1. Course Staff and Contact Details
2. Course Details
3. Course Schedule
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5. Teaching Strategies and Rationale
6. Course Assessment
7. Attendance and Absence
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9. Class Clash
10. Academic Honesty and Plagiarism
11. Course Evaluation and Development
12. Student Support
13. Grievances and Review of Assessment Results
14. Other Information
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dr Colin Salter</td>
</tr>
<tr>
<td>Room</td>
<td>MB211</td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:c.salter@uow.edu.au">c.salter@uow.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Tuesday 2:00-3:00pm (or email for an appointment)</td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6UoC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This course explores philosophical and political issues in wildlife conservation from a range of disciplinary perspectives. Key topics include: the future of 'urban wildlife'; the divide between native and introduced species; the role of gene banking and cloning in conserving and possibly resurrecting endangered species; and, the frequent conflicts between conservation priorities on the one hand and animal welfare or local people’s autonomy and subsistence on the other. Students are required to design their own ethnographic research projects, conducted in small groups, that explores human/wildlife relations in their cultural, ethical and/or political complexity (no prior ethnographic research experience is required).</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Explain the historical and philosophical development of biodiversity conservation, its underlying analytic frameworks, and its shifting priorities.</td>
</tr>
<tr>
<td>2</td>
<td>Explain how cultural and political factors impact upon understandings, valuations and efforts to conserve endangered wildlife.</td>
</tr>
<tr>
<td>3</td>
<td>Analyze the complex intersection between cultural and biological/ecological approaches to conservation issues.</td>
</tr>
<tr>
<td>4</td>
<td>Apply selected disciplinary approaches to the understanding of biodiversity and extinctions; and draw on a range of different disciplinary approaches to explore some of the multifaceted ways in which wildlife matters (to people and larger ecosystems).</td>
</tr>
<tr>
<td>5</td>
<td>Apply upper level skills of, critical analysis, problem solving and interpretation in both written work and in-class discussions.</td>
</tr>
<tr>
<td>6</td>
<td>Conduct independent research, with demonstrated ability to assemble, synthesise and communicate findings and interpretations.</td>
</tr>
</tbody>
</table>
There are two key components to this course:

1. **Lectures (weeks 1-12):**
   There are ten standard lectures in this course (weeks 1-10). These lectures will explore philosophical and political issues in conservation through both theory and concrete case studies from Australia and around the world. In the lectures we will also explore key ethnographic methods, approaches to designing your own research, ethics approval, conducting interviews and bringing ethnographic work into dialogue with theoretic insights. In addition, in weeks 11 and 12 students will make group presentations to the class in the normal lecture time slot.

2. **Tutorials (weeks 2-12):**
   Nine one hour tutorials are also a core component of this course (weeks 2-10). This time will be spent both discussing the set readings for each week (students are asked to complete the required reading in advance of the tutorial and come ready to discuss), and workshopping research methods, plans and experiences. In week 11 we will have a field work debrief and in week 12 I will hold extended office hours in the usual tutorial slots to work with students one-on-one as they prepare their final research reports.

   *Please note that the lecture and tutorial in week 4 are strictly compulsory. Students who do not attend them will not meet the preparation requirements to conduct fieldwork and will be required to do additional reading, sit a quiz and meet with me in person to discuss this material.*

### Week 1
**Beginning July 24**

<table>
<thead>
<tr>
<th><strong>Rethinking Wildlife: Introductions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Course overview; key concepts and approaches</em></td>
</tr>
</tbody>
</table>

| **Required readings:** none (no tutorial) |
## Week 2
**Beginning July 31**

### Entanglements across species and communities
*What is wildlife? How are our lives intertwined?*

**Required readings:**


**Methods:**

### OUT OF CLASS ACTIVITY
Before next class (9 August) you should conduct two practice interviews with people on campus. Details will be given in class in week 2. We will discuss your experiences /results in class in week 3.

**Note:** Individual Research Concepts are due before next weeks class (Tuesday August 8).

## Week 3
**Beginning August 7**

### Ethical duties, responsibilities
*Ethical thought about animals in general (utilitarianism, rights). Animal welfare and environmentalism (conflicting positions?). The ethical significance of being a wild animal.*

**Required readings:**


### OUT OF CLASS ACTIVITY
Before next class (16 August) you will need to read over research ethics documents and fill out the HREA Application form. More details will be given in class in week 3. This application will be part of your Research Plan and must be completed before you can begin your fieldwork.

**Note:** Peer feedback on Individual Research Concepts are due before next weeks class (Tuesday August 15).
Week 4  
Beginning August 14

**Political theories, research methods,**  
*What are the socio-political underpinnings of attitudes and responsibilities towards Other animals and wildlife?*  
*How has and does political theory engage with such attitudes and responsibilities?*

**IMPORTANT:** You **MUST** attend the lecture and tutorial this week or you will not meet UNSW's requirements for field research preparation. If you miss either the lecture or the tutorial you will be required to do some additional reading, sit a quiz, and meet with me to discuss the relevant content before you are able to conduct any field research.

**Required readings:**  


**Methods:**  

**OUT OF CLASS ACTIVITY**  
Read through Individual Research Concepts, and come prepared to next class with an idea of which topics you are interested in for the group research projects. Create a short list.
## Week 5
### Beginning August 21

**Race, class and species. Exploring human/animal borderlands**

*What roles do race and class play in shaping attitudes and responsibilities towards Other animals and wildlife?*

**Required readings:**


**OUT OF CLASS ACTIVITY**

For the first half of week 6 (until class on August 23), I’d like you each to conduct an informal urban animal survey. Basically, I’d like you to keep a list of all the animals you see, big or small. The point of this exercise is to tune in a little more to the diversity of life that we share urban spaces with – before we turn to this topic in a sustained way in week 10.

**Note:** Peer feedback on Individual Research Concepts are due at the end of week 6 (Friday September 1).

## Week 6
### Beginning August 28

**The cognitive and emotion world of Other animals**

*The history of thought about ‘animal minds’ – cognitive ethology and contemporary understandings of the mental and emotional lives of animals – bringing ethology into conversation with ethnographic fieldwork and philosophy.*

**Required readings:**


**OUT OF CLASS ACTIVITY**

**Note:** Peer feedback on Individual Research Concepts are due at the end of this week (Friday September 1).
### Week 7
**Beginning September 4**

**Native and Invasive: who belongs?**
*What does it mean to be ‘invasive’? – who counts as native and who is introduced? Killing native and invasive species for conservation, practicalities and ethics? ‘Rewilding’ environments?*

**Required readings:**


**OUT OF CLASS ACTIVITY**
*Note: Annotated bibliographies are due at the end of next week (Friday September 15).*

### Week 8
**Beginning September 11**

**Conserving Wildlife: the politics of biodiversity**
*What is biodiversity? How and when did we begin to think about the environment in this way? Which biodiversity gets conserved and with what consequences for whom? Do individuals species (and individuals) fit?*

**Required readings:**


**OUT OF CLASS ACTIVITY**
*Note: Annotated bibliographies are due at the end of this week (Friday September 15).*
Week 9
Beginning September 18

Extinction and endangered species
Does the extinction of species matter? Why (not)? Should we attempt to conserve species (and how)? Should we be trying to resurrect extinct species?

Required readings:


OUT OF CLASS ACTIVITY
In the second half of the lecture slot in the first week back after the break (week 10) we will have small group discussions of your final research reports. Before then I would like you to each prepare – and bring to class with you in week 10 – a very short outline (200 words) of the basic structure of your final report (i.e. how many sections will you break it down into, what will they each focus on?) and 1-2 key questions that your final piece of writing will seek to answer/address. We will discuss this material in groups and as a class.

Teaching recess (September 23 - October 2)

Week 10
Beginning October 2

Urban wildlife, cohabitation
Contemporary issues facing wildlife in urban places. Making space for wildlife in the city, practicalities and ethics. Other animals as ‘pests’ in the city.

Required readings:

van Dooren, Thom and Deborah Rose (2012) “Storied-places in a Multispecies City” Humanimalia, vol. 3.2, pp. 1-27


OUT OF CLASS ACTIVITY
Note: Presentations commence in the lecture time from next week.
## Week 11
### Beginning October 9

**Research Presentations**

**No readings:**
*Tutorials this week will be run as *field research debriefs* with some time for discussion of your final reports/essays. In groups and as a class we will discuss your experiences, what you have learnt, and how you might produce the best possible account of your work for your final report/essay.*

## Week 12
### Beginning October 16

**Research Presentations**

**No readings:**
*No tutorials this week. Instead, I will have extended office hours for individual discussion of any questions relating to the finalisation of your research reports. Please email me to make a time or stop by in my regular office hour or your usual tutorial slot.*

## Week 13
### Beginning October 16

**No Lecture**

**No readings:**
*No tutorials this week.*

### 4. Course Resources

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:
[http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)
5. Teaching Strategies and Rationale

The course will normally be taught with a two-hour weekly lecture, and a one-hour discussion-based tutorial. Lectures will be interactive, and student participation will be strongly encouraged. Students will be expected to prepared for class each week, and will be involved in leading discussion on key themes and questions arising from the lecture and readings. Lectures will cover philosophical topics, background historical and contemporary issues, research skills, writing and other communication skills. Through a selection of readings, exercises, small group discussions, and modelling, the course aims to initiate philosophical, socio-cultural and political appreciation and ability in the areas of analysing, critical thinking, discussing, and writing.

6. 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>1a. Individual Research Concept; Peer feedback</td>
<td>750 words (see below)</td>
<td>10%</td>
<td>1,2,3,4,6</td>
<td>Weeks 3 &amp; 4 (see below)</td>
<td>Yes</td>
</tr>
<tr>
<td>1b. Individual Research Plan</td>
<td>1500 words</td>
<td>20%</td>
<td>1,2,3,4,6</td>
<td>Week 6 (4pm, Friday 1 Sept.)</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Group Presentations</td>
<td>15 minutes</td>
<td>15%</td>
<td>1,2,3,4,5,6</td>
<td>Week 11 or 12 (during lecture time)</td>
<td>No</td>
</tr>
<tr>
<td>3a. Annotated Bibliography</td>
<td>750 words</td>
<td>10%</td>
<td>1,2,3,4,5,6</td>
<td>Week 8 (4pm, Friday 15 Sept.)</td>
<td>Yes</td>
</tr>
<tr>
<td>3b. Final Research Report/Essay (individual)</td>
<td>2500</td>
<td>45%</td>
<td>1,2,3,4,5,6</td>
<td>Week 13 (4pm, Friday 27 October)</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Task 1a
Individual Research Concept & Peer Feedback

This task comprises of two elements: an individual research concept plan and peer feedback on other students’ concept plans.

Individual Concept Plan (300 words). Due: 4pm Tuesday August 8
The concept plan is an introductory overview of a case study/topic you are interested in. Your a brief overview of the case study/topic, outlining why you think it enables reflection on philosophical and political issues in wildlife conservation.

Peer Feedback (450 words). Due: 4pm Tuesday August 15
Provide feedback on three other students concept plans, reflecting on their choice of case study in the context of philosophical and political issues in wildlife conservation.

NOTE
This task will provide you with an indication of other students’ ideas and interests, and assist you in identifying who you may wish to collaborate with on the research project.

Groups will be finalised during class in Week 5.

Task 1b
Individual Research Plan

The Research Plan is an individual task, focussing on the case study/topic chosen by your group. Whereas field research will be conducted in groups, you will be individually responsible for the way in which you collect, analyse and frame the research.

Your research plan should include:

- A brief overview of your chosen topic/case study (500 words);
- The rationale for the research;
- The methods and approaches/theoretical frame that you plan to employ;
- At least eight references;
- A completed UNSW/HREA ethics application form.

In the weeks leading up to this submission we will discuss all of these topics in great detail and you will be provided with all of the guidance necessary to produce a polished research plan.

These research plans will be returned in tutorials in week 8, where we will have a detailed discussion about how research projects might be improved.
### Task 2
#### Group Presentations

During the lecture time in weeks 11 and 12, groups will make a polished presentation to the rest of the class on their research project.

Presentations should provide an overview of the case study/topic and focus, identifying key questions and the methods applied. Using visual aids, you should aim to draw the rest of the class into your case study/topic, convey what is interesting about it and what your research has found.

Presentations will provide you with an opportunity to gain valuable inspiration and feedback from your peers, and a more detailed introduction to other’s projects, prior to submission of a final written report.

Further information on presentations will be provided in class.

### Task 3a
#### Annotated Bibliography

The annotated bibliography is an individual task, focussing on the case study/topic chosen by your group and the methods and approaches/theoretical frame you are adopting for the research project.

Provide an engaged summary of a total of eight peer reviewed sources, comprising research on your case study/topic, methods and approaches/theoretical frame.

### NOTE

This task builds on the research plan, and assists in the development of the group presentation and final (individual) reports.
**Task 3b**
**Final Research Report/Essay (Individual)**

The final task is an individual research report/essay providing a culmination of the whole semester’s planning, research, reflection and discussion. You will produce a high quality and original engagement with case study/topic chosen, structured around a specific research question you have defined.

Your report/essay will draw on the field research conducted as a group, as well as extensive individual reading and textual research. Of particular importance is the ability to bring field research into conversation with the theoretical material and examples covered in the course readings and lectures. This is a two way movement: ideally, fieldwork should both *enrich understandings of*, and itself be *enriched by*, theoretical insights.

Further information on the structure and substance of these final research reports will be provided in class.

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**Please Note:** If students attend less than 80% of their classes they may be refused final assessment. See “Attendance and Absence” for details of attendance requirements.

**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 learning outcomes 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](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](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](https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html). I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the [Student Code of Conduct](https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html).
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. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **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 – [25 (0.05 x 3)] = 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; a mark of zero will be recorded. 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 an essential component of the course.

### 7. Attendance and Absence

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled.

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

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.

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 this course, students must attend at least 80% of lectures (10 out of 12 lectures). Students must attend at least 80% of tutorials (10 out of 12 tutorials).**

A student who attends less than eighty per cent of the classes within a course may be refused final assessment. The final assessment in this course is identified under “Course Assessment”.

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.

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(es) 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.**
8. Special Consideration for Illness or Misadventure

Students can apply for Special Consideration if illness or misadventure interferes with their assessment performance or attendance.

Applications are accepted in the following circumstances only:

- Where academic work has been hampered to a substantial degree by illness or other cause. Except in unusual circumstances, a problem involving only 3 consecutive days or a total of 5 days within the teaching period of a semester is not considered sufficient grounds for an application.

- The circumstances must be unexpected and beyond your control. Students are expected to give priority to their university study commitments, and any absence must clearly be for circumstances beyond your control. Work commitments are not normally considered a justification.

- An absence from an assessment activity held within class contact hours or from an examination must be supported by a medical certificate or other document that clearly indicates that you were unable to be present. A student absent from an examination, or who attends an examination and wants to request special consideration, is normally required to provide a medical certificate dated the same day as the examination.

- An application for Special Consideration must be provided within 3 working days of the assessment to which it refers. In exceptional circumstances an application may be accepted outside the 3-day limit.

Students cannot claim consideration for conditions or circumstances that are the consequences of their own actions or inactions.

Applications are normally not considered if:

- The condition or event is not related to performance or is considered to be not serious

- More than 3 days have elapsed since the assessment for which consideration is sought

- Any key information is missing

- Supporting documentation does not meet requirements

- Supporting documentation has not been presented to Student Central for verification

Applications for Special Consideration 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

If a student is granted an extension under Special Consideration, failure to meet the stipulated deadline 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.
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. The online form can be found at: https://www.arts.unsw.edu.au/ttclash/index.php

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

Students who are enrolled in a non-Arts and Social Sciences program 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) or 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 from students using myExperience. Students are encouraged to complete their surveys by accessing the personalised web link via the Moodle course site.

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 and Review of Assessment Results

13.1 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 course convener.

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

13.2 Review of Assessment Results

There is no automatic right to have an assessment reviewed. The Faculty reserves the right to make such judgements.

In the first instance a student should seek an informal clarification. This should normally be done within two working days of the return of the assessed work.

If the student is not satisfied with the informal process, they should complete the UNSW Review of Results Application form, which is available at: https://student.unsw.edu.au/results. An application must be lodged within 15 working days of receiving the result of the assessment task.

Further information on review of student work in the Faculty of Arts and Social Sciences can be viewed at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

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/

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.