

SOCW4018

Social Work Practice Level 4 Placement B

Term 3, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Jennifer Stephensen	j.stephensen@unsw.edu.au	Monday 10am - 11am	Morven Brown 170	

School Contact Information

School of Social Sciences

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 12

Summary of the Course

Your final placement allows you to bring together 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 it 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. Level 4 placements include opportunities in rural and international settings. 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 in Term 3. 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 B of your final Field Education placement, commenced in Term 2 which will continue until you have completed the requisite number of hours in Term 3. Your grade for both courses will be finalized at the completion of this course.

Course Learning Outcomes

1. Integrate social work knowledge to effectively analyse situations and maximise problem solving strategies in determining suitable methods of assessment, goal setting and interventions with individuals, couples, families, groups and/or communities in diverse fields of practice.
2. Display skills and systematic use of knowledge in the areas of assessment, goal setting and intervention.
3. Explain how the placement organisation functions within the broader community of practice.
4. Articulate and critically analyse the policy context regarding the placement organisation, service users and the student themselves.
5. Validate developing professional identity through critical reflection and a sound commitment to social work values and ethics in the placement.
6. Demonstrate initiative and responsibility in their professional practice.
7. Validate their own practice and learning in order to recognise their own strengths, limitations and individual practice style.
8. Distinguish between personal and professional relationships and respond accordingly.
9. Establish collaborative and open relationships within and external to the organisation.
10. Achieve autonomy and independence in practice and demonstrate accountability for the impact of their conduct on others.
11. Apply effective communication and interpersonal skills appropriate to audience and situation.

Teaching Strategies

This is Part B of the Level 4 placement. Your learning in this course occurs in the field supported by Integration Seminars held every 4 weeks at the university during the placement period. Teaching strategies include:

1. 47 attendance days (327 hours) at your allocated agency for Level 4 Placement
2. One hour per week supervision at the agency with your Field Educator (supervisor). This is structured according to an agenda prepared by you and based on issues from your journal and written analyses/reports on your work with agenda items added by your Field Educator. At placements with no on-site social work supervision students participate in an External Supervision Group held at the university fortnightly throughout the placement.
3. Your daily diary and weekly Practice Journal.
4. Your Mid-Placement visit
5. Your Mid and Final Placement Reports 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

Templates for the Learning Contract, Mid and End-Placement Reports are provided to students via Moodle. Students are to use these templates to complete their assessment tasks in consultation with their Field Educator and then upload them electronically through the relevant assessment portal in Moodle by the due dates.

Please ensure that your name and student ID number are on every page of your submission. You are not required to attach a cover sheet to electronically submitted assessments.

If students experience problems logging into the system or uploading their documents, they should contact the WIL Administrative Assistant socialwork@unsw.edu.au.

Integration Seminar booklets should be scanned and submitted electronically. Students will not receive a SY grade until all specified documentation has been submitted to the University complete and of a quality that satisfies the Course Convenor.

The content of all assessment tasks draw upon the Australian Association of Social Workers Practice Standards (2013). The Field Educator and Liaison Tutor recommend a grade to the Course Convenor who also takes into account Integration Seminar and Assessment Tasks submitted. In order to complete the course successfully and be awarded a 'Satisfactory' (SY) grade, students must:

1. Attend their placement for the minimum 70 days and 490 hours and undertake negotiated placement tasks;
2. Conduct themselves professionally and appropriately as a student social worker in the placement agency;
3. Actively participate in all Integration Seminars, and complete written tasks;
4. Complete and submit all assessment including the Learning Contract, Mid and End of Placement Reports in a timely fashion and at a quality that satisfies the Course Convenor.

As all pieces of work are hurdle requirements, if the first submission is not determined to be of a satisfactory standard, students will have the opportunity to revise and resubmit. Revised work must be resubmitted by a reasonable, mutually agreed deadline. Where the ratings and comments from the Field Educator indicate the student's performance is unsatisfactory, appropriate strategies will be negotiated, documented and implemented.

Please note that students will be allocated a Fail (FL) grade at the End of Semester Social Work Markers Meeting if they:

1. Submit incomplete or unsatisfactory work and do not subsequently respond to emails regarding the quality of the submitted work;
2. Do not formally request an extension in writing or otherwise communicate with the Course Convenor and therefore without explanation do not meet the submission deadlines for assessable placement tasks at the end of the semester.

Additionally a student is at risk of failing if their attendance at compulsory Integration Seminars is unsatisfactory, if they do not receive the minimum ratings from their Field Educator in the Mid and/or End-Placement Report and/or the recommendation from the Liaison Tutor raises concern about student performance.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Mid-Placement Visit	15%	Not Applicable	1, 2, 3, 4, 6, 7, 11
2. Mid Placement Report	25%	Day 35 of your placement	1, 2, 3, 5, 6, 7, 8, 9, 10, 11
3. Placement Diary and Journal	5%	Last day of placement	1, 4, 5, 6, 7, 8
4. Integration Seminar activities	10%	See details on Moodle	3, 5, 7, 8, 9, 10, 11
5. End Placement Report	40%	Last day of your placement	1, 2, 5, 6, 7, 8, 9, 10, 11
6. Timesheet	5%	Last day of your placement	5, 6

Assessment 1: Mid-Placement Visit

Start date: To be established with field educator

Assessment length: 1 - 1.5 hours

A presentation and discussion with the field educator and liaison tutor that occurs at the agency at a time that is close to the placement mid-point (Day 35). This is a formal meeting in which the liaison tutor will take notes and prepare a report that forms the feedback for this assessment task. Students are asked to ensure this is signed and uploaded to the Moodle page as soon as possible after the visit. If the preparation and/or presentation is unsatisfactory, the Liaison Tutor will reschedule the meeting and/or ask the student to submit further written analysis.

This is not a Turnitin assignment

Additional details

The Mid-Placement Liaison Visit is a hurdle requirement and a mandatory requirement in the placement. The Liaison Visit involves a three way meeting of student, Field Educator and Liaison Tutor. In the first four weeks of placement the Liaison Tutor will contact you and your Field Educator to introduce themselves, make a time for the visit and if necessary, assist in the clarification of expectations and the formulation of the Learning Contract.

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 the Learning Contract 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.

Purpose of the Visit:

- Contribute to the ongoing assessment on the placement.
- Review learning in the placement and explore ways of expanding and consolidating this learning.
- Facilitate links between university classroom work and placement learning.
- Ensure that the student is using the Reflective Journal as a teaching and learning tool.

- Maintain communication between the university and the placement.
- Assist with difficulties arising in the placement.

Content of the Visit:

- Student Presentation (see guideline below).
- Discussion of the Learning Contract goals, timeframes and potential outcomes.
- Exploration of the nature and level of tasks undertaken.
- Review of student progress during placement.
- Analysis of skill development.
- Application of theory to practice.
- Discussion of the model and quality of supervision experienced.
- Assessment of student's progress by Field Educator and Liaison Tutor.
- Additional issues, including personal issues, identified by student, Field Educator and/or Liaison Tutor.
- Feedback to the university.

Field Educator's role in the visit:

The Field Educator is expected to take an active role in the Liaison Visit through clarification of the student's participation in the organisation, the nature and significance of the tasks undertaken, the student's responses to supervision, general appraisal of the student's performance and constraints in the organisation and directions for the rest of the placement.

Structure of Mid Placement Liaison Visit:

The Mid-Placement Visit occurs in two parts.

- The first part is a 5-10 minute meeting between Student and Liaison Tutor. This brief meeting provides the opportunity for building trust between the Student and Liaison Tutor and for checking-in about the student experience of the placement before the formal Visit occurs. Students and Field Educators are advised to contact the Liaison Tutor well in advance of this meeting if there are concerns that they need to discuss at the Mid-Placement Visit, and not to leave it until this brief meeting to raise.
- The second part is a 40-50-minute three-way discussion between student, Field Educator and Liaison Tutor. Students must demonstrate in the Visit that they have prepared their thoughts so that they are able to take responsibility for leading a discussion about their progress, and able to present a satisfactory analysis of their experience on placement. Students are expected to make written notes to which they should refer in their presentation and in the ensuing discussion.

The points below should be addressed thoroughly by the student in their written notes, and at the Visit

1. Demonstrate your understanding of the agency context and client group (10 mins).

Include material about:

- The purpose of the agency and the needs of clients/stakeholders the agency addresses in its service delivery
- 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 the organisation.

2. Discuss your learning to date, by 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- identify concepts from your university courses, (including practice, research and policy subjects) that inform 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, 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 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). Prior discussion with your liaison tutor could help in raising them in your liaison meeting.

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).

5. At the conclusion of the Liaison Visit the Liaison Tutor will complete a Liaison Visit Report where they will aim to summarise the discussion and decisions taken. The student and Field Educator will be shown the Report and asked to sign it to verify the contents. This Report is kept on the student's file in the Work-Integrated Learning Unit and forms part of the basis for final assessment (5 mins).

Please Note: Students will be asked to reschedule the meeting and/or submit a written analysis of the above, if the Liaison Tutor assesses their preparation and/or presentation of their work as unsatisfactory.

Assessment 2: Mid Placement Report

Start date: Day 25 of your placement

Assessment length: Approximately 2500 words (200 words per section)

Submission notes: The mid-placement report is due on Day 35 of your placement.

Due date: Day 35 of your placement

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 SOCW4018 are hurdle requirements due to the professional practice requirements of the Bachelor of Social Work (Hons) program. If 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 SOCW4018. The opportunity for re-submission will not have an effect on WAM as SOCW4018 is graded satisfactory/unsatisfactory only.

This is not a Turnitin assignment

Additional details

The Mid-Placement Report is mandatory and a hurdle requirement. The Mid-Placement Report is to be completed using the specified template available on Moodle.

This Report takes time to develop so preparation should begin well in advance of the due date. The completion of the Report should occur in steps:

- An initial discussion between the Student and Field Educator about the Learning Contract, the AASW Practice Standards, Supervision records, reflections the student feels comfortable to share from the Reflective Journal, feedback from colleagues who have observed the student's work, and the evidence gathered by the Field Educator and the Student.
- Drafting of the document, where student and Field Educator separately prepare their sections of the Report.

Please note: Irrespective of the professional background of the Field Educator are, there is an expectation that they will, in good faith, complete ratings for each and every component of practice.

- Review and collation of the report by Student and Field Educator.
- Revision of evidence and/or ratings where the review has identified gaps, error or inaccuracies.
- Student completion of comments on feedback (optional).
- Verification of the Report by signature of the Student and Field Educator.
- Submission of the Report to Moodle. Instructions for submission are provided on the template.

The Mid-Placement Report and Liaison Visit are opportunities to adjust the direction, pace and mode of the placement teaching and learning process. It is appropriate to revise student goals and strategies, as well as the mode and style of supervision at this time.

Assessment 3: Placement Diary and Journal

Start date: Day 1 of placement

Assessment length: At least 100 words per entry

Submission notes: The Liaison Tutor will request to see excerpts of the Journal at the mid-placement visit

Due date: Last day of placement

A record of the student's daily activities and their development as a practitioner during the placement. The Diary and Journal may be viewed by the Field Educator and the Liaison Tutor for the purposes of teaching and learning.

This is not a Turnitin assignment

Additional details

The Reflective Journal

Reflective 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. Journal entries are to be written in placement time. Entries are to be at least 100 words. In order to facilitate reflection the following areas should be addressed:

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

The Reflective 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. Entries in the Reflective 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. The Reflective Journal is a hurdle requirement and a mandatory piece of work throughout the placement.

Assessment 4: Integration Seminar activities

Start date: Seminars 2, 3 and 4

Assessment length: Variable

Submission notes: Depending which interactive and written class activities are occurring, work will be submitted via Moodle or in hard copy. Details are available on Moodle.

Due date: See details on Moodle

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

This is not a Turnitin assignment

Additional details

See Moodle for further detail.

Assessment 5: End Placement Report

Start date: Day 55 of your placement

Assessment length: Approximately 2500 words (200 words per section)

Due date: Last day of your placement

A document developed using the template provided, signed by all parties, that explains the placement learning outcomes using examples of student tasks, achievements, behaviours, and reflections at the conclusion of the placement. The end-placement report provides a discussion of how learning and teaching occurred and demonstrates how the student's progress aligns with the AASW Practice Standards.

This is not a Turnitin assignment

Additional details

The End-Placement Report is to be completed using the specified template available on Moodle. The End Placement Report should build on content from the Mid-Placement Report as well as provide an assessment of progress made in the second half of the placement. If the student's learning goals and/or tasks are altered at Mid Placement, the End Report should include a description of how they were subsequently achieved.

This Report takes time to develop so preparation should begin well in advance of the due date. The completion of the Report should occur in steps:

- Insertion into the template of content from the Mid-Placement Report.
- An initial evaluative discussion between the Student and Field Educator about the Learning Contract, Supervision records, the Student's Reflective Journal, feedback from colleagues who have observed the Student's work, selected content from the Mid-Placement Report and the evidence of performance and progress gathered by the Field Educator and the Student.
- Drafting of the document, where Student and Field Educator separately prepare their sections of the Report.

Please note: Regardless of the the professional background of the Field Educator are, there is an expectation that they will complete ratings for each and every component of practice, and make a recommendation of Satisfactory/ Unsatisfactory based on overall performance in the placement to the university.

- Review and collation of the report by Student and Field Educator.
- Revision of evidence and/or ratings where the review has identified gaps, error or inaccuracies.
- Student completion of comments on feedback (optional).
- Verification of the Report by signature of the Student and Field Educator.

Submission of the Report to Moodle. Instructions for submission are provided on the template. The End-Placement Report is mandatory and a hurdle requirement in the placement.

Assessment 6: Timesheet

Assessment length: Not applicable

Due date: Last day of your placement

A formal record of the placement hours completed by the student over the semester. The timesheet is verified by the Field Educator weekly. Note that the minimum requirement for Part B of the Level 4 placement is 47 days and 327 hours which the timesheet should accurately reflect.

This is not a Turnitin assignment

Additional details

Students may utilise a template for the Timesheet as provided by their organisation, or, alternately, that which is provided in Moodle.

Attendance Requirements

The School of Social Sciences guidelines on attendance are available at <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>.

Students are expected to be regular and punctual in attending all classes of the courses. All applications for exemption from attendance at classes of any kind must be made in writing to Integration Seminars Course Convenor.

You are responsible for keeping track of your attendance at placement and contacting the Senior WIL Placement Officer (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 supervision as part of their degree. If you do not attend placement on a particular day and as a result miss a number of hours which you would normally have accrued towards the minimum number of hours on placement, you must do two things:

- You must provide an explanation of your absence to your field educator, preferably in advance or, failing that, as soon afterwards as possible;
- You must make up all hours missed.

In the event that an absence extends 2 or more consecutive days you must apply for Special Consideration. 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.

Where an absence from Integration Seminars is unavoidable and an explanation has been provided to the Course Convenor you will be set make up work. Failure to provide an explanation or complete make up work, and/or more than one absence, no matter what the reason, will require discussion as in these circumstances, you will not be meeting attendance requirements for this course.

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. 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.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
0 week: 5 September -	Seminar	Career's Day Smeinar 10am - 3pm via Zoom

9 September		
Week 5: 10 October - 14 October	Seminar	The fourth Integrative Seminar will be held on Friday 14th October
		These seminars will be run as smaller group seminars to allow for exploring strengths and challenges of placement. Please check what class you are enrolled in
		Friday 9-11, - Matthews 105 11-1 - Mathews 105 2-4 - Zoom
Week 10: 14 November - 18 November	Seminar	Friday 18th November 9.30.-1.30 Final Seminar

Resources

Prescribed Resources

Cleak H & Wilson J (2019) *Making the Most of Field Placement*, Third Edition. Cengage Learning, Australia.

Healy K & Mulholland J (2019) *Writing Skills for Social Workers*, Third Edition, Sage Publications, UK.

Course Outline SOCW4018 should be read in conjunction with Course Outline SOCW4017 - Social Work Practice Level 4 Placement A

It is the responsibility of all students to consult the Placement Manual as needed during their placement. It is available on Moodle.

Recommended Resources

Additional readings are available on the Course Moodle Site.

Course Evaluation and Development

Student feedback is welcome throughout the term.

In addition, students are surveyed about their experience at the end of the placement about the quality of their experience of supervision and learning. They are also encouraged to complete the MyExperience survey.

Previous student feedback has prompted re-imagining and re-development of the placement documents and seminar materials.

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle:

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

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Image Credit

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