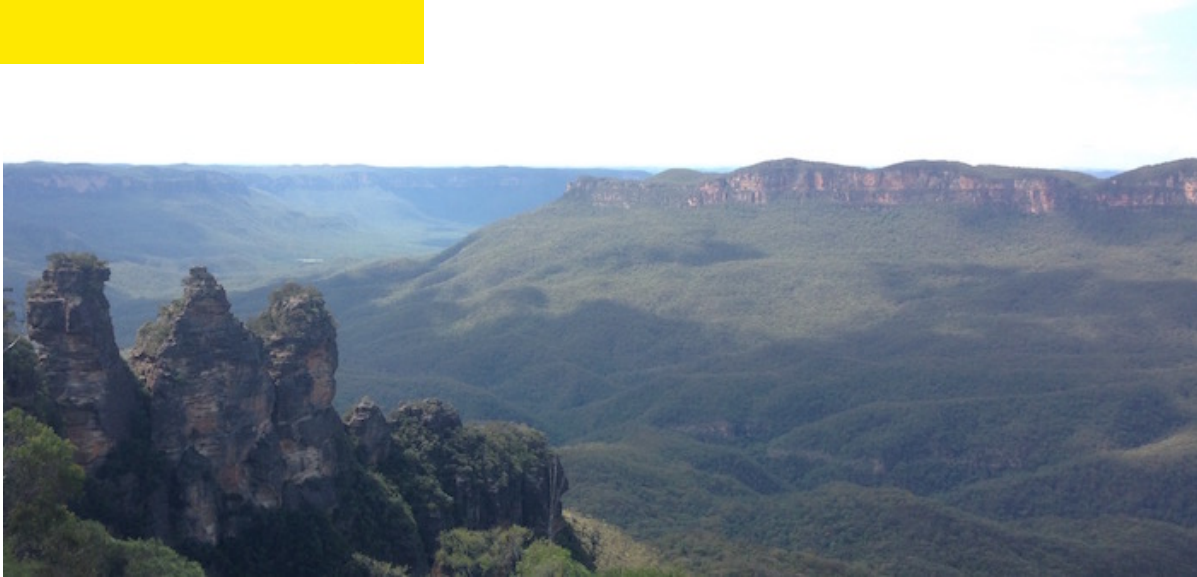




Australia's
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IEST5008

Protected Area Management

Summer // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Rosalie Chapple	r.chapple@unsw.edu.au	Note: Also the course lecturer.		0418883387

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Course Details

Credit Points 6

Summary of the Course

This intensive course introduces you to the inter-disciplinary nature of natural resource management in the context of the Blue Mountains protected conservation area. Natural resource management is complex, based on significant uncertainty, and presents a wide range of challenges. The challenge of managing dynamic ecosystems with ongoing biodiversity change is addressed, along with balancing the ever-changing economic, political and socio-cultural demands. At the site level, you will see firsthand in the Blue Mountains, active management of threats is important for conservation goals to be met. You will go into the field for three days with professionals from government management agencies and with local ecologists, to confront on-ground management challenges such as fire, introduced species and continuation of Aboriginal cultural practices. These topics are explored using an interdisciplinary problem orientation framework and social process mapping. You will explore the social processes of what is taking place in managing the environment, to unearth and work with the multitude of understandings, opinions, differences, tensions, assumptions and contexts that emerge, and this exploration helps to clarify our purpose as environmental managers. This way of working develops awareness and self-reflection, and enhances the understanding of our patterns of thought that shape our behaviours, defaults, and our values and beliefs. The goal is to engage with and understand our differences so that we can bring about more effective decision processes. No prior knowledge of ecosystems science or management is required. We target the Blue Mountains protected conservation area as a case study that is facing a host of challenges in our rapidly changing world. You are required to participate in bushwalking and a level of fitness is required.

Course Learning Outcomes

1. Recognise the need for active management of threats relating to protected conservation areas.
2. Explain the challenges of integrating the range of values and knowledge systems into environmental management and policy for protected conservation areas.
3. Appraise an environmental management issue in the Blue Mountains using an interdisciplinary problem-solving framework.
4. Reflect on the environmental and social outcomes achieved through narrow decision-making processes that rely on disciplinary and technical approaches, and explain the value of a more holistic and adaptive approach.

Teaching Strategies

The course is delivered through a combination of field immersion and lectures. The lectures give an introduction to core concepts while the field trip allows hands-on experience in protected areas management. This is followed up by presentations about a specific management topic as well as a final assignment.

Assessment

There are 4 assessments for this course, to be submitted through Moodle by the due dates. Each of the first two assessments provide ground-work for the final two assessments (the field journal informs the essay, and the group presentation informs the individual report).

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Field trip journal	10%	23/01/2019 11:00 PM	2,4
Group presentation on a management issue	20%	25/01/2019 11:00 AM	1,3
Individual written report about management issue	45%	10/02/2019 11:00 PM	1,3
Essay	25%	24/02/2019 11:00 PM	2,4

Assessment Details

Assessment 1: Field trip journal

Start date: 21/01/2019 06:00 PM

Length: 300-500 words for each of the 3 days of the field trip (max 1500 words total)

Details: Maximum 1 page (~300 words) per day, for 3 days. Written feedback

Additional details:

This is an informal and personal reflection to be written at the end of each day of the field trip. The reflections will provide material for your final essay. The journal is not to be a summary of material presented in class, but a record of what you have heard and learnt in the field. It can be written in note form and stylistically is an informal written task, not an academic writing task. Importantly, this journal will be used to inform your final reflective essay, which is to be written in a more formal scholarly style.

The journal should be guided by the following criteria:

- Attentiveness – Evidence of attention to issues being observed and discussed
- Contextual awareness - understanding of broader context (e.g. socio-economic, historical, cultural) of environmental problems and their management
- Critical thinking: inquiry & observation
- Self-reflection
- Concise distillation of key messages

Submission notes: Task to be completed at the end of each day of the field trip, then submitted as a single document through Moodle at the end of the field trip and by 5pm Thursday 24th.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Group presentation on a management issue

Start date: 25/01/2019 11:00 AM

Length: Approx. 3 people per group (each person presents for 5 minutes)

Details: Approx 20 mins. Some verbal feedback followed by a mark sheet/rubric

Additional details:

The presentation format is based on the integrated problem mapping framework (see reading by Clark 2002) that is used in this course to understand problems and analyze social process alongside biophysical factors . A more detailed outline of the format is provided below for the report.

Group presentation assessment criteria:

Were the **goals** in reference to the issue clarified? Was the problem stated clearly and simply?

Was the problem's **social context** (e.g. participants & their values) adequately detailed?

Were relevant **trends** (history) adequately described? Was public engagement with the issue described?

Were conditions (**causes**) that shaped trends adequately described, including integration of knowledge and how adaptive the management approach is?

Were future trends (i.e. projections) adequately described?

Was effectiveness of different approaches appraised and **alternatives** to address the problem adequately described?

What was the overall quality of the presentation including collaborative effort?

Submission notes: Submit through Moodle for in-class presentation

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Individual written report about management issue

Start date: 25/01/2019 06:00 PM

Length: Maximum word count of 2500 does not include tables, figures, bibliography and appendices. Note that the essay is the final assessment (inaccuracy under 'Details' below).

Details: 2500 words. Written feedback with rubric. Final assessment

Additional details:

This is the major assessment item for the course that applies a problem orientation framework to a management issue. It is on the same topic as your group presentation but this report is prepared and submitted individually, not as a group. The reading by Clark (2002) is an essential guide for how to approach this report.

FORMAT FOR GROUP PRESENTATION & INDIVIDUAL REPORT

The following framework for problem orientation applies to both your presentation and report.

While the small group presentation is a succinct rapid appraisal of the management issue, the report presents a deeper level of detail and is an individual, not group, task. It is advised to use the 5 main headings given below. You can be flexible in terms of the format for writing your report, keeping in mind the assessment criteria.

1. INTRODUCTION

- A brief overview of the management topic and the nature of the problem
- Describe purpose of the report
- Clarify your own standpoint in relation to the problem (values, experience and perspective e.g. what bias you may have)
- Note how you have prepared the report (methodology e.g. field & desktop research)

2. DESCRIPTION OF THE MANAGEMENT PROBLEM

- **GOALS.** Clarify goals in relation to the management issue - what outcomes are sought? (try to present a shared goal that represents all values if possible, or various objectives). Is there progress toward the goals?
- **CONTEXT.** Describe the range of participants in management and their roles, values & perspectives (field trip worksheet provided)
- Describe problem in terms of decision process e.g. How well is the range of stakeholder values integrated into decisions? Describe (if possible, as you may not have much information on this) the decision-making framework in place and provide any critique (e.g. what can be improved?)

3. ANALYSIS OF THE PROBLEM (Trends, conditions, projections)—The what, the why and what's likely to happen? Describe trends and changes in the management issue over time, and the reasons.

- **TRENDS:** What is the history of the problem? What are the key trends? (clarifying goals will indicate which trends to map) Is it a recent problem? Describe both past & current trends (environmental, socio-cultural, economic, political). What is the current situation?
- **CONDITIONS / CAUSES:** Explore the factors and conditions that have shaped the trends (e.g. politics, knowledge, research). What explanations are there for the trends? (e.g. environmental, social, political factors); What management activities have affected the trends? e.g. biophysical factors (drought, fire, land-clearing). What are conflicts between different approaches to address the issue?
- **PROJECTION** of developments if no alternative action is taken to address the issue. Projection of future trends, with an emphasis on exploring the relationship between projected impacts and the achievement of goals. If past trends continue, what can we expect? How likely is it that progress in meeting goals will be possible? What future possible developments are there (e.g. politically, environmentally; how might climate change affect the problem?)

4. RECOMMENDATIONS / ALTERNATIVES for resolving the problem. If progress is not being made toward goals, then suggest future alternatives or actions to help realize the goals; If trends are not moving toward the goal, then a problem exists and alternative actions need to be considered. Is the problem defined in a way that reflects the various dimensions of it i.e. is it narrowly defined and needs to

be redefined? What further research may be needed before suitable alternative actions can be decided on. What are some realistic ways to help address the problem based on the above analysis that can help progress toward goals? (emphasis of realistic i.e. consider why those actions have not been taken to date – be pragmatic). What could be done differently? What steps could be taken?

5. CONCLUSION - Brief re-statement of goals, problem, analysis and alternatives. Summarise key points from presentation such as issues, values, trends, analysis and alternatives/recommendations.

LITERATURE CITED <https://student.unsw.edu.au/harvard-referencing>

Assessment criteria for report:

Percentages guide how much to write for each section.

1. Introduction (5%): Clear and succinct introduction to the problem. Clarification of personal standpoint. Outline of methodology used for the report, including overview of the report and its format.

2. Problem outline and analysis (50%): Outline management goals in relation to the problem. Detail the problem's social & institutional context, including participants & their values. Describe trends over time, and factors shaping trends (causes & effects). Describe future projections.

3. Alternatives (15%): Appraise effectiveness of different approaches and make any realistic recommendations for alternatives to address the problem, based on your analysis in the previous section.

4. Summary and conclusion (5%): Brief summary of key points, conclusions and any recommendations.

Other assessment criteria: Research effort; Accurate referencing; Clear succinct and effective writing; Proofreading; Layout/format/presentation.

Submission notes: Submit through Moodle by February 10th

Turnitin setting: This is not a Turnitin assignment

Assessment 4: Essay

Start date: Not Applicable

Length: Word limit does not include references; do not use tables or figures in the essay

Details: 1200 words. Written feedback with rubric

Additional details:

This short scholarly reflective essay is a critical reflection of your learning during the course in the context of protected area conservation.

The purpose of this assignment is to prompt you to reflect on what understanding you have gained from

the course in terms of the causes of natural resource management problems and their resolution. The reflective journal that you kept during the field trip informs your essay, along with desktop research. As well as your own research, you should draw upon references provided for the course through Moodle/Leganto.

Essay topic: Problems can be said to arise from fundamental misconceptions about nature, knowledge, and people. In the essay, you are to reflect on the environmental and social outcomes achieved through decision-making that focuses solely on disciplinary and technical approaches, and explain the value of a more holistic and adaptive approach based on integrating the range of values and a more comprehensive understanding of the socio-ecological context.

In this assignment, you step back from first-hand engagement with local conservation efforts, to reflect upon the broader context for the global ecological crisis. In contrast to the report, which focused on a specific management issue in the Greater Blue Mountains and had a very applied focus, this essay is a theoretical and more philosophical piece of writing and does not relate specifically to the Blue Mountains (although you may use the Blue Mountains as an example to demonstrate points).

High marks will be awarded for clearly written and well-structured essays, which demonstrate superior skills of analysis and synthesis by building effective arguments and demonstrating insightful interpretations of course content.

Essay assessment criteria:

Format and structure: Is the essay structured to produce a clear and sophisticated argument, with an introduction and concluding summary?

Research: Does the essay address a range of relevant literature, and demonstrate a good level of understanding of the literature on the topic?

Critique and analysis: To what extent does the essay demonstrate a critical engagement with the topic and/or develop an original analysis of the problem or topic?

Writing: Is it well written? Is there any concern with competency in written English?

Referencing: Is referencing complete and accurate? A correctly used scholarly referencing system is compulsory (the Harvard referencing system is preferred <https://student.unsw.edu.au/harvard-referencing>). If you are unfamiliar with academic convention with citations, ensure you consult UNSW guidelines. <https://student.unsw.edu.au/how-do-i-cite-electronic-sources>

Submission notes: Submit through Moodle by February 24

Turnitin setting: This is not a Turnitin assignment

Attendance Requirements

This intensive week-long course has three components:

(1) Days 1 and 2 on campus (Thurs-Fri Jan 17-18)

Note: weekend of Jan 19-20 provides opportunity to complete pre-course reading and for Distance students to complete online work for days 1&2

(2) Days 3-5 are a field trip in the Blue Mountains (Mon-Weds Jan 21-23) - MANDATORY ATTENDANCE FOR ALL STUDENTS

(3) A final day on campus for student presentations (Fri Jan 25)

Note: Thursday 24th is for work in your own time (no scheduled class) to prepare your presentation for the next day

Those enrolled by Distance complete the first two days online in their own time but BEFORE the field trip (on-campus students attend these first two days in class). Lectures will be recorded, and will need to be listened to by Distance students over the weekend of Jan 19-20 in preparation for the field trip on Monday.

ALL students must attend the 3-day field trip.

Distance students submit their presentations online instead of in-person on the final day (Fri 25th). Note: Distance students need to advise the course convenor if they can attend to present on the final day.

There will be one guest lecturer on day 1, otherwise all class sessions are delivered by Rosalie Chapple.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 6: 14 January - 20 January	Seminar	Thursday January 17th 9am-4.30pm The day includes a series of lectures, discussion and group work. 1. Introduction to the course – aims, materials and assessment 2. Biodiversity conservation & protected areas 3. Protected area policy (Peter Cochrane: IUCN Councillor, Ex-head Parks Australia, Chair of Blue Mountains World Heritage Institute) 4. Understanding ecological and social

		<p>dimensions of conservation</p> <p>5. Introduction to problem orientation framework</p> <p>6. Working with the problem orientation framework – includes using media & other articles for mapping exercises</p>
	Seminar	<p>Friday 18th 9am-4.30pm</p> <p>The day includes a combination of lectures and group work.</p> <p>1. Adaptive management of protected areas, and the Greater Blue Mountains World Heritage Area</p> <p>2. Assimilating knowledge & understanding values & management conflicts about the field trip site, the Greater Blue Mountains World Heritage Area</p>
Week 7: 21 January - 27 January	Fieldwork	<p>8am Monday 21st - 6pm Wednesday 23rd January - Blue Mountains field trip</p> <p>OVERVIEW:</p> <p>The upper Blue Mountains will form the focus of the 3-day field trip, which is 2 hours by train from Sydney (1.5 hours by car if not peak hour). Field trip includes bushwalks, site visits, and indoor presentations with guest presenters (detailed schedule to be provided in class before the field trip). Students meet with a range of people in the Blue Mountains including environmentalists and government agency staff, to discuss on-ground management challenges.</p> <p>A basic level of fitness is required as there is quite a lot of walking (but not uphill). Please email Rosalie if you are concerned about your fitness or have any injury.</p> <p>Overnight accommodation is pre-arranged for the class in Katoomba (Mon & Tues nights).</p> <p>Depart on the 8.14am train from Central station (Country platform) and meet on Katoomba platform at 10.14am, & walk 10 minutes to the hostel. If anyone is driving their own car to Katoomba, please advise Rosalie in class the day before, and be at the Katoomba Youth Hostel (207 Katoomba</p>

	<p>Street) at 10.30am.</p> <p>On Wednesday, field trip ends by 5pm. Students then get train back to Sydney (or own car).</p> <p>Indicative schedule:</p> <ul style="list-style-type: none"> • Interpretive bushwalks with local ecologists • Meet with local Indigenous community representatives • Meetings with National Parks & World Heritage staff • Visit sites in the local government area with Blue Mountains City Council staff to see efforts to mitigate storm-water and pollution run-off into the National Park • Visit Scenic World to discuss tourism impacts <p>Further details about the field trip including a detailed schedule will be provided on Moodle and in class.</p>
Group Work	<p>NO CLASS Thursday January 24th - Work with your group to prepare your presentation (Distance students can work individually if they need, and form a group of one).</p> <p>Distance students need to advise the course convenor in advance if they intend to present in class on the final day.</p>
Group Activity	<p>Friday January 25th 9.00am-4.30pm</p> <p>9-11.30am Preparation for group presentations</p> <p>12pm Distance students submit recorded powerpoint</p> <p>11.30am-4.30pm (timing subject to student/group numbers) Group presentations on management topics</p>

Resources

Prescribed Resources

Please see Moodle for detailed list of readings and resources.

For pre-course reading, please access the following e-book through UNSW library.

Clark, T.W. 2002. *The Policy Process: a practical guide for natural resources professionals*. Yale University Press: New Haven.

Read the following chapters:

- Introductory chapter. pp32-55.
- Chapter 3. Social process - mapping the context.
- Chapter 5. Problem orientation – focusing on problems to find solutions.

Recommended Resources

Please see Moodle.

Course Evaluation and Development

Student feedback is sought both informally in class discussion at the end of the course, as well as through the online myExperience survey.

Feedback from the last course (November 2017):

Thank you for a truly wonderful weekend and experience. It was a privilege to meet everyone and have the opportunity to get to know the Blue Mountains in such an intimate way. I now see it through a very different lens.

... the course gave me the opportunity to really understand not only the complexity of managing such a diverse range of stakeholders, but the reasons why an interdisciplinary approach is required to manage a region of such significance.

what could only be described as a life changing trip!

I appreciate the scientific rigour in setting out a process for defining and addressing a problem.

I found the problem orientation framework a very useful tool that can be applied in many situations.

Student feedback 2016:

During the course I felt a shift not only in my thinking but also in my identification with the Greater Blue Mountains World Heritage Area. In fact I now feel connected and responsible for it's future.

There should be more courses like this, which can begin to change the paradigm and remind us of our

intrinsic 'love of nature'. IEST 5008 forces you to think about what we value as important in the world around us.

One thing I look for in my electives is a practical component – one that allows me to develop my understanding deeper than face-to-face lectures or reading multiple articles. The field trip to Katoomba proved to be invaluable experience that I highly recommend to future students – especially those students who are considering a future in environmental management. The course allows you to face the realities and the nitty-gritties of daily management challenges, especially for large and complex protected ecosystems. You don't get that kind of learning sitting in a classroom. It also gives students the chance to talk to experts in the field (literally) and such an opportunity in university life is rare.

The field trip was an awesome experience. I feel as though more of the courses in the MEM should adopt similar hands-on practical approaches to learning. The problem orientation framework and been a good way of organizing the information I had gathered and inspired me to research other frameworks that may further aid my education and learning. The management of the Blue Mountains World Heritage Area seemed like an example of the many problems I would face in the coming years. Issues with competing stakeholders, politics, funding and limited resources all played a pivotal role in management. The trip was an eye-opener that I deeply enjoyed.

I found the course professionally and personally enriching and a critical option within the MEM program. Why? Theoretical classroom instruction is obviously essential but very few MEM courses offer a field component. If students/people can make a genuine real life sensory connection with what they are 'fighting' for, then their level of commitment to the 'cause' is often proven to be stronger.....One day we will need to pass on the baton ...

It is my final subject and I thought it was just such a great way to end the Masters and bring together all my acquired knowledge over the past 3 years. I actually feel that everyone undertaking the MEM would benefit greatly from participating in such a hands on and practical course.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

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

For information on how to submit assignments online via Moodle:

<https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

Work submitted less than 10 days after the stipulated deadline is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non–percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline. Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline. Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

Work submitted 10 to 19 days after the stipulated deadline will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and

the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

Work submitted 20 or more days after the stipulated deadline will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Supplementary assessments

The form of the supplementary assessment need not be identical to the original assessment but it must assess the same learning outcomes.

A supplementary assessment will be offered to a student who fails an assessment task in either of the following circumstances:

- Supplementary assessment will be offered to any student who fails an assessment task if their request for Special Consideration for that task is approved. The mark awarded for the assessment task will be based solely on the supplementary assessment.
- Where a student fails an assessment task in a course in the final term of their program, but does not have an approved Special Consideration for that task, supplementary assessment will still be offered in cases where passing the task would have resulted in the student passing the course and completing the program.

Schools may choose to offer supplementary assessments under other circumstances than those listed above. Decisions by Schools to offer supplementary assessments under other circumstances than those listed above should be guided by local processes to promote principled and consistent decision-making.

The mark awarded for a supplementary assessment, in the absence of Special Consideration, will be capped:

- Where a supplementary assessment is provided for a student who fails an assessment task in any course, the final mark awarded for the assessment task will be capped at 50%.
- Where a supplementary assessment is provided to a student with a Fail based on the overall course result, the final mark for the course will be capped at 50%.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-term examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

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

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

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

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

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

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

Correct referencing practices:

- 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 (<http://www.lc.unsw.edu.au/>). 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 proper referencing of sources in preparing all assessment items.

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

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

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

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Image Credit

No copyright (image by Course Convenor Rosalie Chapple)

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