

# **INFO5990:**

## **Professional**

## **Practice in IT**

**Coordinator: Dr. Nasim Ahmed**

## **Week 1: Unit Overview &**

## **The IT Industry**

**School of Computer Science**



**Q: Name three skills that are the most important when working in IT....**

**"Computer Science is no more about computers than astronomy is about telescopes."**

***Edsger W. Dijkstra***

# Acknowledgement of Country

*I would like to acknowledge the Traditional Owners of Australia and recognise their continuing connection to land, water and culture.*

*I am currently on the land of the Darramurragal people of the Eora Nation and pay my respects to their Elders, past, present and emerging.*

*I would particularly like to acknowledge the teaching and learning that has taken place on this land for many, many thousands of years before this University was created, and which continues now, as it will in the future.*

*I further acknowledge the people of the country you are on and pay respects to your Elders, past, present and future.*



# Quick Overview of Today

Usually...

- Tutorial: Implementation
- Lecture Part A: Theory / Concepts
- Lecture Part B: Practice / Case Studies

But today, we have a longer lecture (and no tutorials)

Part A

- Professions and practice
- Nature of the IT industry
- Professionalism

Part B

- Introductions
- Topics, Learning objectives, and concepts covered in the unit
- Overview of the unit and assessments

# **INFO5990:** **Professional** **Practice in IT**

**Week 1: Part A**  
**Professions and practice**  
**Nature of IT industry**

“Computer Science is no more about computers than astronomy is about telescopes.”

— *Edsger W. Dijkstra*

# Week 1 Part A : Professions and the IT industry

Topics	Learning outcomes (able to)
1. Professions and practice	<p><i>Explain:</i></p> <ul style="list-style-type: none"><li>• <i>What professional practice is</i></li></ul>
2. INFO5990: Professional Practice Why? and what is it?	<p><i>Explain:</i></p> <ul style="list-style-type: none"><li>• <i>Why professional practice skills and knowledge is important for IT specialists</i></li><li>• <i>Access the goals, learning objectives and concepts of the unit</i></li></ul>
3. The IT industry	<p><i>Explain:</i></p> <ul style="list-style-type: none"><li>• <i>The kinds of changes that have taken place in IT and how it might change in the future</i></li><li>• <i>The effects that has on organisations</i></li><li>• <i>Typical IT-related activities</i></li><li>• <i>Examples of IT-related jobs and careers</i></li></ul>

# Professional Practice

- Professions?
  - a paid occupation, especially one that involves prolonged training and a formal qualification.
    - Expertise =
      - knowledge (knowing about something, how to do it) +
      - skills (being able to do it – competence, capability)
    - Qualifications and certification
    - Knowledge and skill standards
    - Common body of knowledge
    - Ethical standards
  - <https://www.professions.org.au/what-is-a-professional/>
  - Practice?
    - the actual application or use of an idea, belief, or method, as opposed to theories relating to it
      - \* Example of something you have knowledge about that you put into practice
      - \* Example of an application of IT – for business or for public benefit?



# **Professionalism**

- Professionalism is the ability to do what you are supposed to do and not do what you are not supposed to be doing.
- It is about how the things you say, how you act, and how you dress. It is also about your character.
  - Why IT professionalism is needed and why is it important?

## **Some of the qualities which describe a professional-**

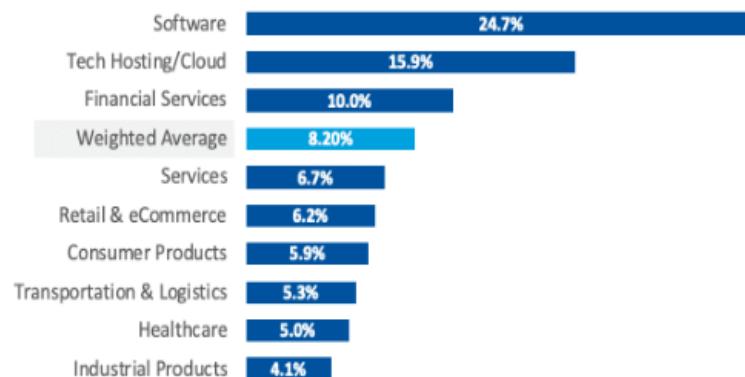
- Trustworthiness
- Honesty
- Punctuality
- Responsibility
- Leadership
- Confidentiality
- Competency

# Why INFO5990: Professional Practice?

- IT is a major investment for many organisations and is critical for creating value
- So doing IT well matters to organisations
- Professional Practice helps you do it well by providing you with skills and knowledge to enhance your technical skills in an organisational context

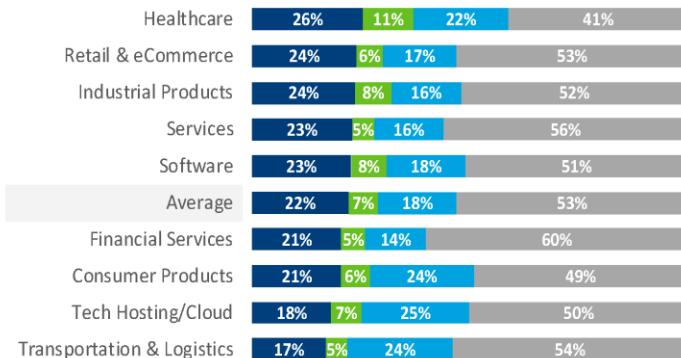
IT Spend by Industry

% of revenue



Breakdown of IT Spend by Industry

% of spend



N=303

Source: Flexera 2020 State of Tech Spend Report N=303

Source: Flexera 2020 State of Tech Spend Report

# Why is this important?

- For technical specialists – you need to understand the organisation to be a digital driver from wherever you are in the organisation
- For other IT-related roles (e.g. CIO/CTO) CEO?

– <https://www.mckinsey.com/industries/technology-media-and-telecommunications/our-insights/find-the-smartest-technologist-in-the-company-and-make-them-ceo?cid=other-eml-dre-mip-mck&hlkid=bdeb6a98a3d9412e98fd81fdd3ba4e19&hctky=2950560&hdpid=5fdae074-503e-4e6f-ad1a-503d2771ff1d>

*McKinsey Quarterly*

# ‘Find the smartest technologist in the company and make them CEO’

June 22, 2022 | Interview

Marc Andreesson developer of Mosaic the first graphical web browser

# How do we support that in INFO5990?

- Thought provoking readings
- Useful skills and techniques
- Practical examples from guest presenters
- Case studies to help the learning process
- Learning objectives and concepts that cover a broad range of related topics
  - [https://canvas.sydney.edu.au/courses/59195/pages/learning-objectives-what-you-should-be-able-to-do-by-completing-this-unit?module\\_item\\_id=2332220](https://canvas.sydney.edu.au/courses/59195/pages/learning-objectives-what-you-should-be-able-to-do-by-completing-this-unit?module_item_id=2332220)
  - [https://canvas.sydney.edu.au/courses/59195/pages/concepts-covered-in-this-unit?module\\_item\\_id=2332219](https://canvas.sydney.edu.au/courses/59195/pages/concepts-covered-in-this-unit?module_item_id=2332219)

# IT Careers – What do they look like?

- Which key words describe professional IT careers? How do you know?

## Activity (later)

Select a job website (for example <http://www.seek.com.au/>,  
<https://jobsearch.gov.au/>, <https://www.careerone.com.au/>, <https://au.indeed.com/>, etc.)

Search for key words

Look for patterns in the types of skills being sought for those roles

Key word(s)	Roles
IT Programming Java	Java Developer Full Stack Java Developer IT support officer IT Graduate Position
Specialist Database	Microsoft SQL/DBA Consultant Business Systems and Database Administrator B2B Client Services Database Technical specialist
IT Project Manager	Deliver data analytics projects to achieve business outcomes Manage project scope, schedule and risks Guide and support the team on how to use agile practices and values Navigate project blockers to ensure the team delivers the project outcome Report and maintain project-related documentation Coordinate backlogs and manage stakeholders with product owners and other business stakeholders

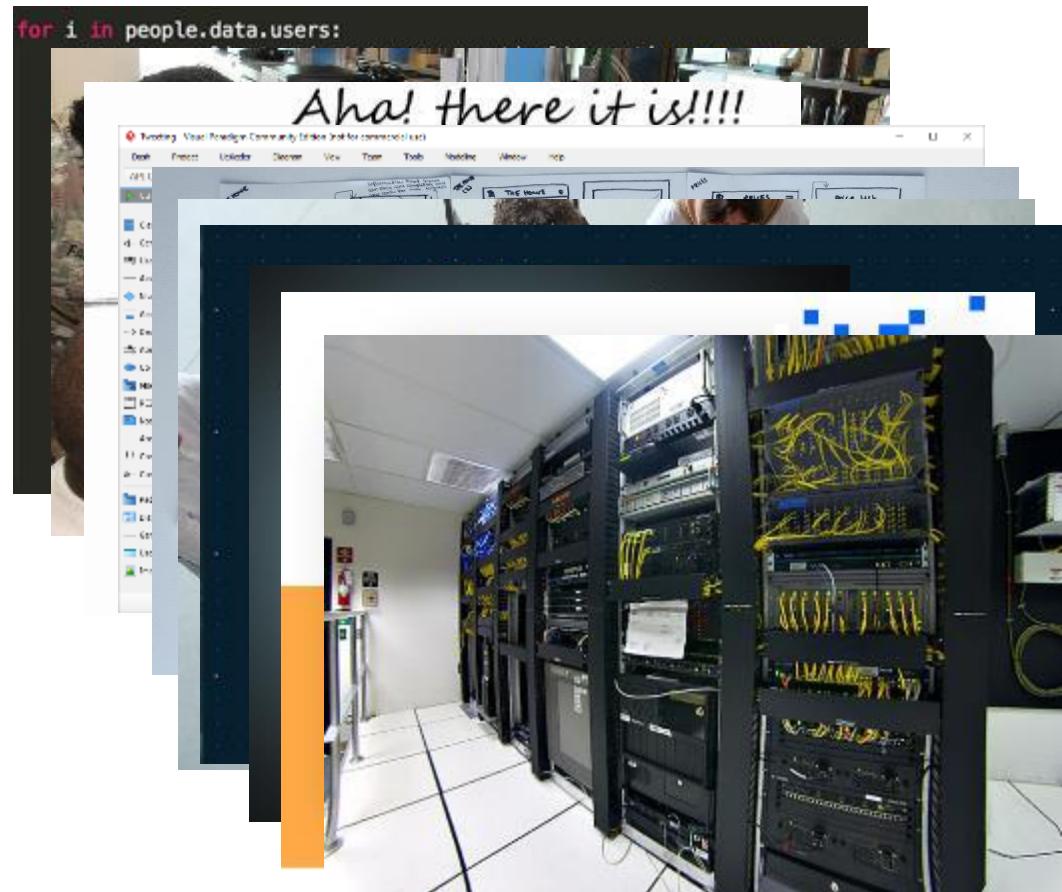


Word cloud for “Information Technology Software Programming Computing” search on Seek.

**Notice how many non-technical words are in there.**

# Typical activities

- Coding
- Testing
- Debugging
- Design
- Prototyping
- Requirements
- Data analysis
- Business analysis
- Support
- Hardware
- Project management
- Service management
- UX



- See <https://gradaustralia.com.au/career-planning/13-types-of-graduate-jobs-in-the-tech-industry>

# How have careers changed?

## Then and now...

- In 2000... (that are disappearing in 2021)
  - User Interface Designer
  - Flash Developer
  - Fortran programmer
  - Software Support
  - SEO Specialist
  - Quality Assurance Manager
  - Windows XP Admin
  - Voice Telephony
  - C/C++, VB, Perl, ...
- In 2021 (that didn't exist in 2000\*)
  - User Experience Designer
  - App Developer
  - Cloud Developer
  - Social Media Manager
  - Data Miner
  - Chief Listening Officer
  - Millennial Expert
  - Internet of Things
  - Java, Python, PHP, Ruby
  - Machine Learning Engineer
  - Data Engineer
  - Data Scientist

(\* see <http://readwrite.com/2013/05/01/10-technology-skills-no-longer-in-demand>)

(\* Or at least were nowhere near as common)

# Technology changes quickly.

Guess the year...

- Facebook - 2001
- YouTube - 2004
- Google Maps - 2005
- Twitter - 2005
- Netflix streaming - 2006
- iPhone - 2007
- 4G networks - 2007
- First Android phone - 2008
- BitCoin - 2009
- Apple Pay - 2015
- 5G networks - 2019
- ChatGPT - 2022
- Quantum System II - 2023
- Apple Vision Pro - 2024





**From: 2007 - 2024**



<https://www.iphonelife.com/content/evolution-iphone-every-model-2007-2016>

<https://news.samsung.com/global/a-brief-history-of-the-galaxy-s-series-camera-technologies>

# Technology changes quickly

- But we rarely can predict how...
- "This 'telephone' has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us."
  - Western Union internal memo, 1876.
- "I think there is a world market for maybe five computers."
  - Thomas Watson, 1943 (chairman of IBM)
- "Computers in the future may weigh only 1.5 tons."
  - Popular Mechanics, 1949
- "There is no reason anyone would want a computer in their home."
  - Ken Olsen, 1977
- "We will never make a 32-bit operating system."
  - Bill Gates, 1989
- "I believe OS/2 is destined to be the most important operating system, and possibly program, of all time."
  - Bill Gates, 1987
- "Spam will be a thing of the past in two years' time."
  - Bill Gates, 2004
- "Next Christmas the iPod will be dead, finished, gone, kaput."
  - Sir Alan Sugar, 2005 (founder of Amstrad)
- See <http://www.rinkworks.com/said/predictions.shtml> for many more...

# Future Technology

## New Ideas that will change our world



Source: <https://www.sciencefocus.com/future-technology/future-technology-22-ideas-about-to-change-our-world>

Q: What future technology will be common in the world that does not exist now?

- Necrobotics
- Sand batteries
- E-skin
- Smelly VR
- Catapulting satellites into space
- Xenotransplanting
- AI image generation
- Brain-reading robots
- 3D printed bones
- Digital “twins”

# Technology in 15 years time

- What did you predict?
  - Typically, we over-estimate short-term impacts and under-estimate mid-long term impacts...
- Others predictions...
  - Quantum computing; metaOS; Zero-size computing; neurohacking; mass data; nanotech (nanomed, genetech, ...); cyber-security and dark networks; babel fish; surrogates; augmentation; ... ; *the singularity* (read Ray Kurzweil)
  - <https://www.weforum.org/agenda/2020/06/17-predictions-for-our-world-in-2025/>
  - <https://www.pewresearch.org/internet/2020/06/30/innovations-these-experts-predict-by-2030/>
  - <https://rossdawson.com/blog/>
  - <https://www.arup.com/perspectives/publications/research/section/emerging-technology-timeline>
  - <https://www.futuretimeline.net/>
- And critically – WHY will that technology become common?
- What value does it provide?

# Gartner Predicts 2024

<https://www.gartner.com/en/articles/gartner-s-top-strategic-predictions-for-2024-and-beyond>

- **Strategic Predictions for 2024 and Beyond**
- **By 2024**, Generative AI will be widely adopted including but not limited to content creation, product design, and scientific discovery, enabled by advancements in cloud computing, open-source tools, and pre-trained models
- **By 2027**, Generative AI tools will be utilized to understand and replace legacy business applications, cutting modernization costs by 70%
- **By 2024**, there will be increased collaboration between governments, businesses, and individuals to address new threats like cyberattacks, climate change, and pandemics.
- **By 2028**, enterprise spending on combating cyber threats will exceed \$30 billion, consuming 10% of marketing and cybersecurity budgets
- **By 2027**, 45% of Chief Information Security Officers (CISOs) will have responsibilities beyond cybersecurity due to growing regulatory demands and an expanding attack surface



# Gartner Predicts 2024

- Quantum computing will transition from theoretical concept to practical application, revolutionizing fields like materials science, drug discovery, and financial modeling
- By 2024, sustainability will become a core business strategy, with companies prioritizing environmentally and socially responsible practices gaining a competitive edge by attracting talent and fostering brand loyalty
- Augmented reality (AR) will be integrated into everyday applications, enhancing user experiences in industries like training, education, and product design
- By 2028, labor shortages will result in more smart robots than frontline workers in sectors like manufacturing, retail, and logistics
- By 2028, unionization among workers will increase by 1000%



- Strategic Predictions for 2024 and Beyond pt 2

# About INFO5990



“Computer Science is no more about computers than astronomy is about telescopes.”  
[Edsger W. Dijkstra]

**INFO5990** is no more about coding than astronomy is about telescopes

So what is it about ??

# Role of IT

What is the role of IT in organisations?

- Installing and configuring an organisation's computer system.

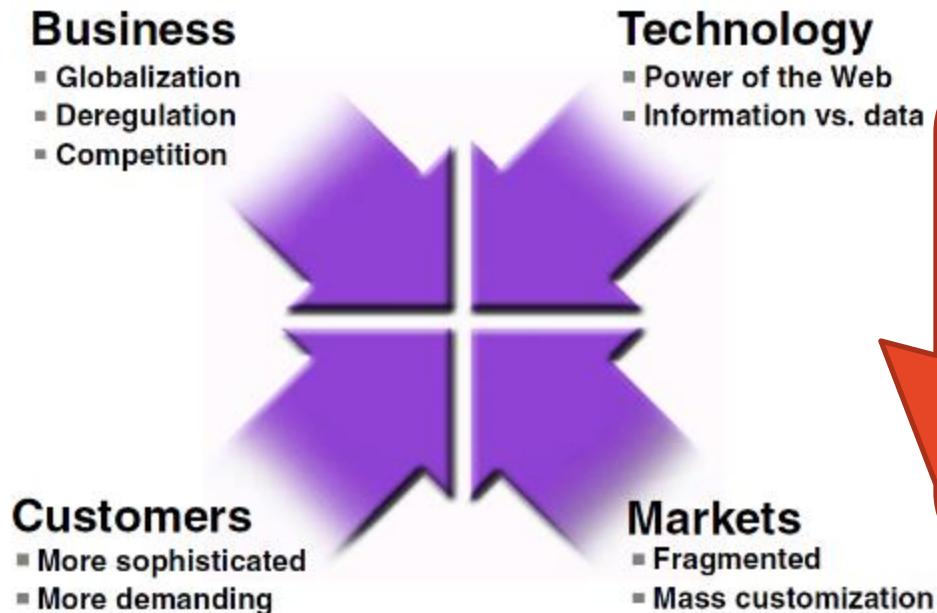
IT in an organisational environment can be used for:

- Administration- Invoices, Communication, Emails → **Value = economies of scale**
- Business, Finance and Accounting- Business Plans, Financial forecasting, Auditing, Market Analysis, Research, Recording Transactions
- Communications- email, instant messages, mobile phones
- Engineering and Creative Art- 2D and 3D Drawing, Modelling, Simulation
- Wildlife and Tourism and Hospitality- Animal Tracking, Hotel booking, GIS
- Book your flights to Sydney → **Value = lowers cost of transactions to arrange travel for both provider and customer**

# Role of IT in organisations

- IT provides *value* to an organisation through changing the way in which business functions and processes are carried out and providing new functions and enabling new business models
  - This unit focuses on the issues associated with the effective use of IT
- **Example...** A nation-wide real estate chain is considering implementing a CRM enterprise system.
  - **What value can this provide?**
  - **How does fit into the overall technology strategy of the organisation?**
  - **How might they need to change the way they operate?**
  - **What is the expected life cycle of the system?**
  - **How might it interoperate with other systems?**
  - **What will be the security issues?**
  - **How will QA issues be managed?**

# Changing Business Landscape



The term “global” includes: global markets, global customers, global suppliers, global shareholders, and global opportunities.  
Highly competitive with companies competing across national boundaries

Global reach of Internet Technology: mobile phones can handle Internet communications  
Pervasive Computing- idea of putting powerful computer chips and functions into everyday things such as cars or household appliances. Fridges can now scan itself and inform you to procure goods online using GPS and location technologies

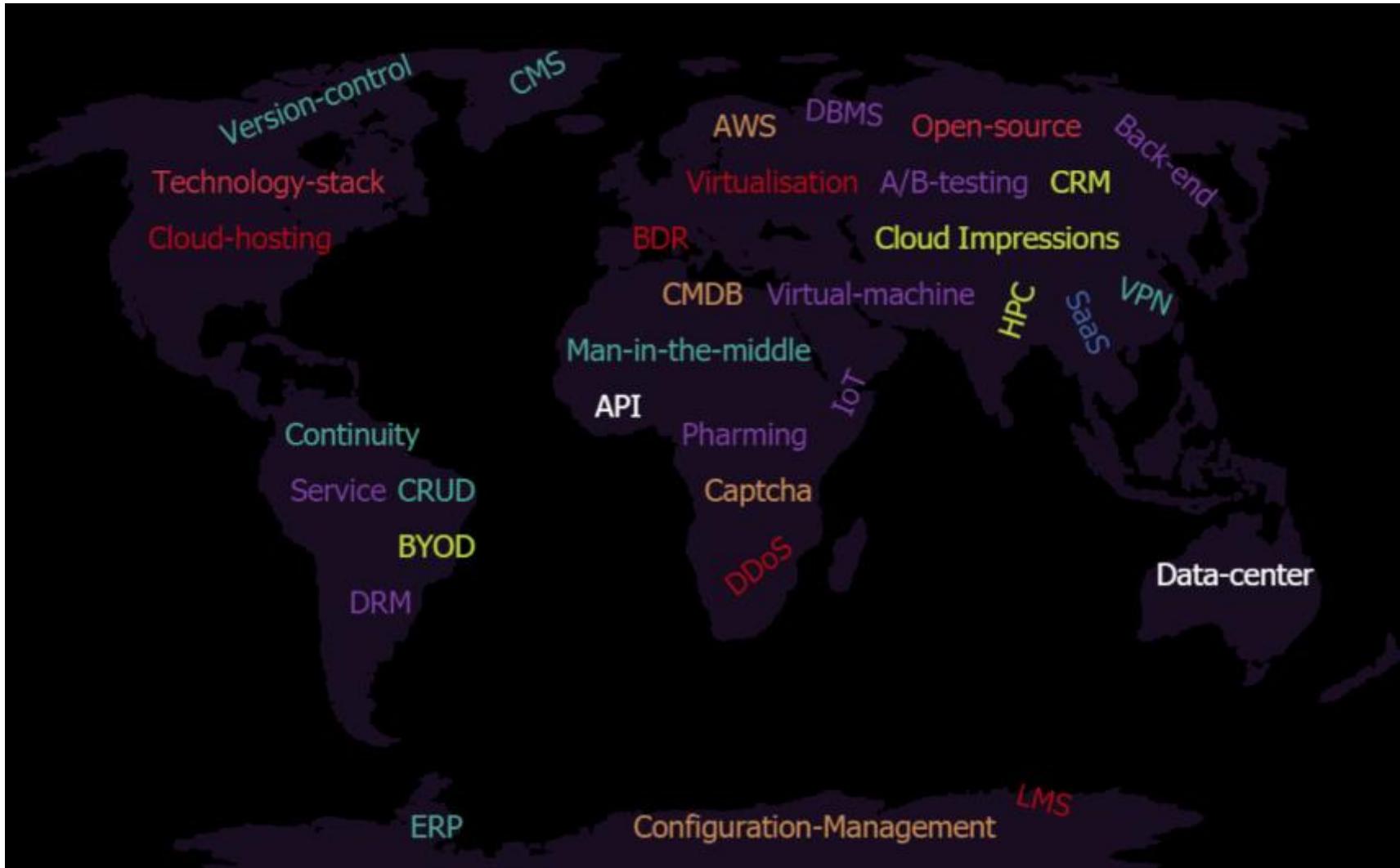
# IT Jobs....



- Organisations increasingly want IT people who understand how organisations work and the changing role of IT in them:
  - Business processes and transformation
  - Agile environments
  - Customer and client expectations
  - Business value

<https://themigration.com.au/blog/best-it-jobs-in-australia-in-2024/>

# A key pathway is understanding the language



Many of these terms have meanings that vary in different contexts. We will be talking about that later.

# Diversity in High Tech

Various backgrounds, including race, ethnicity, gender, age, religion, and sexual orientation



<https://www.g2.com/articles/diversity-in-the-workplace>

## Why need diversity?

It helps create a stronger and broader narrative about the case for diversity (everyone feels relevant and part of the shared goal)

Accurately reflects an individual's intersectional complexity instead of focusing on only one.

Demographic equality – rather than being its own end

Lack of diversity in employment has led to under-utilization of available talent and under-recruitment of potentially valuable employees.

# Diversity in High Tech

## High Tech: Evaluation of the industry

- lack of diversity in employment has led to under-utilization of available talent and under-recruitment of potentially valuable employees
- employment of women and non-white workers in these occupations, accompanied by a steady exodus of these same workers, particularly women, from tech jobs.

## High Tech Geography: Dispersing

- moved from a niche economic product dependent on highly specialized expertise to become a major source of economic vitality.
  - Source: <https://www.eeoc.gov/special-report/diversity-high-tech>

# Diversity in High Tech

Source: <https://www.eeoc.gov/special-report/diversity-high-tech>



- **Labor Diversity: Supply vs. Demand**
- lack of employment diversity in high-tech industries to lack of applicant diversity and self-selection of minorities.
- women away from STEM fields focuses on only part of the industries' hiring and retention situation.

## Exiting Tech & Related Field

- Research by The Center for Work-Life Policy shows that 41 percent of qualified scientists, engineers, and technologists are women at the lower rungs of corporate ladders but more than half quit their jobs.

# Diversity in High Tech



- Best available talent to create value for clients, people and communities.
- To solve important problems, need diverse talent.
- Bringing together the perspectives of individuals of all backgrounds.
- Collective and individual ability can thrive in a talent-diverse environment



**BREAK**

**see you in 5  
mins**

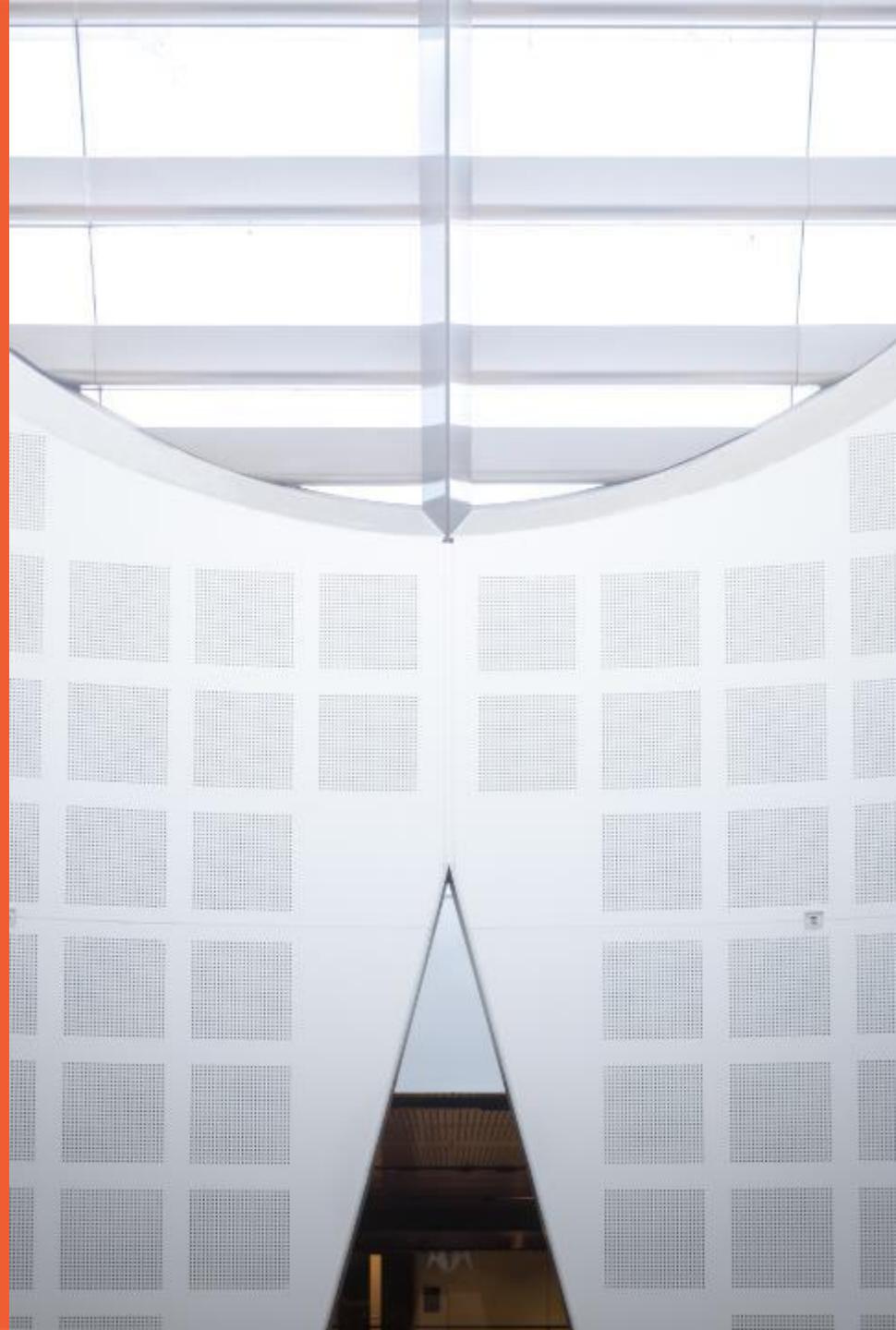
# **INFO5990:** **Professional** **Practice in IT**

**Week 1: Part B**

**Introductions**

**Overview of the unit**

**Overview of assessments**



# Introductions

## Coordinator/Lecturer

- Dr. Nasim Ahmed
- Dr. M. Reza HoseinyF

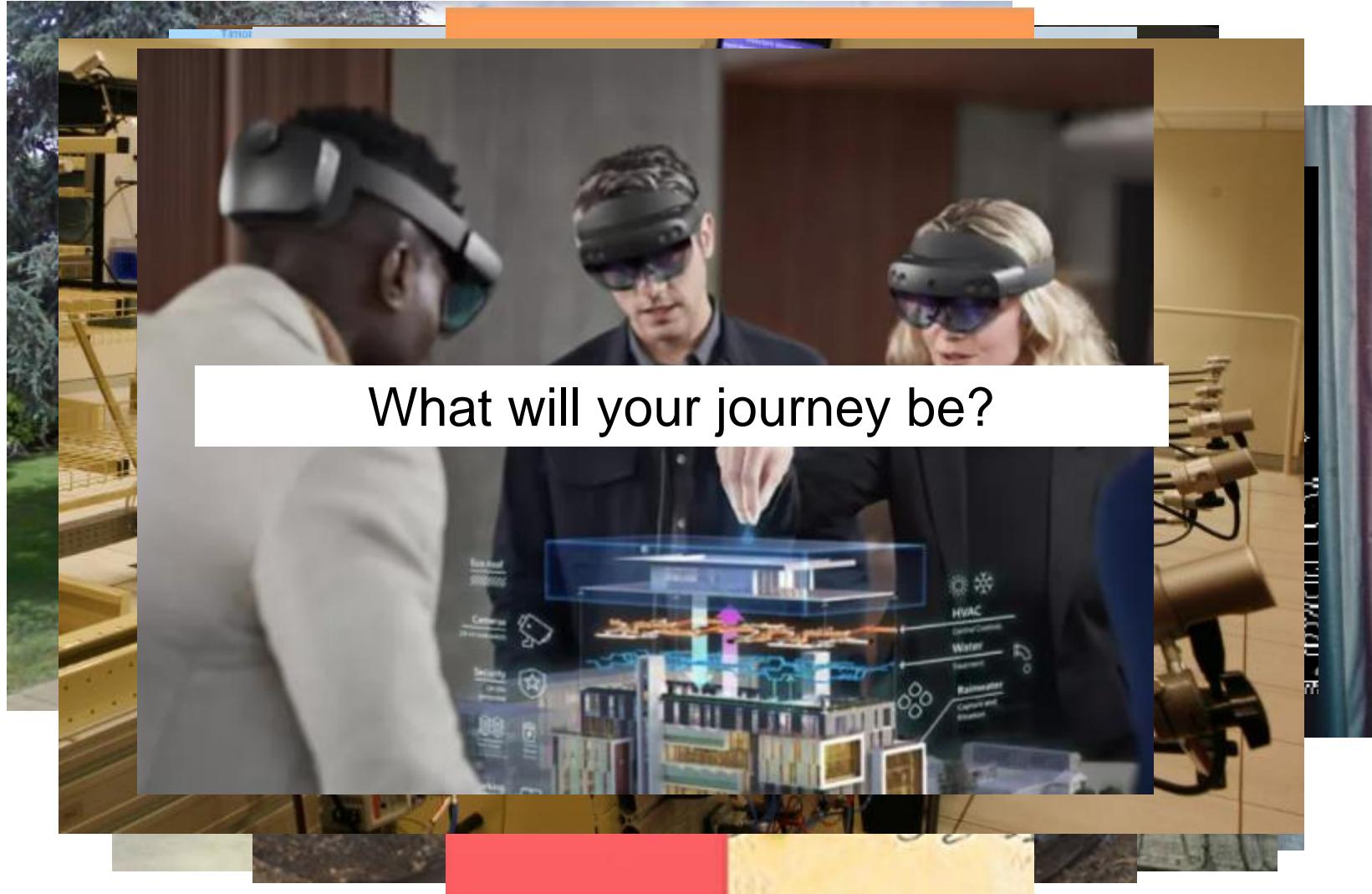
## Teaching Assistant

- Omar Acuache

## Tutors

- Omar Acuache
- Dr Rabiul Hasan
- Sanaz Alahbedashti
- Aosaful Alam
- Behroz Khan
- Nicole Cai
- Vinit Iyer
- Jing Qi
- Mohith Mudaliyar
- Terence Teo
- Falguni Sanyal
- Lee Thomson

# My educational journey?



# Getting to know each other

- I really enjoy playing tennis
- I have a keen interest in photography
- Basketball
- I am a cat lover
- I am very good at playing games
- I am very interested in the relationship and history of various countries
- I can make web applications with Java frameworks, and I love it
- I know a little about Chinese philosophy Yi Ching
- I really enjoy teamwork rather than individual work
- I really like Disney land!!!
- I travel to lots of places.
- I have a cat, named Gululu
- I watch anime and my favorite character is Kirito from SAO.
- In January 2022, I was 88kg. In January 2023, I was 76kg.
- Maybe warm heart
- My birthday is on February 29, which is once every four years.
- My laugh is loud and I laugh a lot
- My only interest now is theoretical economics
- I have some social phobia
- Shy but gregarious.
- When walking, I saw an unknown bird with a curved mouth
- X4 games

# Getting to know each other



A network of people you know is vital for information, support and well being.



## Activity (?)



Turn to a person near you and ask each other the following questions....

What one skill do you think is most important in being successful in the IT industry?

# The Admin Bits.... UoS Overview

## Topics covered

- IT lifecycles
- People and Teams
- Finding/trusting information
- Project scoping and estimation
- Quality assurance and risk
- Testing management
- Security management
- Communication
- Ethics and regulations
- Decision making
- (See <https://www.pluralsight.com/blog/career/cs-and-is-students-need-to-know-by-graduation>)

## Learning outcomes

- <https://www.sydney.edu.au/units/INFO5990/2024-S2C-NE-CC>

## Resources

- Canvas - login using Unikey and password
  - Lecture slides
  - Lecture videos
    - We intend to record the lectures
    - (but the technology is not reliable – and we still want you to listen live)
  - Reading links
  - Assignment instructions
  - see your grades; etc
- Canvas/Unit Outline for official schedule, list of learning outcomes, etc.
- Ed: Discussion forum

# Schedule and expectations

**Lecture:** Tuesdays 7pm-9pm (except this week), on zoom

**Tutorial session:** depends on your timetable:

- You must enroll in a tutorial
- Monday or Tuesday; F2F
- It is important you attend these, as there is groupwork...
- And make sure you attend the tutorial that is listed in your timetable!

**Expectations:** You are responsible learners!

- Attend scheduled classes, and devote an extra 6-9 hrs per week
- Participate in classes, constructively
  - Respect for one another (criticize ideas, not people)
  - Humility: none of us knows it all; each of us knows valuable things
- Check Canvas site regularly - at least once a week!
- Notify academics whenever there are difficulties
- Notify group partners honestly and promptly about difficulties
- **Read the “Key Information” on Canvas**

# Reading Material

The lectures can't cover everything!

So, each week: a list of things **to read** (see Canvas):

- Foundations (~**1-2 hours** per week):
  - A set of short readings that cover in more detail the topics discussed in the lecture.
  - **It is expected that all students read and understand all of these foundation readings.**
- Advanced (~**1 hour** per week)
  - Usually a relevant scholarly article
  - You are not required to read these, but it is encouraged, and if you wish to achieve a high grade in the unit then it will be necessary to read and understand these advanced readings.

# Assessment Overview



- For this section we will take you to canvas as all the information you need is there

[INFO5990 Professional Practice in IT  
\(sydney.edu.au\)](#)

# Joining online

Remember that you are still in a space with other students.

- Mute your microphone when not speaking.
- Use earphones or headphones - the mic is better and you'll disturb others less.

Some rules to make it work better, when using zoom

- Don't join and then not participate
  - You should not join the zoom call and then go and do something else. If you can't be engaged in the call then you should not join.
  - When we ask a question, or ask you to respond to a poll, then we expect you to respond.

# Advice

## Metacognition

- Pay attention to the learning objectives for the unit
- [https://canvas.sydney.edu.au/courses/59195/pages/learning-objectives-what-you-should-be-able-to-do-by-completing-this-unit?module\\_item\\_id=2332220](https://canvas.sydney.edu.au/courses/59195/pages/learning-objectives-what-you-should-be-able-to-do-by-completing-this-unit?module_item_id=2332220)
- and for each learning activity (lectures, tutorials, and assignments etc.)
- Self-check that you are achieving each one

## Time management

- Watch the due dates
- Start work early, submit early

## Networking and community-formation

- Make friends and discuss ideas with them
- Know your tutor, lecturer, coordinator
- Keep them informed, especially if you fall behind
  - Don't wait to get help

## Enjoy the learning!



## Questions?



(I'll always try to check the Zoom chat, but sometimes that can be a little difficult)

# Academic integrity

& tips for how to maintain it in this unit

- follow the detailed instructions in the assignments for finding sources and referencing
- Ask for help on Ed and in tutorials

# Academic integrity

- **Academic integrity** refers to behaving honestly, ethically and responsibly in relation to all elements of your study at the university, including assessments.
- Always submit your **own work**, sit your own tests, and take your own examinations.
- Acknowledge any contributions in your assignment which are not your original thoughts, ideas or words.
- **Academic Honesty Education Module** – all commencing students must complete by the census date. Continuing students can self-enroll at any time.

## Strategies for maintaining academic integrity



Planning and time management



Use citations and referencing



Know your strengths and what you need to develop

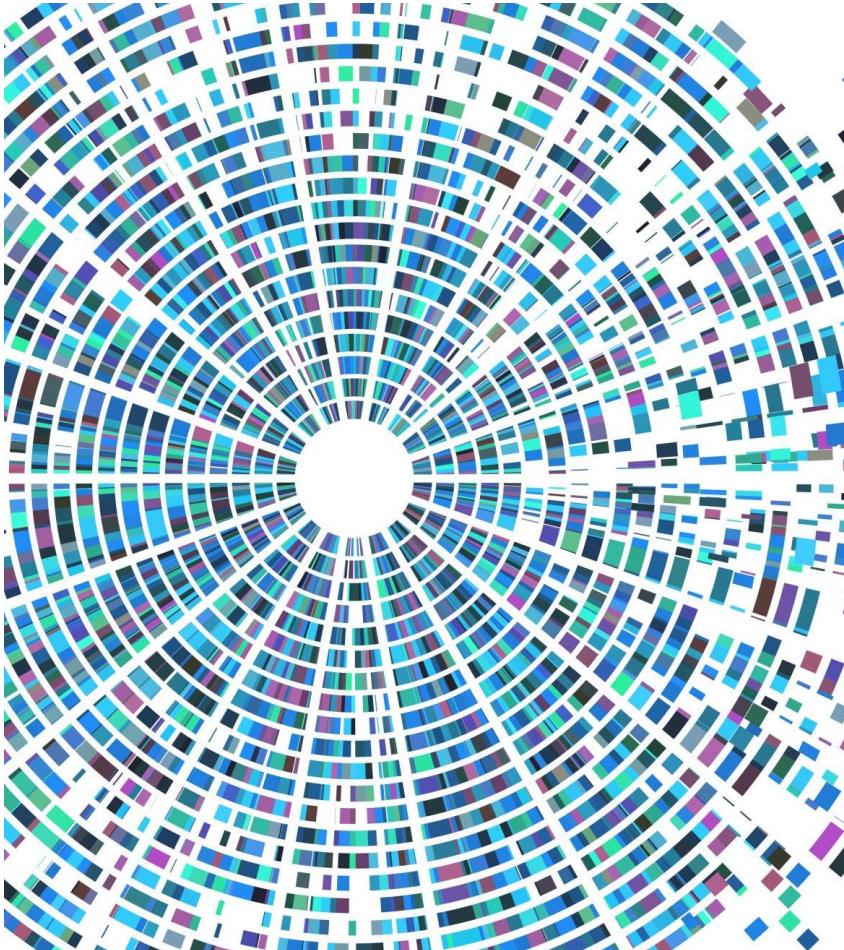


Know when and where to ask for help



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# What is academic dishonesty?



- The following are some **behaviours** that are academically **dishonest**:
- **Plagiarism** (this is the most common form)
- **Collusion** or illegitimate co-operation
- **Recycling** (using your own work from previous assessments)
- **Cheating**, including **contract cheating**
- sharing questions or accessing solutions on online “help sites”
- receiving coaching from a private tutoring company on how to complete an assignment
- asking someone else to write your assignment (for payment or not)
- **Exam cheating** (using prohibited materials, working with others)
- **Fabrication** or falsification of sources, data or results

# What are the consequences?



- The University has strong mechanisms for detection of potential **academic dishonesty**.
- Suspected breaches are reported to the faculty educational integrity team for investigation.
- The University is deeply committed to ensuring the integrity of its educational programs and treats integrity breaches seriously. As a result, the **academic consequences** for cheating are numerous.
- You may:
- need to resubmit a task with a mark penalty or
- receive a 0 for the assessment or even the unit of study
- be suspended or even excluded from your studies for serious misconduct

# Understanding contract cheating

- Commercial cheating services are **ILLEGAL** in Australia. Illegal cheating services offer to:
- Sell you essays, assignments, study notes or exams
- Ask you to upload previous work from your course
- Sit exams on your behalf
- If you use cheating services, you can **face disciplinary action** in accordance with **USYD's policies**. Resulting action can include:
  - **Failing** the unit of study or course
  - **Suspension** or exclusion from your studies
  - **Losing** your professional accreditation
  - Being **blackmailed** by cheating service operators
  - **Penalise** your total grade outcome (marks deduction 20 % - 50%)

# Be aware of illegitimate services

- Be aware of any services that are not affiliated with the University.
- In the online environment, malicious organisations masquerading as 'online help sites and platforms' are preying on students.
  - These organisations may pressure you to pay for online assistance, then turn to **blackmail** when you change your mind.
  - Essays or solutions bought from the internet are usually **poor quality**, badly written and often **wrong**.
  - You won't acquire the skills and knowledge required for your degree, making it difficult to complete further assessments



As a student, you can contact the [Office of Educational Integrity](#) to report something anonymously or seek advice.



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## **And some additional info...**

**I'll won't go through this during the lecture  
(unless there is time) but you should read it  
carefully and ask on Ed if you have any  
questions.**

# Keeping our campus COVID safe



The University is following NSW Government and NSW Health guidance as a minimum standard in our response to the COVID-19 pandemic.



NSW Government restrictions can change at short notice.



Check your student email for updates about University operations and COVID safety precautions.



Visit our website: [sydney.edu.au/covid-19](http://sydney.edu.au/covid-19)



For any last minute changes to your Computer Science classes, also check Canvas announcements and Ed discussions.

# Follow COVID safety precautions



Stay home if you are sick



Wash hands regularly



Avoid physical greetings



Cough or sneeze into your elbow or tissue



Keep 1.5m away from others where possible



Avoid crowding entrances and exits

[sydney.edu.au/covid-19](https://sydney.edu.au/covid-19)



# Feeling unwell?



## Stay at home

if you are feeling unwell with any COVID-19 symptoms  
If you have been directed to self-isolate



## Get tested

If you are feeling unwell with COVID-19 symptoms,  
please get tested as soon as possible



## Did you test positive?



Yes? If you have visited campus within the last 72 hours you must advise the University via:

email [covid19.taskforce@sydney.edu.au](mailto:covid19.taskforce@sydney.edu.au), or  
call +61 2 9351 2000 (select option 1)



## Stay informed

Check for potential exposure and [follow NSW Health isolation and testing requirements](#).

# COVID-19 support and care



Most large lectures will be delivered online and accommodations will be made for international students who have not yet returned to Australia.



If you become infected with COVID-19 during the semester, or need to isolate, please notify your unit of study coordinator, as with any unexpected absence.



If COVID-19 isolation or illness impacts assessment, use the usual mechanisms including simple extensions and special consideration to arrange reasonable adjustments.

Visit <https://www.sydney.edu.au/covid-19/students/study-information/test-exams-assessment.html#consideration>.



Further information on student support can be found on the University website at <https://www.sydney.edu.au/covid-19/students/support-wellbeing.html>



Other helpful study information can be found on the website at <https://www.sydney.edu.au/covid-19/students/study-information.html>.

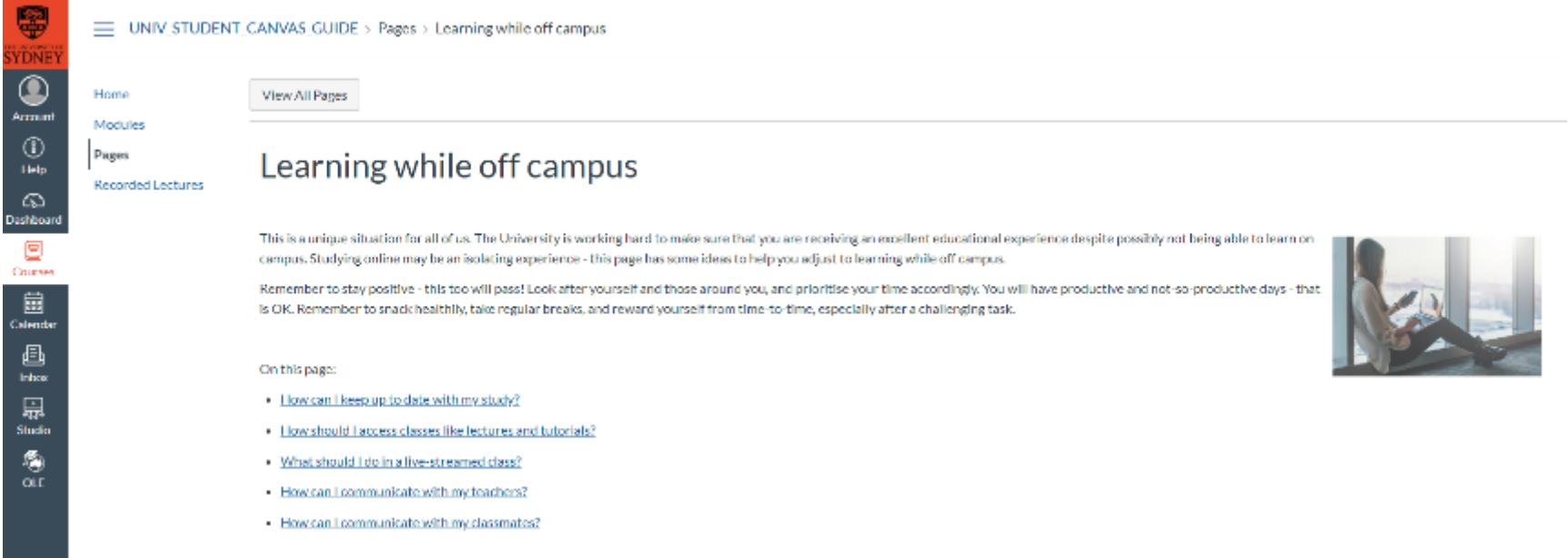
# Tips for students learning online



- Remember that you are still in a space with other students.
- Mute your microphone when not speaking.
- Use earphones or headphones - the mic is better and you'll disturb others less.
- If you have a webcam, please switch it on so we can see you, if you are comfortable doing so.
- Try not to talk over someone else.
- Some classes may use breakout rooms – engaging fully in these is a great way to meet classmates and your teachers.
- Help your teachers know you're there by participating in chat, polls and other activities during class - we're all in this together.

# Tips for learning online

- For tips and guides on learning online and the tools you will use, refer to [Learning while off campus resources](#) in Canvas. This is especially useful if it's your first time learning online at university.



The screenshot shows a Canvas course page titled "Learning while off campus". The left sidebar features the University of Sydney logo and navigation links for Account, Help, Dashboard, Courses, Calendar, Inbox, Studio, and QLT. The main content area includes a breadcrumb trail: UNIV STUDENT CANVAS GUIDE > Pages > Learning while off campus. A "View All Pages" button is present. The page content discusses the unique challenges of remote learning and provides tips for staying positive and productive. It also lists several questions for further reading. A small image of a student sitting by a window using a laptop is included.

UNIV STUDENT CANVAS GUIDE > Pages > Learning while off campus

View All Pages

## Learning while off campus

This is a unique situation for all of us. The University is working hard to make sure that you are receiving an excellent educational experience despite possibly not being able to learn on campus. Studying online may be an isolating experience - this page has some ideas to help you adjust to learning while off campus.

Remember to stay positive - this too will pass! Look after yourself and those around you, and prioritise your time accordingly. You will have productive and not-so-productive days - that is OK. Remember to snack healthily, take regular breaks, and reward yourself from time to time, especially after a challenging task.

On this page:

- [How can I keep up to date with my study?](#)
- [How should I access classes like lectures and tutorials?](#)
- [What should I do in a live-streamed class?](#)
- [How can I communicate with my teachers?](#)
- [How can I communicate with my classmates?](#)



## **Emergency slide**

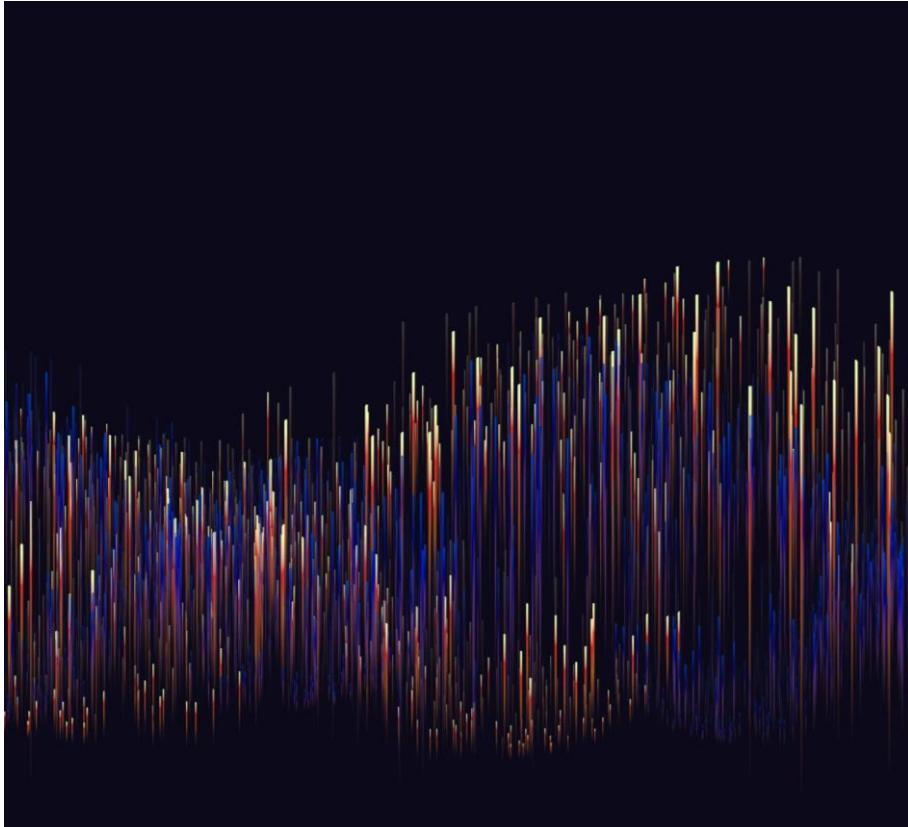
This is an important reminder for face-to-face classes and tutorials and for any students who may be joining online classes from a study space on campus

# Emergency procedures (on campus)



- In the unlikely event of an emergency, we may need to evacuate the building.
- If we need to evacuate, we will ask you to take your belongings and follow the green exit signs.
- We will move a safe distance from the building and maintain physical distancing whilst waiting until the emergency is over.
- In some circumstances, we might be asked to remain inside the building for our own safety. We call this a lockdown or shelter-in-place.
- More information is available at [www.sydney.edu.au/emergency](http://www.sydney.edu.au/emergency).

# Assistance



- There are a wide range of support services available for students:  
<https://sydney.edu.au/campus-life/health-wellbeing-success.html>
- Please make contact, and get help
- You are not required to tell anyone else about this
- If you are willing to inform the unit coordinator, they may be able to work with other support to reduce the impact on this unit
  - e.g. provide advice on which tasks are most significant

# DISABILITY SERVICES

## Do you have a disability?

- You may not think of yourself as having a ‘disability’ but the definition under the **Disability Discrimination Act** is broad and includes temporary or chronic medical conditions, physical or sensory disabilities, psychological conditions and learning disabilities.
- The types of disabilities we see include:
- anxiety, arthritis, asthma, asperger's disorder, ADHD, bipolar disorder, broken bones, cancer, cerebral palsy, chronic fatigue syndrome, crohn's disease, cystic fibrosis, depression, diabetes, dyslexia, epilepsy, hearing impairment, learning disability, mobility impairment, multiple sclerosis, post traumatic stress, schizophrenia , vision impairment, and much more.
- Students needing assistance must register with Disability Services –
  - it is advisable to do this as early as possible.
- <https://www.sydney.edu.au/students/health-wellbeing/inclusion-and-disability.html>

# Do you have a disability that impacts on your studies?

You may not think of yourself as having a 'disability' but the definition under the **Disability Discrimination Act**

**(1992)** is broad and includes temporary or chronic medical conditions, physical or sensory disabilities, psychological conditions and learning disabilities.

The types of disabilities we see include:

Anxiety // Arthritis // Asthma // Autism // ADHD

Bipolar disorder // Broken bones // Cancer

Cerebral palsy // Chronic fatigue syndrome

Crohn's disease // Cystic fibrosis // Depression

Diabetes // Dyslexia // Epilepsy // Hearing impairment //

Learning disability // Mobility impairment // Multiple sclerosis // Post-traumatic stress // Schizophrenia //

Vision impairment

and much more.

In order to get assistance, students need to register with Inclusion and Disability Services. It is advisable to do this as early as possible. Please contact us or review our website to find out more.



**Inclusion and Disability Services Office**  
[sydney.edu.au/disability](http://sydney.edu.au/disability)  
02-8627-8422



# Other support

Learning support

- <http://sydney.edu.au/study/academic-support/learning-support.html>

International students

- <http://sydney.edu.au/study/academic-support/support-for-international-students.html>

Aboriginal and Torres Strait Islanders

- <http://sydney.edu.au/study/academic-support/aboriginal-and-torres-strait-islander-support.html>

Student organization (can represent you in academic appeals etc)

- <http://srcusyd.net.au/> or <http://www.supra.net.au/>

Please make contact, and get help

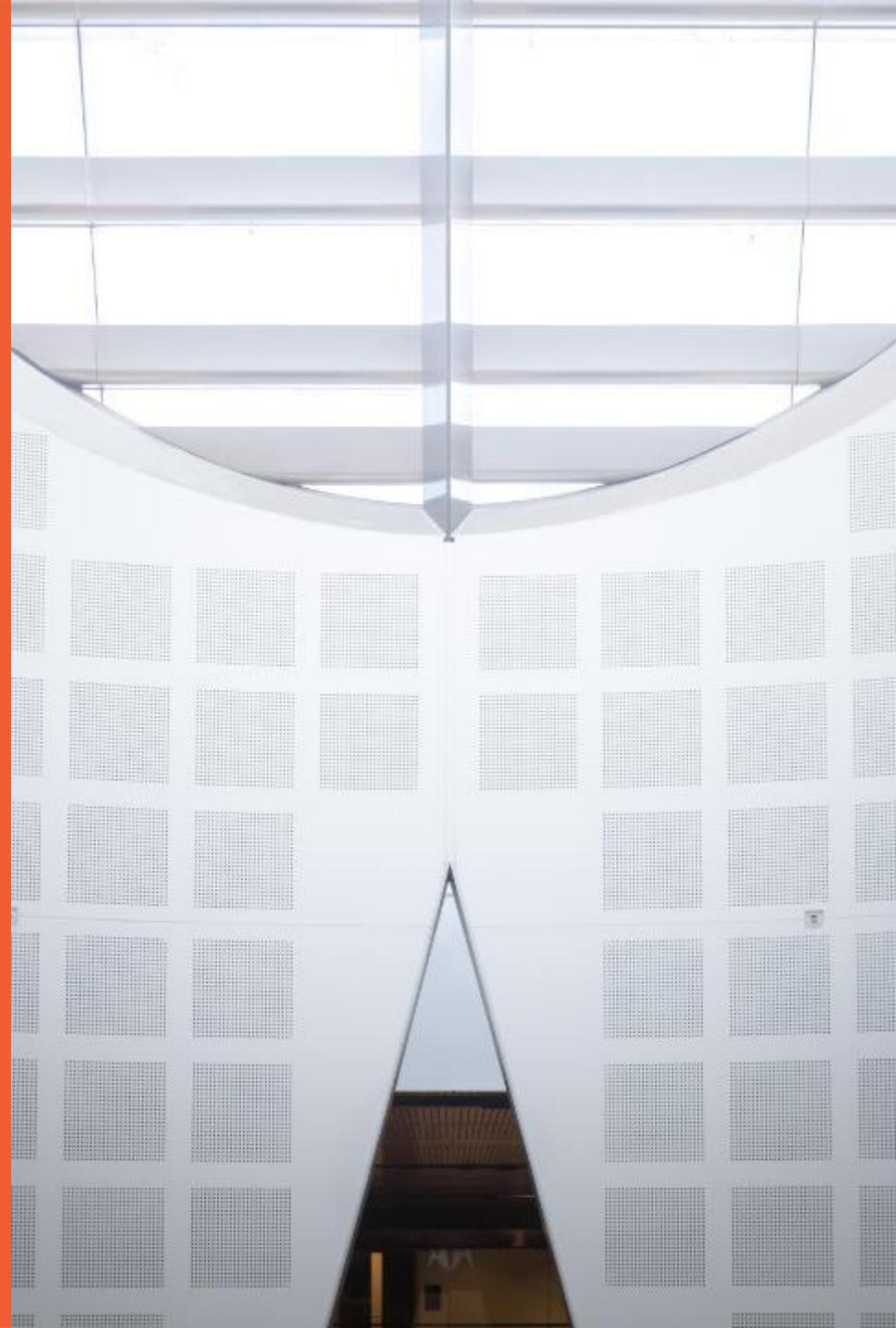
You are not required to tell anyone else about this

If you are willing to inform the unit coordinator, they may be able to work with other support to reduce the impact on this unit

- eg provide advice on which tasks are most significant

# WHS Induction

School of Computer Science



# General Housekeeping – Use of Labs

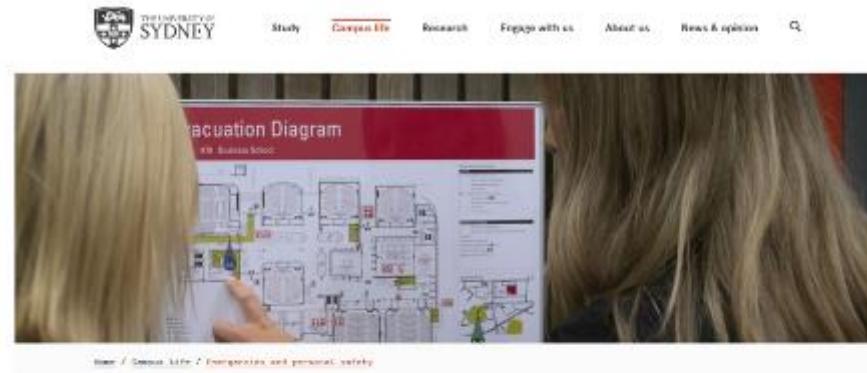
- Keep work area clean and orderly
- Remove trip hazards around desk area
- No food and drink near machines
- No smoking permitted within University buildings
- Do not unplug or move equipment without permission



# EMERGENCIES – Be prepared



<https://www.sydney.edu.au/about-us/campuses/emergencies-and-personal-safety.html>



Home / Campus life / Emergencies and personal safety

← Home

← Campus life

Accommodation

What's on

Health, wellbeing and success

Clubs and societies

Getting to campus

Sports and fitness

Food, shops and bars

Emergencies and personal safety

Maps and locations

Life in Sydney

University

## Emergencies and personal safety

Procedures to follow in the case of an emergency

We're committed to keeping our students, staff and visitors safe.

Emergencies can occur at any time for a variety of reasons. Be prepared to respond independently, particularly if working after hours. Within our [online emergency procedures](#) and read our [tips for staying safe on campus](#).

In an emergency

1. Dial triple zero (000)

2. Call Campus Security on [0261 3333](tel:02613333)

Counselling, support and reporting services

If you have witnessed or been involved in a critical incident, whether on or off campus, and would like to talk to a counsellor:

Students should contact the University's [Counselling and Psychological Services](#) on 0261 6433 or 0261 6437 (9am to 5pm, Monday to Friday).

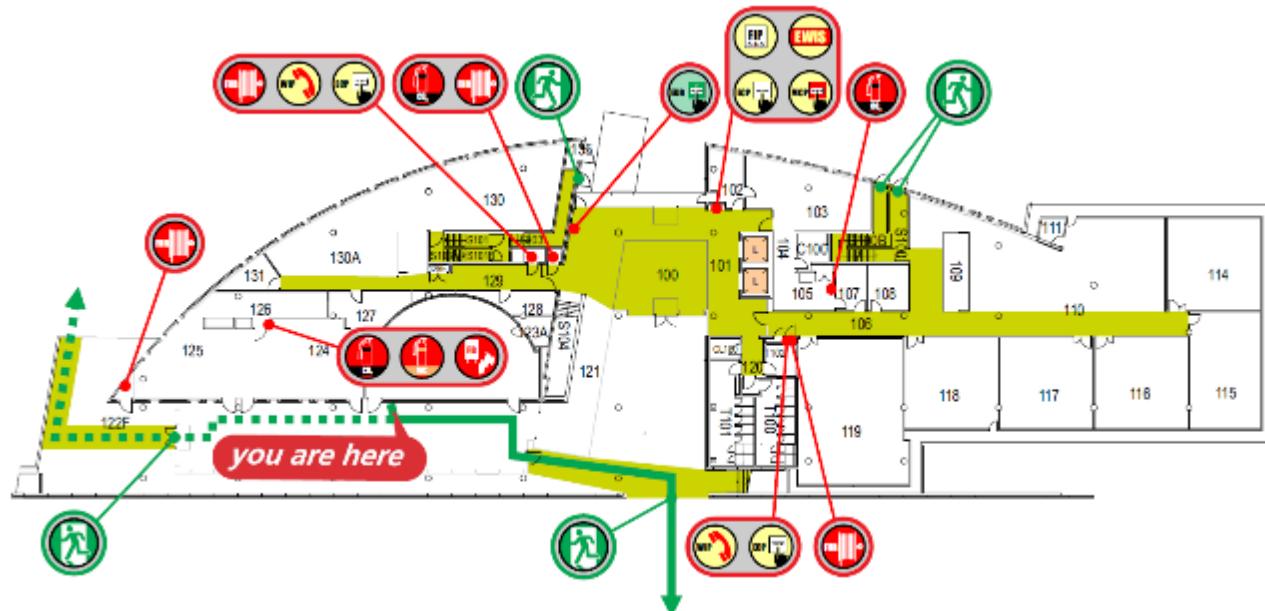
Safer communities on campus  
Our commitment to building a safer campus

### Emergency alerts

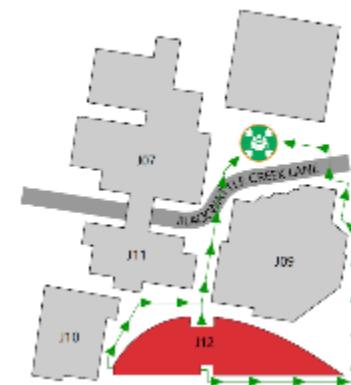
Find out about our system

# EMERGENCIES

# WHERE IS YOUR CLOSEST SAFE EXIT ?



Assembly Area



# EMERGENCIES

## Evacuation Procedures

### ALARMS

 **BEEP...BEEP...** - Prepare to evacuate

1. Check for any sign of immediate danger
2. Shut down equipment & processes
3. Collect any nearby personal items

 **WHOOP...WHOOP...** - Evacuate the building

1. Follow the Exit signs 
2. Escort visitors & those who require assistance
3. Do not use the lifts
4. Proceed to the Assembly Area 

### EMERGENCY RESPONSE

1. Warn anyone in immediate danger
2. Fight the fire or contain the emergency, if safe & trained to do so

If necessary...

3. Close the door, if safe to do so
4. Activate the '**Emergency Call Point (White)**'   
or the '**Manual Call Point (Red)**' 
5. Evacuate via your closest safe exit 
6. Report the emergency to 0-000 & 9351 3333 

# MEDICAL EMERGENCY

- If a person is seriously ill/injured:

1. call an ambulance 0-000
2. notify the closest Nominated First Aid Officer

If unconscious— send for Automated External Defibrillator (AED)  
AED locations.

NEAREST to CS Building (J12)

- Electrical Engineering Building, L2 (ground) near lifts
- Seymour Centre, left of box office
- Carried by all Security Patrol vehicles



3. call Security - 9351-3333
4. Facilitate the arrival of Ambulance Staff (via Security)



## Nearest Medical Facility

University Health Service in Level 3, Wentworth Building

## First Aid kit – SIT Building (J12)

kitchen area adjacent to Lab 110

# School of Computer Science Safety Contacts

## CHIEF WARDEN

Greg Ryan  
Level 1W 103  
9351 4360  
0411 406 322



## FIRST AID OFFICERS



Julia Ashworth  
Level 2E Reception  
8627 9058



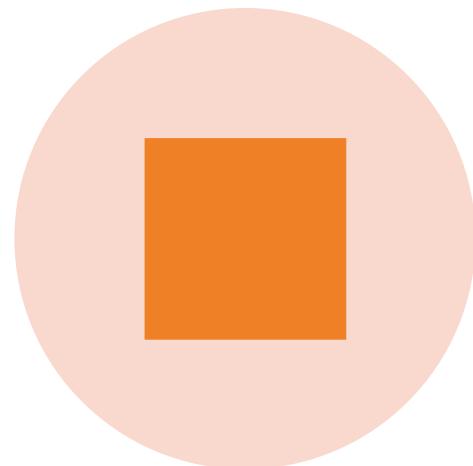
Will Calleja  
Level 1W 103  
9036 9706  
0422 001 964

**Orally REPORT all  
INCIDENTS  
& HAZARDS  
to your SUPERVISOR**

OR

Coursework  
Postgraduates: to Julia Ashworth  
8627 9058  
or Keiko Narushima  
8627 0872

CS School  
Manager: Priyanka Magotra  
8627 4295



**ANY QUESTION**

**END**