

INF529 - Organisational and Personal Records

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Subject Summary

INF529 - Organisational and Personal Records
Session 2 2019
Faculty of Arts and Education
School of Information Studies
Distance Mode
Credit Points 8

Welcome to a new session of study at Charles Sturt University. Please refer to the University's [Acknowledgement of Country \(http://student.csu.edu.au/study/acknowledgement-of-country\)](http://student.csu.edu.au/study/acknowledgement-of-country).

Subject Coordinator

Subject Coordinator Dr Jessie Lymn
Email jlymn@csu.edu.au
Phone (02) 69334038
Campus Wagga Wagga
Building/Room number 5/310

Consultation procedures

Your subject coordinator will be available for student consultation throughout the session. You will be advised of details for consultation via your subject site in the first week of session. Please check the [Academic Communication with Students Policy \(https://policy.csu.edu.au/view.current.php?id=00139\)](https://policy.csu.edu.au/view.current.php?id=00139) for more information.

Subject Overview

Abstract

This subject provides an overview of recordkeeping and archiving across a range of organisational contexts. It considers how regulatory, policy and funding frameworks in different sectors affect recordkeeping. The contexts covered include government agencies, international organisations, companies, indigenous organisations, not for profit organisations, religious organisations, schools and museums. There is a focus on how communities, both physical and virtual, maintain their records. The subject also considers personal records, including issues involved for stakeholders when personal and family records are donated to

public collections.

Learning outcomes

Upon successful completion of this subject, students should:

- be able to analyse and critically review complex recordkeeping and archiving challenges for organisations in the public and private sectors;
- be able to apply expert knowledge of frameworks for recordkeeping for organisational records;
- be able to develop and apply solutions that support effective management of community records;
- be able to demonstrate expert knowledge of issues and challenges for personal recordkeeping; and
- be able to identify and critically evaluate stakeholder perspectives relating to the management of private records in public collections.

Subject content

This subject covers the following topics in 8 modules:

1. Standards and frameworks
2. Government recordkeeping and archiving
3. Indigenous recordkeeping and archiving
4. Private records in public collections
5. Business recordkeeping
6. Community recordkeeping
7. Recordkeeping in education and research
8. Archives in museums/museums as archives

Subject authors

This subject was authored by Sigrid McCausland and Jessie Lymn in 2016.

Key subjects

Passing a key subject is one of the indicators of satisfactory academic progress through your course. You must pass the key subjects in your course at no more than two attempts. The first time you fail a key subject you will be at risk of exclusion; if you fail a second time you will be excluded from the course.

The [Academic Progress Policy \(https://policy.csu.edu.au/view.current.php?id=00250\)](https://policy.csu.edu.au/view.current.php?id=00250) sets out the requirements and procedures for satisfactory academic progress, for the exclusion of students who fail to progress satisfactorily and for the termination of enrolment for students who fail to complete in the maximum allowed time.

Subject Schedule & Delivery

Prescribed text

The textbooks required for each of your enrolled subjects can also be found via the Student Portal [Textbooks \(http://student.csu.edu.au/study/study-essentials/textbooks\)](http://student.csu.edu.au/study/study-essentials/textbooks) page. There is no prescribed text for this subject.

Recommended texts (all available as ebooks through the CSU library)

Bastian, J. A., & Alexander, B. (Eds.). (2009). *Community archives: the shaping of memory* (https://primo.csu.edu.au/discovery/fulldisplay?docid=alma991000571760402357&context=L&vid=61CSU_INST:61CSU&search_scope=MyInst_and_CI) London: Facet.

Franks, P. C. (2018). *Records and information management* (https://primo.csu.edu.au/discovery/fulldisplay?docid=alma991013261280502357&context=L&vid=61CSU_INST:61CSU&search_scope=MyInst_and_CI) (2nd ed) Chicago: American Library Association

Millar, L. A. (2017). *Archives: principles and practices* (https://primo.csu.edu.au/discovery/fulldisplay?docid=alma991012685980502357&context=L&vid=61CSU_INST:61CSU&search_scope=MyInst_and_CI) London: Facet Publishing.

Class/tutorial times and location

Your class times can be found at [Timetable @ CSU \(http://timetable.csu.edu.au/\)](http://timetable.csu.edu.au/), noting that a timetable may not apply to this online offering. Find out how to use Timetable @ CSU via the Student Portal [Class Timetable \(http://student.csu.edu.au/study/study-essentials/timetable\)](http://student.csu.edu.au/study/study-essentials/timetable) page.

Schedule

Week	Commencing	Study	Action & due dates	CSU Key dates
1	15 July 2019	Records and Archives Management Orientation		
2	22 July 2019	Module 1: Standards and frameworks	Online class Tuesday 23rd July 8pm AEST	
3	29 July 2019	Module 2: Government recordkeeping and archiving		
4	5 August 2019	Module 3: Indigenous recordkeeping and archiving	Assessment 2 Case Studies available	<i>Census date Friday 9th August (last day to withdraw without financial</i>

Week	Commencing	Study	Action & due dates	CSU Key dates
				penalty)
5	12 August 2019	Module 4: Private records in public collections	Online class Tuesday 13th August 8pm AEST	
6	19 August 2019	Module 5: Business recordkeeping		
7	26 August 2019	Mid-Session Break		
8	2 September 2019	Mid-Session Break	Assessment Item 1 due Sunday 1st September	
9	9 September 2019	Module 6: Community recordkeeping		
10	16 September 2019	Standards and frameworks: review week	Online class Tuesday 16th September 8pm AEST	
11	23 September 2019	Module 7: Recordkeeping in education and research		
12	30 September 2019	Module 8: Archives in museums/museums as archives		
13	7 October 2019	Work on Assessment item 2	Assessment item 2 due Thursday 10th October	Public Holiday Monday 7th October
14	14 October 2019	Reflect and complete subject evaluation		

Learning materials

Details of learning materials that support your success in this subject can be found in the Interact2 Subject Site.

Learning, teaching and support strategies

Learning, teaching and support strategies

Subject modules contain learning materials, references and links to readings, podcasts and other material to support and guide your learning.

The CSU library also contains a large eLibrary and access to online databases for further research, tutorials and friendly staff who can be contacted by email or chat. [Library help \(http://student.csu.edu.au/library/help-contacts\)](http://student.csu.edu.au/library/help-contacts) is also available.

Learning modules

There are a number of modules for you to work through in Interact. This online environment allows you to work at your own pace although you should keep the suggested schedule in mind in your own study planning, as it aligns the work you should have completed in order to submit the assessment tasks on time. Assessment tasks **MUST** be submitted by the due dates in the schedule except for special circumstances (and in negotiation with your subject coordinator prior to the due date).

Discussion forums, blogs and wiki

These are used for asynchronous discussion and their usage may vary from subject to subject and from module to module. In these spaces you can interact with others in the class by asking and responding to questions, stating your point of view on matters relevant to the subject matter, drawing attention to interesting material you have discovered and so on. Use these areas to provide required information, ask questions or obtain information that will aid you with your own study and to share ideas/thoughts to help others.

When using these tools:

- Please use correct written English and avoid the use of acronyms and abbreviations where possible (unless you explain them first).
- Please observe copyright and plagiarism guidelines and reference all quotes (other referencing is not required).
- Please feel free to express your thoughts and reflections, but please keep criticism constructive and objective (i.e., not personal) and language appropriate for a public and scholarly discussion.
- If you have a private message for your subject coordinator (e.g., requesting an extension), do **NOT** use these public forums for it. Instead send an email to the subject coordinator directly.

Online class

The online class tool is Adobe Connect and it provides a synchronous online classroom space. Online classes have been scheduled throughout the session.

Recommended student time commitment

University regulations note that: A CSU (8 point) Subject should be designed with the expectation that students will normally spend between 140-160 hours engaged in the specified learning and assessment activities.

This equates to approximately 10 hours per week, with additional hours in the weeks up until assessment submission. In this subject there is an expectation that you will be engaged in

reading/viewing/listening to subject materials, reading/participating in online activities (e.g., forums, online classes), planning, researching and completing assessments, and reflecting on your own learning.

As an individual learner, the balance of time spent on these activities will be your choice. On average, it is expected that students will spend about 80 hours reading, viewing, listening to, and reflecting on subject materials, 30 hours reading/participating in forums, 40 hours preparing for and completing assessments. The latter assumes that you have already completed the reading of subject materials and forums leading up to the assessment.

This is only a guide. Students learn in different ways and at different rates and possess varied learning histories that influence the time required to engage with the learning and assessment activities associated with a subject.

Assessment Items

Essential requirements to pass this subject

Assessment in this subject will be cumulative. Students **must submit all assessment items** in order to be considered for a passing grade. The achievement of a cumulative total of all assessment items in the subject of 50% or more shall constitute a Pass level of performance in the subject.

Grading scale

- HD High Distinction: an outstanding level of achievement in relation to the assessment process (85-100%);
- DI Distinction: a high level of achievement in relation to the assessment process (75-84%);
- CR Credit: a better than satisfactory level of achievement in relation to the assessment process (65-74%);
- PS Pass: a satisfactory level of achievement in relation to the assessment process (50-64%);
- FL Fail: an unsatisfactory level of achievement in relation to the summative assessment process providing at least one summative assessment task has been assessed (0-49%).

Assessment Methodology

Assessment at CSU is criterion-referenced and standards-based where students' work is assessed against stated criteria that reflect the expected learning outcomes of the course and subject. Subjects that use a satisfactory/unsatisfactory grading scale will have this clearly identified within the Subject Outline. For further information please consult the University's [Assessment Policy: Coursework Subjects \(https://policy.csu.edu.au/view.current.php?id=00301\)](https://policy.csu.edu.au/view.current.php?id=00301).

Items

Item No.	Title	Value	Due Date*	Return Date**
1	Essay	40%	01-Sep-2019	20-Sep-2019
2	Report on funding opportunities	60%	10-Oct-2019	31-Oct-2019

* Due date is the last date for assessment items to be received at the University

** Applies only to assessment items submitted by the due date

Assessment item 1

Essay

Value: 40%

Due Date: 01-Sep-2019

Return Date: 20-Sep-2019

Length: 2000 words

Submission method options: EASTS (online)

Task

In their 2018 paper Douglas and Mills observe that "records can *feel* personal even though they might not be *categorized as* personal records: Personal can be a reaction experienced by the activator, rather than an inherent quality of a record" (p.258). Drawing on at least two examples (either from the literature or your own experience), critically explore Douglas and Mills' observation.

Your essay should be based on your own critical engagement with the module content and further reading. Your essay should discuss and reflect on the **context/s** and **issues** covered in the modules in Weeks 1-6, synthesise the concepts introduced and demonstrate expert knowledge of the issues discussed. It is expected you will support your essay with evidence from scholarly and professional literature, and use examples to illustrate your discussion.

Your essay should have an introduction, body, conclusion and reference list. The word count does not include your reference list.

Presentation

Your essay should be submitted as a single document in Word or equivalent. The CSU [Writing at Uni](http://student.csu.edu.au/study/skills/guidesandtips/writing-at-uni) (<http://student.csu.edu.au/study/skills/guidesandtips/writing-at-uni>) page has a number of resources to support your essay writing. .

References

Douglas, J., & Mills, A. (2018). [From the sidelines to the center: reconsidering the potential of the personal in archives.](https://primo.csu.edu.au/discovery/fulldisplay?docid=springer_jour10.1007/s10502-018-9295-6&context=PC&vid=61CSU_INST:61CSU&search_scope=MyInst_and_CI&tab=Everything) (https://primo.csu.edu.au/discovery/fulldisplay?docid=springer_jour10.1007/s10502-018-9295-6&context=PC&vid=61CSU_INST:61CSU&search_scope=MyInst_and_CI&tab=Everything) *Archival Science*, 18(3), 257-277.

Rationale

This assessment task will assess the following learning outcome/s:

- be able to analyse and critically review complex recordkeeping and archiving challenges for organisations in the public and private sectors.
- be able to demonstrate expert knowledge of issues and challenges for personal recordkeeping.
- be able to identify and critically evaluate stakeholder perspectives relating to the management of private records in public collections.

Marking criteria and standards

Criteria	High Distinction	Distinction	Credit	Pass	Fail
<p>Ability to analyse and critically review complex recordkeeping and archiving challenges for organisations in the public and private sectors.</p> <p>10 marks</p>	<p>Complex recordkeeping and archiving challenges for organisations in the public and private sectors identified and situated in a local and global context using well justified examples. The challenges are synthesised, analysed and critically reviewed with support from professional and scholarly literature.</p>	<p>Complex recordkeeping and archiving challenges for organisations in the public and private sectors identified, analysed and critically reviewed with support from professional and scholarly literature. The challenges are discussed in context and draw on justified examples.</p>	<p>Complex recordkeeping and archiving challenges for organisations in the public and private sectors identified, analysed and critically reviewed with support from professional or scholarly literature.</p>	<p>Complex recordkeeping and archiving challenges for organisations in the public and private sectors identified, analysed and critically reviewed.</p>	<p>Recordkeeping and archiving challenges for organisations in the public and private sectors not identified. Analysis and/or review not undertaken.</p>
<p>Demonstrated expert knowledge of issues and challenges for personal recordkeeping.</p> <p>10 marks</p>	<p>Key scholarly and professional literature used to situate and contextualise issues and challenges for personal recordkeeping in both local and global settings. The issues and challenges are</p>	<p>Issues and challenges for personal recordkeeping are identified and expertly analysed in context of both local and global settings, using scholarly and professional literature to support the</p>	<p>Issues and challenges for personal recordkeeping are identified and expertly analysed in context using evidence to support the analysis.</p>	<p>Issues and challenges for personal recordkeeping are identified and discussed expertly.</p>	<p>Issues and challenges for personal recordkeeping not identified, or identified but not discussed.</p>

Criteria	High Distinction	Distinction	Credit	Pass	Fail
	explored and creative or innovative solutions proposed.	analysis.			
Ability to identify and critically evaluate stakeholder perspectives relating to the management of private records in public collections . 10 marks	Key stakeholders and their private records are identified and discussed in both a local and global context, and their perspectives are critically evaluated, drawing on contemporary critiques and approaches to personal recordkeeping.	Relevant stakeholder perspectives relating to the management of private records in public collections are identified contextualised in a wider setting and critically evaluated with reference to a body of scholarly literature.	Stakeholder perspectives relating to the management of private records in public collections are clearly identified and critically evaluated using key literature.	Stakeholder perspectives relating to the management of private records in public collections are identified and evaluated.	No or inappropriate stakeholder perspectives relating to the management of private records in public collections identified.
Clarity of expression and structure; correct acknowledgment of sources using APA 6th style. 10 marks	Excellent prose; free from grammatical and spelling errors; within word limit and all sources acknowledged with high standard of referencing.	Clear and concise writing; few errors in presentation and referencing; within word limit and all sources acknowledged correctly.	Writing is clear, but with some errors in expression or in referencing; within word limit and all sources acknowledged.	Expression and structure are adequate but could be improved; within word limit; may have poor proof-reading; may not acknowledge all sources correctly; referencing practice needs work.	Writing has major errors of expression; is not within word limit; sources inadequately acknowledged or generally poor referencing practice.

Assessment item 2

Report on funding opportunities

Value: 60%

Due Date: 10-Oct-2019

Return Date: 31-Oct-2019

Length: 2500 words +/-10%

Submission method options: EASTS (online)

Task

There are two parts to this assessment - (1) a report, and (2) a reflection on the report writing process.

Background

A community organisation has identified a need for funding to preserve their small organisational archive. You have been asked to prepare a report for the organisation recommending ONE potential funding opportunity, and give advice to the organisation about what needs to be done in order to apply for the funding.

You will be provided a choice of fictional case studies in Week 4 to write the report on, and you will need to familiarise yourself with your chosen case study organisation by reading the case study and looking at similar organisations.

Once you have a good understanding of the requirements of the collection, you need to research possible funding opportunities to preserve the records.

Part 1: Report to the organisation (1750 words)

Identify ONE appropriate grant or funding opportunity, and write a short report to the organisation about why the grant/funding is appropriate and what needs to be done to apply for the grant/funding.

The report should be professionally presented, and provide the following information to the organisation:

- An assessment of the current organisational & collection status (based on the case study)
- A rationale for the proposed funding opportunity:
 - An introduction and history of the grant and funding body,
 - An argument for why this is the best opportunity, drawing on scholarly and professional literature, and
 - A brief overview of at least one (1) example of a similar organisation who has been awarded the funding.
- A description of the proposed project to be undertaken
 - Use the funding guidelines to guide your project description
 - A suggested budget to request (and why). This budget should be indicative only and based on previous grants - there is no need to get quotes for the report.
- What resources the organisation needs to commit to the *grant writing process* and the grant itself.
- The time frame required for the grant application process.
- A list of recommendations for the organisation.

- References

The project needs to be appropriate to the organisation and reflect the knowledge you have developed through the session. Suitable projects might include significance assessments, digitisation, rehousing, preservation, training and so on.

Part 2: Critical reflection (750 words)

You are required to write a critical reflection on the report. It is expected that the reflection will incorporate current literature from the session, plus further literature to support your claims and reflections. This is not just a personal reflection on the process of doing the assessment – you are expected to think critically about, for example, the frameworks that record keeping organisations are currently working under that mean they must apply for grants, and the role of organisational stakeholders. The reflection should take the form of an essay, but can be written in the first person.

Presentation

Submit both parts as a single document in Word or PDF. Your report is intended to be delivered to the organisation and needs to be presented appropriately. Each part should have its own reference list (not included in the word count) using APA 6th.

Rationale

This assessment task will assess the following learning outcome/s:

- be able to apply expert knowledge of frameworks for recordkeeping for organisational records.
- be able to develop and apply solutions that support effective management of community records.
- be able to identify and critically evaluate stakeholder perspectives relating to the management of private records in public collections.

The report on funding enables students to build their knowledge of real life organisational and personal records, and propose practical solutions to real-world problems. The critical reflection provides students an opportunity to reflect on their personal and professional experiences of key subject content.

Marking criteria and standards

Criteria	High Distinction	Distinction	Credit	Pass	Fail
<p>Understanding of policy and funding frameworks for community collections</p> <p>10 marks</p>	<p>Understanding of frameworks demonstrated through in-depth applied and critical discussion using a wide range of appropriate literature. Suitable examples used to support the discussion. Critical discussion draws on interdisciplinary literature. Organisational context is critically discussed.</p>	<p>Understanding of frameworks demonstrated through applied and critical discussion using a wide range of appropriate literature. Suitable examples used to support the discussion. Organisational context is critically discussed.</p>	<p>Understanding of frameworks demonstrated through applied discussion using a wide range of appropriate literature. Some examples used to support the discussion. Organisational context is provided and discussed.</p>	<p>Understanding of frameworks demonstrated through applied discussion using appropriate literature. Organisational context is provided.</p>	<p>Understanding of policy and/or funding frameworks is not demonstrated or is unclear. No appropriate literature is used in the discussion. No context is given to the organization.</p>
<p>Ability to propose practical solutions for the chosen organisation</p> <p>15 marks</p>	<p>Proposed project is inventive and creative, and appropriate to the organisation. This is demonstrated through clear connections to the organisational context and a breadth of literature.</p>	<p>Proposed project is appropriate to the organisation, demonstrated through clear connections to the organisational context and key literature.</p>	<p>Proposed project is appropriate to the organisation and supported by connections to the organisational context.</p>	<p>Proposed project is appropriate to the chosen organisation.</p>	<p>Proposed project is inappropriate for the organisation, or the appropriateness cannot be assessed. No project is proposed</p>
<p>Evidence of research that informs critical</p>	<p>Report and reflection are supported by a depth and breadth of</p>	<p>Report and reflection are supported by a depth and breadth of</p>	<p>Report and reflection are supported by appropriate literature.</p>	<p>Report and reflection are supported by appropriate literature.</p>	<p>No literature or inappropriate literature is</p>

Criteria	High Distinction	Distinction	Credit	Pass	Fail
reflection on grant writing in community collections context 15 marks	appropriate literature and other sources from an interdisciplinary perspective. Literature seamlessly supports the reflection.	appropriate literature and other sources. Literature is incorporated into the reflection cohesively.	Literature is incorporated into the reflection.		provided as evidence in the report or reflection.
Awareness of contemporary challenges for organisational and personal recordkeeping 10 marks	Student demonstrates contemporary and critical awareness of recordkeeping challenges, drawing on examples and a wide range of appropriate literature.	Student demonstrates contemporary awareness of recordkeeping challenges, drawing on examples and a wide range of appropriate literature.	Student demonstrates awareness of recordkeeping challenges through discussion and a range of appropriate literature.	Student demonstrates awareness of recordkeeping challenges through discussion and some appropriate literature.	Student fails to demonstrate awareness of recordkeeping challenges.
Clarity of expression and layout; correct acknowledgment of sources using APA 6th style. 10 marks	Excellent prose; free from grammatical and spelling errors; within word limit and all sources acknowledged with high standard of referencing.	Clear and concise writing; few errors in presentation and referencing; within word limit and all sources acknowledged correctly.	Writing is clear, but with some errors in expression or in referencing; within word limit and all sources acknowledged.	Expression and structure are adequate but could be improved; within word limit; may have poor proof-reading; may not acknowledge all sources correctly; referencing practice needs work.	Writing has major errors of expression; is not within word limit; sources inadequately acknowledged or generally poor referencing practice.

Assessment Information

Academic integrity

Academic integrity means acting with honesty, fairness and responsibility, and involves observing and maintaining ethical standards in all aspects of academic work. This subject assumes that you understand what constitutes plagiarism, cheating and collusion. If you are a new student we expect you to complete the modules called [Academic Integrity at CSU](http://student.csu.edu.au/library/integrity/academic-integrity-course) (<http://student.csu.edu.au/library/integrity/academic-integrity-course>).

CSU treats plagiarism seriously. We may use Turnitin to check your submitted work for plagiarism. You can use [Turnitin to check for plagiarism](http://student.csu.edu.au/library/integrity/referencing-at-csu/checking) (<http://student.csu.edu.au/library/integrity/referencing-at-csu/checking>) in your assessments before submission.

Referencing

Referencing is an important component of academic work. All assessment tasks should be appropriately referenced. The specific details of the referencing requirements are included in each assessment task description. [Get referencing style guides and help](http://student.csu.edu.au/library/integrity/referencing-at-csu) (<http://student.csu.edu.au/library/integrity/referencing-at-csu>) to use for your assessments.

How to submit your assessment items

Online submission process

- Access EASTS (Electronic Assessment Submission Tracking System) to submit assessment tasks online.
- Some subjects require a different method for online submission. Check the assessment items above to ensure the method of submission required.
- Be sure to read the submission guidelines prior to commencing a task; including file types the system will accept, file name and formatting requirements. A comprehensive user guide, FAQs and system support are also available.

Note:

A message will be sent to the email address, as recorded on the system under 'My Email', confirming the receipt of your assessment task via EASTS.

Some subjects require a different method for online submission (for example online quizzes). Check the assessment items above to ensure the method of submission required.

Extensions

The subject coordinator may determine an allowance for extensions to complete and submit assessment items.

Please note:

- It is a student's responsibility to complete and submit assessments or assigned tasks by the due date and in the required manner.
- Extenuating circumstances may require students to seek an extension to the due date of their assessment. If an extension is required please **submit a request in writing to the subject coordinator** as soon as the issues arise. Do not leave it until the last moment or after the due date has passed.
- There is no need to use the Special Consideration form unless the request is for an extension beyond the session, in which case the Special Consideration form is to be used to apply for a Grade Pending.
- Approval for such requests is subject to any conditions determined by the subject coordinator.
- A request for an extension will not be automatically granted. A valid reason is required. For an extension of more than one week, you may need to supply supporting documentation.

You must ensure that you submit your assessment by the time of any extended due date that the subject coordinator has allowed, otherwise it will be treated as a late assessment in the same way as if it was submitted without an extension after the published due date.

If an extension is required beyond the last day of the session, the student must submit a request for a Special Consideration (Grade Pending) as per the [Special Consideration Policy \(https://policy.csu.edu.au/document/view-current.php?id=298\)](https://policy.csu.edu.au/document/view-current.php?id=298).

How to apply for special consideration

Academic regulations provide for special consideration to be given if you suffer misadventure or extenuating circumstances during the session (including the examination period) which prevents you from meeting acceptable standards or deadlines. Find the form on the Student Portal [Special Consideration, Misadventure, Advice and Appeals \(http://student.csu.edu.au/study/academic-advice\)](http://student.csu.edu.au/study/academic-advice) page.

Penalties for late submission

The Faculty of Arts and Education has an expectation that students will submit their assessments on time. Late submission of an assessment where the student has not followed the procedures outlined in the CSU [Special Consideration Policy \(https://policy.csu.edu.au/view.current.php?id=00298\)](https://policy.csu.edu.au/view.current.php?id=00298) usually will be subject to a penalty.

Please note:

- The due date for each assessment is the date by which it must be received at the University. Assessments submitted after the due date will not necessarily be returned within three weeks.
- Assessments submitted after their due date, or after any extended due date that has

been approved, are likely to incur a penalty, according to the period of time overdue. Normally you should expect 5 per cent per day of possible marks to be deducted for assessments submitted late with no prior extension agreement.

- Assessments submitted more than three weeks late without extension may not be marked. Please contact your subject coordinator with any questions you have about late assessment items.
- If you experience a problem during the session that prevents you from studying for a prolonged period of time, you may apply for a Grade Pending (GP) by completing the appropriate form which you can obtain from Student Administration Forms <<http://student.csu.edu.au/administration/forms>>. Details of the regulations concerning GP grades can be found in the CSU Assessment Policy <http://www.csu.edu.au/acad_sec/ccinfo/ass.htm>. Please note that your application for GP status must be accompanied by full documentation.
- Please be sure you email your subject coordinator as a courtesy when you submit a late assessment.

Resubmission

The School of Information Studies does not in principle allow the resubmission of assessments. In exceptional circumstances, however, students may be permitted to resubmit an assessment at the discretion of the subject coordinator.

Feedback processes

In this subject, markers will provide detailed feedback on your assessments, in addition to providing feedback on the marking sheet which clarifies how you addressed each of the marking criteria. The subject coordinator will also respond to questions and comments on the subject forum.

Assessment return

You should normally expect your marked assessment to be despatched/returned to you within fifteen (15) working days of the due date, if your assessment was submitted on time. If an assessment is submitted on time but not returned by the return date, you should make enquiries in the first instance to the subject coordinator. If the subject coordinator is not available, contact the Head of School on 02 6933 2522.

Student Feedback & Learning Analytics

Evaluation of subjects

CSU values constructive feedback and relies on high response rates to Subject Experience

Surveys (SES) to enhance teaching. Responses are fed back anonymously to Subject Coordinators and Heads of Schools to form the basis for subject enhancement and recognition of excellence in teaching. Schools report on their evaluation data; highlighting good practice and documenting how problems have been addressed. You can view a summary of survey results via the Student Portal [SES Results \(https://student.csu.edu.au/study/subject-experience-survey-results\)](https://student.csu.edu.au/study/subject-experience-survey-results) page.

We strongly encourage you to complete your online Subject Experience Surveys. You will be provided with links to your surveys via email when they open three [3] weeks before the end of session.

Changes and actions based on student feedback

All subjects in the School are reviewed by subject development teams on an annual basis. Student evaluations, subject coordinator feedback and Interact 2 analytics inform this process.

Learning analytics

Learning Analytics refers to the collection and analysis of student data for the purpose of improving learning and teaching. It enables the University to personalise the support we provide our students. All Learning Analytics activities will take place in accordance with the CSU Learning Analytics Code of Practice. For more information, please visit CSU's [Learning Analytics \(http://www.csu.edu.au/division/student-learning/home/analytics-and-evaluations/learning-analytics\)](http://www.csu.edu.au/division/student-learning/home/analytics-and-evaluations/learning-analytics) website.

Data about your activity in the Interact2 site and other learning technologies for this subject will be recorded and can be reviewed by teaching staff to inform their communication with students, support and teaching practices.

Services & Support

Your [Student Portal \(http://student.csu.edu.au/\)](http://student.csu.edu.au/) tells you can how you can seek services and support. These include study, admin, residential, library, careers, financial, and personal support.

Develop your study skills

[Develop your study skills \(https://student.csu.edu.au/study/skills\)](https://student.csu.edu.au/study/skills) with our free study services. We have services online, on campus and near you. These services can help you develop your English language, literacy, and numeracy.

Library Services

[CSU Library \(https://student.csu.edu.au/library\)](https://student.csu.edu.au/library) provides access to the eBooks, journal articles, books, and multimedia resources needed for your studies and assessments. Get the most out of these resources by contacting Library staff either online or in person, or make use of the many Library Resource Guides, videos and online workshops available.

CSU Policies & Regulations

This subject outline should be read in conjunction with all academic policies and regulations. Please refer to the collated list of [policies and regulations relevant to studying your subject\(s\)](http://student.csu.edu.au/administration/policies-regulations-subjects) (<http://student.csu.edu.au/administration/policies-regulations-subjects>) which includes links to the [CSU Policy Library](http://www.csu.edu.au/about/policy) (<http://www.csu.edu.au/about/policy>) - the sole authoritative source of official academic and administrative policies, procedures, guidelines, rules and regulations of the University.

Subject Outline as a reference document

This Subject Outline is an accurate and historical record of the curriculum and scope of your subject. CSU's [Subject Outlines Policy](https://policy.csu.edu.au/view.current.php?id=00267) (<https://policy.csu.edu.au/view.current.php?id=00267>) requires that you retain a copy of the Subject Outline for future use such as for accreditation purposes.