FACULTY OF SCIENCE

School of Biological, Earth and Environmental Sciences

# GEOS 3911

## Environmental Impact Assessment

## UNDERGRADUATE COURSE OUTLINE

Trimester 1, 2021

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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[1]

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| **Year of Delivery** | *2021* |
| **Course Code** | *GEOS 3911* |
| **Course Name** | *Environmental Impact Assessment* |
| **Academic Unit** | *BEES* |
| **Level of Course** | *3rd year* |
| **Units of Credit** | *6 UOC* |
| **Offered** | *Trimester 1* |
| **Assumed Knowledge, Prerequisites or Co-requisites** | *2 years of undergraduate coursework* |
| **Hours per Week** | *2-3 hours per week lecture- each lecture is different, lectures are not repeated but all are pre-recorded due to COVID-19 restrictions and to enable increased flexibility for students and guest lecturers.*<br>*5 x 2 hour tutorial-* ***selected weeks refer to the course schedule; other tutorial times are for students to work on assessment tasks and/or for consultation with course staff*** |
| **Number of Weeks** | *10 weeks* |
| **Commencement Date** | **15/02/2020** |

**Summary of Course Structure (for details see 'Course Schedule')**

| Component | HPW | Time | Day | Location |
|---|---|---|---|---|
| *Lectures* | 2 | | | |
| *Lecture 1* | Wk. 1 – 10 | At your leisure | Released each Tuesday or earlier | Pre-recorded |
| *Lecture 2 (seminar)* | Wk. 10 ONLY | 1 – 2 | Thursday | online or pre-recorded |
| | | | | |
| *Tutorials* | 2 | | | |
| *Tutorial- 1* | Wk. 2, 3, 4, 8, 9 | 9-11 | Wednesday | Online and live |
| *Tutorial- 2* | Wk. 2, 3, 4, 8, 9 | 4-6 | Wednesday | Online and live |
| *Tutorial- 3* | Wk. 2, 3, 4, 8, 9 | 10-12 | Friday | Online and live |
| | | | | |
| **Special Details** | *Postgraduate and undergraduate students participate in the same lecture classes but are assigned different assessment tasks. A class roll is taken for tutorials. Lectures are recorded and students are expected to listen to them each week to facilitate participation in tutorials. Please contact Jes Sammut for any clarification or questions regarding the format of course delivery bearing in mind that the course has been impacted by the current COVID-19 situation and adapted to address class size, the increased need for flexibility, and the availability of practitioners (guest lecturers) whose working week has been affected by the current scenario.* | | | |

## 2. Staff Involved in the Course

| Staff | Role | Name | Contact Details | Consultation Times |
|---|---|---|---|---|
| **Course Convenor** | | *A/Professor Jes Sammut* | | |
| **Additional Teaching Staff** | Lecturers & Facilitators | *A/Prof Jes Sammut*<br><br>*Dr James Smith and/or Associates* | *j.sammut@unsw.edu.au*<br><br>*mobile: 0403154863 during business hours*<br><br>*Skype: Jesmond1965*<br><br>*James and his legal team are guest lecturers; contact Jes for any questions.* | *By appointment – we will use Skype, Microsoft Teams or Zoom. Some free tutorial weeks will also be used for consultations. Jes will advise.* |

[1] UNSW Online Handbook: http://www.handbook.unsw.edu.au

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| | Tutors & Demonstrators | Dr Angela Liu & Jes | | *Please limit contacting your tutors as they are busy. First contact should be Jes* |

## 3. Course Details

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| **Course Description**[2] (Handbook Entry) | The aim of this course is to develop an understanding of the application of EIA to planning and environmental decision-making. The course uses case studies that illustrate environmental impacts on natural and socio-economic systems, set in the context of the legal and political frameworks in Australia, particularly NSW. Students will evaluate the rationale, techniques used, and research needs of impact assessment with particular reference to Australia. Students will develop an understanding of current approaches and emerging trends in EIA. The course has been developed to cater for students from different programs at UNSW. There is a strong vocational emphasis in the course. |
| **Course Aims**[3] | The overall objective of the course is to develop skills in EIA underpinned by an understanding of legislation, policy, frameworks for assessing impacts and risk, and the social and economic implications of development. The course will also introduce students to new or emerging approaches to assessing environmental impacts. The course has been designed to cover elements of EIA that are relevant to, and build skills applicable to, a broad range of professional interests. |
| **Course Learning Outcomes**[4] | At the completion of this course, students should be able to:<br>• Justify the need for EIA<br>• Understand what triggers an EIA in NSW and Australia<br>• Know which laws and their components are appropriate<br>• Apply ecologically sustainable development principles to EIA<br>• Critically analyse EIS reports and the EIA system<br>• Perform the basic components of other related environmental management approaches (e.g. environmental management plans, risk assessments, social impact assessments, statement of environmental effects)<br>• Understand the ethical and professional responsibilities placed upon environmental scientists and decision makers |

**Graduate Attributes Developed in this Course**[5]

| **Science Graduate Attributes**[5] | **Select the level of FOCUS** *0 = NO FOCUS 1 = MINIMAL 2 = MINOR 3 = MAJOR* | **Activities / Assessment** |
|---|---|---|
| **Research, inquiry and analytical thinking abilities** | 2 | Tutorial activities encourage analytical thinking in the application of EIA methodologies and review of environmental impact statements (EISs). Research for assignments develops literature search, critical review, and problem-solving skills. |
| **Capability and motivation for intellectual development** | 2 | The lecture content and tutorials motivate students to critically conceptualize and analyze their potential future roles as environmental scientists and decision-makers |
| **Ethical, social and professional understanding** | **3** | The tutorials, assignments and exam responses all require students recognize the ethical and professional implications of EIA, the diverse values placed on environmental resources, and develop capabilities to creatively resolve conflicts regarding environmental impacts. |
| **Communication** | 2 | Students will develop written communication skills, and verbal articulation of information in tutorial class discussions. |

[2] UNSW Handbook: http://www.handbook.unsw.edu.au
[3] Learning and Teaching Unit: Course Outlines
[4] Learning and Teaching Unit: Learning Outcomes
[5] Contextualised Science Graduate Attributes: http://www.science.unsw.edu.au/our-faculty/science-graduate-attributes

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| **Teamwork, collaborative and management skills** | 3 | The tutorial activities and lecture content provide students with the necessary information to develop environmental management skills. Teamwork tasks in the tutorials will encourage collaboration skills. Students experience project organization from the assignments and preparation for tutorial group exercises. |
| **Information literacy** | 2 | Assignments encouraging information literacy including literature searching, referencing, use of computer technologies. |

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| **Major Topics (Syllabus Outline)** | • Evolution of EIA in NSW and Australia<br>• EIA legislation in NSW and recent reforms<br>• Commonwealth EIA legislation<br>• EIA methodology<br>• Environmental risk assessment<br>• Other relevant forms of impact assessment<br>• Biodiversity legislation and offsetting<br>• EIA case studies<br>• Ethics and professional responsibilities in EIA |
| **Relationship to Other Courses within the Program** | The course complements other geography (human and physical), environmental science, engineering, planning and applied biology courses. Most of these are offered by the School of Biological, Earth and Environmental Sciences. Some preceding subjects complement EIA, including GEOS 2641 Urban Environments, GEOS 2711 Australian Climate and Vegetation, GEOS 2721 Australian Surface Environments and GEOS 2821 Geographical Information Systems. Third year subjects that have some complementary aspects include GEOS3721 Australian Soil Use and Management, GEOS3761 Environmental Change, CHEM3901 Environmental Toxicology, and GEOS3921 Coastal Resource Management. |

## 4. Rationale and Strategies Underpinning the Course

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| **Teaching Strategies** | The lectures focus on the theoretical aspects of EIA in the early weeks of the course with a particular emphasis on EIA legislation and procedures. These lectures are a necessary component of the course because they underpin the overall understanding of EIA in NSW and Australia. The tutorials are intended to give students an opportunity to evaluate EIS documents and apply methods of EIA to hypothetical developments. The tutorials are also intended to give students a forum to discuss EIA with their colleagues and teachers. The success of tutorials relies on student preparation (reading, critiquing material, forming views and opinions) and class interaction. Note, Tutorials are not run each week due to the time needed to prepare for tutorials and to complete assessable tasks at a high, job-ready standard. We have also considered the implications of COVID-19 and endeavoured to make the course more manageable for students and to ensure our guest lecturers, who are professionals working under a difficult COVID-19 scenario, are able to deliver their material to students effectively. We also have students who are working or are located overseas. **However, overseas students in different time zones will need to attend the scheduled tutorials, online.**<br><br>**Do not be overwhelmed by the law component. This is an essential component of the course, and also important for your employability. If you feel you are struggling, book an appointment with Jes.**<br><br>EIA is a dynamic area of decision making because laws and policies are regularly amended or introduced. For this reason, the course involves guest lecturers who are practitioners in the field, largely environmental lawyers. Guest lecturers will be sharing recent case law so that the machinations of EIA legislation are clear to understand. The remainder of the course has a greater emphasis on case study examples and methods of EIA largely delivered by Associate Professor Jes Sammut.<br><br><u>Key teaching staff</u><br><br>**A/Professor Jes Sammut** is a scientist with research experience in methods used to assess impacts in Australia, Asia, and the Pacific. He has also served on various technical committees that advise policy makers on current and emerging environmental issues, and has worked with governments in Australia, Indonesia, Vietnam, and Papua New Guinea to develop strategies and policies to reduce environmental impacts from aquaculture and development on acid sulfate soils. He is also a Fisheries Consultant for ACIAR's program in PNG.<br><br>**Dr Angela Liu** is a fish nutritionist and Geographer, and has experience in environmental science, research for development, decision-making, impact assessment and resource management. Dr Liu will be coordinating the tutorial components with Jes. Angela has worked with Jes on projects in the Asia- |

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| | Pacific and has extensive experience working with different stakeholders involved in environmental decision making. Angela has also completed this course in her earlier undergraduate degree.<br><br>**Dr James Smith** is a Barrister at Martin Place Chambers and a former PhD student of Jes. He also completed this course in his undergraduate program at UNSW before his PhD and Law degree programs. Dr Smith specialises in environmental law and has experience working for government and in private practice. You can read his CV here: https://www.mpchambers.net.au/cvs/Dr%20J%20Smith%20CV%202016%20Barrister.pdf<br><br>Please note that Dr Smith is involved in a backlog of online court cases due to the impact of COVID-19 on the court system. For some lectures his qualified associates might deliver the material. |
| **Rationale for learning and teaching in this course**[6] | We teach this course using presentations from practitioners, case studies and practical tutorial classes because we expect our graduates will engage with environmental assessment as professionals in future years. Our aim is to make you job ready in this field and to have insight into EIA in the real world rather than textbooks.<br><br>EIA is increasingly important to environmental decision making across the world. Although this course focuses on Commonwealth and NSW legislation, the principles of EIA in Australia are relevant to other countries. Past students from this course have gone onto positions in EIA in Australia, Europe, Asia, the Americas and the Pacific. Some have gone on to studying environmental law, inspired by what is taught in this course. However, the course goes well beyond EIA-related legislation and examines universally adopted procedures to assess risk, evaluate and predict environmental impacts and monitor and manage impacts that may arise from development. These skills are fundamental to most students who enrol in this course.<br><br>Past students report that this course adds considerable weight to their job applications and comment that they participate in the EIA process either by developing or reviewing EISs, managing or coordinating public participation, representing, or working with stakeholders, or conducting research that eventually improves our understanding of environmental impacts. Students have also reported their increased competitiveness in the job market because of the skills they have gained. |

[6] Reflecting on your teaching

## 5. Course Schedule

*Some of this information is available on the Online Handbook[7] and the UNSW Timetable[8].*

| Week | Lecture Date | Lecture Topics | Lecturer | Tutorial Classes | Assignments and Submission dates (see also 'Assessment Tasks & Feedback') |
|---|---|---|---|---|---|
| Week 1 | Monday 15 Feb | 1. EIA Course Introduction<br>2. The Evolution of EIA | Jes | No class – breathe, read, and settle into T1 | |
| Week 2 | Monday 22 Feb | 3. Finding and interpreting legislation in NSW<br>4. Operations of the EP&A Act (1979) and its instruments | James and/or associates | Triggers for an EIS and the Leopold Matrix | |
| Week 3 | Monday 1 March | 5. Requirements of EIS, REF & SEE assessments<br>6. NSW Biodiversity Conservation legislation | James and/or associates | Reviewing an EIS | |
| Week 4 | Monday 8 March | 7. Preparing EIS<br>8. Predicting, evaluating & managing impacts | Jes | Class Test - EIA terms and concepts (graded) | **Assessment 1** - Class test, 10% of overall course grade. **Assessment 2, EIS Part 1A** - DRAFT due Friday 5pm (not graded but feedback given) |
| Week 5 | Monday 15 March | 9. Frameworks for impact assessment 1<br>10. Frameworks for impact assessment 2 | Jes | No class | |
| Week 6 | Monday 22 March | No Classes | | | Flexibility week - Feedback on EIS Part 1A released early in the week |
| Week 7 | Monday 29 March | 11. Social impact assessment 1<br>12. Social impact assessment 2 | Jes | No class- prepare for stakeholder forum and/or polish your assignment | **Assessment 2** - Submit FINAL EIS Part 1B by 5pm Friday, 30% of overall course grade. |
| Week 8 | Monday 5 April | 13. Federal legislation EPBC Act<br>14. LEC & EPBC Case studies | James and/or associates | Stakeholder Forum | |
| Week 9 | Monday 12 April | 15. Professional Ethics in EIA<br>16. Risk assessment in EIA | Jes | Professional Ethics Discussion – run by Jes | |

[7] UNSW Virtual Handbook: http://www.handbook.unsw.edu.au
[8] UNSW Timetable: http://www.timetable.unsw.edu.au

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| Week 10 | Monday 19 April<br><br>Thursday 22 April | 17. Biodiversity offsetting and Course Review<br>18. (Thursday Seminar) - The role of the EDO in NSW | Jes<br><br>EDO - tba | No class – dedicate time to polish assignment before submission | **Assessment 3** - EIS Part 2 EMP due by Friday<br>5pm, 30% of overall course grade. |

## 6. Assessment Tasks and Feedback[9]

| Task | Knowledge & abilities assessed | Assessment Criteria | % of total mark | Date of | | Feedback | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Release | Submission | WHO | WHEN | HOW |
| **Assessment 1-**<br><br>**Class test** | To comply with the requirement of providing feedback on an assessable piece of work before the census date, a class test will be held in the second tutorial class, week 3. The class test will involve defining key terms used in EIA. | Students will be asked to give short answers to approximately 15 questions based on the lecture material and advised reading/study. Most of the questions are related to defining terms or explaining concepts. Please note that the questions will vary across tutorial classes. | 10 | Week 4 tutorial classes | In **week 4** tutorial class | Angela and Jes | Week 7, at the beginning of the next tutorial | Comments to class on short answers and a class discussion. The tests will not be returned. |
| **Assessment 2- Draft Introductory section for an EIS** | The purpose of this assignment is to develop your understanding of the initial stages of EIA. | Constructive feedback will focus on relevance of material, written expression, plagiarism and correct referencing technique. | N/A | Week 1 | 5pm Friday, **Week 4**, submit using Turn-it-in on Moodle | Angela and Jes | Monday, Week 6 (Group and individual feedback) | Comments will be provided on your file in Moodle. Constructive feedback will help develop your final draft. General comments will be provided to entire class via Moodle. |
| **Assessment 2- Introductory section for an EIS** | The purpose of this assignment is to gain | Students will be assessed on their ability to write concise and accurate descriptions of their case | 30 | Week 1 | 5 pm Monday, **Week 7,** submit using | Angela and Jes | Friday, Week 8 | Grade and feedback will be provided on your |

[9] Approaches to assessment: http://teaching.unsw.edu.au/assessment

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| | experience in EIA report writing. | studies, identify likely environmental impacts and critically evaluate relevant references. | | | Turn-it-in on Moodle | | | assessment file in Moodle. |

| Task | Knowledge & abilities assessed | Assessment Criteria | % of total mark | Date of Release | Date of Submission | Feedback WHO | Feedback WHEN | Feedback HOW |
|---|---|---|---|---|---|---|---|---|
| **Assessment 3 -**<br><br>**EIS incorporating Environmental Management Plan** | This assignment is designed to give students the opportunity to prepare an environmental management plan for an EIA report on their case study. Students will gain experience in researching relevant material, synthesising information, critical thinking and report-writing. | Students will be assessed upon their ability to gather and synthesise relevant material. Critical analysis of references is expected. Students will demonstrate knowledge and understanding of relevant examples. | 30 | Week 2 | 5 pm Friday, **Week 10**, submit via Turn-it-in using Moodle | Angela and Jes | TBA | Grade and feedback will be provided on your assessment file in Moodle. |
| **Class Exam** | The exam will cover the core themes of the lecture content. | Exam will consist of 10 questions covering lecture material and tutorial class content. Students are not expected to precisely cite references in the exam. Exam preparation will be discussed in the extra week 10 lecture | 30 | Exam Period | Exam Period | N/A | N/A | N/A |

## 7. Additional Resources and Support

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| **Text Books** | Please note that we have not set a text for this course.<br><br>The following texts are in the high use collection at the UNSW library:<br><br>Harvey, N. & Clarke, B. (2012) Environmental Impact Assessment in Practice. Oxford University Press, South Melbourne.<br><br>Thomas, I, (2009). Environmental Impact Assessment in Australia. 5th Edn. Federation Press, Annandale.<br><br>This one is located in the Law Library:<br><br>Whitehouse, J. (2012). Development and Planning Law in NSW. CCH North Ryde. |
| **Course Manual** | Lecture recordings with related PowerPoint presentations, will be progressively posted to the Moodle site usually on the Monday or Tuesday of the scheduled lecture (or earlier in some cases). Course materials are subject to copyright restrictions. Lecture materials are not to be used for purposes other than to study for this course. The information, images and figures are the intellectual property of the lecturers or the cited authors. Note that there is no course manual for EIA.<br><br>Most readings will be accessible via the UNSW Library on-line services. Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance on the use of the library is: https://www.library.unsw.edu.au/study/services-for-students |
| **Required Readings** | These are noted on the assignment sheets or you are expected to use your research skills to hunt down relevant information. |
| **Additional Readings** | You are not expected to purchase a text to support your studies. The following books are recommended for loan, but are not essential texts:<br><br>Harding, R, Hendriks, C. M. and Faruqi, M. (2009) Environmental Decision Making: Exploring complexity and context. Federation Press, Annandale.<br>Gilpin, A., (2000) Environmental Impact Assessment (EIA): Cutting Edge for the Twenty-First Century. Cambridge University Press, UK.<br>Williams, P., (2016) The Environmental Law Handbook. 6th Edition. Thomas Reuters, Pyrmont, N.S.W.<br>Conacher, A., and Conacher, A., 2000. Environmental Planning and Management in Australia. Oxford University Press, South Melbourne.<br><br>Additional recommended texts will be indicated in the lectures and tutorials. |
| **Recommended Internet Sites** | The following sites have useful information for this course;<br><br>NSW Department of Planning and Environment http://www.planning.nsw.gov.au/<br><br>NSW Office of Environment and Heritage; http://www.environment.nsw.gov.au/<br><br>Commonwealth Department of the Environment: http://www.environment.gov.au<br><br>Commonwealth materials on ESD: http://www.environment.gov.au/about/esd/index.html<br><br>Materials on the Commonwealth EPBC Act: http://www.environment.gov.au/epbc/about |

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| | Relevant acts and legal information database (NSW/Australia): http://www.austlii.edu.au/<br><br>NSW legislation website http://www.legislation.nsw.gov.au/<br><br>Good reference site for FACT sheets with concise descriptions of legislation: Environment Defenders Office NSW http://www.edonsw.org.au/ |

## 8. Required Equipment, Training and Enabling Skills

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| **Equipment Required** | *No equipment required* |
| **Enabling Skills Training Required to Complete this Course** | *No enabling skills training required* |

## 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.

| Mechanisms of Review | Last Review Date | Comments or Changes Resulting from Reviews |
|---|---|---|
| **Major Course Review** | T1, 2019 | This course is continually updated to reflect changes in legislation and EIA practice. An informal review was conducted in 2020 to gauge feedback on approaches to delivery of the course during the COVID-19 pandemic. We have taken on board that feedback. |

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| **MyExperience**[10] | S1, 2019 | The course received favorable reviews in 2019. Students especially appreciate the vocational emphasis of this course:<br><br>*"This course was unlike any others I have taken, there was a lot of emphasis on finding my own information for assessments, which I found both challenging and rewarding. The approach really encouraged me to engage with the learning of this subject in a proactive way, instead of just waiting for information to be given to me, which I appreciate."*<br><br>"*Relevance to the workforce. Gave me lots of confidence and understanding about what happens post uni life (something that is severely lacking in all other courses)*."<br><br>"*This course was unlike any other I have attended before and provided me with some valuable knowledge. I believe EIA was not glorified and it was presented from real world perspectives. The lectures were also unbiased and presented EIA from a neutral point (without too much environmental bias)*."<br><br>"*The skills that I have gained and how applicable EIA is in the 'real world' after graduation. I found the inclusion of 'Young Professionals' very helpful*." |
| **Other** | Throughout semester and at the end of the course | Informal feedback was gathered in the final lecture of 2020. Students gave positive feedback regarding the presentations from professional practitioners in EIA. Because EIA is constantly evolving, practitioners are involved in this course and are consulted on the content to ensure it is relevant. Their involvement will ensure that students receive the most up to date information on legislation. Practitioners will also provide case study information from the Land and Environment Court and their professional experience will help make the course more interesting.<br><br>Please contact Jes if you have any concerns. |

[10] CATEI process: https://teaching.unsw.edu.au/myexperience

## 10. Administration Matters

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| **Expectations of Students** | Students are expected to attend a minimum of 80% of the course contact hours. Students are expected to prepare for tutorials and be prepared to contribute to class discussions. Tutorial classes have unique case studies and students are not permitted to move between classes.<br><br>You are expected to read the plagiarism policy and comply with the requirements. |
| **Assignment Submissions** | All assessment tasks are submitted online using Turnitin on Moodle. Keep a file copy of your work. It is recommended you do not wait until the last moment to submit an assessment task as there could be a delay if many students are trying to use the system at once. Submit a trial document in advance so you are familiar with how to upload files to the system, only the last document submitted will be assessed. **Turnitin performs plagiarism checks on the submitted assessment tasks. Please DO NOT PLAGIARISE and ensure you reference your work properly.**<br><br>Students must submit all assignments by the set deadlines. Late work submitted after deadlines will be penalised at the rate of **10% per day**. Please do not contact teaching staff for an extension; please use the formal Special Consideration process to ensure that the decisions procedures for extensions are consistent across the class. Ensure you have medical certificates or other supporting documents for your application. **After 7 days the assignment will automatically be deemed a fail if an extension is not granted.** |

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| **Health and Safety**[11] | Information on relevant Health and Safety policies and expectations can be accessed online at UNSW *http://www.safety.unsw.edu.au/staff-student-resources/students* |
| **Assessment Procedures**<br><br>**UNSW Assessment Policy**[12] | Please read the following regarding Special Consideration: https://student.unsw.edu.au/special-consideration. Late work will not be accepted after Week 10 (bearing in mind the 7-day rule and any extensions granted to the student). **Students must submit each assessable item, attend the exam, and attain 50% or greater in order to pass the subject**.<br><br>Where relevant, please provide an original or certified copy of a medical/counsellor's certificate for late work when you make your formal application for an extension. |
| **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 Jes prior to, or at the commencement of, their course, and with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734 or http://www.studentequity.unsw.edu.au/ ).<br><br>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.<br><br>All equity, diversity and other matters are treated confidentially. |

[11] UNSW HS Home page
[12] UNSW Assessment Policy

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| **Student Complaint Procedure**[13] | **School Contact** | **Faculty Contact** | **University Contact** |
| | In the first instance, you should raise issues with your lecturers and tutor. Most issues can be resolved quickly if you make staff aware.<br><br>If issue persists, Scott Mooney, the School's Grievance Officer can be contacted.<br>s.mooney@unsw.edu.au | A/Prof Julian Cox<br>Associate Dean (Education)<br>julian.cox@unsw.edu.au<br>Tel: 9385 8574<br><br>or<br><br>Dr Gavin Edwards<br>Associate Dean (Academic Programs)<br>g.edwards@unsw.edu.au<br>Tel: 9385 4652 | Student Conduct and Appeals Officer (SCAO) within the Office of the Pro-Vice-Chancellor (Students) and Registrar.<br>Tel: 02 9385 8515, Email: studentcomplaints@unsw.edu.au<br><br>University Counselling and Psychological Services[14]<br>Tel: 9385 5418<br>counceling@unsw.edu.au |

[13] Student Complaint Procedure
[14] University Counselling and Psychological Services

## UNSW Academic Honesty and Plagiarism

**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 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 UNSW Current Students website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

https://student.unsw.edu.au/plagiarism

The UNSW Current Students website 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