School of Humanities and Languages

ARTS1190 Australian Legends: Introducing Australian Studies
Semester 2, 2016
1. Course Staff and Contact Details
2. Course Details
3. Course Schedule
4. Course Resources
5. Course Assessment
6. Learning and Teaching Rationale and Strategies
7. Extension of Time for Submission of Assessment Tasks
8. Attendance
9. Class Clash
10. Academic Honesty and Plagiarism
11. Course Evaluation and Development
12. Student Support
13. Grievances
14. Other Information
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor, Lecturer and Tutor</th>
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</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
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<tr>
<td><strong>Phone</strong></td>
</tr>
<tr>
<td><strong>Consultation Time</strong></td>
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</tbody>
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2. Course Details

| Units of Credit (UoC) | 6 |
|-----------------------|
| **Course Description** | Welcome to this course! Australian Legends takes key themes in the Australian imaginary and examines their contemporary usages in film, advertising, politics, popular culture and everyday life. It explores their origins, how they have been used and interpreted over time and matches them against historical experience. It examines crucial components of Australian self-understanding in their evolving historical and cultural contexts. As the Gateway to Australian Studies, Australian Legends will introduce students to multi-disciplinary ways of understanding Australian society and culture. It will marry broad content to methodology by exploring the modes through which various disciplines understand those representations. It will thus introduce students to the benefits of multi/interdisciplinarity and help them understand how these operate. By exploring these key concepts (through course content and assessment tasks), successful students will be prepared with the requisite skills and knowledge required for the successful study of advanced courses in the Australian Studies Minor. |

**Learning Outcomes:** Students who actively participate in and successful complete this course should be able to:

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<tbody>
<tr>
<td><strong>1.</strong></td>
<td>critically assess various types of evidence through an understanding of the political and cultural context of their construction and the intended and real audiences</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>construct an argument in response to a posed question through using multiple forms of evidence to arrive at astute and nuanced generalization, and through assessing various and shifting interpretations of scholars over time.</td>
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<tr>
<td><strong>3.</strong></td>
<td>be conversant with the historical origins of the field of Australian Studies</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>develop their knowledge of the various ways different disciplines approach Australian Studies</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>improve their ability to write clearly and fluently and express their ideas orally.</td>
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### 3. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content (2 lectures per week)</th>
<th>Tutorial Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 July 25</td>
<td>What is Australian Studies?</td>
<td>Introductions/What is Australian Studies?</td>
<td>No tutorial in week 1</td>
</tr>
<tr>
<td>Week 2 Aug 1</td>
<td>Aboriginal Australia</td>
<td>Quiet Continent, Timeless Land</td>
<td>Tut 1, Week 2 Australian Studies, Australian identity: scope, concepts, directions</td>
</tr>
<tr>
<td>Week 3 Aug 8</td>
<td>Convict origins and legacies</td>
<td>The Fatal Shore: Legends and Legacies of the Convicts</td>
<td>Tut 2, Week 3 Outside history</td>
</tr>
<tr>
<td>Week 4 Aug 15</td>
<td>The Bush Legend</td>
<td>The Bush Legend</td>
<td>Tut 3, Week 4 Fear and fascination: the convict legacy</td>
</tr>
<tr>
<td>Week 5 Aug 22</td>
<td>Environmental history and imaginings</td>
<td>Australia Unlimited? Nature and Nation</td>
<td>Tut 4, Week 5 From bush workers to Crocodile Dundee</td>
</tr>
<tr>
<td>Week 6 Aug 29</td>
<td>EXCURSION</td>
<td>EXCURSION: How legends built the city</td>
<td>Tut 5 Week 6 No separate tutorial this week</td>
</tr>
<tr>
<td>Week 7 Sept 5</td>
<td>Anzacs</td>
<td>The Anzac Legend</td>
<td>Tut 6, Week 7 Writing workshop</td>
</tr>
<tr>
<td>Week 8 Sept 12</td>
<td>Modernity</td>
<td>A Modern Nation: Dreams and Aspirations</td>
<td>Tut 7 Week 8 What’s wrong with Anzac?</td>
</tr>
<tr>
<td>Week 9 Sept 19</td>
<td>Sport</td>
<td>Sporting paradise?</td>
<td>Tut 8, Week 9 Good Sports? Adam Goodes and AFL</td>
</tr>
<tr>
<td></td>
<td><strong>SESSION BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10 Oct 3</td>
<td>Gender, men and women</td>
<td>Man's world?</td>
<td>Tut 9, Week 10 Drinking rights/rites</td>
</tr>
<tr>
<td>Week 11 Oct 10</td>
<td>Egalitarianism</td>
<td>Land of the Fair Go</td>
<td>Tut 10, Week 11 Egalitarianism – fair enough?</td>
</tr>
<tr>
<td>Week 12 Oct 17</td>
<td>White Australia to Multicultural Nation</td>
<td>White Australia to Multicultural Nation</td>
<td>Tut 11, Week 12 A multicultural nation?</td>
</tr>
<tr>
<td>Week 13 Oct 24</td>
<td>Reflections</td>
<td>No lectures</td>
<td>Tut 12, Week 13 Legends and laments: reflections</td>
</tr>
</tbody>
</table>
### 4. Course Resources

#### Textbook Details

#### Journals
- *Australian Historical Studies*
- *Journal of Australian Studies*
- *Public History Review*
- *Aboriginal History*
- *Arena* (now *Arena magazine*)
- *Australian Book Review*
- *Australian Cultural History*
- *Australian Economic History Review*
- *Australian Historical Studies* (formerly *Historical Studies*, and earlier *Historical Studies, Australia and New Zealand*)
- *Australian Journal of Politics and History*
- *Australian Literary Studies*
- *Gender & History*
- *Griffith Review*
- *History Australia*
- *History Workshop*
- *Independent Monthly*
- *Island Magazine*
- *Journal and Proceedings of the Royal Australian Historical Society*
- *Journal of Australian Studies*
- *Journal of Religious History*
- *Journal of Women's History*
- *Labour History*
- *Overland*
- *Southerly*
- *The Monthly*
- *Meanjin*
- *Quadrant*

#### Additional Readings


**Websites** Your Moodle website for ARTS1190 is
http://trove.nla.gov.au search online for books and pictures and early Australian newspapers.
More websites are found with weekly tutorial reading lists.

Students seeking resources can also obtain assistance from the UNSW Library. Look under ‘Services’ at info.library.unsw.edu.au/web/services/services.html

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**5. Course Assessment**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Outline and annotated bibliography for major essay</td>
<td>1500 words</td>
<td>25%</td>
<td>Research, analytical and writing skills; familiarity with cross-disciplinary/studies approaches</td>
<td>Friday 23 September by 4pm</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Major essay*</td>
<td>2500 words</td>
<td>40%</td>
<td>Research, analytical and writing skills; familiarity with cross-disciplinary/studies approaches</td>
<td>Friday 21 October by 4pm</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Artefact project</td>
<td>200-300 words</td>
<td>15%</td>
<td>Research, analytical and writing skills; familiarity with cross-disciplinary/studies approaches</td>
<td>48 hours before the relevant tutorial</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Assessment task 1: Outline and bibliography for the major essay
Due: Friday September 23 by 4 pm
Value: 25%
Submit: E-copy submitted via Turnitin on Moodle.
Description and instructions:
For this assessment you will compile a bibliography, read sources and write an outline of your major essay. It will ensure you start work on your major project in good time, and that you receive timely feedback on it.

The first two steps towards completing this project are:

1. choose your question from the list below

2. compile and annotate a bibliography

An annotated bibliography is a list of at least EIGHT relevant readings from reputable library-derived sources. Each reading should be formatted in school bibliographical style (see Little Red Booklet available on Moodle under Content and Resources). The use of primary sources is encouraged!! An annotation is one or more paragraphs (~ 150 words) briefly explaining the following about the reading:

- the main purpose and scope of the cited work
- its value and importance in its field, that is, for example, what historical debate does it participate in? who does it argue with? how convincing is it?
- its value and importance to your essay

Note: do not include references which, although you may consult them, turn out to be not relevant to the topic. Books of essays normally count as one reference.

Then 3. write your essay outline.

An outline is a draft introduction and essay plan. It should outline the main issues your essay will address, the approach taken and the sorts of sources you will use, and the essay structure you have in mind. (About 300 words)

Assessment task 2: Major essay
Due: Friday 21 October by 4 pm
Value: 40%
Word length: (excluding synopsis, footnotes and bibliography) 2,500 words
Submit: E-copy submitted via Turnitin on Moodle
Description and instructions:

The major essay will allow you to develop the learning outcomes listed above, in particular: to think critically, research widely, use evidence to make an argument, to understand the
nature of historiography and to write clearly and in a professional and scholarly style (that is, avoid slang, chattiness and raving!).

If you choose one of the essay topics below PLEASE type the whole question at the top of your essay. Do not alter it in any way. Make sure you answer the question. Make sure you reference your work properly. Unreferenced work will fail automatically.

LIST OF ESSAY TOPICS:

1. Choose two novels OR two films/mini-series portraying convict Australia OR two convict heritage sites. How do they portray convicts and the convict period in Australia? What are the implications of these interpretations for Australian history as a whole?


3. If Australia has always been a highly urbanised country, especially after the 1880s, why have so many Australian artists, writers and film-makers promoted a national identity focused firmly on the bush?

4. Should Anzac Day become Australia’s “National Day”?

5. "White Australia has never really disappeared". Do you agree with this statement? Why or why not?

6. Why did Miriam Dixson say Australian women were “the doormats of the western world”? (Miriam Dixson, *The Real Matilda*, 1976). Do you agree or not?

7. Australian society is said to be egalitarian. Is the term ‘egalitarian’ accurate and, or misleading when used to describe Australian society? Examine two different areas where egalitarianism is observed and measured in Australia to argue your case (some examples include: income levels, education, housing, sport, health care, manners and dress; or other major facets of national life).

8. Who was and was not defined as ‘modern’ in late nineteenth and twentieth century Australian society? Why?

9. Writing about the 2009 Victorian bushfires for *Inside Story*, historian Tom Griffiths titled his essay ‘We have still not lived long enough’. What did he mean by this phrase, and what are the implications for the past and future of Australians living with fire?

Students in Australian Legends also have the option of researching and writing a project:

10. Australian Legends Contemporary Issues Project. Choose a major issue in current news and affairs (for example, the 2016 election campaign, the debates over asylum seekers, the calls for a Treaty with Aboriginal people, NSW’s Lockout Laws, the current rates of domestic violence in Australia). How is it related to and illustrative of one or more of the ‘legends’ explored in this course? Does the longer perspective of cultural history and national ethos help us understand what is going on? If you wish to do this project, please discuss it with Grace first.

11. Australian Legends Art Project. Students can research and write a project on a painting or series of paintings in the collection of the Art Gallery of New South, which
is/are related to one or more of the ‘legends’ explored in this course. If you wish to do this project, please see Grace ASAP for further information, key questions and directions.

Assessment task 3: Artefact project  
**Due:** 48 hours before the relevant tutorial (Tutorials for weeks 2, 3, 4, 7, 9, 10, 11, 12)  
**Value:** 15%  
**Word length:** 300 words  
**Submit:** post on Moodle posting board for your tutorial group  
**Description and instructions:**  
In this assignment you must find a digital artefact – for example, an image, object, piece of music, film clip, advertisement) and describe in less than 300 words how it illustrates key themes in your week’s readings. (As a rule, avoid simply finding an e-book or document). You can choose the week/theme you want to do in the first tutorial.

For reasons of copyright, it is best to post a web-link to the artefact. Type your caption immediately below. We have provided instructions and a model caption (the first posting in each tutorial discussion). Make sure you:
1. Identify the artist and/or source of the picture  
2. If possible provide a date  
3. Link the artefact into the week’s tutorial readings  
4. Link the artefact into the relevant 'legend'.

Assessment task 4: Tutorial preparation and participation  
**All tutorials except Excursion Week 6 and Writing Workshop Week 7**  
**Value:** 20%  
**Description and instructions:**  
Besides research, analysis and writing, this course also gives you experience in speaking, debate and discussion. This assessment component has two parts.

1. **Preparation.** Make sure you prepare by reading for each of the 9 tutorials for which readings are set (available online via UNSW Library).
   Each week you will also be given instructions on what to prepare for next week’s tutorial. If you have suggestions for tutorial activities, please let Grace know.

2. **Participation**  
Your tutorial preparation and participation mark will be based on the following criteria:
   - regular attendance at weekly tutorials  
   - careful and consistent reading of the set material  
   - relevant contributions to classroom discussions  
   - ability to provide well-founded examples/evidence in support of opinions  
   - ability to extend the discussion creatively and intellectually  
   - respectful attitude towards other people and their views  
   - ability to encourage discussion, by asking questions of others

**Please Note:** The UNSW Policy on Class Attendance and Absence states the following:
Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment.

Students must attend 80% of lectures (10 out of 12 lectures). Students must attend 80% of tutorials (10 out of 12 tutorials).

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

**Submission of Assessment Tasks**

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au). You must use your zID login to submit your assignments in Moodle.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

**Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:
- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

**Late Submission of Assignments**

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

  **Task with a non-percentage mark**
  
  If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  **Example:** A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - \left[25 (0.05 \times 3)\right] = 13.25$.

  **Task with a percentage mark**
  
  If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  **Example:** A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student’s mark is therefore $68 - 15 = 53$
• Work submitted 10 to 19 days after the stipulated deadline will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

• Work submitted 20 or more days after the stipulated deadline will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

6. Learning and Teaching Rationale and Strategies

I believe there is an important link between research and teaching. I think the advantage of being an active researcher is that one can explore a subject more deeply, and can share original research and new insights with students (see Lectures, Tutorials and Excursion)

I aim to give students a sense of history and cultural development as interlinked processes rather than as a set of discrete themes or events, yet also demonstrate the complex and contested nature of historical interpretations and the importance of taking multiple standpoints (see Lectures and Tutorials)

I strive to develop generic skills in analysis, critique, writing and oral expression and presentation in students through both theoretical and practical work (see Tutorials and Course Assessment components).

I want to foster a sense of the connectedness of past and present and between scholarship and the world beyond the academy (see especially Excursions and Major Essay)

7. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

• A request for an extension should be submitted before the due time/date for the assessment task.
• The Course Authority should respond to the request within two working days of the request.

• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at:
https://student.unsw.edu.au/attendance

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at:
https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.
10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

13. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/guide
14. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/guide

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.