

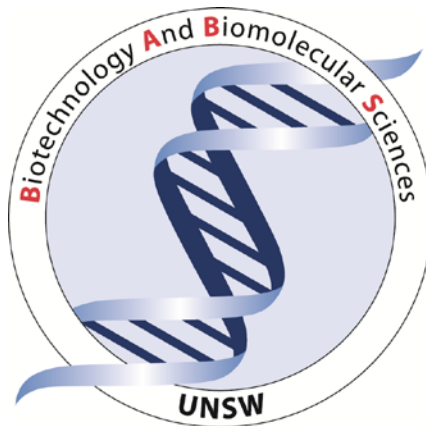


FACULTY OF SCIENCE

SCHOOL OF BIOTECHNOLOGY & BIOMOLECULAR SCIENCES

**BABS3061**

**MEDICAL BIOTECHNOLOGY**



SESSION 2, 2015

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# Faculty of Science - Course Outline

## 1. Information about the Course

NB: Some of this information is available on the [UNSW Handbook](#)<sup>1</sup>

Year of Delivery	2015			
Course Code	BABS3061			
Course Name	Medical Biotechnology			
Academic Unit	School of Biotechnology & Biomolecular Sciences (BABS)			
Level of Course	3 <sup>rd</sup> UG			
Units of Credit	6 UOC			
Session(s) Offered	Session 2			
Assumed Knowledge, Prerequisites or Co-requisites	BIOC2101 or LIFE2101, BIOC2201			
Hours per Week	6			
Number of Weeks	12 weeks			
Commencement Date	Wednesday 29 <sup>th</sup> July			
<b>Summary of Course Structure (for details see 'Course Schedule')</b>				
<b>Component</b>	<b>HPW</b>	<b>Time</b>	<b>Day</b>	<b>Location</b>
Lecture	2	10:00 – 12:00	Wednesday	Mathews Theatre C
Tutorial/Assignment	4	14:00 – 18:00	Wednesday	Rm129 Samuels Bldg. <i>(see below)</i>
<b>TOTAL</b>	<b>6</b>			
<b>Special Details</b>	<ul style="list-style-type: none"> <li>Laboratory is <u>not</u> a wet practical but a real-life team based grant application with individual assessment.</li> <li>Reserved times are for team mentoring and meetings. Teams can meet on-line or at alternative times.</li> </ul>			

<sup>1</sup> UNSW Online Handbook: <http://www.handbook.unsw.edu.au>

## 2. Staff Involved in the Course

Staff	Role	Name	Contact Details	Consultation Times
<b>Course Convenor</b>		A/Prof. LJR Foster	J.Foster@unsw.edu.au	<i>Wednesday (10:00-11:00)</i>
<b>Additional Teaching Staff</b>	Lecturers & Facilitators	Prof. B. Neilan A/Prof. LJR Foster	UNSW – School of <i>Biotechnology &amp; Biomolecular Sciences</i>	
		Dr. H. Marçal	National Innovation Centre	
		Dr. R. Green	UNSW – <i>Graduate School of Biomedical Engineering</i>	
		Prof. S Watson	Prince of Wales Hospital – <i>Department of Ophthalmology</i>	
		Prof. R. Banati	ANSTO - <i>Australian Nuclear Science &amp; Technology Organisation</i>	
		Dr. V. Wasinger	UNSW – <i>Mark Wainwright Mass Spectrometry Facility</i>	
		Dr. C. Boyer	UNSW – <i>Australian Centre for Nanomedicine</i>	
		Dr. K. McDonald	Lowy Cancer Centre	
		Prof. George Graham	UNSW - <i>School of Medical Sciences</i>	
	Tutors & Demonstrators	J. Foster	UNSW – School of <i>Biotechnology &amp; Biomolecular Sciences</i>	
Technical & Laboratory Staff	<i>n/a</i>			
Other Support Staff	<i>n/a</i>			

### 3. Course Details

<b>Course Description<sup>2</sup></b> (Handbook Entry)	Medical or 'Red' Biotechnology is a major driver for economic growth in developed nations. This course is designed to present a detailed insight into the principles, current state-of-the-art and the challenges of taking red biotechnology innovations from bench to bedside. Course structure is based on a series of related current areas. Thus, the latest developments in 'Biomaterials and Wound Healing' leads to advances in 'Tissue Engineering and Regenerative Medicine', which together with topics such as 'Nuclear Medicine' build a foundation in personalised medicine for the 21 <sup>st</sup> Century. Other areas include 'Drug Development', 'Cancer', 'Stem Cells' and 'Nanomedicine'. Topics are designed and delivered by experts in the field with lecturers from the Australian Centre for Nanomedicine, Australian Nuclear Science & Technology Organisation and The Lowy Centre for Cancer Research amongst others. Course assessment is split between a final examination with advance choice of subject areas and individual assessment in a team-developed, real-life funding scenario to address a current problem with details delivered by a medical practitioner. The course is structured to promote self-learning and students' development of Biotech solutions to real-life problems.	
<b>Course Aims<sup>3</sup></b>	This course aims to present students with the background to medical problems and the technologies currently used to address them. Students will gain an insight into the scientific development and application of these new technologies as well as their limitations. The course present students with opportunities for further investigation and tests their innovative thought processes.	
	Some of the skills the course will aid in developing include: <ul style="list-style-type: none"> <li>• The ability to critically evaluate scientific literature.</li> <li>• The capacity for innovative and original thinking.</li> <li>• Creative problem-solving</li> <li>• Self-learning techniques, including independent and reflective learning</li> <li>• Working in a group dynamic, refining communication skills, team management</li> <li>• Grant writing formulation and structure</li> </ul>	
<b>Graduate Attributes Developed in this Course<sup>4</sup></b>		
<b>Science Graduate Attributes<sup>5</sup></b> <i>(maybe replaced or augmented by UNSW, School or professional attributes)</i>	<b>Select the level of FOCUS</b> 0 = NO FOCUS 1 = MINIMAL 2 = MINOR 3 = MAJOR	<b>Activities / Assessment</b>
<b>Research, inquiry and analytical thinking abilities</b>	<b>3</b>	The grant application component expands on the depth of the candidate's knowledge base and analytical skills. The design of innovative research reinforces critical thinking techniques and presentation of data and research processes.
<b>Capability and motivation for intellectual development</b>	<b>3</b>	Course structure of subject areas with assessments are designed to promote in depth self-learning of the chosen areas and critical thought.
<b>Ethical, social and professional understanding</b>	<b>3</b>	The application of biotechnology to medical conditions is full of ethical and social issues which will be discussed at length during the lectures and the mentoring process of the grant application assessment.
<b>Communication</b>	<b>3</b>	The grant assessment application requires effective communication of background as well as research concept and approach within regulated constraints as used by the NHMRC.

<sup>2</sup> UNSW Handbook: <http://www.handbook.unsw.edu.au>

<sup>3</sup> [Learning and Teaching Unit: Course Outlines](#)

<sup>4</sup> [Contextualised Science Graduate Attributes](#)

<b>Teamwork, collaborative and management skills</b>	<b>3</b>	The grant application requires true collaborative team work with anonymous peer assessment stimulating creative participation. Chairperson and secretary have organizational and management skills.
<b>Information literacy</b>	<b>3</b>	Individual subject areas with examination of choice subjects promote self-learning, with acquisition and evaluation of information. Mentoring supports and directs the learning process.
<b>Major Topics (Syllabus Outline)</b>		<ol style="list-style-type: none"> <li>1) Principles of Pharmacology</li> <li>2) Biopharmaceuticals and the biopharmaceutical industry.</li> <li>3) Nuclear medicine and radiopharmaceuticals.</li> <li>4) Nanomedicine</li> <li>5) Wound healing and biomaterials.</li> <li>6) Proteomics for the pharmaceutical industry.</li> <li>7) Cancer</li> <li>8) Tissue engineering and regenerative medicine</li> <li>9) Bioprospecting and traditional medicines</li> <li>10) Bionics</li> </ol>
<b>Relationship to Other Courses within the Program</b>		This undergraduate 3 <sup>rd</sup> year course reasonably assumes a prior knowledge of biological and chemical skills as well as a degree of information literacy gained from two years of academic

#### 4. Rationale and Strategies Underpinning the Course

<b>Teaching Strategies</b>	Teaching innovations including (a) the team based NHMRC grant application, (b) anonymous peer assessment and (c) promotion of self-learning combined with assessment aligned to Biggs' SOLO taxonomy were developed by Foster and reported in the 'UNSW Compendium of Good Learning and Teaching Practice'.
<b>Rationale for learning and teaching in this course<sup>5</sup>,</b>	<p>Medical biotechnology is a 3<sup>rd</sup> year undergraduate course with participants having a reasonable and requisite background in technical, investigative and literacy skills. Biotechnology is an applied science and in this course, the focus is on the application of multidisciplinary techniques to the medical field. Consequently, the course provides an overview of key areas delivered by experts in the field.</p> <p>The teaching innovations used in this course have proven to improve learning outcomes and promote graduate skills as identified by a college of experts.</p>

<sup>5</sup>[Reflecting on your teaching](#)

## 5. Course Schedule

Some of this information is available on the [Online Handbook](#)<sup>6</sup> and the [UNSW Timetable](#)<sup>7</sup>.

Week		Date		Lectures (day), Topics & Lecturers	Date	Tutorials Assignment (day),	Assignment and Submission dates (see also 'Assessment Tasks & Feedback')
Week 1	1 2	Wed 29 <sup>th</sup> July	J. Foster	Medical Biotechnology – Biopharmaceuticals			
<b>Week 1</b>		<b>Wed 29<sup>h</sup> July Wilton Room</b>	<b>J. Foster</b>	<b>Team Building Exercises/Assignment</b>	<b>14:00-18:00</b>		
Week 2	3 4	Wed 5 <sup>th</sup> Aug	J. Foster + S. Watson	Wound Healing Limbal Stem Cell Therapy	<b>Mon 11<sup>th</sup> Aug</b>		<b>Lead CI to inform John of team members</b>
Week 3	3 4	Wed 12 <sup>th</sup> Aug	V. Wasinger	Proteomics	Wed 12 <sup>th</sup> Aug		
Week 4	5 6	Wed 19 <sup>th</sup> Aug	V. Wasinger	Proteomics in the Pharmaceutical Industry (Computer Lab G08)	Wed 19 <sup>th</sup> Aug	Team Exercise	
Week 5	7 8	Wed 26 <sup>th</sup> Aug	<b>G. Graham</b>	Principles of Pharmacology	Wed 26 <sup>th</sup> Aug	Team Mentoring	
Week 6	9 10	Wed 2 <sup>nd</sup> Sept	R. Green	Bionics	Wed 2 <sup>nd</sup> Sept	Team Exercise	<b>Wed 2<sup>nd</sup> Sept: Submit Research Ideas summary</b>
Week 7 *	11 12	Wed 9 <sup>th</sup> Sept	<b>R. Banati</b>	Radiopharmaceuticals from Bench to Bedside	Wed 9 <sup>th</sup> Sept	Team Exercise	
Week 8	13 14	Wed 16 <sup>th</sup> Sept	<b>C. Boyer</b>	Polymeric Nanoparticles for Nanomedicine – A New Generation of Drugs	Wed 16 <sup>th</sup> Sept	Team Exercise	
Week 9	15 16	Wed 23 <sup>rd</sup> Sept	<b>K. McDonald</b>	Cancer	Wed 23 <sup>th</sup> Sept	Team Mentoring	

<sup>6</sup> UNSW Virtual Handbook: <http://www.handbook.unsw.edu.au>

<sup>7</sup> UNSW Timetable: <http://www.timetable.unsw.edu.au/>

				<b>MID-SESSION BREAK 26/09 - 05/10</b>			
Week 10	17 18	Wed 7 <sup>th</sup> Oct	J. Foster	Biomaterials for Medical Devices	Wed 7 <sup>th</sup> Oct	Team Exercise	
Week 11	19 20	Wed 14 <sup>th</sup> Oct	H. Marçal	Tissue Engineering & Regenerative Medicine	<b>Wed 14<sup>th</sup> Oct</b>	Team Exercise	<b>Submit Alternate Funding Sources</b>
Week 12	21 22	Wed 21 <sup>st</sup> Oct	B. Neilan J. Foster	Bioprospecting and Traditional Medicines A cucumber to mars – course roundup	Wed 21 <sup>st</sup> Oct	Team Mentoring	
Week 13	23 24				<b>Mon 26<sup>th</sup> Oct (4pm)</b>		<b>Lead CI to submit NHMRC grant Secretary to Submit Team Diary</b>
					<b>Mon 26<sup>th</sup> to Wed 29<sup>th</sup> Oct</b>	<b>Complete Peer review (Teaching Office)</b>	

\*NB: As stated in the UNSW Assessment Policy: 'one or more tasks should be set, submitted, marked and returned to students by the mid-point of a course, or no later than the end of Week 6 of a 12-week session'

## 6. Assessment Tasks and Feedback

Task	Knowledge & abilities assessed	Assessment Criteria	% of total mark	Date of		Feedback		
				Release	Submission	WHO	WHEN	HOW
<b>INDIVIDUAL</b>								
Examination	<ul style="list-style-type: none"> <li>Essay answers to examination questions.</li> <li>A choice of 4 from the 10 subject areas in the course.</li> <li>Duration 2 hours.</li> </ul>	<ul style="list-style-type: none"> <li>As per Biggs' SOLO taxonomy (<i>see additional information below</i>)</li> </ul>	33, 43 or 53%	Fri 6 <sup>th</sup> November	Mon 9 <sup>th</sup> November	Individual lecturers	According to UNSW timetable	Final Mark
Alternate Funding Sources	<ul style="list-style-type: none"> <li>Information literacy</li> <li>Task alignment</li> </ul>	<ul style="list-style-type: none"> <li>Appropriateness of funding source.</li> <li>Justification of selection.</li> </ul>	7%		Wed 14 <sup>th</sup> October	Course coordinator	Wed 21 <sup>st</sup> October	Final Mark
<b>TEAM</b>								
Grant Application	<ul style="list-style-type: none"> <li>Presentation of information relating to assignment.</li> <li>Literacy skills</li> <li>Analytical thinking</li> <li>Lateral thinking</li> <li>Innovation</li> <li>Team management</li> </ul>	<ul style="list-style-type: none"> <li>Quality of literacy through background information.</li> <li>Innovative thought processes.</li> <li>Presentation of appropriate data and research proposal.</li> </ul>	37, 47 or 57%		Mon 26 <sup>th</sup> October	Teaching Office	According to UNSW timetable	Final Mark
Meeting Diary	<ul style="list-style-type: none"> <li>Team management</li> <li>Team organisation</li> <li>Task assignment</li> <li>Clarity of reporting</li> </ul>	<ul style="list-style-type: none"> <li>Management skills.</li> <li>Ability to work in a team.</li> </ul>	3%		Mon 26 <sup>th</sup> October	Teaching Office	According to UNSW timetable	Final Mark
Peer Review	<ul style="list-style-type: none"> <li>Objectivity</li> <li>Team participation</li> </ul>	<ul style="list-style-type: none"> <li>Ability to work in a team</li> </ul>	0%		Mon 26 <sup>th</sup> Wed 29 <sup>th</sup> October	Teaching Office		
Grant Application	<ul style="list-style-type: none"> <li>Presentation of information relating to assignment.</li> <li>Literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Preliminary feedback on grant application, dataset, presentation and team skills</li> </ul>	A-E		Wed 2 <sup>nd</sup> September	Course coordinator	Wed 11 <sup>th</sup> September	Comments, and discussion

40, 50 or 60%

**NOTES**

## ASSESSMENT GRADING

### NHMRC Grant Application

The grant application is a team effort; a mark is awarded for the Grant and the Alternate Funding Sources report in the first instance. However, an individual's contribution to this submission will subsequently be determined. - This is conducted through anonymous assessment by his/her team mates. Company members will be asked to objectively assess their fellow team members with marks from 1 to 10, with 1 (10%) a poor score and 10 (100%) an excellent contribution. The mean will be applied as a percentage of the grade.

This type of individual assessment is aimed at promoting collaborative learning and not simply a group effort consisting of individual contributions. – ***Ideally, all members of the team will gain full marks of 10/10 from their peers!***

***Peer Assessments will take place on Wednesday 19<sup>th</sup> October - Be There!!***

### Examination Examinations

In response to student feedback and trials last year, the Final Examination (2) will be in a 'Take Home Format' (THF). Questions in the THF are designed to test your ability to apply the principles discussed in the lectures. Similar to the EIS, the exam questions will challenge your ability to use biotechnology to answer problems currently facing our planet. Exams will be released online (using Moodle) on Friday November 6<sup>th</sup> (00:30 - 12:30am) and must be uploaded on Monday November 9<sup>th</sup> (23:30 – 11:30pm). These will be checked using 'Turnitin'

Exam responses will be assessed according to Biggs's SOLO taxonomy. Biggs's SOLO approach to learning has 5 types of response to the assessment and these will be applied to the final exam. The figure below illustrates the relationship between learning response and grade:

SOLO Type of Response		Mark region	Grade Type
I	Prestructural	<40	F
II	Unistructural	40-50	F - P
III	Multistructural	51-64	P
IV	Relational	65-80	C - D
V	Extended Abstract	81-100	D - HD

Some demonstration of appropriate information literacy required

An answer that relies upon information provided during the lectures and simply 'regurgitates' this information will at most be awarded a mark of 40-50, i.e. a '**unistructural**' response. The student has failed to demonstrate adequately a firm understanding of the principles and their application as required in the examination question. An incorrect answer, where it appears the student is unclear of the principles is more likely to be considered as a '**prestructural**' answer and will result in a mark of less than 40.

A correct answer using information provided during the lecture corresponds to a '**multistructural**' response. The answer suggests an understanding of the principles and limited information to support the answer. In contrast, a correct answer using lecture information, but supported by strategic references would demonstrate a firm understanding of the principles and the use of information to explain the concepts and applications. This is considered as a '**relational**' response. The best answer possible will not only demonstrate a firm understanding of the principles and their applications, but also the implications in the wider context of the field, as they relates to the question, i.e. '**extended abstract**'.

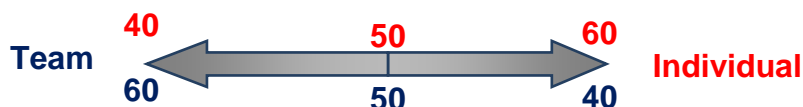
**More details regarding Biggs' SOLO taxonomy is provided below:**

### Sliding Grade Scale

Individual strengths and performances can vary, the sliding grade scale is designed to reward students according to their strengths.

The team based EIS and individual examination components are initially assessed with equal weighting of 50% each. The weighting of these components are then adjusted to 40% EIS and 60% examination, followed by 60% EIS and 40% examination. The former rewards individual performance in the exam, while the latter rewards individual performance as part of a team. This sliding scale is designed to reduce erroneous marks for individuals who may find themselves in a poorly performing team.

This teaching innovation has been designed by Foster and introduced in response to student Feedback and is now used in many universities.



The course has a policy of continuing development in response to all participant feedback. Ample opportunities are provided to students to provide quantitative assessment and quantitative comments regarding all aspects of the course, (see sec. 9).

### Task 3.1: SOLO Levels in Approaches to Learning question and why

The following levels of response could be observed (not, it is hoped, the first three responses).

#### 1 Prestructural

'Teaching is a matter of getting students to approach their learning.'

This response could have been written by someone with understanding at the individual word level, but little understanding of what was discussed in the previous chapter. Prestructural responses simply miss the point, or, like this one, use tautology to cover lack of understanding. These responses can be quite sophisticated, such as the kind of elaborate tautology that politicians use to avoid answering questions, but academically they show little evidence of relevant learning.

#### 2 Unstructural

'Approaches to learning are of two kinds, surface, which is inappropriate for the task at hand, and deep, which is appropriate. Teachers need to take this into account.'

This is unstructural because it meets only one part of the task, defining what approaches to learning are in terms of just one aspect, appropriateness. It misses other important attributes – for example, that they are ways of describing students' learning activities and what might influence them – while the reference to teaching adds nothing. Unstructural responses deal with terminology, getting on track but little more.

#### 3 Multistructural

'Approaches to learning are of two kinds, surface, which is inappropriate for the task at hand, and deep, which is appropriate. Students using a surface approach try to fool us into believing that they understand by rote learning and quoting back to us, sometimes in great detail. Students using a deep approach try to get at the underlying meaning of their learning tasks. Teaching is about getting students to learn appropriately, not getting by with short cuts. We should therefore teach for meaning and understanding, which means encouraging them to adopt a deep approach.'

I couldn't agree more. The first part is quite detailed (but could be more so); the second part is also what good teaching is about. What's the problem? The problem is that this response does not address the key issue: how can knowledge of approaches enhance teaching? Not that they can enhance teaching. This response, if elaborated more fully, would constitute what Barreter and Scardemalia (1987) call 'knowledge-telling': showing with a bunch of facts, but not structuring them as required. Students see the trees but not the wood. Seeing trees is a necessary preliminary to adequate understanding, but it should not be interpreted as comprehending the wood.

#### 4 Relational

'Approaches to learning are of two kinds... [etc.] The approaches come about partly because of student characteristics, but also because students react differently to their teaching environment in ways that lead them into surface or deep learning. The teaching environment is a system, a resolution of all the factors, curriculum, the assessment, teaching methods and students' own characteristics. If there is imbalance in the environment – for example, a test that allows students to respond in a way that does not do justice to the curriculum, or a classroom climate that scars the hell out of them – the resolution is in favour of a surface approach. What this means is that we should be consistent...'

And so on. Here we have an explanation. Both concepts, approaches and teaching, have been integrated by the concept of a system; examples have been given, and the structure could easily be used to generate practical steps. The trees have become the wood, a qualitative change in learning and understanding has occurred. It is no longer a matter of listing facts and details: they address a point, making sense in light of their contribution to the topic as a whole. This is the first level at which 'understanding' in an academically relevant sense may appropriately be used.

#### 5 Extended abstract

I won't give a lengthy example here. The essence of the extended abstract response is that it goes beyond what has been given, whereas the relational response stays with it. The coherent whole is conceptualized at a higher level of abstraction and is applied to be a 'breakthrough' response, giving a perspective on approaches to learning would them, and their relationship to teaching. The trouble is that changes what we think about is tomorrow's relational. Marton and Säljö's original study was such a breakthrough, linking approaches to learning to systems theory was another, but now both are conventional wisdom.

The examples illustrate the five levels of the taxonomy. Uni- and multistructural levels see understanding as a quantitative increase in what is grasped. These responses were deliberately constructed to show that the higher level contains the lower level, plus a bit more. The 'bit more' in the case of multistructural incorporates the unstructural, then more of the same – a purely quantitative increase. The 'bit more' in the case of relational over multistructural involves a conceptual restructuring of the components, the recognition of the systems property as integrating the components, while the next shift to extended abstract takes the argument into a new dimension. SOLO describes a hierarchy, where each partial construction becomes the foundation on which further learning is built. A Boulton-Lewis (1998).

This is a...

## 7. Additional Resources and Support

<b>Text Books</b>	N/A
<b>Course Manual</b>	Course manuals will be provided in hard copy as well as in soft copy form through Blackboard™. In addition, Copies of lecture slides will also be provided at individual lectures and made available on Blackboard™.
<b>Required Readings</b>	Suggested references will be provided as part of the individual lectures delivered by each expert.
<b>Additional Readings</b>	The course promotes self-learning, evidence of which is assessed in the final examination. In addition to required readings, students should seek out at least 3 recent reviews from each individual field.
<b>Recommended Internet Sites</b>	Sites will be made available at lectures when appropriate.  However, self-learning is an integral part of this course and students are expected to have the abilities to seek out and evaluate appropriate sources of information as required for their knowledge base and evaluated in their assessments.
<b>Societies</b>	As above.
<b>Computer Laboratories or Study Spaces</b>	Students are encouraged to book library study rooms in advance. The mentoring will take place in Samuels's room 129 and Biological Sciences room 356, these rooms will also be available for meetings when free from the mentoring sessions.

## 8. Required Equipment, Training and Enabling Skills

<b>Equipment Required</b>	Students should bring notepads, copies of papers etc. to their team meetings. It is important that individual students have a paper trail to demonstrate their individual level of involvement in the team exercises should verification be required.
<b>Enabling Skills Training Required to Complete this Course</b>	Information literacy as detailed by library.

## 9. Course Evaluation and Development

Student feedback is gathered periodically by various means. Such feedback is considered carefully with a view to acting on it constructively wherever possible. This course outline conveys how feedback has helped to shape and develop this course.

<b>Mechanisms of Review</b>	<b>Last Review Date</b>	<b>Comments or Changes Resulting from Reviews</b>
<b>Major Course Review</b>	N/A	<p>This is a new course introduced in response to focus group discussions with students. The previous course focused exclusively on Biopharmaceuticals and had a wet practical aimed at bioprocessing and characterisation of these.</p> <p>While lectures received a positive response the practical was deemed to lack focus and failed to promote learning outcomes. The new real-life grant application replaces the practical and is designed to promote graduate attributes, critical and lateral thinking as well as a deeper knowledge of the field and its application.</p>
<b>CATEI<sup>8</sup></b>	N/A	As above
<b>Other</b>	N/A	As above

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<sup>8</sup>[CATEI process](#)

## 10. Administration Matters.

<b>Expectations of Students</b>	<p>Students are recommended to attend all lectures and team . If you do not meet this requirement you may be asked to show cause.</p>
<b>Assignment Submissions</b>	<p>Assignments should be submitted to the School Teaching Office by 5pm on the day required. Late submissions will incur a penalty of 10% reduction per day. Submissions greater than 3 days late will incur a '0' mark.</p>
<b>Occupational Health and Safety<sup>9</sup></b>	<p>Information on relevant Occupational Health and Safety policies and expectations both at UNSW: <a href="http://www.riskman.unsw.edu.au/ohs/ohs.shtml">www.riskman.unsw.edu.au/ohs/ohs.shtml</a> and if there are any school specific requirements.</p>
<b>Assessment Procedures</b>  <b>UNSW Assessment Policy<sup>10</sup></b>	<p>Students should also be aware of examination procedures and advice concerning illness or misadventure.</p> <p><b><u>Special Consideration and Further Assessment/Supplementary Exams:</u></b></p> <p>The university does not give deferred examinations. However, further assessment exams may be given to those students who were absent from the final exams through illness or misadventure or students who sat the exam but their performance was seriously affected by illness or misadventure.</p> <p>Students who believe that their performance, either during the session or in the end of session exams, may have been affected by illness or other circumstances should apply for special consideration. Students should make a formal application for Special Consideration for the course/s affected as soon as practicable after the problem occurs and within three working days of the assessment to which it refers.</p> <p>Special Consideration applications must be made on the 'Request for Consideration' form which is available from UNSW Student Central, or through download from <i>myUNSW</i> online. The completed application form must be submitted to <a href="#">UNSW Student Central</a> (formerly NewSouth Q). Students should consult the A-Z guide on <i>myUNSW</i>, particularly the section on 'Special Consideration' for further information about general rules covering examinations, assessment, special consideration and other related matters. This information is available on the web at <a href="https://my.unsw.edu.au/student/atoz/ABC.html">https://my.unsw.edu.au/student/atoz/ABC.html</a></p> <p>Lists of students sitting supplementary exams for each course will be determined at School/Faculty Assessment Review Group Meetings when all requests for Special Considerations are considered. Students who are granted a supplementary exam will be contacted before the official release of results on <i>myUNSW</i>, normally via the UNSW student email account. A timetable for the supplementary exams will be released by the university later in the session</p> <p>In cases where assessment is complete, but a student requests and is granted 'special consideration' of a general nature, this will take the form of a <i>viva voce</i> exam. Further assessment exams will be offered on the scheduled days ONLY and failure to sit the appropriate exam(s) may result in an grade of '0' for that assessment.</p>
<b>Equity and Diversity</b>	<ol style="list-style-type: none"> <li>(1) All students are expected to be familiar with the rules of the University in regard to attendance at lectures, tutorial and practical classes.</li> <li>(2) All students should be aware of the University OH&amp;S policies.</li> <li>(3) Equity and diversity: those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734 or <a href="http://www.equity.unsw.edu.au/disabil.html">www.equity.unsw.edu.au/disabil.html</a>). Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made. Further information on the needs of students with disabilities can be found at: <a href="http://www.secretariat.unsw.edu.au/acboardcom/minutes/coe/disabilityguidelines">www.secretariat.unsw.edu.au/acboardcom/minutes/coe/disabilityguidelines</a></li> </ol>

<sup>9</sup> [UNSW OHS Home page](#)

<sup>10</sup> [UNSW Assessment Policy](#)

	<p>(4) Continual course improvement: As part of the course there will be an opportunity for students to provide evaluative feedback on the course, using, among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. If there are any significant changes to the course these will be communicated to subsequent cohorts of students taking the course</p>		
<p><b>Student Complaint Procedure<sup>11</sup></b></p>	<p><b>School Contact</b></p>	<p><b>Faculty Contact</b></p>	<p><b>University Contact</b></p>
	<p>Dr. Louise Lutze-Mann,  <a href="mailto:l.lutze-mann@unsw.edu.au">l.lutze-mann@unsw.edu.au</a>  tel: 9385-2024</p>	<p>A/Prof Julian Cox  Associate Dean (Education)  <a href="mailto:julian.cox@unsw.edu.au">julian.cox@unsw.edu.au</a>  Tel: 9385 8574</p> <p>Or</p> <p>Dr Scott Mooney  Associate Dean  (Undergraduate Programs)  <a href="mailto:s.mooney@unsw.edu.au">s.mooney@unsw.edu.au</a>  Tel: 9385 8063</p>	<p>Student Conduct and Appeals Officer (SCAO) within the Office of the Pro-Vice-Chancellor (Students) and Registrar.</p> <p>Telephone 02 9385 8515,  email  <a href="mailto:studentcomplaints@unsw.edu.au">studentcomplaints@unsw.edu.au</a></p> <p>University Counselling and Psychological Services<sup>12</sup>  Tel: 9385 5418</p>

<sup>11</sup> [UNSW Student Complaint Procedure](#)

<sup>12</sup> [University Counselling and Psychological Services](#)

## 11. UNSW Academic Honesty and Plagiarism

*The following information should appear in all course outlines or be available on the web in unaltered form. It is recommended, however, that additional discipline-specific advice and/or material be added to assist students wherever possible.*

### What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.

\*Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

[www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

\* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne