



School of Humanities and Languages

## **ARTS3454, Chinese-English Interpreting Session 2, 2016**

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## 1. Course Staff and Contact Details

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|------------------------|---|-------|--|
| <b>Course Convenor</b> |   |       |  |
| Name                   | Yong Zhong  | Room  | MB245  |
| Phone                  | 9385 3812   | Email | <a href="mailto:Y.Zhong@unsw.edu.au">Y.Zhong@unsw.edu.au</a> |
| Consultation Time      | 2-4pm, Tuesday and 3-4pm, Wednesday or by appointment |       |  |

## 2. Course Details

|                           |   |   |  |
|---------------------------|---|---|--|
| Units of Credit (UoC)     | 6   |   |  |
| Course Description        | Enhances an appreciation of recent interpreting theories and issues related to the role of interpreters in modern multi-cultural societies; facilitates acquisition of linguistic and cultural abilities required for consecutive interpreting, effective cross-language/culture communication in a range of dynamic contexts; development of individualised strategies for cross-language communication. More at <a href="http://www.handbook.unsw.edu.au/undergraduate/courses/2014/ARTS3454.html">http://www.handbook.unsw.edu.au/undergraduate/courses/2014/ARTS3454.html</a> |   |  |
| Student Learning Outcomes | a.  | A basic understanding of theoretical issues: cross-cultural and cross-linguistic communications, ethics of professional interpreters and 'norms' and models of interpreting       |  |
|                           | b.  | A basic knowledge of at least one functionally based interpreting approach and style  |  |
|                           | c.  | An ability to formulate and implement a protocol of interpreting for a cross-disciplinary context   |  |
|                           | d.  | Basic skills and techniques of consecutive interpreting and public speaking   |  |
|                           | e.  | A familiarity with interpreting in a range of paraprofessional situations: social dialogues, community service dialogues, trade dialogues, court hearings and conference speeches |  |
|                           | f.  | An enhanced competence in second language public speaking and interpreting  |  |
|                           | g.  | Acquisition of basic language and knowledge, which students can use to discuss and justify their work in a scholarly manner and in relation to other humanities disciplines       |  |
|                           | h.  | Expanded capacity to rearticulate a perspective into interpreting or a procedure of cross-language and cross-cultural communication by using non-print media                      |  |
|                           | Students are expected to demonstrate their accomplishment of the objectives through presentation, class exercises, consultation and tests.  |   |  |

## 3. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

| Weeks | Topic | Lecture Content | Tutorial/Lab Content | Course Readings :<br><a href="http://moodle.telt.unsw.edu.au/mod/folder/view.php?id=932024">http://moodle.telt.unsw.edu.au/mod/folder/view.php?id=932024</a><br>Student Content<br><a href="http://moodle.telt.unsw.edu.au/course/view.php?id=22665">http://moodle.telt.unsw.edu.au/course/view.php?id=22665</a> |
|-------|-------|-----------------|----------------------|--|
|       |       |                 |                      |  |

|      |  |   |   |   |
|------|--|---|---|---|
| 1-3  | Introduction and Theoretical Foundation                  | <ol style="list-style-type: none"> <li>1. What do we learn?</li> <li>2. What to do, why, when and whom with?</li> <li>3. How is learning assessed?</li> <li>4. What evidence to produce for assessment?</li> <li>5. Expected outcome</li> <li>6. Basic concepts</li> <li>7. Assessment benchmarked</li> </ol>   | <ol style="list-style-type: none"> <li>1. Q&amp;A</li> <li>2. Dialogue interpreting practice</li> <li>3. Assessable tasks explained and demonstrated</li> </ol>   | <p><i>Course Reading</i></p> <ul style="list-style-type: none"> <li>• Roy's 'The problem with definitions...'</li> <li>• Alexieva's 'A typology of Interpreter-mediated events'</li> <li>• Zhong's Live Translation</li> <li>• Li's Interpreting Studies</li> </ul> |
| 4-6  | Capacity Expression and Drilling                         | <ol style="list-style-type: none"> <li>1. Interpreting as a process of game planning and options</li> <li>2. Functionally based interpreting</li> <li>3. Plan-based interpreting</li> <li>4. Style-based interpreting</li> <li>5. Developing a style in CI</li> <li>6. Other and alternative possibility</li> </ol>   | <ol style="list-style-type: none"> <li>1. Seminar</li> <li>2. Demonstration</li> <li>3. Drilling</li> <li>4. Role-playing</li> <li>5. Experiments</li> <li>6. Student demonstrations, presentations and feedback by teacher</li> <li>7. Critical reviews</li> <li>8. Dialogue and Speech interpreting and SI</li> </ol> | <p><i>Course Reading</i></p> <ul style="list-style-type: none"> <li>• Gile's CI as Cognitive</li> <li>• Riccardi's SI evolution</li> <li>• Kalina's Quality assurance</li> <li>• 任文 话语分析和角色</li> <li>• 口译困难与解决方法</li> </ul>   |
| 7-11 | Consolidation, Performance, Re-articulation, Convergence | <p><b>Public Holiday on Week 10</b></p> <ol style="list-style-type: none"> <li>1. Functionally based interpreting</li> <li>2. Plan-based interpreting</li> <li>3. Style-based interpreting</li> <li>4. Developing a style for Speech Interpreting &amp; SI</li> <li>5. What have we learned</li> <li>6. How else can we do better</li> <li>7. Different possibilities and options given chances to justify</li> </ol> | <ol style="list-style-type: none"> <li>1. Speech interpreting and SI</li> <li>2. Presentation</li> <li>3. Participation and contribution</li> <li>4. Critical reviews</li> </ol>  | <p><i>Course Reading</i></p> <ul style="list-style-type: none"> <li>• Anonymous' Putting role into practice</li> <li>• Jennie's Pattern of communication</li> <li>• Luciano's Analysis of process</li> <li>• 古莉 笔记和符号</li> <li>• 张威 认知记忆和口译</li> <li>•</li> </ul>   |

|    |            |      |                                      |  |
|----|------------|------|--------------------------------------|--|
| 12 | Conclusion | Test | Last chance for all assessable tasks |  |
|----|------------|------|--------------------------------------|--|

#### 4. Course Resources

##### Textbook Details

No textbook is used for this course. However, students are expected to read between 15-20 academic papers and a series of Student Content works available from the Moodle.

##### Course Readings :

<http://moodle.telt.unsw.edu.au/mod/folder/view.php?id=932024>

##### Student Content

<http://moodle.telt.unsw.edu.au/course/view.php?id=22665>

##### Additional Readings

For Teacher's personal perspective, system and beliefs:

[http://blog.sina.com.cn/s/articlelist\\_2667038674\\_8\\_1.html](http://blog.sina.com.cn/s/articlelist_2667038674_8_1.html)

For the library: [info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

For Meta: <http://www.erudit.org/en/revue/meta/> (articles 2 years old free on-line)

For Mona Baker's webpage: [www.monabaker.com/tsresources](http://www.monabaker.com/tsresources)

For the UNSW Learning and Teaching Unit: <http://www.ltu.unsw.edu.au>

For naati: <http://www.naati.com.au/>

##### Sample study presentations (on Youtube, Youku, PPTV, and Tudou search the following keywords)

- ◆ My Class: Live Translation (我班学生：翻译活生生)  
<http://www.youtube.com/watch?v=wG3R-LdDMaE>
- ◆ My Class: Illusion of Accuracy [http://www.youtube.com/watch?v=IzXfXmFrm\\_0](http://www.youtube.com/watch?v=IzXfXmFrm_0)
- ◆ Caged Animals: <http://www.youtube.com/watch?v=RvB8AdS0c4A>
- ◆ Translation Adding Value: <http://www.youtube.com/watch?v=hIGL4cILf3k>
- ◆ Trying A Foreign Woman in A Chinese Court (我班学生：审洋妇)  
[http://www.youtube.com/watch?v=FSWQw9TajQ8&feature=results\\_video&playnext=1&list=PL8BFD89731234ACAD](http://www.youtube.com/watch?v=FSWQw9TajQ8&feature=results_video&playnext=1&list=PL8BFD89731234ACAD)

##### Websites

Literature on Curriculum 2.0

- [http://blog.sina.com.cn/s/articlelist\\_2667038674\\_15\\_1.html](http://blog.sina.com.cn/s/articlelist_2667038674_15_1.html)

#### 5. Course Assessment

| Assessment Task             | Length  | Weight | Learning Outcomes Assessed | Due Date | Submitted in Moodle? (yes/No) |
|-----------------------------|---|--------|----------------------------|----------|-------------------------------|
| Critical Review or Research | 1,000 English words or 1,300 Chinese characters | 30%    | a. b. g.                   | Week 8   | NO                            |
|                             | 8 min/student presentation                      |        | a. b. c. e. g. h           |          |                               |
| Role Play                   | 15 min presentation                             | 20%    | a. b. c. d. e. f. g        | TBA      | NO                            |
| Quizzes                     | 5-10 questions                                  | 20%    | a. e. g.                   | Weekly   | NO                            |
| Skills Test*                | 75 min  | 30%    | b. c. d. e. f              | Week 12  | NO                            |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
| * This is the final assessment task for attendance purposes. |  |  |  |  |  |

**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 (17 out of 11 lecture hours). Students must attend 80% of tutorials (9 out of 11 lecture hours).**

The UNSW Policy on Class Attendance and Absence can be viewed at:

<https://student.unsw.edu.au/attendance>

### Formal Examination

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No formal examination for this course.

### Grades

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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

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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](mailto:externalsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

### 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  $17 - [25 (0.05 \times 3)] = 13.25$ .

#### **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, 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

The teaching at this course is inspired and informed by a very new language teaching approach known as Curriculum 2.0 developed by Yong Zhong (2015. "众成 (2.0) 语言课程理论及实践: 建立在一个真实个案基础上的评估和总结". 程爱民主编《对外汉语学教与研究》南

京：南京大学出版社. 1-16 页). The approach has also been discussed in a range of lectures given at prestigious international universities including the following:

- 《改造语言以改变教学》, presentation given in 2014 at University of NSW, [http://blog.sina.com.cn/s/blog\\_9ef7c7d20102vfmq.html](http://blog.sina.com.cn/s/blog_9ef7c7d20102vfmq.html)
- *What Is Curriculum 2.0 and How It Changes the Way We Teach*, presentation given in 2014 at Shanghai International Studies University (上海外国语学院), [http://blog.sina.com.cn/s/blog\\_9ef7c7d20102v2yv.html](http://blog.sina.com.cn/s/blog_9ef7c7d20102v2yv.html)
- *Modelling Curriculum 2.0 课程建模*, presentation given in 2015 at HK University, [http://blog.sina.com.cn/s/blog\\_9ef7c7d20102vk73.html](http://blog.sina.com.cn/s/blog_9ef7c7d20102vk73.html)
- 《学习建模：以 2.0 课程为例》, presentation given in 2015 at Fuzhou University (福州大学), [http://blog.sina.com.cn/s/blog\\_9ef7c7d20102vkck.html](http://blog.sina.com.cn/s/blog_9ef7c7d20102vkck.html)
- 《2.0 翻译课程设计》, presentation given in 2015 at Fuzhou University (福州大学), [http://blog.sina.com.cn/s/blog\\_9ef7c7d20102vkfo.html](http://blog.sina.com.cn/s/blog_9ef7c7d20102vkfo.html)

In a nutshell, the teaching at this course is about

- Inspiring students to explore the unknown and generating new knowledge and articulating real experiences rather than regurgitating old knowledge and facts
- Undoing some of the set boundary and knowledge accumulated in past educational experiences
- Students learning rather than teachers injecting uniform knowledge into students
- Students learning through reviewing and examining existing knowledge, through doing things and through presenting what he/she has done
- Students becoming aware of own strengths and weakness and utilizing potentials
- Students, through consultation with the teacher, setting own goals and achieving the goals
- Students assessing own individual needs, making efforts by own styles and at own pace to meet the needs with the help of the teacher, and
- Making progress rather than just getting marks

Students are welcome to access [http://blog.sina.com.cn/s/articlelist\\_2667038674\\_8\\_1.html](http://blog.sina.com.cn/s/articlelist_2667038674_8_1.html) to read his publications on the teaching of translation including:

The teacher has made a television documentary on pedagogy named A French Way of Learning on the basis a real life class activity in a Parisian University, which demonstrates SDL, problem-based learning, interaction learning and student-centred learning. Interested students can view the documentary at:

[http://au.youtube.com/view\\_play\\_list?p=9B10B02DA8CFBEF7](http://au.youtube.com/view_play_list?p=9B10B02DA8CFBEF7)

## Teaching Strategies

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The University of NSW has prepared a guideline for pedagogy, which can be found on:

[www.guidelinesonlearning.unsw.edu.au/overview.cfm](http://www.guidelinesonlearning.unsw.edu.au/overview.cfm)

Of the 16 guidelines, some are more relevant than others to this course. The teacher of this course, who values student-centred learning and self-directed learning, gives an indication of relevance of the guidelines by the highlighted terms. However, students must remember that teaching is only one side of the coin and learning is the other side. Students must take the responsibility of learning and actively participate.

- 1 Effective learning is supported when students are **actively engaged** in the learning process.
- 2 Effective learning is supported by **a climate of inquiry** where students feel appropriately challenged and activities are linked to research and scholarship.
- 3 Activities that are interesting and challenging, but which also create opportunities for students to have fun, can enhance the learning experience.



- 4 Structured occasions for **reflection** allow students to **explore their experiences, challenge current beliefs, and develop new practices and understandings.**
- 5 Learning is more effective when students' prior experience and knowledge are recognized and built on.
- 6 Students become more engaged in the learning process if they can see the **relevance** of their studies to professional, disciplinary and/or personal contexts.
- 7 If **dialogue** is encouraged between students and teachers and among students (in and out of class), thus creating a community of learners, student motivation and engagement can be increased.
- 8 The educational experiences of all students are enhanced when the **diversity of their experiences** are acknowledged, valued, and drawn on in learning and teaching approaches and activities.
- 9 Students **learn in different ways** and their learning can be better supported by the use of **multiple teaching methods and modes of instruction** (visual, auditory, kinaesthetic, and read/write).
- 10 **Clearly articulated expectations, goals, learning outcomes, and course requirements** increase student motivation and improve learning.
- 11 When students are encouraged to **take responsibility for their own learning**, they are more likely to develop higher-order thinking skills such as analysis, synthesis, and evaluation.
- 12 Graduate attributes - the qualities and skills the university hopes its students will develop as a result of their university studies — are most effectively acquired in a disciplinary context.
- 13 Learning can be enhanced and independent learning skills developed through appropriate **use of information and communication technologies.**
- 14 **Learning cooperatively** with peers — rather than in an individualistic or competitive way — may help students to develop interpersonal, professional, and cognitive skills to a higher level.
- 15 Effective learning is facilitated by assessment practices and other student learning activities that are designed to support the achievement of desired learning outcomes.

## 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.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty's online extension tool available in LMS.
- 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.



- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- 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.

## 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](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) 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 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/complaints>

## 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

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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

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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

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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.