Tasmanian Institute of Learning and Teaching

ELT502
Enhancing Professional Practice in University Learning and Teaching

Semester 2
2014

Unit Outline

Dr Natalie Brown

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An electronic copy of this unit outline (including criteria sheets) is available at:
http://www.teaching-learning.utas.edu.au/professional-development/gradcerts
and in MyLO.

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Unit description

ELT502
Enhancing Professional Practice in University Learning and Teaching

Offered: Hobart, Semester 2

The purpose of this unit is to promote the continuous enhancement of your professional practice in university learning and teaching. This is achieved primarily by helping you to apply knowledge of the principles underpinning critical reflection and build the skills of effective engagement in that process. These skills of objectively and critically analysing, evaluating and justifying are used to examine the assumptions that underpin your teaching and learning practices. They are also used to examine assessment practices in general and criterion-referenced assessment in particular. A range of experiences such as active participation in class discussions, engagement with the relevant literature and participation in a peer observation process support the development of your critical reflection skills.

Staff: Dr Natalie Brown, Dr Jane Skalicky, Dr Carina Bossu, Miss Melody West

Unit weight: 12.5%

Teaching pattern: Block teaching (face-to-face) – 3 days in total (2 in June + 1 in September). Structured small group work (negotiated).

Prerequisite: ELT501


Courses: [E4D, E5T]
Intended learning outcomes

On completion of this unit, you should be able to:

1. Demonstrate the qualities of a reflective practitioner by critically reflecting on the assumptions that underpin professional practice through the lenses of self, peer, students and literature

2. Apply knowledge of the theory and practice of evaluation-based teaching to assessment of:
   - your teaching using peer observation
   - student achievement of learning outcomes using criterion-referenced assessment (CRA)

3. Design, implement and evaluate different assessment strategies

Generic graduate attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see http://www.utas.edu.au/policy/attributes_grads.pdf). By undertaking this unit you should make progress in attaining the following attributes:

Knowledge. *Theoretical* disciplinary knowledge of critical reflection and *applied* disciplinary knowledge of criterion-referenced assessment strategies, the process of peer observation, and evaluating the effectiveness of teaching and learning-related strategies will be developed by: learning and applying new skills and understandings (related specifically to critically reflective practice and assessment design) to participants’ particular teaching/learning contexts. This will be assessed through: the application of knowledge in the development of practical teaching resources and strategies; the ability to reflect and evaluate on the application of these resources and strategies within learning environments; and the ability to situate this work within the literature.

Communication skills. Students will develop oral and written communication skills – specifically, assessment feedback to students, pedagogic feedback to peers and academic writing in the form of critical reflection and evaluation. These skills will be developed and assessed through: structured opportunities to contribute to class discussion; collaboration, negotiation and discussion with peers in regard to the process of peer observation; a written reflective response to this peer observation process; and the design and written evaluation of the effectiveness of a criteria sheet, informed by experience, evidence of student achievement of intended learning outcomes, discussion with peers and literature.

Problem-solving skills. The ability to engage in critical reflection about learning and teaching; identify a learning and teaching focus for peer observation and subsequent feedback and the methods best suited for undertaking that; and select evidence to conduct an evaluation and engage in critical reflection will be developed by: demonstrating, modelling and critiquing critical issues in teaching and learning; engaging with the tasks of organising, implementing, reflecting and acting upon outcomes from a peer observation process; and the tasks of designing and evaluating the effectiveness of a criteria sheet.
Social responsibility. Being sensitive to and respectful of students’ needs as well as peers and their contexts will be developed through personal reflection on, and group-based discussion of: the ethical implications of engaging in, and reporting on, a peer observation process with a colleague; and the role and function of criterion-referenced assessment in making the process of assessment transparent to, and equitable for, all students.

Global perspective. Insight into recent developments in learning and teaching research and practice will be developed through engagement with the international literature in higher education.

Alterations to the unit as a result of student feedback

As a result of student feedback from previous years, some of the content, process and timing involved in the face-to-face classes have been modified.

Prior knowledge and skills

You need to have completed ELT501 or equivalent. You also need to be committed to self-improvement in your teaching and other educational activities, and willing to engage colleagues in this process.

Learning expectations and teaching strategies/approaches

Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University’s Code of Conduct for Teaching and Learning states:

_Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time._

Specifically, there is an expectation that you will embrace Ronald Barnett’s (2009) *Elements of a Professional Will:*
Dispositions:
• A will to learn; to go on learning
• A will to encounter strangeness/the unfamiliar
• A will to engage
• A preparedness to listen
• A willingness to be changed
• A determination to keep going.

Qualities:
• concern (for the intrinsic nature of the profession)
• fortitude/ resilience
• carefulness
• self-restraint
• integrity
• respect for others

Evoking this ‘professional will’, aims for professional education:
• Coming to understand key strands of contemporary knowledge germane to a practice (will be multidisciplinary)
• Capacities to live in a practice and become part of its community
• Capacities to live out authentically one’s practices in a self-monitoring & self-critical mode (even at the cost of self-estrangement)
• Capacities to communicate with multiple audiences

(from ‘Learning to be a Professional’ conference, March 2009, Surrey Centre for Excellence in Professional Training and Education (SCEPTrE) University of Surrey, London)

Teaching and learning strategies
ELT502 has three days of block teaching in face-to-face mode (two in June and one in September). Peer collaboration is a feature of this unit and will occur both within and outside of the block teaching phases. Authentic assessment tasks allow for the direct application of new knowledge and skills.

Learning resources and communication

MyLO
This unit is web supported and access to the MyLO online unit is recommended. Log in to MyLO at: http://www.utas.edu.au/learning-teaching-online/, and then select ELT502 Enhancing Professional Practice in University Learning and Teaching from the list of units. For help in using MyLO, go to http://www.utas.edu.au/learning-teaching-online/new-mylo/home

Technical requirements for MyLO
For help and information about setting up your own computer and web browser for MyLO, see: http://uconnect.utas.edu.au/

You can access the University network and MyLO via a laptop computer or other mobile device. See: http://uconnect.utas.edu.au/uana.htm
MyLO can be accessed in the Library computers and in computer labs. See:

For further technical information and help, contact the UTAS Service Desk on 6226 1818 or at http://www.utas.edu.au/service-desk/

Learning resources required

(Please refer to ‘Reading Lists’ section on p.12 of this unit outline for details relating to accessibility of these resources)

**Required Reading**

   Available through the Co-op bookshop on Launceston and Hobart campuses and also on reserve in both the Launceston library and the Morris Miller library in Hobart. Chapter 2 available on eReserve. Library no. LB 2331 .B677 1995
   This text will be extremely useful for your teaching career. Despite its age, it continues to be a seminal text in higher education learning and teaching courses across Australia and in other parts of the world. It will support you in both assessment tasks and is **best read between class days in June and September**. It is not expected that you read this text prior to class in June.

**Recommended Readings**

   Potter challenges us to consider the unintended consequences (for student learning) of adopting constructivism as the dominant philosophical approach to higher education learning and teaching. Having recently completed either CAM502 or ELT501 – where constructivism was presented as current best practice in higher education – you are likely to experience some discomfort (as I did!) reading this article.

   These authors, drawing on extensive literature, explicitly address the challenges, paradoxes and frustrations inherent in higher education assessment practices. Like Potter, above, they highlight unintended consequences – in this case for academics specifically and institutions more broadly – of attempting to ‘fix’ assessment without a broader understanding of its complexity.

   This is a classic, seminal text which is often referred to as the basis of ‘critical pedagogy’. Based on his own experience of teaching Brazilian adults to read and write in the 1960s, Freire explores notions of oppression and the possibilities of education to empower people.

Adcroft, in this article, reports on a study in two schools in one UK university that mapped the different ways that students and academics view feedback. His key finding is that there is great dissonance between the perspectives of students and academics. This provides salutary lessons for us as academics and will be useful for you in your thinking about assessment task 2.

6. Allen, S., & Knight, J. (2009). A method for collaboratively developing and validating a rubric. *International Journal for the Scholarship of Teaching and Learning, 3*(2). This US article addresses many of the issues you will come across in designing, implementing and evaluating your own rubric. It is, then, directly relevant to assessment task 2.


8. Bell, M., & Cooper, P. (2013). Peer observation of teaching in university departments: A framework for implementation. *International Journal for Academic Development, 18*(1), 60-73. Maureen Bell (Australian) has written prolifically about peer observation processes for many years. In this article she and her colleague share their experiences of supporting the implementation of a peer observation process with Engineering academics in one Australian university. This paper reiterates the complexities involved in peer observation and suggests a framework for approaching the process to maximise outcomes for participants. Directly relevant for assessment task 1.


11. Handley, K., & Williams, L. (2011). From copying to learning: Using exemplars to engage students with assessment criteria and feedback. *Assessment and Evaluation in Higher Education, 36*(1), 95-108. This paper will provide interesting insight into your own experiences as students in ELT502 utilising exemplars, as well as ‘food for thought’ for using exemplars with your own students. Will be useful for assessment task 2.

This article will be of particular interest to those of you who choose online observation for your first assessment task.


This article challenges us to recognise how our discipline impacts on the way we reflect on our practice. We will discuss Biglan’s (1973) seminal notion of ‘soft’/’hard’/’pure’ disciplines briefly in class. This article will provide some interesting thinking for you – in terms of how you personally engage in reflection, and why – for both assessment tasks.


The authors of this article tackle some of the ‘critical’ issues we will confront in ELT502. They specifically look at peer observation and the power imbalances inherent – depending on who is doing the observing of whom and for what purpose. Directly useful for assessment task 1.


This article, written by authors from India and the USA, offers a broad perspective on the use of rubrics (criteria sheets) in higher education. It reviews research to date and provides suggestions for future thinking. Directly relevant for assessment task 2.


An oldie, but a goodie! This article offers a clear and explicit introduction to criterion-referenced assessment and provides useful strategies for academics to employ in their classrooms. Directly relevant to assessment task 2.


This article will be useful for you to read before undertaking your two assessment tasks as it suggests a model for engaging in reflective practice/writing. The authors also provide an effective historical overview of varying approaches to reflective practice/writing.


Royce Sadler (Australian) writes prolifically in this area. Although now eight years old, this article introduces and problematises many aspects of criterion-referenced assessment – aspects you are likely to be grappling with in ELT502, assessment task 2.


In this piece Royce Sadler unmasks some of the key challenges associated with criterion-referenced assessment. In particular, he discusses six anomalies in the way academics approach grading. You will probably find yourself smiling through this article as you recognise yourself and your own approaches to assessment! Very useful for assessment task 2.

A highly politic and oft-cited article, this piece by Smyth provides a practical ‘tool’ for you to employ as part of your reflective practice. Potentially useful for both assessment tasks.


This South Australian study reports on the use of the web to create communities of peers to review and improve each other’s courses. Useful for assessment task 1.


And, any relevant articles in the following journals, all available as ejournals through the UTAS library:

*Assessment & Evaluation in Higher Education*

*Higher Education Research and Development*

*Journal of University Teaching and Learning Practice*

Participants are also encouraged to consult discipline-specific pedagogic journals and online resources.

**Reading Lists**

*Reading Lists* provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. To access Reading Lists please go to http://rlms.utas.edu.au/erl/ and type in the unit code: ELT502. The Reading List is also available through MyLO.

Please note that the library Reading Lists categorise all readings in this unit into ‘Texts’ and ‘Readings’ and automatically alphabetise all readings within those categories. Please consult this unit outline to differentiate between ‘required’ and ‘recommended’ readings.
Details of teaching arrangements

**Face-to-face sessions**
Three days of block teaching

- Monday 23rd June and Tuesday 24th June, 2014, Hobart
  Room Life Sciences 105
  Monday 10.00 am – 4.00 pm
  Tuesday 10.00 am – 4.00 pm

- Friday 5th September, 2014
  Details to be advised

<table>
<thead>
<tr>
<th>Day</th>
<th>AM 1</th>
<th>AM 2</th>
<th>PM</th>
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<tbody>
<tr>
<td>One</td>
<td>• <strong>Introduction</strong> to unit</td>
<td>• <strong>Introducing critical reflection:</strong></td>
<td>• <strong>Critical reflection in practice:</strong></td>
</tr>
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<td></td>
<td>• <strong>Reflection</strong> on learning from ELT501</td>
<td>- re-thinking constructivism</td>
<td>- exploration of approaches</td>
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<tr>
<td></td>
<td></td>
<td>• <strong>Critical reflection:</strong></td>
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<tr>
<td></td>
<td></td>
<td>- theoretical underpinnings</td>
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<td></td>
<td></td>
<td>• <strong>Peer observation:</strong></td>
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<tr>
<td></td>
<td></td>
<td>- reading and critiquing exemplars of AST1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- theoretical underpinnings</td>
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<tr>
<td>Two</td>
<td></td>
<td>• <strong>Peer observation:</strong></td>
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<td></td>
<td></td>
<td>- planning the process</td>
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<td></td>
<td>• <strong>Peer observation:</strong></td>
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<td></td>
<td></td>
<td>- Q &amp; A session and learning activities</td>
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<tr>
<td></td>
<td></td>
<td>- finalising peer observation partnerships for AST1</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>• <strong>Peer observation and CRA:</strong></td>
<td>• <strong>Criterion-referenced assessment:</strong></td>
<td>• <strong>Student negotiated session</strong></td>
</tr>
<tr>
<td></td>
<td>- sharing experiences and learning to date</td>
<td>- critiquing exemplars of AST2</td>
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**Structured small group work (peer meetings)**
Three peer meetings throughout the semester (see unit schedule).

**Unit schedule**

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Topic/activity</th>
<th>Further information</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>BLOCK teaching: MON 23rd June – TUES 24th June, Hobart</td>
<td>Face-to-face workshops</td>
</tr>
<tr>
<td>July</td>
<td>Peer meetings Ongoing completion of AST1 and AST2</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>Peer meetings Ongoing completion of AST1 and AST2</td>
<td></td>
</tr>
</tbody>
</table>
September

<table>
<thead>
<tr>
<th>BLOCK teaching: FRI 5\textsuperscript{th} September, to be advised</th>
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<tbody>
<tr>
<td><em>Mid-Semester Break</em></td>
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<tr>
<td>Peer meeting</td>
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<tr>
<td>Ongoing completion of AST1 and AST2</td>
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Face-to-face workshop

*Assessment Task 1 due Monday 22/09/14*

<table>
<thead>
<tr>
<th>October</th>
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<tbody>
<tr>
<td>Ongoing completion of AST2</td>
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</tbody>
</table>

*Assessment Task 2 due Monday 27/10/14*

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**Occupational health and safety (OH&S)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s policy at: [http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

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**Specific attendance/performance requirements**

There is an expectation that students will attend all face-to-face class days. Under exceptional circumstances, prior arrangements may be made with the unit coordinator.

Please note that, in order to gain (at least) a PP award for this unit, students must attain at least a PP award for both assessment tasks.

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**Assessment**

**Assessment schedule**

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1: Peer observation process: reflective essay</td>
<td>Monday 22/09/2014</td>
<td>50%</td>
<td>1,2</td>
</tr>
<tr>
<td>Assessment Task 2: Design, implement and evaluate the effectiveness of a criteria sheet</td>
<td>Monday 27/10/2014</td>
<td>50%</td>
<td>1,2 and 3</td>
</tr>
</tbody>
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**Assessment details**

**Assessment task 1 – 50%**

Peer observation process: reflective essay

| Task description | You are required to engage in a process of peer observation with one or two of your peers and document your personal experiences in a descriptive and reflective journal (the equivalent of Brookfield’s (1995) autobiographical lens). These experiences should be documented from two perspectives: as a |
**peer observer and as someone being observed.**

Your journal could include reference to:
- your initial feelings/beliefs about the peer observation process, including an attempt to account for those feelings/beliefs;
- any meetings with your peer/s, including decision-making processes, jointly-established rules etc.;
- the observation sessions, including the observation tools used, processes employed, your experience of those processes and critical reflection about the effectiveness of those processes; and
- what you have learnt about yourself and your own teaching throughout the process.

This journal is **not** submitted for assessment. The key purpose of the journal is to capture the true essence of the experience, as it is experienced - something that is often difficult to do retrospectively.

The reflective essay you submit (written in the first person) should draw **explicitly** upon your journal (which essentially forms a database of evidence). In your reflective essay you should first describe the process you have undertaken, and then analyse and evaluate the contents of your journal to draw out themes and relationships between these themes. (Please note that you are required to paraphrase, quote and date journal excerpts in the body of your reflective essay. See exemplars provided in class for how this might look.)

Next, you should critically reflect on the impact of the peer observation process on your thinking about learning and teaching (including devising a course of action for future learning and teaching practice). You may wish to use one of the reflective models/frameworks provided in class or create your own to guide this aspect of the essay.

Research literature, peer feedback and your journal (3 of Brookfield’s reflective ‘lenses’), should be used to inform and to provide evidence to justify, analyse, evaluate and reflect.

<table>
<thead>
<tr>
<th>Task length</th>
<th>3000 words</th>
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<tbody>
<tr>
<td>Links to learning outcomes</td>
<td>1, 2</td>
</tr>
<tr>
<td>Links to GGAs</td>
<td>Knowledge, Communication skills, Problem-solving skills, Social responsibility, Global perspective</td>
</tr>
</tbody>
</table>
| Assessment criteria | 1. engage in a process of peer observation by:
- designing and implementing the process of peer observation from the perspectives of observer and the person being observed.
- analysing and evaluating the data from your journal

2. demonstrate the qualities of a reflective practitioner by:
- critically reflecting on the impact of the peer observation process on your thinking about learning and teaching |
- supporting your reflection with evidence (experiential and literature-based)

3. communicate in academic writing:
- expression and English conventions (spelling, punctuation, grammar)
- use of literature
- APA referencing of literature sources

<table>
<thead>
<tr>
<th>Date due</th>
<th>Monday 22\textsuperscript{nd} September, 2014</th>
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**Assessment task 2 – 50%**
(Re)Design, implement and evaluate the effectiveness of a criteria sheet

**Task description**
Re-design/Design, implement and evaluate the effectiveness of a criteria sheet for an assessment task you are responsible for assessing in semester 2.

The task consists of three sections:
1. (re)/designing the criteria sheet
2. implementing the criteria sheet
3. evaluating the effectiveness of the criteria sheet.

The criteria sheet design (or re-design), implementation and evaluation should be informed by: your own experience and reflection; evidence of student achievement of intended learning outcomes; discussion with peers; and literature (all 4 of Brookfield’s reflective ‘lenses’).

**Task length**
1. Criteria sheet – maximum of two A4 pages
2. Evaluation – 2 500 words

**Links to learning outcomes**
1, 2, 3

**Links to GGAs**
Knowledge, Communication Skills, Problem-solving skills, Social responsibility, Global perspective

**Assessment criteria**
1. design (or re-design) a criteria sheet:
   - structure and layout
   - criteria
   - descriptors
2. implement and evaluate the effectiveness of the criteria sheet
   - benefits and challenges
   - students’ self-evaluation
   - future practice
3. communicate in academic writing:
   - expression and English conventions (spelling, punctuation, grammar)
   - use of literature
   - APA referencing of literature sources

<table>
<thead>
<tr>
<th>Date due</th>
<th>Monday 27\textsuperscript{th} October, 2014</th>
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How your final result is determined

Your final result is determined by summing the marks obtained for all assessment tasks. It is the practice of the Faculty of Education (the Faculty within which this graduate certificate is housed) that moderation of marks may occur.

Submission of assignments

Completed assessment tasks should be submitted to the ELT502 MyLO ‘drop box’ by the due date.

Requests for extensions

All requests for extensions should be submitted via email to the unit coordinator (Natalie.Brown@utas.edu.au) before the due date of the assignment. Generally, foreseeable work commitments will not be grounds for an extension.

Penalties

Unless an extension has been granted in writing, a penalty of 5% of the awarded mark will be deducted for each day the assignment is overdue. As assignments are to be submitted electronically, submission on weekends is possible. Weekend days, therefore, will attract the same penalties as weekdays.

Submissions that exceed the word limit by more than 10% will incur a penalty of 10% of the awarded mark for each 10% over the word limit.

Resubmissions

Resubmission of assignments will only be allowed in exceptional circumstances and will be considered on a case-by-case basis by the unit coordinator.

Review of results and appeals

Appeals should go to the Unit Coordinator Dr Natalie Brown in the first instance. If unresolved, appeals will then progress to the Course Coordinator Dr Andrea Adam – Andrea.Adam@utas.edu.au.
Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit is APA as it is the most common referencing system used in teaching and learning publications. APA is a requirement for both assessment tasks 1 in this unit.

For information on presentation of assignments, including referencing styles:
http://utas.libguides.com/referencing

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

Academic misconduct

*Academic misconduct* includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination and any other conduct by which a student:

(a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
(b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see http://www.utas.edu.au/universitycouncil/legislation/

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**Plagiarism**

Plagiarism is a form of cheating. It is taking and using someone else’s thoughts, writings or inventions and representing them as your own; for example, using an author’s words without putting them in quotation marks and citing the source, using an author’s ideas without proper acknowledgment and citation, copying another student’s work. If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at: http://www.academicintegrity.utas.edu.au/

The intentional copying of someone else’s work as one’s own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author’s permission is required before a work within
the database can be viewed.

For further information on this statement and general referencing guidelines, see http://www.utas.edu.au/plagiarism/ or follow the link under ‘Policy, Procedures and Feedback’ on the Current Students homepage.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with your lecturer in the first instance.

There is a range of University-wide support services available to you including Teaching & Learning, Student Services, International Services. Please refer to the Current Students homepage at: http://www.utas.edu.au/students/

Should you require assistance in accessing the Library visit their website for more information at http://www.utas.edu.au/library/