1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extension of Time for Submission of Assessments Tasks
7. Attendance
8. Class Clashes
9. Academic Honesty and Plagiarism
10. Course Schedule
11. Course Resources
12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information
1. Course Staff and Contact Details

**Course Convenor, Lecturer, and Tutor (Interpreting)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Sandra Hale</td>
<td>MB 207</td>
<td>9385 1279</td>
<td><a href="mailto:s.hale@unsw.edu.au">s.hale@unsw.edu.au</a></td>
</tr>
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</table>

**Consultation Time**

<table>
<thead>
<tr>
<th>Name</th>
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<th>Email</th>
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<tr>
<td>Dr Stephen Doherty</td>
<td>MB 266</td>
<td>9385 1323</td>
<td><a href="mailto:s.doherty@unsw.edu.au">s.doherty@unsw.edu.au</a></td>
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**Tutor (Translation)**

<table>
<thead>
<tr>
<th>Name</th>
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<th>Email</th>
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<tbody>
<tr>
<td>A/Prof Ludmila Stern</td>
<td>MB 257</td>
<td>9385 2382</td>
<td><a href="mailto:l.stern@unsw.edu.au">l.stern@unsw.edu.au</a></td>
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</table>

2. Course Details

<table>
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<th>Units of Credit (UoC)</th>
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</thead>
</table>

**Course Description**

This course provides theoretical foundations and principles that underpin other, practical, translation and interpreting (T&I) courses within the graduate programs in Interpreting and Translation.

**Course Aims**

1. To provide an overview of the main theories of translation and interpreting.
2. To develop students’ ability to make informed choices based on theoretical underpinnings and the results of research.
3. To develop students’ analytical reading and writing skills.

**Student Learning Outcomes**

1. A sound understanding of the main theories of translation and interpreting.
2. Ability to apply these principles to their practice, conduct independent enquiry, and make informed decisions.
3. Ability to critically review literature related to interpreting and translation.
4. A thorough understanding of the professional ethical requirements as interpreters and translators.

**Graduate Attributes**

1. The students will develop the capacity to engage in independent and reflective learning.
2. The students will develop the skills to appropriately locate, evaluate and use relevant information.
3. The students will develop the skills of effective written and oral bilingual communication.
4. The students will develop an appreciation of, and respect for, diversity and a capacity to work within the international community.
5. The students will develop respect for ethical practice inherent to the profession.
3. Learning and Teaching Rationale

This course is a post-graduate course that provides theoretical foundations and principles that underpin other, practical, translation and interpreting (T&I) courses within the graduate programs in Interpreting and Translation.

4. Teaching Strategies

This course has a two-hour weekly lecture followed by a one-hour tutorial.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review on an Interpreting topic</td>
<td>2,000 words</td>
<td>40%</td>
<td>1, 2 &amp; 3</td>
<td>1, 2, 3 &amp; 4</td>
<td>W7 (Friday, 4pm)</td>
</tr>
<tr>
<td>Essay on a Translation topic</td>
<td>2,000 words</td>
<td>40%</td>
<td>1, 2 &amp; 3</td>
<td>1, 2, 3 &amp; 4</td>
<td>W13 (Friday, 4pm)</td>
</tr>
<tr>
<td>Online Quiz: Ethics Test</td>
<td>30 questions</td>
<td>20%</td>
<td>4</td>
<td>4 &amp; 5</td>
<td>W14 (Friday, 4pm)</td>
</tr>
</tbody>
</table>

We strongly advise all students to make full use of the individual consultation offered by UNSW’s Learning Centre. This will help you prepare for both the Literature Review and the Essay well in advance: [https://student.unsw.edu.au/individual-consultations-academic-support](https://student.unsw.edu.au/individual-consultations-academic-support).

It is a strict course requirement that students who do not achieve a Credit mark or above (65%+) in the Literature Review, must attend a Learning Centre consultation and show evidence of completion prior to submission of the Essay.

Description of Assessment Tasks

Assignment 1: Literature Review

1. Choose a topic on interpreting that interests you. For example: “The debate about the role of the interpreter in medical settings”, “Should conference interpreters interpret only into their A language?”.
2. Search for articles, book chapters or books that relate to your topic (refer to resources to help you complete the assignment above).
3. Read at least 20 references and include at least 10 in your literature review. Articles should be from refereed journals.
4. Organise your literature review by themes, NOT by article or by author.
5. Describe, compare and contrast each study that you are reviewing.
6. Use subheadings to identify each subtheme.
7. Provide a list of references at the end of the Literature review, using the APA system. You can only list the references that you cited in your Literature Review.
8. Extra resources to help you with this assignment: [http://www.lc.unsw.edu.au/onlib/litrev.html](http://www.lc.unsw.edu.au/onlib/litrev.html)
9. To access literature on translation and interpreting quickly:

Go to [http://library.unsw.edu.au/](http://library.unsw.edu.au/)
Click on “Databases” under the heading “How do I find”
Click on “Subject Guides”
Click on “Interpreting & Translation” under “Languages & Linguistics”

10. To find Endnote:
   Go to http://library.unsw.edu.au/
   Click on “More...” under the heading “How do I find”
   You'll see Endnote at the bottom of the page.

**Assignment 2: Essay**

1. You have been introduced to various translation theories in this course. Choose a theory or approach that you find most relevant to you as a translator and demonstrate your understanding of the theory or approach and your ability to apply it to your professional practice. In your essay, you must:
   a. Introduce what theory or approach you are going to discuss and justify your choice;
   b. Explain what it is, who proposed it, advocated and/or used it, in what context and what criticisms have been made by others (always cite your sources);
   c. Present your view on it arguing for or against it (what is your position?);
   d. Demonstrate how it has influenced you in developing an understanding of translation and translation strategies and/or in making informed translation choices in a specific translation task.
   e. Note: You may discuss a couple of theories related or contrast them, in which case you must make a clear statement about your intention to do so in the introduction.

2. Use the APA referencing style.

3. Word limit is 2,000 excluding the bibliography.

4. If you haven’t written an academic essay before or want to improve your academic writing skills before you attempt to write it, please visit the Learning Centre website: http://www.lc.unsw.edu.au/. You will find great resources for academic writing and information on individual writing consultations and academic skills workshops. You are strongly recommended to seek help in the first few weeks so that you can learn the skills well in advance before you submit your essay.

**Assessment Task 3: Online quiz**

This quiz will cover the contents of the lectures on interpreting and on ethics of both interpreting and translation. This will consist of two parts: multiple choice questions, and short composition questions.

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

**Formal Examination**

This course has no formal examination.
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:

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.

There are three “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review on an Interpreting topic</td>
<td>W7 (Friday, 4pm)</td>
</tr>
<tr>
<td>Essay on a Translation topic</td>
<td>W13 (Friday, 4pm)</td>
</tr>
<tr>
<td>Online Quiz: Ethics Test</td>
<td>W14 (Friday, 4pm)</td>
</tr>
</tbody>
</table>

** 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 Procedure. 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.

Your assignment will be available with feedback in soft copy within three weeks of the due date.

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
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

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. 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.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

• A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
• If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
• Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
• A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
• If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.
• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.
• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.
- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- **A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).**

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

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

### 8. 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.

### 9. 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/](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](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)
## 10. 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</th>
<th>Tutorial Content</th>
<th>Readings</th>
</tr>
</thead>
</table>
| W1: 29 Feb       | Introduction to Interpreting | - Differences between interpreting and translation  
- The interpreting process  
- The concept of accuracy and equivalence  
- Types of interpreting  
- Interpreting protocols  
- The role of the interpreter | - Comprehension skills  
- Interpreting modes  
- Note taking skills | Hale, S. (2007)  
Chapter 1  
Chapters 1 & 7 |
| W2: 7 March      | Interpreting and Discourse | - Hierarchy of language  
- Pragmatics and Speech Act theory  
- Cross cultural pragmatics  
- Analysing interpreting discourse  
- Citing the literature  
- Self-evaluation of own performance | - Comprehension skills  
- Interpreting modes  
- Note taking skills | Shaozhong Liu  
*What is Pragmatics?*  
[http://www.gxnu.edu.cn/Personal/szliu/definition.html](http://www.gxnu.edu.cn/Personal/szliu/definition.html)  
Coulthard, M.  
Chapter 1 |
| W3: 14 March     | Critical Analysis of Research Literature and of Interpreting Performance | - Critically reading, summarising and reviewing Interpreting literature | - Comprehension skills  
- Interpreting modes  
- Note taking skills | Hale, S. (2007)  
Chapter 8  
Chapters 1 & 2  
Chapters 6, 7 & 8  
ELISE Plus UNSW  
[http://subjectguides.library.unsw.edu.au](http://subjectguides.library.unsw.edu.au) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Interpreting politeness</td>
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<tr>
<td></td>
<td></td>
<td>- Interpreting profanity</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Dealing with register shifts</td>
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<tr>
<td></td>
<td></td>
<td>- Content vs. Manner</td>
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<tr>
<td></td>
<td></td>
<td>- Show video “Facing Aggression”</td>
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<tr>
<td></td>
<td></td>
<td>- Comprehension skills</td>
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<td></td>
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<td>- Interpreting modes</td>
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<td></td>
<td></td>
<td>- Note taking skills</td>
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<tr>
<td>Mid-Semester Break: 28 March</td>
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<td>- AUSIT &amp; NAATI</td>
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<tr>
<td></td>
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<td>- Understanding the interpreter’s Code of Ethics</td>
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<tr>
<td></td>
<td></td>
<td>- Comprehension skills</td>
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<td>- Interpreting modes</td>
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<tr>
<td></td>
<td></td>
<td>- Exercising professional judgement when confronted with ethical dilemmas</td>
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<tr>
<td></td>
<td></td>
<td>- Consequences of interpreter choices</td>
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<tr>
<td></td>
<td></td>
<td>- Practice dialogue interpreting and attach ethical questions that relate to the dialogues</td>
<td></td>
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</table>
| W7   | 18 April   | Applying the Interpreter’s Code of Ethics to the Practice           | Hale, S. (2007) Chapter 4  
Hale, S. (2008) “Controversies over the role of the court interpreter” Chapter 5 in Valero & Martin (eds.) |
|      |            |                                                                      |                                                                                  |
| W8   | 25 April   | (No lectures or tutorials due to ANZAC Day)                         |                                                                                  |
| W9   | 2 May      | Introduction to Translation Studies                                 | Munday, J. (2012) Chapters 1 – 3                                               |
|      |            | - Historical overview of translation studies                       |                                                                                  |
|      |            | - Translation phases and strategies                                 |                                                                                  |
|      |            | - Equivalence                                                       |                                                                                  |
|      |            | - Managing theories                                                |                                                                                  |
|      |            | - In-class practice: Identification of translation strategies      |                                                                                  |
|      |            | - Learning to justify translation choices                          |                                                                                  |
|      |            | - Discussion                                                        |                                                                                  |
|      |            | - Skopos theory                                                     |                                                                                  |
|      |            | - Text type and translation                                        |                                                                                  |
|      |            | - Translation-oriented text analysis                                |                                                                                  |
|      |            | - Reviewing theories                                               |                                                                                  |
|      |            | - In-class practice: Identification of Skopos                       |                                                                                  |
|      |            | - Discussion                                                        |                                                                                  |
### Systems and Cultural Approaches
- Systems and cultural approaches to translation
- Forming a critique of theories
- In-class practice: Analyse and discuss text types and sociocultural factors
  
  **Munday, J. (2012) Chapters 7 & 8**

### Defining and Assessing Translation Quality
- Knowledge of traditional and contemporary models
- Understanding of bias, subjectivity, validity and reliability
- In-class practice: Individual and peer translation quality assessment
- Discussion
  
  **House (2013)**

### Cognitive Translation Studies
- Empiricism
- Translation process studies
- Interdisciplinary meeting points
- Individual and peer translation quality assessment
- Discussion
  
  **Hansen (2013)**

### From Theory into Practice
- Relationship between theories and practice in educational and professional settings
- The impact of translation technologies
- Refining theories
- Reflection and planning for continuous professional development
- Discussion
  

## 11. Course Resources

### Textbook Details


### AUSIT Code of Ethics
- S 418.020994/4

### Journals
- Please see the list of T&I journals on Moodle.

### Additional Readings
- **Coulthard, M (1977) An Introduction to Discourse Analysis.** London: Longman.
  
  (Online access available on the library website)
- **Lipson, C. (2004). Doing honest work in college: how to prepare citations, avoid**
plagiarism, and achieve real academic success. Chicago: Chicago University Press (Available Level 3, Main Library (S 025.48/19))

Websites
The Learning Centre: www_lc.unsw.edu.au
American Psychological Association (APA referencing style guide): www.apastyle.org
ELISE Plus: http://subjectguides.library.unsw.edu.au/eliseplus
Interpreting and Translation Subject Guide: http://subjectguides.library.unsw.edu.au/languages/interpreting
NAATI: www.naati.com.au
AUSIT: www.ausit.org

12. 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.

13. 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

14. 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://my.unsw.edu.au/student/atoz/Complaints.html
15. 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
https://my.unsw.edu.au/student/atoz/ABC.html

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://my.unsw.edu.au/student/atoz/SpecialConsideration.html

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: http://www.studentequity.unsw.edu.au

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.