2015 Learning and Teaching Policy*.

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 in statistical modelling
- moderation sample
- double marking.

Feedback to students

Unit of study outlines or course handbooks should also:

- indicate a timeframe for student feedback
- publish the process that is available to students for contesting an assessment outcome
- indicate changes made to the unit as a result of student feedback.

Students are entitled to useful feedback on their assignments and presentations. This should be timely, particularly 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:

- verbal or written comments, and/or
- the use of forms designed to reflect assessment criteria for an assignment.

Note: For any master's dissertation or final determination of grade in "honours", a separate assessment procedure applies from the one outlined above. Please consult the relevant guidelines.

Examinations and make-up exams

Where a student cannot attend a scheduled examination for a good and serious reason, or where the student has missed an exam, the student may apply for 'Special Consideration'.

Special assessment rules

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 Student Experience Coordinator 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)
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)
3. the only assignment 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.

Aegrotat results

In accordance with the Assessment Procedures (2011), 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 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.

THINGS ARE GOING WRONG AND YOU CAN NOT GET YOUR ASSIGNMENTS IN ON TIME

The best thing to do is speak to the coordinator of your unit of study. Extensions are not granted automatically. They must be applied for and approved before the due date for the assignment. 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 simple extensions first and keep Special Consideration for later, if necessary. 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).

In less serious cases of illness or misadventure where a future assessment task will be affected, please do not apply for Special Consideration. In these situations, it may be possible to apply for a Simple Extension.

Simple Extensions

What is Simple Extensions

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 five days prior to the due date and 5pm on the due date). The granting of a Simple Extension is a preferable means of dealing with an assessment task due date difficulty that 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 the person identified in the unit of study outline. It would be wise for the subject line of the email to include the words "Simple Extension", the unit of study code and your student SID. *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 two working days. If an extension beyond two working days is required, 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.

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 student to develop an individual study timetable. Advice may be sought from academic staff in developing a viable work plan.

To avoid problems related to computers, regularly back up your work externally!

Special Consideration

What is Special Consideration?

While studying, you may experience short-term circumstances out of your control that impact on your ability to complete assessment components on time.

Our Special Consideration process is designed to support you in these situations:

- **Special Consideration** may be granted if an illness, injury or misadventure beyond your control prevents or affects your preparation or performance in an exam or assessment.
- **Special Arrangements** may be granted for essential community commitments.

The University's Special Consideration process is governed by Part 14 of the Coursework Policy and the 2011 Assessment Procedures.

More information about the special considerations process, including how to apply can be found on the university website:

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

WHAT IF YOU HAVE AN ONGOING DIFFICULTY THAT IS AFFECTING YOUR 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 that 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.

STUDENT APPEALS AGAINST ACADEMIC DECISIONS: UNDERGRADUATE & PRESERVICE

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 victimisation.

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 access to all documents concerning their appeal. Such access is governed by the Government Information Public Access Act (2009):

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

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); and
- direct the student to the Senate rule on Student Appeals against Academic Decisions:
  http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2012/253&RendNum=0

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) in a timely manner. 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. Such advice must:

- set out the reasons for the decision
- advise that if the student does not agree with the decision, then the student has a right of appeal under these procedures
- direct the student to the Senate rule on Student Appeals against Academic Decisions. http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2012/253&RendNum=0

Step 3: Approach Student Experience Coordinator

If the student perceives there has been a failure to follow due process, the student may then approach the Student Experience Coordinator. The Student Experience Coordinator must try to resolve the complaint then advise the student in writing of her/his decision. Such advice must:

- set out the reasons for the decision
- direct the student to the Senate rule on Student Appeals against Academic Decisions, if the student does not already have a copy http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2012/253&RendNum=0

Step 4: Written appeal to the Student Appeals Body

If the student is not satisfied with the decision of the Student Experience Coordinator, the student may lodge a written appeal to the Student Appeals Body care of the University Registrar. There is advice on how to do this, and the form to be used that can be downloaded at the following website:

http://sydney.edu.au/student_affairs/about/index.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 Sydney School of Education and Social Work, 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

The American Psychological Association (APA Publication Manual, 6th Edition) is the required style guide for all academic writing, including all assignments, in the Sydney School 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.

To help students develop their academic writing, the University Library publishes the following guides.

http://libguides.library.usyd.edu.au/c.php?g=508120&p=3476756

https://www.library.usyd.edu.au/subjects/downloads/citation/APA%20Complete_2012.pdf

The catalogue record for *The Publication Manual of the American Psychological Association (6th ed.)* can be seen here:

http://opac.library.usyd.edu.au:80/record=b3642525~S4

Common mistakes or problems with Education and Social Work assignments

- Lack of detail in referencing. 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 websites, magazine and newspaper articles (etc.) as if they provide **authoritative information** on a topic. Web journals, as well as articles in journals and books that 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. **Proofread** 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 the essay that tends to lack 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. This is generally to be avoided because it indicates a lack of comprehensiveness in the search for sources of data vital to the assignment-reparation process.
- Inadequate citation and **plagiarism** (see the 2015 Academic Honesty In Coursework Policy)

Wikipedia and other sites of doubtful authority

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 that 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 that 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/index.shtml

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.

Presentation of assignments

Coversheet

All text-based assignments submitted through Turnitin require students to accept an electronic declaration on academic honesty. For all other work that is not submitted through Turnitin, a coversheet (available from the webpage below) should be attached to it. It includes your name and student identification number, the title of the assignment; 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/resources/assignment_coversheet.pdf

Layout and margins

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

Word Processing

Education and Social Work assignments submitted for assessment must be word processed. Use double spacing for your assignment, and 12 point font. 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 ones, 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, to back up your analysis and argument.

Secondary sources are at least as important. These are usually in the form of articles and books that analyse and theorise the topics of study. Usually they are the essential starting point for your assignment research and writing. They are the texts that 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**, **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
- 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. Direct quotes 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 that 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 quoted directly).

POLICIES AND PROCEDURES GOVERNING YOUR CANDIDATURE

Along with the course handbook, *The Little Blue Book* and the Sydney School of Education and Social Work website, the most important source of information concerning the policies and procedures that govern your candidature is the University's Policy Register, which includes any local guidelines or provisions:

http://sydney.edu.au/policies/

> **FIRE AND OTHER EMERGENCY PROCEDURES**
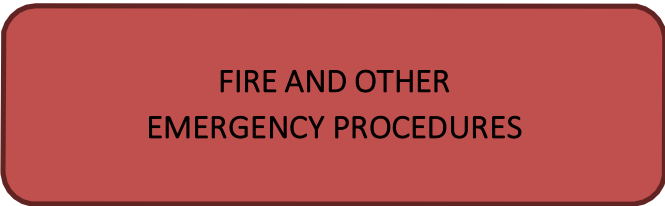
Emergency contact numbers

Service	Number	If dialling from a University extension
Fire, Ambulance, Police	000	Dial 0 first then 000
University security patrol	9351 3333	13333
Safety/First Aid Officer (Education Building)	9351 6349 or 04 2302 4797 (mobile)	16349 or 0 04 2302 4797
University Health Service	9351 3484	13484

Evacuation procedures

When alarms sound:

1. Evacuate the building via your closest safe exit. Follow exit signs to fire stairs and proceed to nearest exit from the building. Do not use lifts.
2. Proceed to assembly area outside main doors of the building and on the Square. Move away from the entrance to the building.

If necessary:

- close the door (if safe to do so)
- activate a 'break glass' alarm
- evacuate via closest safe exit
- report the emergency to 0-000 and 1-3333.