



# **SOCW3012**

Social Work Practice Level 3 Placement A

Term One // 2021

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Jane Dennis	<a href="mailto:jane.dennis@unsw.edu.au">jane.dennis@unsw.edu.au</a>	Please email to make an appointment	Morven Brown Building, Room 170	0402301011

#### Tutors

Name	Email	Availability	Location	Phone
Louise Studdy	<a href="mailto:l.studdy@unsw.edu.au">l.studdy@unsw.edu.au</a>	Please email to make an appointment		
Eva Benjamin	<a href="mailto:e.benjamin@unsw.edu.au">e.benjamin@unsw.edu.au</a>	Please email to make an appointment		

### School Contact Information

School of Social Sciences

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## Course Details

### Credit Points 12

### Summary of the Course

This course allows you to apply the theoretical and skills based learning in a practice setting. You will be linked with a qualified social worker in a human services agency offering practice based learning, in accordance with the AASW Practice Standards. This learning experience is supported by social work supervision promoting critical reflection; it will guide you through a developmental process focusing on knowledge, skills and values relevant to the social work profession. Placement allocation is managed in consultation with you, so that prioritises your learning goals and professional interests. Placements occur in diverse contexts of practice such as hospitals, state and federal government departments, and non-government community based organisations. Social work interventions may include policy, research, counselling, case work and community work. You will develop general social work skills, transferable to all social work contexts. The placement comprises 47 attendance days (327 hours) and is generally undertaken four days per week throughout Term 1. The placement is accompanied by a series of Integration Seminars that support and complement your field based learning, with an emphasis on theory-practice integration, critical social work and critical reflection. This course is Part A of your first Field Education placement, which continues into Term 2, at the same agency, with Social Work Practice - Level 3 Placement B, at the end of which grading is finalized for both courses.

### Course Learning Outcomes

1. Apply social work knowledge in responding to the needs of clients and communities in diverse fields of practice.
2. Identify links between social work theory and practice.
3. Analyse how the placement organisation functions within the broader community of practice.
4. Examine the policy context with reference to the placement organisation, service users and self.
5. Discuss own developing professional identity reflectively throughout the placement.
6. Appraise own practice and learning in order to recognise own strengths, limitations and individual practice style.
7. Distinguish between personal and professional relationships and respond accordingly.
8. Reflect upon and articulate the impact of values, experiences, and personality on others.

### Teaching Strategies

This is Part A of your first social work placement, which is completed in Term 2 with SOCW3013. Your learning in this course occurs in the field on placement supported by scheduled Integration Seminars during the placement period. Teaching strategies reflect your active role and need for reflection and include:

1. 47 attendance days (327 hours) at the allocated agency for Part A of the Level 3 Placement
2. One hour per week supervision at the agency with the Field Educator (supervisor). This is structured according to an agenda prepared by you and based on issues from your journal, written analyses/reports on your work, with additional agenda items from your Field Educator. At placements which have no on-site social work supervision, you will participate in an External Supervision Group held at the university fortnightly throughout the placement.

3. Your daily diary and weekly Practice Journal.
4. A Mid-Placement Liaison Visit with the allocated UNSW Liaison Tutor and Field Educator which you will prepare for and participate actively in.
5. A Mid Placement Report developed in consultation with the Field Educator.
6. Integration Seminars at university during placement, where work will be set and time allocated for its completion.

## Assessment

This course commences **Monday 15 February 2021** and extends into Term 2 depending on your attendance schedule.

This course outline should be read in conjunction with the course outline for SOCW3013 (Social Work Practice Level 3 Placement B). Please note that the assessment for Placement B includes an End Placement Report that addresses the same placement experience that you have undertaken in Placement A. Details are in the course outline for SOCW3013.

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Placement Diary & Journal	N/A	Not Applicable	2, 3, 4, 5, 6, 7, 8
Learning Contract	N/A	Day 10 of placement	5, 8
Timesheet	N/A	Day 70 of placement	5
Integration Seminar Activities	N/A	Not Applicable	
Mid-Placement Visit	N/A	Day 35 of placement	2, 5, 6, 7, 8
Mid-Placement Report	N/A	Day 35 of placement	1, 2, 3, 4, 6, 8

## Assessment Details

### Assessment 1: Placement Diary and Journal

**Start date:** 15/02/2021 09:00 AM

**Length:** Minimum 100 words per entry

**Details:** The Placement Diary and Journal allow the student to reflect on their daily activities and to map their development as a practitioner during the placement. Entries in the Diary and Journal are to be stored by the student and may be viewed by the Field Educator and the Liaison Tutor for the purposes of teaching and learning. All pieces of work in SOCW3012 are hurdle requirements due to the professional practice requirements of the Bachelor of Social Work (Hons) program. If the Diary and Journal is not determined by the Course Convenor to be of a satisfactory standard, students will have one opportunity to revise and resubmit the assessment task in consultation with the Course Convenor and, where appropriate, the Liaison Tutor and Field Educator. Resubmission must be supported by the Course Convenor. Unless there are compelling grounds, the student will not have the opportunity to resubmit where the ratings and comments from the Field Educator indicate the student's performance is unsatisfactory. The deadline for resubmission will be agreed upon by the Course Convenor, the Liaison Tutor and the Field Educator.

This opportunity is available to all students enrolled in SOCW3012. The opportunity for re-submission will not have an effect on WAM as SOCW3012 is graded satisfactory/unsatisfactory only.

## Additional details:

The Placement Diary and Journal allows the student to reflect on their placement experiences and to map their development as a practitioner during the placement. It can also be used as a learning tool in supervision preparation and discussion, is useful in the preparation for the Liaison Visit, as well as the Mid and End Placement Reports.

## Frequency

Placement Diary and Journal entries are to be written **daily in the first two weeks of placement** and then at least **twice a week until after mid placement point**. Towards the end of the placement students are expected to complete journal entries **once a week**.

## When and Where

Entries in the Placement Diary and Journal are to be kept by the student and excerpts can be requested to be viewed by the Field Educator and/ or Liaison Tutor for the purposes of teaching and learning. Journal entries are to be written in placement time.

## What to write

Entries are to be at least 100 words. In order to facilitate reflection the following areas should be addressed:

1. Your personal reactions to events on placement
2. Identification of personal and organisational values.
  - What values lie behind what happened?
  - Whose values are these?
  - What do they imply?
  - Is there a value conflict?
3. Anxieties and dilemmas experienced whilst undertaking placement
4. A critical examination of the broader issues raised for you by placement tasks
  - What does this event say about the agency or government priorities?
  - What does this event say about society's or organisational values?
5. Your progress as a student worker in the agency.
  - Skills used and developed
  - Theoretical knowledge applied
  - Further development to be achieved.
6. The dynamics of working relationships that you have interacted with (both staff and clients).
7. A self-evaluation of performance on placement.

**Submission notes:** Your Liaison Tutor will assess your diary and journal at your Liaison Tutor Visit

**Turnitin setting:** This is not a Turnitin assignment

## **Assessment 2: Learning Contract**

**Start date:** Not Applicable

**Length:** 2000 words (approximately)

**Details:** The Learning Contract is prepared in the first two weeks of the placement by the student in consultation with their Field Educator using the template available on Moodle. The Learning Contract states the learning goals and related learning tasks. It shows how these tasks will increase in complexity over the semester, gives guidance on the processes of learning to be utilised, clarifies roles and responsibilities and establishes clear expectations for the entire placement.

The Learning contract is reviewed by the Liaison Tutor within two weeks of submission. If determined to be of satisfactory quality a 'satisfactory' grade is entered in Moodle and brief comments are entered by the tutor. If determined to be incomplete or unsatisfactory the grade is withheld and the student is contacted by the Liaison Tutor and requested to revise and resubmit per the process outlined below.

All pieces of work in SOCW3012 are hurdle requirements due to the professional practice requirements of the Bachelor of Social Work (Hons) program. If the first submission of the Learning Contract is not determined by the Course Convenor to be of a satisfactory standard, students will have one opportunity to revise and resubmit the assessment task in consultation with the Course Convenor and, where appropriate, the Liaison Tutor and Field Educator. Resubmission must be supported by the Course Convenor. Unless there are compelling grounds, the student will not have the opportunity to resubmit where the ratings and comments from the Field Educator indicate the student's performance is unsatisfactory. The deadline for resubmission will be agreed upon by the Course Convenor, the Liaison Tutor and the Field Educator. This opportunity is available to all students enrolled in SOCW3012. The opportunity for re-submission will not have an effect on WAM as SOCW3012 is graded satisfactory/unsatisfactory only.

**Submission notes:** Scan and upload the signed document to Moodle on day 10 of placement

**Turnitin setting:** This is not a Turnitin assignment

### **Assessment 3: Timesheet**

**Start date:** 16/02/2021 09:00 AM

**Details:** The Timesheet is a formal record of the placement hours that the student completes over the semester. The minimum requirement for Part A of the placement is 47 days and 327 hours which the Timesheet should accurately reflect. The Timesheet is verified by the Field Educator weekly.

All pieces of work in SOCW3012 are hurdle requirements due to the professional practice requirements of the Bachelor of Social Work (Hons) program. If the Timesheet is not determined by the Course Convenor to be of a satisfactory standard, students will have one opportunity to revise and resubmit the assessment task in consultation with the Course Convenor and, where appropriate, the Liaison Tutor and Field Educator. Resubmission must be supported by the Course Convenor. Unless there are compelling grounds, the student will not have the opportunity to resubmit where the ratings and comments from the Field Educator indicate the student's performance is unsatisfactory. The deadline for resubmission will be agreed upon by the Course Convenor, the Liaison Tutor and the Field Educator. This opportunity is available to all students enrolled in SOCW3012. The opportunity for re-submission will not have an effect on WAM as SOCW3012 is graded satisfactory/unsatisfactory only.

**Submission notes:** Scan and upload the signed or verified document to Moodle on day 70 of placement

**Turnitin setting:** This is not a Turnitin assignment

### **Assessment 4: Integration Seminar Activities**

**Start date:** Not Applicable

**Details:** A range of interactive and written class activities receive verbal feedback in class from the tutor, and are rated overall satisfactory or unsatisfactory.

**Turnitin setting:** This is not a Turnitin assignment



## Assessment 5: Mid-Placement Visit

**Start date:** Not Applicable

**Length:** 1 hour

**Details:** The Mid Placement visit involves a three-way meeting of student, Field Educator and Liaison Tutor initiated by the Liaison Tutor. The purpose is to review student's learning in the placement, support assessment and evaluation processes, assist with any difficulties arising and facilitate links between university and placement learning. At the conclusion of the Visit the Liaison Tutor completes a report given to the student and Field Educator which forms the feedback for this assessment task and forms part of the basis for final assessment. If the Liaison Tutor assesses their preparation and/or presentation as unsatisfactory, students are asked to reschedule the meeting and/or submit further written analysis. All pieces of work in SOCW3012 are hurdle requirements due to the professional practice requirements of the Bachelor of Social Work (Hons) program. If the Mid Placement Visit is not determined by the Course Convenor to be of a satisfactory standard, students will have one opportunity to revise and resubmit the assessment task in consultation with the Course Convenor and, where appropriate, the Liaison Tutor and Field Educator. Resubmission must be supported by the Course Convenor. Unless there are compelling grounds, the student will not have the opportunity to resubmit where the ratings and comments from the Field Educator indicate the student's performance is unsatisfactory. The deadline for resubmission will be agreed upon by the Course Convenor, the Liaison Tutor and the Field Educator. This opportunity is available to all students enrolled in SOCW3012. The opportunity for re-submission will not have an effect on WAM as SOCW3012 is graded satisfactory/unsatisfactory only.

### **Additional details:**

Your Liaison Tutor will contact you and your Field Educator within the first four weeks of your placement to make a time for the mid-placement visit and, where necessary, assist in the clarification of expectations and the formulation of the Learning Contract.

### **Structure of Mid Placement Liaison Visit:**

The Mid-Placement Visit occurs in two parts.

The first part is a 5-10 minute meeting between you and your Liaison Tutor. This brief meeting provides the opportunity for your Liaison Tutor to check in with you about your experience of the placement before the formal Visit occurs. If you have concerns about your placement please contact your Liaison Tutor prior to this meeting.

The second part is a 40-50-minute three-way discussion between you, your Field Educator and Liaison Tutor. You must prepare for this meeting, including written notes that can be referred to during your presentation. It is your role to take responsibility for leading a discussion about your progress, and an analysis of your experience on placement.

The following points should be addressed during your presentation and discussion:

### **1. Demonstrate your understanding of the agency context and client group (10 mins). Include material about:**

- The purpose of the agency and the social issues and clients/stakeholders the agency addresses
- How the agency is funded
- Minimum of 2 key policies that guide your work
- The broad organisational structure of the organisation and where social work fits in
- The main resources and constraints to social work practice in this organisation.

## **2. Discuss your learning to date, using the Learning Contract as a basis (20 mins):**

- Outline the tasks you have been involved in and the skills you have been developing
- Outline the theoretical ideas you have been drawing on and how they have influenced your work
- Demonstrate how you are thinking conceptually about the work you are doing by giving at least one example of your own application of theory to practice
- Give at least one example of how your university courses, including practice, ethics, research and policy subjects influence your work
- Outline the supervision arrangements and discuss how this is progressing, including any changes that you think may need to be made.

## **3. Review any difficulties or areas of concern that have arisen during the first half of the placement, which should already have been flagged with the Liaison Tutor, and describe what strategies are in place to manage these difficulties or areas of concern (5-10 mins).**

## **4. Identify the tasks and areas for the learning yet to be achieved by the end of the placement. Include comments on how the agency context may promote or constrain this learning (5 mins).**

The Field Educator will take an active role in the Liaison Visit through clarification of your participation in the organisation, the nature and significance of the tasks undertaken, your response to supervision, general appraisal of your performance, constraints in the organisation and directions for the rest of the placement.

At the conclusion of the Liaison Visit the Liaison Tutor will complete a Liaison Visit Report where they will aim to report accurately upon the discussion that occurred. Both you and your Field Educator will be shown the Report and asked to sign it to verify the contents. The student is required to upload the Liaison Tutor report to Moodle. This Report forms part of the basis for final assessment.

**If the Liaison Tutor assesses your preparation and/or presentation of your work as unsatisfactory you will be asked to reschedule the meeting and/or submit a written analysis of the above.**

**Please note:** it is not always possible for all visits to be scheduled exactly at the midpoint. Visits may be scheduled either before or after the midpoint of the placement. Whether you have your Mid-Placement meeting before or after this document is submitted, the Learning Goals developed at the Mid-Placement Point should be discussed and refined as appropriate between yourself, your Field Educator and your Liaison Tutor at your Mid-Placement Visit. If changes are required, the document can be resubmitted.

**Submission notes:** Not required

**Turnitin setting:** This is not a Turnitin assignment

## **Assessment 6: Mid-Placement Report**

**Start date:** Not Applicable

**Length:** 2000 words (approximately)

**Details:** The Mid Placement Report is completed using the specified template available on Moodle. When preparing the Mid-Placement Report, the student should draft content and then discuss with their Field Educator in advance of the due date. In preparing this document, student's earlier placement documentation should be referenced. The Field Educator also drafts a section of the report which forms part of the student's feedback on placement progress. The Mid Placement Report is reviewed by the Liaison Tutor within two weeks of submission. If determined to be of satisfactory quality a 'satisfactory' grade is entered in Moodle and brief comments are entered by the Tutor. If determined to be incomplete or unsatisfactory the grade is withheld and the student is contacted by the Liaison Tutor and the student is requested to revise and resubmit.

All pieces of work in SOCW3012 are hurdle requirements due to the professional practice requirements of the Bachelor of Social Work (Hons) program. If the first submission of the Mid Placement Report is not determined by the Course Convenor to be of a satisfactory standard, students will have one opportunity to revise and resubmit the assessment task in consultation with the Course Convenor and, where appropriate, the Liaison Tutor and Field Educator. Resubmission must be supported by the Course Convenor. Unless there are compelling grounds, the student will not have the opportunity to resubmit where the ratings and comments from the Field Educator indicate the student's performance is unsatisfactory. The deadline for resubmission will be agreed upon by the Course Convenor, the Liaison Tutor and the Field Educator. This opportunity is available to all students enrolled in these courses. The opportunity for re-submission will not have an effect on WAM as these courses are graded satisfactory/unsatisfactory only.

**Submission notes:** Scan and upload the signed document to Moodle on day 35 of placement

**Turnitin setting:** This is not a Turnitin assignment

## Attendance Requirements

### Attendance at Integration Seminars

Students are expected to attend all integration seminars and be punctual in attending these seminars. All applications for exemption from attendance of any kind must be made in writing to the Course Convenor, accompanied by appropriate supporting documentation. Completion of make-up work for any missed seminars is required. Failure to provide an explanation or complete make-up work, and/or more than one absence, no matter what the reason, will require formal discussions with the Course Convenor as you will not be meeting attendance requirements for this course. If you arrive more than 15 minutes late, or leave class with more than 15 minutes remaining, you may be recorded as absent. If such a penalty is imposed, you will be advised in writing within 24 hours. Attempts to falsify attendance records will be treated as student misconduct under the Student Misconduct Procedure.

### Attendance at placement agency

You are responsible for keeping track of your attendance at placement. You are required to contact the WIL Team (Social Work) immediately if you are concerned about your attendance record and its impact on your ability to complete your placement successfully.

The Bachelor of Social Work (Hons) is accredited by the Australian Association of Social Work which prescribes that all students of social work must complete 1000 placement hours with appropriate social work supervision as part of their degree. If you do not attend placement on a particular day and miss the number of hours which you would normally have accrued towards the required number of hours on placement, you must:

- Provide an explanation of your absence to your field educator (preferably in advance)
- Make up the hours missed.

In the event that an absence extends 2 or more consecutive days you must immediately notify the WIL Team (Social Work) via email. You may be required to submit evidence, for example a medical certificate or similar, depending on the nature of your circumstances. Absences of 2 or more days require negotiation as making up time often causes the placement to extend beyond the planned end date and cannot always be accommodated by the placement agency.

For the purpose of attendance monitoring, timesheets signed by your Field Educator and seminar rolls will be consulted throughout placement by the WIL Team (Social Work) and your Liaison Tutor. If you do not meet the attendance requirements for this course you will be invited to a meeting to discuss your circumstances and the viability of the placement.

For this course, attendance is calculated as shown in the table below:

Learning activity	Monitoring mechanism	Minimum attendance requirement
Attendance at placement agency	Timesheets, Field Educator comments, Liaison Tutor Mid-Placement Visit	70 days, 490 hours
Integration Seminars	A roll is taken in class	6/6 classes

## Course Schedule

### Timetable

Term 1, 2021 - Date	Type	Content
Monday 15 February	Seminar 1	<b>Integrative Seminar 1</b> <ul style="list-style-type: none"><li>• Orientation to Placement</li><li>• Preparing a Learning Contract</li><li>• Supervision, Self-Care, Risk and Safety in workplace, Ethical social work practice</li><li>• Evaluation and Assessment</li><li>• Learning Tools</li><li>• Brief Meeting with Liaison Tutors</li></ul>
Friday 26 February	Seminar 2	<b>Integrative Seminar 2</b> <ul style="list-style-type: none"><li>• Tools for Integration of Theory to Practice</li><li>• Learning via case scenarios</li><li>• Introduction to Honours</li></ul>
Friday 12 March	Seminar 3	<b>Integrative Seminar 3</b> <ul style="list-style-type: none"><li>• Integration of Theory to Practice</li><li>• Learning via case scenarios</li><li>• Writing as a social work skill</li><li>• Journal writing and critical writing</li><li>• Preparing for Mid-Placement Review</li><li>• Writing the Mid-Placement Report</li></ul>
Friday 16 April	Seminar 4	<b>Integrative Seminar 4</b> <ul style="list-style-type: none"><li>• Mid-placement Review and Report</li><li>• Social Work and diversity</li><li>• First Nations People and social work practice</li><li>• Learning via case scenarios</li><li>• Thinking towards End of Placement Report</li></ul>
Friday 4 June – T2	Seminar 5	<b>Integrative Seminar 5</b> <ul style="list-style-type: none"><li>• Learning via case scenarios</li><li>• Different fields of social work practice</li><li>• Completing End of Placement Report</li><li>• Group closure</li></ul>
Friday 11 June – T2	Seminar 6	<b>Integrative Seminar 6</b> <ul style="list-style-type: none"><li>• The connection between social work research and professional identity, social work interventions and implications for service users, social work and diversity</li><li>• End of Placement Report</li><li>• Placement review and Evaluation</li></ul>

## Resources

### Prescribed Resources

- Cleak & Wilson (2019) *Making the Most of Field Placement*. Cengage: South Melbourne
- It is your responsibility to read the Placement Manual prior to your placement. It has been emailed to you and your Field Educators. It is also available on the UNSW Social Work Online Placement System and can also be found at <https://www.arts.unsw.edu.au/socialsciences/study-us/subject-areas/social-work/field-education>.
- Course Outline SOCW3012 should be read in conjunction with Course Outline SOCW3013 - Social Work Practice Level 3 Placement B

### Recommended Resources

- Healy & Mulholland (2019) *Writing Skills for Social Workers*. Sage Publications
- Allan, Briskman & Pease (eds.) (2000) *Critical Social Work: Theories and practice for a socially just world*. Allen and Unwin, Crows Nest, NSW.
- All readings are available through the Leganto site on Moodle and include the two core texts shown below as well as a range of other readings students may find helpful.

### Course Evaluation and Development

Student feedback is welcome throughout the Term. Students may drop in to see a staff member in the WIL Unit, email or phone their tutor, or Course Convenor. In addition, students are surveyed about their experience at the end of the placement and encouraged to complete the MyExperience link when available.

Previous student feedback has been utilised to develop course materials and content, and redevelop assessment tasks for 2021.

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

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

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

## Academic Honesty and Plagiarism

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

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This 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/>

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## CRICOS

CRICOS Provider Code: 00098G

## Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.