

FACULTY OF SCIENCE

School of Biological, Earth and Environmental Sciences



GEOS 3911

Environmental Impact Assessment

UNDERGRADUATE COURSE OUTLINE

Trimester 1, 2019

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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

Year of Delivery	2019			
Course Code	GEOS 3911			
Course Name	Environmental Impact Assessment			
Academic Unit	BEES			
Level of Course	3 rd 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 6 x 2 hour tutorial- selected weeks refer to the course schedule			
Number of Weeks	11 weeks			
Commencement Date	18/02/2019			
Summary of Course Structure (for details see 'Course Schedule')				
Component	HPW	Time	Day	Location
Lectures	2			
Lecture 1	Wk. 1 – 11	11 – 12	Monday	CLB4
Lecture 2	Wk. 1 – 10	9 – 10	Thursday	Vallentine 121
Lecture 3	Wk. 11 ONLY	10 – 11	Monday	CLB3
Tutorials	2			
Tutorial- option 1	Wk. 2, 3, 6, 7, 8, 9	10 – 12	Tuesday	Mat 102
Tutorial- option 2	Wk. 2, 3, 6, 7, 8, 9	14 – 16	Wednesday	Mat 105
Tutorial- option 3 (Combined with below)	Wk. 2, 3, 6, 7, 8	9 – 11	Friday	Mat 104
Tutorial- option 3	Wk. 11 ONLY	9 – 11	Wednesday	Mat 104
TOTAL	4			
Special Details	Postgraduate and undergraduate students participate in the same lecture classes but are assigned different assessment tasks. A class roll is taken. Lectures are recorded but attendance is required. Prior arrangements with Damon need to be made for missed lectures. Please contact Damon if you have any concerns.			

2. Staff Involved in the Course

Staff	Role	Name	Contact Details	Consultation Times
Course Convenor		Dr Damon Bolton		
Additional Teaching Staff	Lecturers & Facilitators	Dr Damon Bolton Assoc. Prof. Jes Sammut Dr James Smith	9385 2014 or 0430059308 d.bolton@unsw.edu.au 9385 8281 or 0403 154 863 j.sammut@unsw.edu.au James is a guest lecturer, contact Damon for any questions.	Tuesday and Thursday by appointment Lvl 5, E26 Note that Jes has limited access to email while working overseas
	Tutors & Demonstrators	Brendan Lanham Janine Ledet	brendan.lanham@unsw.edu.au m.ledet@unsw.edu.au	Please limit contacting your tutors as they are busy. First contact should be Damon

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

3. Course Details

Course Description² (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 Aims³	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 Outcomes⁴	At the completion of this course, students should be able to: <ul style="list-style-type: none"> • Justify the need for EIA • Understand what triggers an EIA in NSW and Australia • Know which laws and their components are appropriate • Apply ecologically sustainable development principles to EIA • Critically analyse EIS reports and the EIA system • Perform the basic components of other related environmental management approaches (e.g. environmental management plans, risk assessments, social impact assessments, statement of environmental effects) • Understand the ethical and professional responsibilities placed upon environmental scientists and decision makers 	
Graduate Attributes Developed in this Course⁵		
Science Graduate Attributes⁵	Select the level of FOCUS <i>0 = NO FOCUS</i> <i>1 = MINIMAL</i> <i>2 = MINOR</i> <i>3 = MAJOR</i>	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.
Teamwork, collaborative and management skills	3	The tutorial activities and lecture content provides 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.

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>

Major Topics (Syllabus Outline)	<ul style="list-style-type: none"> • Evolution of EIA in NSW and Australia • EIA legislation in NSW and recent reforms • Commonwealth EIA legislation • EIA methodology • Environmental risk assessment • Other relevant forms of impact assessment • Biodiversity legislation and offsetting • EIA case studies • Ethics and professional responsibilities in EIA
Relationship to Other Courses within the Program	<p>The course particularly 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.</p>

4. Rationale and Strategies Underpinning the Course

Teaching Strategies	<p>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.</p> <p>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. Guest lecturers will be sharing with you 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 and Dr. Damon Bolton. Jes Sammut is a scientist with research experience in methods used to assess impacts. He has also served on various technical committees that advise policy makers on current and emerging environmental issues. Dr. Bolton recently completed his PhD with a research interest in marine protected areas. He has worked in the commercial fishing industry and also teaches Coastal Resource Management (Sem. 2). He is currently researching the effect of fish predation on sessile invertebrate communities and factors that can influence fish predation to alter biodiversity in these systems.</p>
Rationale for learning and teaching in this course⁶	<p>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.</p> <p>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. 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.</p> <p>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.</p>

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	Lectures (day),	Lecture Topics	Lecturers	Tutorial classes	Assignment and Submission dates (see also 'Assessment Tasks & Feedback')
Week 1	Monday 18 Feb Thursday 21 Feb	<ul style="list-style-type: none"> Welcome to EIA, course introduction The evolution of EIA 	Damon Bolton Damon Bolton	No class - preparation time for first tutorial.	
Week 2	Monday 25 Feb Thursday 28 Feb	<ul style="list-style-type: none"> Introduction Preparing an EIS in NSW Introduction to EIA in NSW- finding and interpreting environmental legislation 	Damon Bolton James Smith	Tutorial class 1 Triggers for an EIS and the Leopold Matrix	
Week 3	Monday 4 March Thursday 7 March	<ul style="list-style-type: none"> Operation of the EP& A Act (1979) and its planning instruments Predicting, evaluating and managing environmental impacts 	James Smith Damon Bolton	Tutorial class 2 Class test - EIA terms and concepts	Assessment 1 - Class test (Worth 10% of overall course grade)
Week 4	Monday 11 March Thursday 14 March	<ul style="list-style-type: none"> EIA Frameworks 1 EIA Frameworks 2 	Jes Sammut Jes Sammut	No class – Work on draft EIS Introduction *Remember to prepare for stakeholder forum.	Assessment 2 - Draft EIS Intro for review. Submit by Friday 5 pm (NOT GRADED) Marks Due for class test.
Week 5	Field courses	No Lectures			
Week 6 *	Monday 25 March Thursday 28 March	<ul style="list-style-type: none"> Biodiversity offsetting Requirements of EIS, REF and SEE assessments 	Damon Bolton James Smith	Tutorial class 3 Reviewing EIS documents	Feedback due for Draft EIS Introduction

⁷ UNSW Virtual Handbook: <http://www.handbook.unsw.edu.au>

⁸ UNSW Timetable: <http://www.timetable.unsw.edu.au>

Week 7	Monday 1 April Thursday 4 April	<ul style="list-style-type: none"> NSW Biodiversity Conservation legislation Biodiversity Offsetting 	James Smith Damon Bolton	Tutorial class 4 Stakeholder forum	Assessment 2- EIS Intro Submit by 5pm Monday (30% of overall course grade).
Week 8	Monday 8 April Thursday 11 April	<ul style="list-style-type: none"> Social Impact Assessment 1 Social Impact Assessment 2 	Jes Sammut Jes Sammut	Tutorial class 5 TBA	Marks Due for EIS Intro.
Week 9	Monday 15 April Thursday 18 April	<ul style="list-style-type: none"> Federal legislation (EPBC Act) The role of the EDO in NSW 	James Smith EDO	Tutorial class 6 Ethics in EIA	Assessment 3- Environmental management plans Submit by 5 pm Friday (30% of overall course grade)
Week 10	Monday 22 April Thursday 25 April	<ul style="list-style-type: none"> Public holiday Easter Monday Public holiday Anzac Day 		Tutorial class 7 Presentations for PG ONLY. International perspectives in EIA	POSTGRADS ONLY: Assessment 4- International Perspectives of EIA
Week 11	Monday 29 April 10 – 11 am Monday 29 April 11 – 12 pm Tuesday 30 April 9 – 10 am	<ul style="list-style-type: none"> Professional Ethics in EIA Work practices and employment conditions for Scientists & Engineers Course review and exam preparation 	Jes Sammut Professionals Australia Damon Bolton	Tutorial class 6 for Friday 19 th April class	Marks Due for EMP.
Exam Period		<ul style="list-style-type: none"> Final Exam 			Final exam (30% of overall grade)

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

6. Assessment Tasks and Feedback⁹

Task	Knowledge & abilities assessed	Assessment Criteria	% of total mark	Date of		Feedback		
				Release	Submission	WHO	WHEN	HOW
Assessment 1- 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 first tutorial class, week 2. 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.	10	Week 3 tutorial classes	In week 3 tutorial class	Class tutors	Week 4, at the beginning of the next tutorial	Comments on short answers and 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	Tutors	Monday, Week 6	Comments will be provided on your file in Moodle. Constructive feedback will help students improve their writing.
Assessment 2- Introductory section for an EIS	The purpose of this assignment is to gain experience in EIA report writing.	Students will be assessed on their ability to write concise and accurate descriptions of their case studies, identify likely environmental impacts and critically evaluate relevant references.	30	Week 1	5 pm Monday, Week 7 , submit using Turn-it-in on Moodle	Tutors	Week 8	Feedback sheets will be available for you to collect during the week 8 tutorials.

⁹ Approaches to assessment: <http://teaching.unsw.edu.au/assessment>

Task	Knowledge & abilities assessed	Assessment Criteria	% of total mark	Date of Release	Date of Submission	Feedback WHO	Feedback WHEN	Feedback HOW
Assessment 3 - 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 9 , submit via Turn-it-in using Moodle	Damon and tutors	TBA	Feedback sheets will be available for you to collect from Damon after week 10, contact him to arrange a time.
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

<p>Text Books</p>	<p>Please note that we have not set a text for this course because EIA-related texts can become dated very quickly.</p> <p>The following texts are in the high use collection at the UNSW library:</p> <p>Harvey, N. & Clarke, B. (2012) Environmental Impact Assessment in Practice. Oxford University Press, South Melbourne.</p> <p>Thomas, I, (2009). Environmental Impact Assessment in Australia. 5th Edn. Federation Press, Annandale.</p> <p>This one is located in the Law Library:</p> <p>Whitehouse, J. (2012). Development and Planning Law in NSW. CCH North Ryde.</p>
<p>Course Manual</p>	<p>Lecture notes, principally powerpoint presentations, will be progressively posted to the Moodle site. Course materials are subject to copyright restrictions. Lecture notes 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.</p> <p>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</p>
<p>Required Readings</p>	<p>These are noted on the assignment sheets or you are expected to use your research skills to hunt down relevant information.</p>
<p>Additional Readings</p>	<p>You are not expected to purchase a text to support your studies. The following books are recommended for loan, but are not essential texts:</p> <p>Harding, R, Hendriks, C. M. and Faruqi, M. (2009) Environmental Decision Making: Exploring complexity and context. Federation Press, Annandale.</p> <p>Gilpin, A., (2000) Environmental Impact Assessment (EIA): Cutting Edge for the Twenty-First Century. Cambridge University Press, UK.</p> <p>Williams, P., (2016) The Environmental Law Handbook. 6th Edition. Thomas Reuters, Pyrmont, N.S.W.</p> <p>Conacher, A., and Conacher, A., 2000. Environmental Planning and Management in Australia. Oxford University Press, South Melbourne.</p> <p>Additional recommended texts will be indicated in the lectures and tutorials.</p>
<p>Recommended Internet Sites</p>	<p>The following sites have useful information for this course;</p> <p>NSW Department of Planning and Environment http://www.planning.nsw.gov.au/</p> <p>NSW Office of Environment and Heritage; http://www.environment.nsw.gov.au/</p> <p>Commonwealth Department of the Environment: http://www.environment.gov.au</p> <p>Commonwealth materials on ESD: http://www.environment.gov.au/about/esd/index.html</p> <p>Materials on the Commonwealth EPBC Act: http://www.environment.gov.au/epbc/about</p>

	<p>Relevant acts and legal information database (NSW/Australia): http://www.austlii.edu.au/</p> <p>NSW legislation website http://www.legislation.nsw.gov.au/</p> <p>Good reference site for FACT sheets with concise descriptions of legislation: Environment Defenders Office NSW http://www.edonsw.org.au/</p>
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8. Required Equipment, Training and Enabling Skills

Equipment Required	<i>No equipment required</i>
Enabling Skills Training Required to Complete this Course	<i>No enabling skills training required</i>

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	S1, 2018	This course is continually updated to reflect changes in legislation and EIA practice.
MyExperience ¹⁰	S1, 2018	<p>The course received favorable reviews in 2018. Students especially appreciate the vocational emphasis of this course:</p> <p><i>“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.”</i></p> <p><i>“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).”</i></p> <p><i>“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).”</i></p> <p><i>“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.”</i></p>
Other	Throughout semester and at the end of the course	<p>Informal feedback was gathered in the final lecture of 2018. Students gave positive feedback regarding the presentations from professional practitioners in EIA. Because EIA is constantly evolving, practitioners are involved in this course. 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.</p> <p>Please contact Damon or Jes if you have any concerns.</p>

¹⁰ CATEI process: <https://teaching.unsw.edu.au/myexperience>

10. Administration Matters

<p>Expectations of Students</p>	<p>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.</p>
<p>Assignment Submissions</p>	<p>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.</p> <p>Students must submit all assignments by the set deadlines. Late work submitted after deadlines will be penalised at the rate of 10% per day unless a medical certificate or other documentation is attached. After 7 days the assignment will automatically be deemed a fail if sufficient documentation is not produced.</p>
<p>Health and Safety¹¹</p>	<p>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</p>
<p>Assessment Procedures UNSW Assessment Policy¹²</p>	<p>Extensions may be provided for legitimate reasons and are considered on a case-by-case basis. Each case is kept confidential. Please see Damon if you are experiencing difficulties. Late work will not be accepted after Week 11 (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.</p> <p>Where relevant, please provide an original or certified copy of a medical/counsellor's certificate for late work.</p>
<p>Equity and Diversity</p>	<p>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 Damon 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/).</p> <p>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.</p>

¹¹ [UNSW HS Home page](#)

¹² [UNSW Assessment Policy](#)

Student Complaint Procedure ¹³	School Contact	Faculty Contact	University Contact
	<p>In the first instance, you should raise issues with your lecturers and tutor. Most issues can be resolved quickly if you make staff aware.</p> <p>Jes is the School's Grievance Officer. However, given that he also teaches in the course, you should refer any serious complaints to the Head of School.</p>	<p>A/Prof Julian Cox Associate Dean (Education) julian.cox@unsw.edu.au Tel: 9385 8574</p> <p>or</p> <p>Dr Gavin Edwards Associate Dean (Academic Programs) g.edwards@unsw.edu.au Tel: 9385 4652</p>	<p>Student Conduct and Appeals Officer (SCAO) within the Office of the Pro-Vice-Chancellor (Students) and Registrar. Tel: 02 9385 8515, Email: studentcomplaints@unsw.edu.au</p> <p>University Counselling and Psychological Services¹⁴ Tel: 9385 5418 counseling@unsw.edu.au</p>

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