EDST6775

Visual Arts Method 1

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Monica Boardman	m.boardman@unsw.edu.au			

School Contact Information

School of Education
Arts, Design and Architecture
Ground Floor, Morven Brown Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
W: https://www.arts.unsw.edu.au/education

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.

In this course, you will begin to learn how to teach Visual Arts in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

Course Learning Outcomes

1. Identify foundational aspects and structure of the NESA Visual Arts Syllabus and the depth of subject knowledge required to implement the syllabus
2. Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
3. Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
4. Select appropriate resources, including ICT, to engage students and expand learning opportunities
5. Design and evaluate formative assessment strategies and use assessment information to improve learning
6. Practise the ethical and professional values expected of teachers

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1,2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating	2

	teaching to meet the specific learning needs of students across the full range of abilities.		
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2
2.2.1	Organise content into an effective learning and teaching sequence.	1,2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torre Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2
3.3.1	Include a range of teaching strategies.	1,2
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1,2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.	1,2
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1,2
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1,2

National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education	4,7	1,2
B	Classroom Management	1	1
C	Information and Communication Technologies	1,3-6,10,12	1,2
D	Literacy and Numeracy	1,3-5,8-12,18-19	1,2
E	Students with Special Educational Needs	7	1,2
F	Teaching Students from Non-English-Speaking Backgrounds	4-5	1,2

Teaching Strategies

- Explicit teaching, including lectures, to demonstrate an understanding of students'?? different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- Small group cooperative learning to understand the importance of teamwork in an educational

context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Online learning from readings on the Moodle website.
- Online discussions.
- Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Lesson plan	40%	Tuesday 22/3/2022	1, 2, 3, 4, 5, 6
2. Unit of work outline	60%	Tuesday 26/4/2022	1, 2, 3, 4, 5, 6

Assessment 1: Lesson plan

Due date: Tuesday 22/3/2022

Plan and design one 60-minute lesson for a mixed-ability, Stage 4 class. The lesson plan must follow a standard format and be presented using the template provided. Indicative length: 2000 words.

A feedback sheet will be provided.

Additional details

Create an **Artmaking** lesson using **Visual Arts Stage 4 Syllabus course content areas and choose TWO** of the **artmaking outcomes 4.1 - 4.6.** Students are to create this lesson within ONE of these larger units of work:

	Unit name	Frames	Conceptual Framework
1.	Tension	Postmodern	Artist - audience
2.	Tales	Subjective	Audience - world
3.	Techniques	Structural	Artwork - artist
4.	Beliefs	Cultural	Artwork - audience

Students will base their lesson on an artist's **artmaking practice**. This artist should be selected from a **current exhibition** in a **significant gallery**, for example, Art Gallery of NSW, MCA, White Rabbit, National Gallery of Victoria, MONA, QGOMA etc.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy and/or numeracy. **Differentiation** catering for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a **rationale** (800 words) for your lesson plan, this should address:

- What are the broader learning aims of the lesson? How are relate to the key content areas of the syllabus and the visual arts?
- What visual arts 'assessment for learning' strategies will be used and how this monitors student progress?
- Relationship between the artist practice, the learning activities and the outcomes

2. Prepare the **lesson plan** to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material. Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content (frames, conceptual framework and practice)
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment 2: Unit of work outline

Due date: Tuesday 26/4/2022

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons (but do not prepare full lesson plans). Include a rationale (600-800 words) for the unit. Indicative length: 3000 words.

A feedback sheet will be provided.

Additional details

Prepare an **outline for a unit of work** for a Stage 5 class. Students must choose ONE UNIT from the list below:

	Unit name	Frames	Conceptual Framework	Outcomes
1.	Quotation	Postmodern	Artist - artwork	5.1 5.5 5.6 5.7 5.10
2.	Reaction	Subjective	Artwork - audience	5.1 5.2 5.5 5.7 5.8
3.	Materiality	Structural	Artist - world	5.2 5.3 5.4 5.7 5.9
4.	Politics	Cultural	Artwork - world	5.2 5.4 5.5 5.8 5.9

The unit of work should cover the first FIVE lessons and will include practice and critical historical lessons or combinations thereof; however, you are not preparing full lesson plans.

Students need to choose THREE artists for this unit of work, but should include

- ONE **traditional or modernist** artist who provides a historical foundation of the UOW
- ONE **contemporary** artist selected from a **current exhibition** in a **significant gallery**, for example, Art Gallery NSW, MCA, White Rabbit, National Gallery of Victoria, MONA, QGOMA etc.
- ONE artist of choice appropriate to the unit

You must write a **rationale** for the unit (1000 words) in which you:

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is relevant to syllabus
- justify your choice of topic/text to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- Lesson Intention(s) for each lesson
- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- *outlines only* for the other teaching materials required

RUBRIC/FEEDBACK SHEET
EDST6775 VISUAL ARTS METHOD 1
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Lesson plan

Specific Criteria	(-)——————————>(+)				
Understanding of the question or issue and the key concepts involved • Understanding of the Stage 4 Visual Arts Syllabus is demonstrated in effective and engaging lesson plan sequence • Lesson goal/s (lesson intentions) are obvious and clearly linked to syllabus outcomes, chosen teaching and learning strategies, and Visual Arts content					
Depth of analysis and critique in response to the task • Applications of pedagogical approaches are appropriate and well-reasoned • Knowledge of Visual Arts content supported by appropriate examples of artists' practice in a detailed lesson plan • Utilises and applies appropriate Visual Arts syllabus language • Lesson plan demonstrates a range of sources beyond the obvious and formulaic					
Familiarity with and relevance of professional and/or research literature used to support response • Reflects ideas and materials provided in lectures and tutorials, as well as research and other professorial literature, on effective pedagogy to engage all students and achieve syllabus outcomes • Demonstrates the reasoning and decision making behind choices of your lesson plan • Demonstrates knowledge of Syllabus and Visual Arts Content					

Specific Criteria	(-)————————————>(+)				
Structure and organisation of response • Sequenced, relevant and logical teaching and learning activities • Show age and stage appropriate choice of topic, outcomes and strategies • Utilise appropriate and relevant differentiation, literacy/ numeracy/ ICT; and choice of resources					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of academic writing conventions such as quoting, paraphrasing, attributing sources of information, and listing references • Writing demonstrates an excellent command of English grammar conventions, including spelling, sentence structure, vocabulary use, punctuation and word length • Appropriate use and application of Visual Arts and Education pedagogical terminology and concepts					
General comments/recommendations for next time:					

Recommended: /20 (FL PS CR DN HD)   **Weighting:**   40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

RUBRIC/FEEDBACK SHEET
EDST6775 VISUAL ARTS METHOD 1
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of work outline

Specific Criteria	(-)————————————>(+)				
Understanding of the question or issue and the key concepts involved • Understanding of assessment for learning and of formative and summative assessment practices appropriate to Stage 5 • Clarity of the assessment for learning activities from the formative to summative • Assessment choices demonstrate an understanding of a broader theoretical framework					
Depth of analysis and critique in response to the task • Depth of analysis and/or critique in response to the task, including the rationale, assessment tasks and lesson sequence • Demonstrates knowledge and understanding of the relationships between Visual Arts content, outcomes and course requirements for stage 5 • Summative and formative assessment approaches and activities are appropriate and well-reasoned • Knowledge of Visual Arts content supported by relevant examples of critical and/or historical practice detailed in the outline and rationale					
Familiarity with and relevance of professional and/or research literature used to support response • Rationale demonstrates understanding of research and theory and is supported by variety of appropriate references • Outline demonstrates a range of sources beyond the obvious and formulaic • Reflects ideas and materials provided in lectures and tutorials on effective pedagogy to engage all students and achieve					

Specific Criteria	(-)——————————————>(+)				
syllabus outcomes					
Structure and organisation of response • Sequenced and logical reasoning of teaching and learning choices • Clarity and cohesion in organisation of tasks/activities • Consideration of formative and summative assessment, differentiation, literacy, ICT, one incursion/excursion/performance/product activity and choice of materials and resources included and relevant					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of academic writing conventions such as quoting, paraphrasing, attributing sources of information, and listing references • Writing demonstrates an excellent command of English grammar conventions, including spelling, sentence structure, vocabulary use, punctuation and word length • Appropriate use and application of Visual Arts and Education pedagogical terminology and concepts					
General comments/recommendations for next time:					

Recommended: /20 (FL PS CR DN HD)   **Weighting:**   60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

Date/Module	Type	Content
1	Lecture	**Introduction to the course and overview of Visual Arts curriculum in NSW.**
	Tutorial	**Engaging with Visual Arts Syllabus and documentation** Introduction to Assessment task 1
2	Lecture	**Understanding how students learn in the Visual Arts**
	Tutorial	**Relationship between student learning and the Syllabus**
3	Lecture	**Engaging with Visual Arts Course Content: The Conceptual Framework**
	Tutorial	**Using the Course Content to design lessons and programs: Conceptual Framework**
4	Lecture	**Engaging with Visual Arts Content: Practice**
	Tutorial	**Using the Course Content to design lessons and programs: Practice** Assessment task 1: Peer Feedback
5	Lecture	**Adopting and developing points of view in teaching and learning using the Frames**
	Tutorial	**Using the Course Content to design lessons and programs: The Frames** **Microteaching**

6	Lecture	**Mapping Course Content and concepts in Visual Arts Programs**
	Tutorial	**Developing units of work** **Microteaching** ASSESSMENT TASK 1 DUE TUESDAY
7	Lecture	**Student as Practitioner: Assessing student learning in the Visual Arts**
	Tutorial	**Summative and formative assessment activities in Programs** **Microteaching** Introduction to Assessment task 2
8	Lecture	**Best practice in Stage 4/5 Visual Arts Education (guest lecturer)**
	Tutorial	**Summative and formative assessment activities in Programs**
9	Lecture	**Strategies for differentiating curriculum to meet the diverse needs of learners in the Visual Arts classroom**
	Tutorial	**Differentiation in the Visual Arts classroom: creating resources for improving student learning and engagement**
10	Lecture	**The big picture: Visual Arts Education in Australia** **Preparing for Practicum**
	Tutorial	**Review of course** Assessment task 2: Small group presentations MyExperience to be completed in tutorial ASSESSMENT TASK 2 DUE TUESDAY

Resources

Prescribed Resources

Required Readings:

For the timetable of required readings please see the weekly reading list on the Moodle site.

You are required, for this course, and in the future, to have copies of the syllabus documents. It is highly recommended that you buy them or have them printed and bound.

Access via the New South Wales Education Standards Authority (NESA) website: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home

- Board of Studies NSW. (2003). Visual Arts Years 7-10 Syllabus. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies NSW. (2004). Visual Arts Years 7-10 Syllabus: Advice on programming and assessment. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies, NSW. (2005). Photography, Video and Digital Imaging Stage 6 CEC. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies, NSW. (2006). Creative Arts K-6 Syllabus. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies, NSW. (2009). Visual Arts Syllabus Stage 6. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies, NSW Assessment & Reporting Stage 6
- Board of Studies, NSW. (2000). Visual Design Stage 6 CEC Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies, NSW. (2003). Photographic and Digital Media Years 7-10 Syllabus. Sydney, NSW, Australia: Board of Studies NSW.
- Australian Curriculum, Assessment, and Reporting Authority (ACARA). (2009). Shape of the Australian Curriculum: The Arts. Sydney, NSW, Australia: ACARA.
- ACARA 2013 publication on Australian Curriculum

Recommended Reading:

- Brown, Neil C. M. (2016) Studies in Philosophical Realism in Art, Design and Education. Springer: ProQuest Ebook
- Maras, K. E. (2018). Mind, Language and Artworks as Real Constraints on Students' Critical Reasoning about Meaning in Art. *International Journal of Art & Design Education,* 37(3), 530–540. https://doi.org/10.1111/jade.12152
- Maras, K. (2018). A Realist Account of Critical Agency in Art Criticism in Art and Design Education. *International Journal of Art & Design Education*, 37(4), 599–610. https://doi.org/10.1111/jade.12206
- Maras, Karen. (2013). What ACARA 'forgot': opening up the space for a conceptual framework for visual arts in the Australian curriculum. *Australian Art Education*, 35(1), 24–37.
- Maras, Karen. (2010). Age-related shifts in the theoretical constraints underlying children's critical reasoning in art. *Australian Art Education*, 33(1), 20–28.
- Matthewson-Mitchell, D. (2008). Exploring alternative pedagogical terrain: Teaching and learning in art museums. *International Journal of Pedagogies and Learning*, 4(5), 74–89. https://doi.org/10.5172/ijpl.4.5.74
- Mitchell, D. M. (2016). "This is the best lesson ever, Miss...": Disrupting Linear Logics of Visual

Arts Teaching Practice. *International Journal of Art & Design Education*, 35(2), 259–274. https://doi-org.wwwproxy1.library.unsw.edu.au/10.1111/jade.12061

- Thomas, K., & ProQuest. (2019). *The Paradox of Creativity in Art Education : Bourdieu and Socio-cultural Practice* (1st ed. 2019.). Cham: Springer International Publishing : Imprint: Palgrave Pivot.
- Thomas, Kerry. (2017). Creative performances and gifted education: Studies from art education. *Australasian Journal of Gifted Education*, *26*(2), 5–15. https://doi.org/10.21505/ajge.2017.0012
- Thomas, K. (2010). What is the Relationship between Social Tact in Teacher–Pupil Exchanges and Creativity? Reconceptualising Functional Causes of Creativity in Artmaking. *International Journal of Art & Design Education*, *29*(2), 134–142. https://doi.org/10.1111/j.1476-8070.2010.01645.x

Professional Associations for Visual Art Educators:

VADEA NSW, Visual Art and Design Educators Association of NSW: www.vadea.org.au

This not for profit organisation is the peak professional association for Visual Art, Design and Photographic and Digital media educators in the primary, secondary and tertiary sectors. Student membership rates available.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@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 their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

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

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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