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4. Course Resources
5. Learning and Teaching Rationale and Strategies
6. Course Assessment
7. Attendance and Absence
8. Special Consideration for Illness or Misadventure
9. Class Clash
10. Academic Honesty and Plagiarism
11. Course Evaluation and Development
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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Room</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td>Consultation Time</td>
</tr>
</tbody>
</table>

2. Course Details

| Units of Credit (UoC) | 6 |
|-----------------------|

**Course Description**

This course explores social, cultural and political developments in Germany since 1945, with a focus on major contemporary and scholarly debates. It examines Germany’s development from its devastation in World War II through four decades of division during the Cold War and reunification in 1990 through to the present. Issues will include the situation of Germany following its defeat and occupation in 1945, social, cultural and political change in East and West Germany, the demise of East Germany and German reunification, and issues relating to Germany’s national identity and its place in Europe and the world. These issues and the debates surrounding them will be explored in lectures, readings and student-led discussions.

**Learning Outcomes**

1. Demonstrate sound knowledge of major social, cultural and political developments and issues in Germany since 1945 and the people, ideas and institutions behind them
2. Apply critical-analytical skills to public and scholarly debates
3. Demonstrate familiarity with advanced humanities research skills
4. Demonstrate advanced academic written and spoken communication skills
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>Wk</th>
<th>Date of class</th>
<th>Tutorial readings</th>
<th>Lecture topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 March</td>
<td>--</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8 March</td>
<td>Jarausch; Harsch</td>
<td>Occupation and division</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>15 March</td>
<td>Foschepoth; Pritchard 2005</td>
<td>The foundation of two German states</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>22 March</td>
<td>Feinstein; Pritchard 2000</td>
<td>The 1950s</td>
<td>1st set of responses to readings due 22 March</td>
</tr>
<tr>
<td>5</td>
<td>29 March</td>
<td>Betts; Wierling</td>
<td>The 1960s</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>5 April</td>
<td>Ross; Brown</td>
<td>The 1970s</td>
<td>Essay topics confirmed by Friday, 7 April</td>
</tr>
<tr>
<td>7</td>
<td>12 April</td>
<td>Moghadam; Allinson</td>
<td>The 1980s</td>
<td></td>
</tr>
</tbody>
</table>

Non-teaching week

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date of class</th>
<th>Tutorial readings</th>
<th>Lecture topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>26 April</td>
<td>Mende; Fulbrook 1995</td>
<td>1989/90</td>
<td>Essay abstracts due Thursday, 27 April</td>
</tr>
<tr>
<td>9</td>
<td>3 May</td>
<td>Larres; Fulbrook 2005</td>
<td>German unification since 1990</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10 May</td>
<td>Sharp; Dalton &amp; Weldon</td>
<td>Germany and European integration</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>17 May</td>
<td>Bulmer; Galpin</td>
<td>Unified Germany on the international stage</td>
<td>Research essays due Monday, 22 May</td>
</tr>
<tr>
<td>12</td>
<td>24 May</td>
<td>Crossley-Frollick; Yoder</td>
<td>Germans, refugees, and migrants</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>31 May</td>
<td>Adam; Holmes &amp; Castañeda</td>
<td>In-class test</td>
<td>2nd set of responses to readings due Thursday, 1 June</td>
</tr>
</tbody>
</table>

4. Course Resources

Textbook Details

You are strongly encouraged to read Pól O'Dochartaigh, *Germany since 1945* (Basingstoke: Palgrave Macmillan 2004), which is available at the UNSW Library and the UNSW Bookshop. It serves as background reading, but is not directly assessed.

Three further surveys of German history since 1945 are recommended:

**Required Readings**

You are required to read the following readings before the tutorial in the specified weeks. They should all be available electronically through the UNSW Library. Where possible, links to the readings are provided in Moodle. A printed reading kit containing most readings should also be available for purchase from the UNSW Bookshop.

**Read for tutorial in week 2: Introductory readings**


Harsch, D., ‘Footnote or Footprint? The German Democratic Republic in History’, *Bulletin of the German Historical Institute* vol. 46 (Spring 2010), pp. 9-25

**Read for tutorial in week 3: Occupation and division**


**Read for tutorial in week 4: The foundation of two German states**


**Read for tutorial in week 5: The 1950s**


**Read for tutorial in week 6: The 1960s**


Brown, T., ‘“1968” East and West: Divided Germany as a Case Study in Transnational History’, *American Historical Review*, vol. 114 (2009), no. 1, pp. 69-96

**Read for tutorial in week 7: The 1970s**


Read for tutorial in week 8: The 1980s

Read for tutorial in week 9: 1989/90

Read for tutorial in week 10: German unification since 1990

Read for tutorial in week 11: Germany and European integration
Bulmer, S., ‘Germany and the Eurozone Crisis: Between Hegemony and Domestic Politics’, *West European Politics* vol. 37 (2014), no. 6, pp. 1244-1263
Galpin, C., ‘Has Germany “Fallen out of Love” with Europe? The Eurozone Crisis and the “Normalization” of Germany’s European Identity’, *German Politics and Society* vol. 33, no. 1/2 (2015), pp. 25-41

Read for tutorial in week 12: Germany on the international stage
Crossley-Frollick, K. A., ‘Domestic Constraints, German Foreign Policy and Post-Conflict Peacebuilding’, *German Politics and Society* vol. 31 (2013), no. 3, pp. 43-75

Read for tutorial in week 13: Germans, refugees, and migrants
Adam, H., ‘Xenophobia, Asylum Seekers, and Immigration Policies in Germany’, *Nationalism and Ethnic Politics* vol. 21 (2015), no. 4, pp. 446-464

Recommended Readings
You are also strongly encouraged to read the weekly recommended readings listed on Moodle. They should also be available electronically via the UNSW Library.

Additional Resources
You should also consult the extensive lists of additional resources available on Moodle, especially when preparing your essays and abstracts. The resources listed there should be available through the UNSW Library. Please inform the course convener if you cannot locate them. Good places to search for further resources include the journal database JSTOR and specific journals such as *German History; German Politics and Society; German Politics; German Studies Review; Journal of Contemporary History; Contemporary European History; European History Quarterly.*
Websites

Like most UNSW courses, ARTS3780 utilizes the Moodle online learning management program, which can be accessed via http://my.unsw.edu.au. There are numerous useful websites on contemporary German history and contemporary German affairs. For example, the German Historical Institute, Washington, has a bilingual platform called ‘German History in Documents and Images’: http://germanhistorydocs.ghi-dc.org. Also, the American Institute for Contemporary German Studies, Johns Hopkins University, provides commentary and reports on German politics: http://www.aicgs.org.

5. Learning and Teaching Rationale and Strategies

The course is designed to encourage student engagement with current debates in the field of contemporary German Studies and develops their critical skills through multiple modes of teaching and assessment. There is a two-hour lecture and a one-hour tutorial per week. Each week a specific development or issue will be the focus of the lecture, the readings and tutorial discussion. The lectures will provide background information and introduce theoretical and analytical perspectives and debates that will be explored in or exemplified by the specialized weekly readings, which are the focus of in-depth tutorial discussion.

My teaching strategy is to encourage student engagement with and structured reflection on the readings by having them complete a ‘blog’ in which they respond to specific questions about a reading on an almost weekly basis. Engagement with the lecture and reading material is also encouraged and assessed by an in-class test, which gives students the opportunity to synthesize the material and reflect on what they have learnt. The essay requires students to undertake independent research on a specific topic, while the essay and the blog require students to engage with scholarship in the field and to practice their critical thinking, analytical and communication skills.

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>Responses and questions on tutorial readings</td>
<td>8 x ca. 200 words</td>
<td>25%</td>
<td>1, 2, 4</td>
<td>Before tutorials; 1st two must be submitted by Wed, 22 March; remainder by Thu, 1 June</td>
<td>Yes</td>
</tr>
<tr>
<td>Research essay abstract</td>
<td>ca. 400 words</td>
<td>15%</td>
<td>1, 3, 4</td>
<td>Thu, 27 April</td>
<td>Yes</td>
</tr>
<tr>
<td>Research essay*</td>
<td>ca. 2,500 words</td>
<td>40%</td>
<td>1, 2, 3, 4</td>
<td>Mon, 22 May</td>
<td>Yes</td>
</tr>
<tr>
<td>In-class test</td>
<td>ca. 1 hour</td>
<td>20%</td>
<td>1, 2, 4</td>
<td>Wed, 31 May</td>
<td>No</td>
</tr>
</tbody>
</table>

* This is the final assessment task for attendance purposes.

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.
Details of Assessment Tasks

Responses and questions on tutorial readings (‘blog’) (25%)
You are required to write a response of ca. 200 words to a set question about one of the required weekly readings for eight of the twelve tutorials in weeks 2-13. The questions will be available on Moodle. Additionally, you are required to write a discussion question relating to the reading and/or its topic. You must post your response and question as a ‘blog’ on Moodle before the tutorial for which the reading has been set. Each day of late submission for an individual entry will count as a date of late submission for the whole assessment item and will be penalised at the rate indicated under “late submission of assignments” below. If you do not submit eight blog entries you will get zero for this assessment item. You must submit blogs for at least two of the first three tutorials. In addition to submitting the blogs on Moodle prior to the relevant tutorial, you must submit your first two blogs (in a single word file) to Turnitin via Moodle by 22 March (week 4), and your remaining six blogs (in a single word file) to Turnitin via Moodle by 1 June (week 13).

Research essay abstract (15%) and Research essay (40%)
You are required to write a research essay of approximately 2,500 words (excluding the bibliography), for which you are also required to submit, in advance, an abstract of ca. 400 words (excluding references).

A number of essay questions will be provided by the course convener, but you are encouraged to develop your own question that reflects your interests, in consultation with the convener. Proposed essay questions must be confirmed with the convener by Friday of week 6 at the latest. Ideally, you should suggest your question in week 4 or 5, as discussing its feasibility and refining it can take some time. You must be prepared to accept advice about the feasibility of your proposed question, which will reflect the size of the topic and the availability of appropriate resources. If you have not finalised your individual essay question and received approval from the convener by Friday of week 6, you will have to write your abstract and essay on one of the questions provided.

The abstract should 1) locate the question within its scholarly field, 2) state your overall argument in response to the question and 3) sketch the key points the research essay will make and/or the aspects/dimensions/ perspectives it will consider. It should demonstrate that you have done some preliminary independent research on your chosen question. The assignment should include a reference list

The research essay should be a substantial piece of independent research, reflection and analysis and should engage explicitly with relevant scholarly and possibly also public debates.

In-class test (20%)
You are required to complete an in-class test including short-answer questions and an essay on themes, issues and debates addressed in the course. The essay questions will be designed to give you the opportunity to demonstrate your understanding of these themes, issues and debates and your ability: 1) to address them with reference to specific cases and contexts and with reference to the secondary literature, 2) to synthesize the material from multiple weeks and contexts 3) to think critically and 4) to reflect on what you have learnt. The best preparation for the in-class test is active participation in the course, including engaging with the required and recommended readings.

Further information, including grading criteria, for all assessments is available on Moodle.
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

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.
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.

7. Attendance and Absence

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

The Faculty of Arts and Social Sciences guidelines on attendance 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) and 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
- The assessment task is worth less than 20% of the total course assessment, unless the student can provide a medical certificate that covers three consecutive days.

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](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](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](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/](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:

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.

Students have given highly positive evaluations of ‘Contemporary Germany’ in previous years. In 2014 and 2016, 100% agreed that they were satisfied with the quality of the course, with over 50% strongly agreeing. The mean ratings for the course (5.56 and 5.45 out of 6 in 2014 and 2016) are well above School and Faculty averages. In 2016, students described the course in the following terms: ‘Informative, engaging and comprehensive overview of Contemporary Germany and its history’, ‘We got to look at Germany from a variety of perspectives, and the contemporary focus together with the necessary historical background made it really relevant’. Students praised the coherent structure, well-organized lectures, helpful feedback, and quality of tutorial discussions.

I also run my own informal surveys to gather more specific feedback on specific aspects of the course such as assessments and readings. This year, two readings that students had identified as less than optimal have been replaced.

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 convenor.

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
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.