



# **Course Outline**

PHYS3199/PHYS3299

Physics Work Placement

Faculty of Science

2022

# 1. Staff

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Position	Name	Email
Course Coordinator/WIL Academic Lead	A/Prof Clemens Ulrich	<a href="mailto:c.ulrich@unsw.edu.au">c.ulrich@unsw.edu.au</a>
Course support	Science Education Team	<a href="mailto:scinece.industry@unsw.edu.au">scinece.industry@unsw.edu.au</a>

## 2. Course information

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**Units of credit:** 6 or 12 (dependant on enrolment pattern)

**Pre-requisite(s):** Enrolled in a science program (single or dual). 48 units of credit. WAM requirement of 65. Passed pre-requisite Preparation for WIL Modules.

**Teaching times and locations:** Work placement details specific to each student. Virtual workshop schedule dependant on enrolment pattern:

Enrolment Pattern Option A: Wednesdays 6:00pm – 7:30pm in Weeks 2, 5 and 10.

Enrolment Pattern Option B: Wednesdays 6:00pm – 7:30pm in Weeks 2, 5 and 10.

Enrolment Pattern Option C: Wednesdays 6:00pm – 7:30pm in Weeks 2, 5 in first term of placement; Wednesday 6:00pm – 7:30pm in Week 10 of second term of placement.

**This course is graded on a satisfactory/unsatisfactory basis.**

### 2.1 Course summary

Physics work placement courses enable undergraduate Physics students to apply their disciplinary knowledge and transferable skills in a professional context, through a work placement experience at an organisation external to UNSW. Students will have the opportunity to develop key professional skills that align with their career goals and contextualise their field of study in a professional workplace setting.

The main component of the course is a work placement related to the student's field of study. The placement can be paid or unpaid. This supervised workplace experience is supported by professional development and discipline-specific modules that students can select from, in line with their individual career goals.

The courses will count as a science or free elective and is graded on a satisfactory/unsatisfactory basis.

The core work placement may vary in length and intensity depending on the enrolment pattern chosen:

- **Option A:** 105-hour placement completed in 1 term; enrolment pattern = PHYS3199; total of 6 UOC
- **Option B:** 210-hour placement completed in 1 term; enrolment pattern = PHYS3199 and PHYS3299 in the same term; total of 12 UOC
- **Option C:** 210-hour placement completed over 2 terms; enrolment pattern = PHYS3199 in one term and PHYS3299 in the following term; total of 12 UOC

## 2.2 Course aims

This course aims to:

- Increase students' understanding of how scientific thinking is applied in a professional context.
- Enable students to apply disciplinary knowledge in a workplace setting.
- Provide an environment where students can develop their abilities in professional and reflective learning.
- Enhance student employability through the development of desirable workplace skills.

## 2.3 Course learning outcomes (CLO)

At the successful completion of this course you (the student) should be able to:

1. Demonstrate the ability to integrate theory with professional practice through the application of disciplinary knowledge in a workplace setting.
2. Identify knowledge, skills and capabilities developed through professional development training within a scientific workplace.
3. Operate effectively in the workplace, in line with organisational expectations.
4. Evaluate personal professional performance in a workplace through critical self-inquiry and reflective learning.
5. (Additional CLO for PHYS3299) Describe and display a broad range of transferrable professional competencies in complex workplace situations.3. Strategies and approaches to learning

## 3.1 Learning and teaching activities

This course is purposefully designed as a WIL course, based on experiential, practical and reflective learning principles. WIL activities are designed to enable students to develop professional and personal capabilities that will enhance their employability.

The experiential learning gained through the work placement will be scaffolded by WIL modules designed to support students' professional development in a flexible and relevant way. The suite of modules will allow students to select key professional skills that align with career goals identified at the start of their placement.

Three virtual workshops will enable students to engage in guided reflective practice and peer-supported learning. Students will also be supported by their workplace supervisor and academic convener throughout the course, ensuring ongoing monitoring, debriefing and feedback is integrated into the course.

## 3.2 Expectations of students

Students will be expected to:

- Access learning content on Moodle
- Access InPlace for relevant activities such as risk assessment activity and logging placement hours
- Read through the course welcome pack material provided in their welcome email
- Attend and actively participate in the virtual workshops
- Submit all tasks and assessments on time and engage with feedback from their course teaching staff.
- Follow the [UNSW Student Code of Conduct](#) and conduct themselves in an appropriate manner while on the work placement.
- Ensure their actions or inactions as a student do not harm, or bring into disrepute, the University's reputation or good standing.
- Notify the course coordinator if they have any issues or concerns during the placement.

Additional responsibilities are outlined in the student welcome pack.

## 4. Course schedule and structure

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A detailed schedule and course structure is provided in the student welcome pack and on Moodle.

## 5. Assessment

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### Overview

#### **Work Placement Preparation: a) Placement Plan (15%)**

Goal setting and professional development plan for the placement. Using a template and in collaboration with your workplace supervisor, you will clarify the main goals and activities of the placement.

#### **Work Placement Preparation: b) WIL Modules (15%)**

Self-paced online modules on a variety of professional development topics. You will select a certain number of modules to complete (depending on your enrolment pattern).

#### **Reflective e-Portfolio (50%)**

Reflect on your experience during the placement via written reflection blogs. The assessment concludes with two reflective essays to be submitted after the placement has concluded, allowing you to reflect on your experience as a whole.

#### **Supervisor Report (20%)**

Your workplace supervisor will complete a short digital survey providing feedback on your professionalism during the placement.

**Assessment Table**

<b>WIL Enrolment Pattern</b>	<b>Compulsory Activity (non-graded)</b>	<b>Work Placement</b>	<b>Assessment 1 Work Placement Preparation (30%)</b>	<b>Assessment 2 Work Placement e-portfolio (50%)</b>	<b>Assessment 3 Supervisors' Report (20%)</b>	<b>Workshops</b>
<b>OPTION A 6 UOC (completed in 1 Term) PHYS3199</b>	Online Risk Assessment Activity (via InPlace)	Minimum 105 hours (Hours logged by student on InPlace)	a) Placement Plan (15%) b) Three WIL Modules and associated quizzes (15%)	a) Fortnightly Submissions (25%) b) Two Final Posts (25%) 1000 words each	Template-based report from workplace supervisor on student professionalism on placement	3 online workshops: 90-minute workshops in Weeks 2, 5 and 10
<b>OPTION B 12 UOC (completed in 1 term) PHYS3199 + PHYS3299</b>	Online Risk Assessment Activity (via InPlace)	Minimum 210 hours (Hours logged by student on InPlace)	a) Placement Plan (15%) b) Six WIL Modules and associated quizzes (15%)	a) Fortnightly Submissions (25%) b) Two Final Posts (25%) 2000 words each	Template-based report from workplace supervisor on student professionalism on placement	3 online workshops: 90-minute workshops in Weeks 2, 5 and 10
<b>OPTION C 12 UOC version (completed across 2 terms) PHYS3199 in one term and PHYS3299 in the following term</b>	Online Risk Assessment Activity (via InPlace)	Minimum 210 hours (Hours logged by student on InPlace)	a) Placement Plan (15%) b) Six WIL Modules and associated quizzes (15%). Complete 3 in first term, and 3 in second term of placement.	a) Minimum of 5 Submissions (25%) b) Two Final Posts (25%) 2000 words each	Template-based report from workplace supervisor on student professionalism on placement	3 online workshops: 90-minute workshops in Weeks 2, 5 during the first term of placement, and Week 10 during the second term of placement

## Further information

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

## 6. Special Consideration:

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### Assessments

Students unable to submit an assessment on time due to illness or misadventure should contact the Course Coordinator in the first instance. They will discuss the situation with the student to determine if a formal special consideration application is required.

UNSW Policy and information on special consideration can be found at:  
<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>.

Application for special consideration must be made within 3 working days of the assessment to which it refers.

### Shifts in the workplace

#### Ad-hoc absences:

It is not necessary to contact the course coordinator or apply for special consideration if you need to miss a shift due to illness or misadventure. However, students must follow their workplace supervisor's procedure for calling in sick.

#### Extended absences

Extended absences that will impede the student's ability to complete the minimum number of placement hours must be reported to the course coordinator, who will advise how to proceed.

## 7. UNSW Academic Honesty and Plagiarism

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**Referencing** is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Harvard Referencing style should be used for this course.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

### Plagiarism

Note carefully the information provided below. Through completion of the compulsory ELISE module on the Library site, you should be well aware of plagiarism. As such, incidences of plagiarism will be dealt with formally, according to UNSW Policy.

#### **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 actually 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 Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

[www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)

The Learning Centre 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

## 8. Additional support for students

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- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>