School of Humanities and Languages

Course Code MODL5102
Course Name Interpreting in Community Settings
Semester 2, Year 2016

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2. Course Details
3. Course Schedule
4. Course Resources
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6. Learning and Teaching Rationale and Strategies
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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th>Name</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Prof. Sandra Hale</td>
<td>MB207</td>
<td>9385 1279</td>
<td><a href="mailto:s.hale@unsw.edu.au">s.hale@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Monday 15:00 - 16:00</td>
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<tr>
<td></td>
<td>Tuesday 13:00 - 14:00</td>
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<td>Or Email for Appointment</td>
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<tr>
<th>Lecturer</th>
<th>Name</th>
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<tr>
<th>Tutors</th>
<th>Name</th>
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<tbody>
<tr>
<td></td>
<td>Mr Sean Cheng</td>
<td>MB278</td>
<td></td>
<td><a href="mailto:sean.cx@unsw.edu.au">sean.cx@unsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Ms Celine Guerin</td>
<td>MB264</td>
<td></td>
<td><a href="mailto:celine.guerin@unsw.edu.au">celine.guerin@unsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Ms Suzan Piper</td>
<td>MB264</td>
<td></td>
<td><a href="mailto:s.piper@unsw.edu.au">s.piper@unsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Ms Masako Ogawa</td>
<td>MB264</td>
<td></td>
<td><a href="mailto:m.ogawa@unsw.edu.au">m.ogawa@unsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Sophia Ra</td>
<td>MB264</td>
<td></td>
<td><a href="mailto:s.ra@unsw.edu.au">s.ra@unsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Dr Erika Gonzalez</td>
<td>Room</td>
<td></td>
<td><a href="mailto:e.gonzalez@unsw.edu.au">e.gonzalez@unsw.edu.au</a></td>
</tr>
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</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This course will focus on Interpreting in community settings (especially medical and welfare). The course will introduce students to the contextual knowledge needed to operate in these settings and will develop the interpreting and linguistic skills necessary to work as professional community interpreters. The course will combine theory and practice and will be informed by the results of research into these subfields of interpreting. The course will consist of a one-hour lecture in English and a two-hour language specific practical tutorial.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>1. Students will acquire the necessary contextual knowledge to successfully interpret in medical and welfare settings</td>
</tr>
<tr>
<td></td>
<td>2. Students will learn about the ethical requirements of professional interpreters in these settings and learn to make informed decisions when confronted with ethical dilemmas in the workplace</td>
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<tr>
<td></td>
<td>3. Students will learn about, study and analyse the discourse of medical consultations and welfare interviews</td>
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<td></td>
<td>4. Students will become familiar with the theories that underpin accurate interpreting in these settings</td>
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<tr>
<td></td>
<td>5. Students will learn about relevant research and acquire the tools to explore applications to their own practice</td>
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<tr>
<td></td>
<td>6. Students will acquire bilingual interpreting skills in the following modes: short and long consecutive,</td>
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</table>
chuchotage/simultaneous and sight translation. They will also develop specialised bilingual terminology

7. Students will acquire the skills necessary to critically evaluate their own performance and justify their interpreting choices

3. Course Schedule

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

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interpreting protocols</td>
<td>-The contract -Introducing yourself and your role -Seating arrangements -Management of the interaction -Asking for clarification -Forms of address -Transparency</td>
<td>-Practice interpreting protocols -Role play a medical interaction, from the introductions to the conclusion -Simulate a telephone interpreting interaction and</td>
<td>Tebble, H. (1998). <em>Medical interpreting. Improving communication with your patients</em>. Canberra and Geelong: Language Australia/Deakin University</td>
</tr>
<tr>
<td>Week 2 (2/8/16)</td>
<td>(Show medical interpreting video from &quot;Moving Towards meaning&quot; series). (Show CALD project videos)</td>
<td></td>
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</tbody>
</table>
| Week 3  
(9/8/16) | Overview of Medical Interpreting |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>-Preparation -Interpreters' needs and resources -Protocols for remote interpreting -Telephone and video interpreting</td>
</tr>
<tr>
<td></td>
<td>discuss protocols and challenges -Practise sight translation in both languages</td>
</tr>
<tr>
<td></td>
<td>-Nature of medical interpreting -Medical interpreting settings -Debate on the role of the medical interpreting -Ethical considerations in medical interpreting -Dealing with cross-cultural differences</td>
</tr>
<tr>
<td></td>
<td>-Sight translation of medical consent forms -Dialogue interpreting of general practitioner medical consultations -Discuss cross-cultural issues in medical settings and how to deal with them in light of the code of ethics</td>
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</table>


| Week 4  
(16/8/16) | The discourse of medical interactions Medical terminology |
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<tbody>
<tr>
<td></td>
<td>-Doctor-patient monolingual communication -Different questioning styles -Patient participation -Linguistic strategies -Psychiatric assessments</td>
</tr>
<tr>
<td></td>
<td>-Patterns of medical terms -Etymology of medical terms -Children’s diseases -Main medical conditions -Main medical treatments -Dealing with lack of equivalence</td>
</tr>
<tr>
<td></td>
<td>-Discuss interpretation of different questioning styles -Practise interpreting different question types -Discuss medical terminology in the LOTE -Analyse medical documents for terminology and structure</td>
</tr>
<tr>
<td></td>
<td>-Practise sight translation -Analyse medical information texts for terminology and structure</td>
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http://www.evelynlee-mentalhealth.org/interpreters_article.asp


Free Medical Terminology course http://www.dmu.edu/medterms/ Medical terminology
<table>
<thead>
<tr>
<th>Week 5 (23/8/16)</th>
<th>Discourse and terminology</th>
<th>across language</th>
<th>word structure</th>
</tr>
</thead>
</table>
|                  | Discourse and terminology   | - History taking  
- Diagnosis  
- Jargon  
- Discussing treatment | Practise medical interpreting dialogues  
Practise consecutive interpreting in both languages on topics such as children’s diseases |
|                  | Discourse analysis and      | - What is discourse analysis?  
- How is discourse analysis used in interpreting research  
- Acquiring tools to evaluate own performance  
- Identifying strengths and weaknesses and devising strategies for | Practise all modes of interpreting  
Have students role play and assess each other |
|                  | Self-evaluation of interpreting performance | - What is discourse analysis?  
- How is discourse analysis used in interpreting research  
- Acquiring tools to evaluate own performance  
- Identifying strengths and weaknesses and devising strategies for | Practise all modes of interpreting  
Have students role play and assess each other |


<table>
<thead>
<tr>
<th>Week 7 (6/9/16)</th>
<th>The discourse of interpreted interaction</th>
</tr>
</thead>
</table>
| -Research into medical interpreting  
-What interpreters do  
-Trained vs untrained interpreters  
-What medical practitioners expect of interpreters  
-What patients expect of interpreters | -Practise medical interpreting dialogues  
-Practise consecutive interpreting in both languages on topics such as cancer, skin care, etc. | Cambridge, J. (1999). Information loss in bilingual medical interviews through an untrained interpreter. *The Translator* 5(2): 201-19.  

<table>
<thead>
<tr>
<th>W8 (13/9/16)</th>
<th>Interpreting in medical settings</th>
</tr>
</thead>
</table>
| -The medical practitioner’s perspective  
-Expectations of the interpreter’s role  
-What working information the medical practitioner is aiming to obtain  
-The diagnosis, discussion of options for treatment, and ensuring informed consent and associated disclosures  
-What happens when | -Practise all modes of interpreting  
-Have students role play and assess each other  
-Sight translate information about enduring guardianship and power of attorney  
-Practice interpreting bad news with family members involved | Lubrano di Ciccone, B. et al. (2009). Interviewing patients using interpreters in an oncology setting: initial evaluation of a communication skills module |
<table>
<thead>
<tr>
<th>Week</th>
<th>Event</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>W9 (20/9/16)</td>
<td>Interpreting in mental health settings</td>
<td>- Interpreting for Mental Health settings - Counselling sessions - Discuss mental health interpreting - Practise interpreting simultaneously in the whispering mode for mental health patients - Practise interpreting in counselling sessions in aged care</td>
</tr>
<tr>
<td>(27/9/16)</td>
<td>Student vacation</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>W10 – (4/10/16)</td>
<td>PG week off</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>W11 (11/10/16)</td>
<td>Interpreting in welfare settings</td>
<td>- Different types of welfare settings - Welfare payments - Ethical considerations - Practise dialogues in welfare settings - Practise sight translation - Have students prepare short speeches from texts - Practise consecutive interpreting</td>
</tr>
</tbody>
</table>

**Guest speaker, Anna Kenny from NSW Mental Health Service**

<table>
<thead>
<tr>
<th>W12</th>
<th>W13</th>
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<tbody>
<tr>
<td>(18/10/16)</td>
<td>(25/10/16)</td>
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<tr>
<td>Dr Uldis Ozolins</td>
<td>Dr Uldis Ozolins</td>
</tr>
<tr>
<td>Interpreting in welfare settings</td>
<td>Interpreting in welfare settings</td>
</tr>
<tr>
<td>4. Course Resources</td>
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<tr>
<td><strong>Textbook Details</strong></td>
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<tr>
<td><strong>Additional readings</strong></td>
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</tr>
</tbody>
</table>


**Websites**

Free Medical Terminology course - http://www.dmu.edu/medterms/

Mental Health interpreting resources - http://minerva.stkate.edu/offices/academic/interpreting.nsf/pages/attachments/$file/Mental%20Health%20Interp%20Resources.pdf


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### 5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous skills assessment</td>
<td>See assignment guidelines</td>
<td>30</td>
<td>Acquire bilingual interpreting skills in the following modes: short and long consecutive and chuchotage</td>
<td>Throughout the semester</td>
<td>No</td>
</tr>
<tr>
<td>Self evaluation Project</td>
<td>See assignment guidelines</td>
<td>30</td>
<td>Critical self evaluation of interpreting</td>
<td>Week 11 (16/10/15)</td>
<td>Yes</td>
</tr>
</tbody>
</table>
| Final viva examination | A 30 minute simulated interpreted interaction | 40 | performance using discourse analytical tools

Learn about the ethical requirements of professional interpreters in these settings and learn to make informed decisions when confronted with ethical dilemmas in the workplace. Acquire bilingual interpreting skills in the following modes: short and long consecutive, chuchotage / simultaneous and sight translation. Develop specialised bilingual terminology acquire the skills necessary to critically evaluate their own performance and justify their interpreting choices.

Exam period
6-24 November (Exact dates to be advised closer to the time) | No |
Description of Assessment Tasks

- **Continuous assessment:** Students will be assessed in class three times in the semester. Written feedback will be provided to them a week after they have been assessed.

- **Self Evaluation Project:** Students will be required to interpret a simulated medical dialogue, transcribe it, analyse their own performance and write a paper of the results, highlighting the difficulties encountered and commenting on the strategies used to overcome them. ([See full instructions on Moodle](#))

**Final Viva Examination:** Simulated bilingual interaction covering different interpreting skills. (Full details of this examination will be provided closer to the time)

**Please Note:** The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

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

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

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

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

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

**Formal Examination**

This course has a formal examination which will be scheduled in the formal examination period from 4-22 November 2016. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

For information about examination dates, location and procedures at UNSW, visit: [https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinations.html](https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinations.html)

**Grades**

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

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

Submission of Assessment Tasks

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

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

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

When you submit your assignment electronically, you agree that:

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

I acknowledge that the assessor of this item may, for assessment purposes:

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

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

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

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

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

Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the
due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. 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 $17 - [25 \times (0.05 \times 3)] = 13.25$.

**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 and Strategies**

Students will apply the theories learnt in the lectures in their language specific practical tutorials.

Lectures covering the theories, practical language specific tutorials with role plays, discussions, bilingual interpreting practice, self and peer evaluations

7. **Extension of Time for Submission of Assessment Tasks**

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:
1. any form of test/examination/assessed activity undertaken during regular class contact hours.
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

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

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

The Arts and Social Sciences Extension Guidelines state the following:

- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

### 8. Attendance

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

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

#### 8.1 Attendance

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

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

#### 8.2 Absence from classes

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

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for [Special Consideration](#).
Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

9. Class Clash

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

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

10. Academic Honesty and Plagiarism

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

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

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

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

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) 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/guide

14. Other Information

myUNSW

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

OHS

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

Special Consideration

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

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

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

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching
environment are encouraged to discuss their study needs with the course convener prior to
or at the commencement of the course, or with the Student Equity Officers (Disability) in the
Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is
available at: https://student.unsw.edu.au/disability
Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.