

FACULTY OF SCIENCE

School of Biological, Earth and Environmental Sciences



GEOS 9011

Environmental Impact Assessment

POSTGRADUATE COURSE OUTLINE

Trimester 1, 2022

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Faculty of Science - Course Outline

1. Information about the Course

NB: Some of this information is available on the [UNSW Handbook](#)¹

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|--|--|---------------------------|----------------------------------|----------------------|
| Year of Delivery | 2022 | | | |
| Course Code | GEOS 9011 | | | |
| Course Name | Environmental Impact Assessment | | | |
| Academic Unit | BEES | | | |
| Level of Course | Postgraduate | | | |
| Units of Credit | 6 UOC | | | |
| Offered | Trimester 1 | | | |
| Assumed Knowledge, Prerequisites or Co-requisites | 2 years of undergraduate coursework | | | |
| Hours per Week | 2 hours per week lecture (pre-recorded)- each lecture is different; lectures are not repeated 6 x 2-hour tutorial - these are live and online; selected weeks, refer to the course schedule | | | |
| Number of Weeks | 10 weeks | | | |
| Commencement Date | 14/02/2022 | | | |
| Summary of Course Structure (for details see 'Course Schedule') | | | | |
| Component | HPW | Time | Day | Location |
| Lectures | 2h | | | |
| | Wk. 1 – 10 | At your leisure | Released each Tuesday or earlier | Online - prerecorded |
| | | | | |
| Tutorials | 2h | | | |
| | Wk. 2, 3, 4, 8, 9, 10 | 11 am to 1 pm Sydney Time | Thursday | Online and live |
| Special Details | Postgraduate and undergraduate students participate in the same lecture classes but are assigned different assessment tasks. A class roll is taken. Lectures are pre-recorded due to the COVID-19 situation and to enable some flexibility, plus to address the large class size and mix of local and overseas students. We also need to be flexible for legal practitioners due to the large backlog of court cases and the impact on their availability. Overseas students in different time zones are expected to participate in the tutorials. Please contact Jes if you have any concerns. | | | |

2. Staff Involved in the Course

| Staff | Role | Name | Contact Details | Consultation Times |
|---------------------------|--------------------------|---|--|---|
| Course Convenor | | A/Professor Jes Sammut | | |
| Additional Teaching Staff | Lecturers & Facilitators | A/Prof Jes Sammut Lauren Sims – Barrister at Martin Place Chambers | j.sammut@unsw.edu.au mobile: 0403154863 during business hours Skype: Jesmond1965 James and his legal team are guest lecturers; contact Jes for any questions. | By appointment – we will use Skype, Microsoft Teams or Zoom. Some free tutorial weeks will also be used for consultations. Jes will advise. |
| | Tutors & Demonstrators | Jes and/or Grace Nye-Butler | See above for Jes | Please contact Jes |

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

3. Course Details

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| 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 and Jes will provide career guidance during and beyond the course (stay in touch when you leave UNSW). | |
| 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. Our overall aim is to make you job-ready! | |
| 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 0 = NO FOCUS 1 = MINIMAL 2 = MINOR 3 = MAJOR | Activities / Assessment |
| Research, inquiry and analytical thinking abilities | 2 | Tutorial activities encourage analytical thinking in the application of EIA methodologies and review of environmental impact statements (EISs). Research for assignments develops literature search, critical review, and problem-solving skills. |
| Capability and motivation for intellectual development | 2 | The lecture content and tutorials motivate students to critically conceptualize and analyze their potential future roles as environmental scientists and decision-makers |
| Ethical, social and professional understanding | 3 | The tutorials and assignments 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 provide students with the necessary information to develop environmental management skills. Teamwork tasks in the tutorials will encourage collaboration skills. Students experience project organization from the assignments and preparation for tutorial group exercises. |

² UNSW Handbook: <http://www.handbook.unsw.edu.au>

³ [Learning and Teaching Unit: Course Outlines](#)

⁴ [Learning and Teaching Unit: Learning Outcomes](#)

⁵ Contextualised Science Graduate Attributes: <http://www.science.unsw.edu.au/our-faculty/science-graduate-attributes>

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| Information literacy | 2 | Assignments encouraging information literacy including literature searching, referencing, use of computer technologies. |
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| 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 | 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. |

4. Rationale and Strategies Underpinning the Course

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| 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 legal component is delivered by Lauren Sims, an experienced Barrister. We are fortunate to have a professional deliver this important component. 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. PLEASE Note: Tutorials are not run each week due to the time needed to prepare for tutorials and to complete assessable tasks at a high, job-ready standard. We have also considered the implications of COVID-19 and endeavoured to make the course more manageable for students and to ensure our guest lecturers, who are professionals working under a difficult COVID-19 scenario, are able to deliver their material to students effectively. We also have students who are working or are located overseas. However, overseas students in different time zones will need to attend the scheduled tutorials, online.</p> <p>Do not be overwhelmed by the law component. This is an essential component of the course, and also important for your employability. If you feel you are struggling, book an appointment with Jes. Past students have valued learning about planning law, and many have gained employment by demonstrating their knowledge at job interviews.</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, largely environmental lawyers. Guest lecturers will be sharing recent case law so that the machinations of EIA legislation are clearer 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.</p> <p><u>Key teaching staff</u></p> <p>A/Professor Jes Sammut is a scientist with research experience in methods used to assess impacts in Australia, Asia, and the Pacific. He has also served on various committees that advise policy makers on current and emerging environmental issues, and has worked with governments in Australia, Indonesia, Vietnam, and Papua New Guinea to develop strategies and policies to reduce environmental impacts from aquaculture, coastal development and acid sulfate soils. He is also a Fisheries Consultant for ACIAR's program in PNG and trains PNG Government Staff in policy development. Jes and his former PhD students have contributed to policy recommendations on mariculture and brackishwater aquaculture in Indonesia. Some of his local and overseas research will be used in his teaching materials to demonstrate how research can be translated into policy and inform decision-making. He also has worked with a range of stakeholders involved in EIA across the Asia-Pacific. Jes will lecture and also run the postgraduate tutorials.</p> |
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| | <p>Grace Nye-Butler (Course Tutor and Marker) is a PhD student in the School of BEES and a former EIA and CRM student. Grace has a solid understanding of the role of science in environmental impact assessment and sustainability, and experience in science communication and research on the socio-ecological aspects of environmental management. Read more about Grace here: https://au.linkedin.com/in/grace-nyebutler</p> <p>Lauren Sims (Guest Lecturer for Law Component) is a Barrister at Martin Place Chambers with extensive experience in environmental and planning law. She was called to the bar in 2020. Lauren will deliver lectures on the law and planning components of the course, as well as provide valuable insight on EIA practices and through case studies. Lauren's lectures will be pre-recorded. You can read her CV via this link: https://www.mpchambers.net.au/barristers/l Sims.html</p> |
| <p>Rationale for learning and teaching in this course⁶</p> | <p>We teach this course using presentations from practitioners, case studies and practical tutorial classes because we expect our graduates will undertake environmental assessment as professionals in future years. Our aim is to make you job ready in this field and to have insight into EIA in the real world rather than from textbooks.</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 (some of our are international, and many of our local students seek work overseas). 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. Students have also reported their increased competitiveness in the job market because of the skills they have gained.</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 | Lecture Date | Lecture Topics | Lecturer | Tutorial Classes | Assignments and Submission dates (see also 'Assessment Tasks & Feedback') |
|---------|-----------------|--|-------------|--|---|
| Week 1 | Monday 14 Feb | 1. EIA Course Introduction 2. The Evolution of EIA | Jes | No classes – read your assignments, settle in and prepare for the course | |
| Week 2 | Monday 21 Feb | 3. Finding and interpreting legislation in NSW 4. Operations of the EP&A Act (1979) and its instruments | Lauren Sims | Triggers for an EIS and the Leopold Matrix | |
| Week 3 | Monday 28 Feb | 5. Requirements of EIS, REF & SEE assessments 6. NSW Biodiversity Conservation legislation | Lauren Sims | Reviewing EIS | |
| Week 4 | Monday 7 March | 7. Preparing EIS 8. Predicting, evaluating & managing impacts | Jes | Class Tests - EIA terms and concepts | Assessment 1 - Class test, 10% of overall course grade. EIS Part 1 - DRAFT due by MIDNIGHT Friday 5pm (not graded but feedback given) |
| Week 5 | Monday 14 March | 9. Frameworks for impact assessment 1 10. Frameworks for impact assessment 2 | Jes | No class | |
| Week 6 | Monday 21 March | FLEXIBILITY WEEK – NO CLASSES | | | Feedback on EIS Part 1 released early in the week |
| Week 7 | Monday 28 March | 11. Social impact assessment 1 12. Social impact assessment 2 | Jes | No class – prepare for the stakeholder forum | Assessment 2 - Submit final EIS Part 1 by MIDNIGHT Friday, 30% of overall course grade. |
| Week 8 | Monday 4 April | 13. Federal legislation EPBC Act 14. LEC & EPBC Case studies | Lauren Sims | Stakeholder Forum | |
| Week 9 | Monday 11 April | 15. Professional Ethics in EIA 16. Risk assessment in EIA | Jes | Ethics – group discussion on workplace scenarios | |
| Week 10 | Monday 19 April | 17. Biodiversity offsetting 18. Career Advice | Jes | PG Presentations | Assessment 3 - EIS Part 2 EMP due by Midnight Friday 40% of overall course grade. |

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

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

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| | | | | | Assessment 4 - PG final presentations will be given in the tutorial period, 20% of overall course grade |

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 4. 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 4 tutorial classes | In week 4 tutorial class | Class tutors | We will aim for the beginning of the next tutorial | Comments on short answers and class discussion. The tests will not be returned. |

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

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| 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 (draft for feedback) | Week 1 | Midnight Friday, Week 4 , submit using Turn-it-in on Moodle | Tutors | Week 5/6 | Comments will be provided on your file in Moodle. Constructive feedback will help develop final draft |
| 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 | Midnight FRIDAY of Week 7 , submit using Turn-it-in on Moodle | Tutors | Week 8 | Grade and feedback will be provided on your assessment file in Moodle. |

| Task | Knowledge & abilities assessed | Assessment Criteria | % of total mark | Date of Release | Date of Submission | Feedback WHO | Feedback WHEN | Feedback HOW |
|---|---|---|------------------------|------------------------|--|---------------------|----------------------|--|
| Assessment 3 - 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. | 40 | Week 2 | Midnight Friday, Week 10 , submit via Turn-it-in using Moodle | Tutors | TBA | Grade and feedback will be provided on your assessment file in Moodle. |

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| <p>Assessment 4 – International perspectives of EIA</p> | <p>The purpose of this assignment is for students to understand an international EIA system and critically evaluate similarities and differences between systems and the implications for ecologically sustainable development.</p> | <p>Students will be assessed upon their preparation, communication and presentation skills during a presentation to the class. PowerPoint slides will be assessed for clarity and creativity.</p> | <p>20</p> | <p>Week 2</p> | <p>Presentations must be uploaded by Midnight Monday 19 April ie Week 10</p> | <p>Class tutors and colleagues</p> | <p>TBA</p> | <p>Feedback from tutor and colleagues will be compiled and emailed.</p> |
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NOTE: THERE IS NO EXAM FOR POSTGRADUATE STUDENTS

7. Additional Resources and Support

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| <p>Textbooks</p> | <p>Please note that we have not set a text for this course. The recommended readings are available 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>Department of Planning, Industry and Environment (recently renamed the Department of Environment): https://www.dpie.nsw.gov.au</p> <p>Commonwealth Department of Agriculture, Water and the Environment: http://www.environment.gov.au</p> <p>Commonwealth materials on ESD: https://www.awe.gov.au/environment/epbc/publications/criteria-determining-esd-relevance</p> <p>Materials on the Commonwealth EPBC Act: http://www.environment.gov.au/epbc/about</p> |

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| | <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

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| 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 | T1, 2021 | This course is continually updated to reflect changes in legislation and EIA practice. Informal and formal feedback from 2021 has been used to make this course more suitable for online delivery, but we welcome regular feedback because the current COVID-19 situation could improve or worsen. |

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| MyExperience ¹⁰ | S1, 2021 | <p>Student feedback from 2021:</p> <p>“The course really put the content into context of how it is used in the real day-to-day jobs and careers that it supports. Lecturers were knowledgeable and created an effective and enjoyable learning environment.”</p> <p>“The Course Convenors and Tutors were very understanding, inclusive, and responsive. The interactive parts, and the assessments that will be useful in the workplace.</p> <p>“Nice tutors and lecturers. Make you work hard but reward your effort. Also provide clear feedback.”</p> <p>“The tutorials and the assignments were really helpful for real life. The lectures really opened up my eyes and knowledge about environmental legislation and it was really interesting.”</p> <p>“Jes is incredibly engaging, and his passion is infectious. I also liked the draft EIS intro because it allowed me to achieve higher in a completely new format.”</p> <p>“I loved the stakeholder forum and the ethics tutorial! It was a lot of fun and educational at the same time, wish we had more opportunities to engage with other students and Jes. While I was skeptical about the stakeholder forum given our lack of expert knowledge, I thought this was a really good activity that is different from many other courses, challenges students to read, understand and think on the spot, while practicing important oral skills.”</p> <p>“I also really appreciated not having too many different assessment tasks.”</p> <p>“The best thing about the course is how relevant and applicable it is to real-life. They taught us skills we could actually use in the workplace alongside work development skills. Assessment tasks were challenging, but very relevant to course content and to the reality of jobs in the environmental field.”</p> <p>“Ample feedback provided throughout the term was very helpful in guiding me on how to improve.”</p> <p>“Dedicated and engaging lecturers.”</p> |
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¹⁰ CATEI process: <https://teaching.unsw.edu.au/myexperience>

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| | | <p>“The feedback for the draft first assignment was exceptional. I've rarely had such useful and constructive feedback and you could tell a lot of time and effort was put in. The tutorials were also interesting and encouraged interaction which meant they were engaging.”</p> <p>“The class test gave me motivation to get stuck into EIA early. Assessment 1 was a great experience to understand the components of an EIS and apply it to a case study. The stakeholder forum was the highlight!”</p> <p>“The course content was very interesting; it was well structured, and the assessments were extremely relevant.”</p> <p>“Jes and Angela were both extremely helpful and welcoming. Feedback was very helpful. Spaced-out assessment due dates were helpful.”</p> <p>“The practicality of the course, it is the most practical course I've ever done. It was very relevant to the real world and allowed people to have more insight into the workforce. The assignments were very useful and insightful.”</p> <p>“I found myself seeing EIA principles outside of the classroom whenever I read news articles – the lectures and tutorials really shaped the way I view pieces of information.”</p> <p>“The Ethics tutorial was a nice way to end the course and was one of the first times in uni where whistleblowing was directly discussed which I found interesting.”</p> |
| <p>Other</p> | <p>Throughout semester and at the end of the course</p> | <p>Informal feedback was gathered in the final lecture of 2021. 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 Jes if you have any concerns.</p> |

10. Administration Matters

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| <p>Expectations of Students</p> | <p>Students are expected to attend a minimum of 80% of the course contact hours (tutorials) and to listen to the recordings. Students are expected to prepare for tutorials and contribute to class discussions. Tutorial classes have unique case studies and students are not permitted to move between classes without approval.</p> <p>Submit work on time, please!</p> <p>You are expected to read the plagiarism policy and comply with the requirements.</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. Please DO NOT PLAGIARISE and ensure you reference your work properly.</p> <p>Students must submit all assignments by the set deadlines. Late work submitted after deadlines will be penalised at the rate of 5% per day. No late work can be accepted after 5 days based on revised UNSW assessment policy. Please do not contact teaching staff for an extension; please use the formal Special Consideration process to ensure that the procedures for extensions are consistent across the class. Ensure you have medical certificates or other supporting documents for your application. After 5 days the assignment will automatically be deemed a fail if an extension is not granted.</p> |

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| <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>Please read the following regarding Special Consideration: https://student.unsw.edu.au/special-consideration. Late work cannot be accepted from 5 days after the submission date unless a formal extension was granted or there is an ELP. This is new UNSW policy! If there is an extension or ELP deadline, the 5 days rule applied from the extension date. There is NO permitted variation. Students must submit each assessable item and give a presentation, and attain 50% or greater in order to pass the subject.</p> <p>Where relevant, please provide an original or <u>certified</u> copy of a medical/counsellor's certificate for late work when you make your formal application for an extension.</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 Jes prior to, or at the commencement of, their course, and with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734 or http://www.studentequity.unsw.edu.au/).</p> <p>Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.</p> |

¹¹ [UNSW HS Home page](#)

¹² [UNSW Assessment Policy](#)

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| Student Complaint Procedure¹³ | 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>If issue persists, Scott Mooney, the School's Grievance Officer can be contacted. s.mooney@unsw.edu.au</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