# FOOD8030 Food Safety and Quality Assurance - 2024

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## General Course Information

**Course Code :**  FOOD8030
**Year :**  2024
**Term :**  Term 2
**Teaching Period :**  T2
**Is a multi-term course? :**  No
**Faculty :**  Faculty of Engineering
**Academic Unit :**  School of Chemical Engineering
**Delivery Mode :**  Multimodal
**Delivery Format :**  Standard
**Delivery Location :**  Kensington
**Campus :**  Sydney
**Study Level :**  Postgraduate
**Units of Credit :**  6

Useful Links

Handbook Class Timetable

## Course Details & Outcomes

### Course Description

How do you know that what you're eating is safe? When we purchase foods from the supermarket, the consistent quality and safety of that food is often taken for granted For producers of those foods, an effective food safety and quality assurance plan can be the

difference between a successful business and one that fails.

This course helps you understand the techniques and regulatory frameworks that food companies use to ensure their products are safe and acceptable, with particular focus given to the role of Food Standards Australia and New Zealand (FSANZ) and the Australian Food Standards Code and the Codex Alimentarius. You will look at the major food hazards and risks associated with food production and the strategies that different sectors of the food industry use to control these to create products that meet the expectations of their customers, such as Critical Control Points programs for Hazard Analysis (HACCP), Vulnerability Assessment (VACCP) and Threat Assessment (TACCP), Voluntary Incidental Trace Allergen Labelling (VITAL), traceability, hygiene and sanitation.

## Course Aims

This course aims to prepare students for professional practice through a comprehensive understanding of advanced principles and practices in food safety and quality management.

The course will examine the concept of quality in the food industry, as well as  the scientific, regulatory, and practical aspects of ensuring the safety and quality of food products throughout the entire food supply chain.

The course will equip students with the knowledge and skills necessary to address the complex challenges in the contemporary food industry through incorporating the latest advancements in food safety technologies, risk assessment methodologies, and regulatory frameworks.

## Relationship to Other Courses

This course has the following prerequisites:

FOOD2320/8320 Food Microbiology

FOOD3010/8010 Food Products and Ingredients Technology

# Course Learning Outcomes

| Course Learning Outcomes |
|---|
| CLO1 : Describe industry and legislative approaches to the management of food safety and quality at state, national and international levels. |
| CLO2 : Identify food safety hazards and assess their impact on human health and/or manufacturing practice. |
| CLO3 : Conduct a risk assessment on specific food products using the Codex Alimentarius risk analysis framework. |
| CLO4 : Examine the concepts of food safety and quality assurance, its costs and benefits, how it is monitored and the various means to achieve it in the food industry. |
| CLO5 : Develop a HACCP program for specific food products using the Codex Alimentarius 12-step approach. |
| CLO6 : Design an effective quality management program while working in a team environment. |

| Course Learning Outcomes | Assessment Item |
|---|---|
| CLO1 : Describe industry and legislative approaches to the management of food safety and quality at state, national and international levels. | • Quiz<br>• Online Discussion Forum<br>• Group Assignment<br>• Final Exam |
| CLO2 : Identify food safety hazards and assess their impact on human health and/or manufacturing practice. | • Quiz<br>• Online Discussion Forum<br>• Group Assignment<br>• Final Exam |
| CLO3 : Conduct a risk assessment on specific food products using the Codex Alimentarius risk analysis framework. | • Online Discussion Forum<br>• Group Assignment<br>• Final Exam |
| CLO4 : Examine the concepts of food safety and quality assurance, its costs and benefits, how it is monitored and the various means to achieve it in the food industry. | • Quiz<br>• Online Discussion Forum<br>• Group Assignment<br>• Final Exam |
| CLO5 : Develop a HACCP program for specific food products using the Codex Alimentarius 12-step approach. | • Group Assignment |
| CLO6 : Design an effective quality management program while working in a team environment. | • Online Discussion Forum<br>• Final Exam<br>• Group Assignment |

# Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams | Echo 360

# Additional Course Information

This course is a Masters by coursework subject (FOOD8030) and an Undergraduate Year 3 core subject (FOOD3030). The prerequisite courses are FOOD2320/8320 Food Microbiology and FOOD3010/8010 Food Products and Ingredients Technology or equivalent.

This is a 6 UOC course with 4 hours of weekly lecture/tutorial content and a further 2 hours given to reading and/or research work. Any remaining workload should be devoted to independent study and the completion of assessments.

This course comprises of two major topic areas: 1. Food Toxicology, and 2. Food Safety and Quality. The food toxicology component of this course will focus on basic toxicokinetics and common chemical food hazards, while the food safety and quality component will focus on the development of food safety programs and quality management systems. It is assumed that students already have a foundational knowledge in the following food science topics: food processing (thermal processing, freezing, chilling, etc.), preservation principles (pH, water activity, chemical preservatives, oxygen partial pressure, etc.), food microbiology (food pathogen sources, identification, control, and management) as well as how hygiene and sanitation relates to the safety and quality of food. Why is this prerequisite knowledge so important? Because this course will assume that students can identify and assess the associated risk of common food safety hazards (microbiological, chemical and allergen, physical) within a food process in order to correctly identify control points and ascertain whether they significantly reduce risk to an acceptable level.

Safety and quality assurance management are major activities within any organisation, especially those focused on the supply of safe, high quality product. The target audience for this course includes undergraduate and postgraduate students who view a career in a setting where quality assurance and control are important functions, in particular, those working in the food industry, government agencies, laboratories, or consultancy groups. People trained and experienced in the principles of food safety and quality assurance are in high demand in the food companies, but also in government, other regulatory agencies and/or consultancy groups involved in the design, implementation and/or training of food safety and quality programs and standards.

# Assessments

## Assessment Structure

| Assessment Item | Weight | Relevant Dates |
|---|---|---|
| Quiz<br>Assessment Format: Individual | 30% | Start Date: 7:00 AM Friday of Week 3, Week 5, Week 10<br>Due Date: 7:00 PM Friday of Week 3, Week 5, Week 10 |
| Online Discussion Forum<br>Assessment Format: Individual<br>Short Extension: Yes (2 days) | 15% | Start Date: Not Applicable<br>Due Date: 12/07/2024 05:00 PM |
| Group Assignment<br>Assessment Format: Group | 20% | Start Date: Not Applicable<br>Due Date: 26/07/2024 05:00 PM |
| Final Exam<br>Assessment Format: Individual | 35% | Start Date: Not Applicable<br>Due Date: Exam Period |

## Assessment Details
### Quiz

Assessment Overview

There will be a few short online quizzes across the term that will assess your mastery of important technical content from the lectures and tutorials. You will receive feedback upon completion of each quiz. The exact number, style and timing of the quizzes will be outlined separately.

Course Learning Outcomes

- CLO1 : Describe industry and legislative approaches to the management of food safety and quality at state, national and international levels.
- CLO2 : Identify food safety hazards and assess their impact on human health and/or manufacturing practice.
- CLO4 : Examine the concepts of food safety and quality assurance, its costs and benefits, how it is monitored and the various means to achieve it in the food industry.

Assessment Length

Each quiz will be 20 min in length but vary in the number of questions. Please check the Moodle activity for each quiz.

Assignment submission Turnitin type

Not Applicable

# Online Discussion Forum

## Assessment Overview

You will be required to take part in an online  discussion forum on a related safety topic.  You will be required to research the forum topic, communicate your ideas effectively  and comment on other student posts in a constructive and respectful manner.  The exact details of the assessment will be outlined separately.

## Course Learning Outcomes

- CLO1 : Describe industry and legislative approaches to the management of food safety and quality at state, national and international levels.
- CLO2 : Identify food safety hazards and assess their impact on human health and/or manufacturing practice.
- CLO3 : Conduct a risk assessment on specific food products using the Codex Alimentarius risk analysis framework.
- CLO4 : Examine the concepts of food safety and quality assurance, its costs and benefits, how it is monitored and the various means to achieve it in the food industry.
- CLO6 : Design an effective quality management program while working in a team environment.

## Assessment Length

500 words

## Assignment submission Turnitin type

Not Applicable

# Group Assignment

## Assessment Overview

You will work in a group to research and answer several HACCP related problems for a specific food product.  The exact details of the assignment will be outlined separately.

## Course Learning Outcomes

- CLO1 : Describe industry and legislative approaches to the management of food safety and quality at state, national and international levels.
- CLO2 : Identify food safety hazards and assess their impact on human health and/or manufacturing practice.
- CLO3 : Conduct a risk assessment on specific food products using the Codex Alimentarius risk analysis framework.
- CLO4 : Examine the concepts of food safety and quality assurance, its costs and benefits, how it is monitored and the various means to achieve it in the food industry.
- CLO5 : Develop a HACCP program for specific food products using the Codex Alimentarius

12-step approach.
- CLO6 : Design an effective quality management program while working in a team environment.

<u>Detailed Assessment Description</u>

Students will receive written feedback and comments against a rubric. Team evaluation may be employed to account for individual contributions. Students will work in a group to complete this assignment and recieve a group mark.

<u>Assessment Length</u>

As per the provided template

<u>Assignment submission Turnitin type</u>

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

# Final Exam

<u>Assessment Overview</u>

A final exam will be conducted during the end of session exam block. A final exam is given because the course learning outcomes include a significant level of technical learning, which can be effectively assessed in an exam environment.. The exam will consist of higher-level questions that are designed to assess your ability in the following areas; familiarity with course content, depth of knowledge of fundamental concepts and your ability to apply and integrate course concepts to solve complex problems. The exam will be timed and cover the whole course content with questions requiring explanations and calculations.

<u>Course Learning Outcomes</u>

- CLO1 : Describe industry and legislative approaches to the management of food safety and quality at state, national and international levels.
- CLO2 : Identify food safety hazards and assess their impact on human health and/or manufacturing practice.
- CLO3 : Conduct a risk assessment on specific food products using the Codex Alimentarius risk analysis framework.
- CLO4 : Examine the concepts of food safety and quality assurance, its costs and benefits, how it is monitored and the various means to achieve it in the food industry.
- CLO6 : Design an effective quality management program while working in a team environment.

<u>Assignment submission Turnitin type</u>

Not Applicable

# General Assessment Information

All in-Term assessments in this course are conducted through your Moodle course page. Please read through this Course Outline and related Moodle Announcement posts for information about your assessments.

The final examination will be conducted during the exam period. Please check your Exam Timetable, when released, for information.

<u>Grading Basis</u>

Standard

# Course Schedule

| Teaching Week/Module | Activity Type | Content |
|---|---|---|
| Week 1 : 27 May - 2 June | Lecture | Tuesday: Course introduction and Introduction to food safety and quality assurance |
| | Lecture | Thursday: Food safety frameworks; Introduction to HACCP |
| Week 2 : 3 June - 9 June | Lecture | Tuesday: Dose response; Risk analysis |
| | Tutorial | Thursday: What does a risk analysis look like? |
| Week 3 : 10 June - 16 June | Lecture | Tuesday: Food hazards |
| | Tutorial | Thursday: Navigating the Food Standards Code |
| | Assessment | Moodle Quiz 1 (10%), closes Friday 6 p.m. |
| Week 4 : 17 June - 23 June | Lecture | Tuesday: Quality management systems |
| | Lecture | Thursday: Allergen management (guest: A/Prof. Alice Lee) |
| Week 5 : 24 June - 30 June | Lecture | Tuesday: Allergen management (guest: A/Prof. Alice Lee) |
| | Workshop | Thursday: VITAL training (guest: Allergen Bureau, coordinated by A/Prof. Alice Lee) |
| | Assessment | Moodle Quiz 2 (10%), closes Friday 6 p.m. |
| Week 7 : 8 July - 14 July | Lecture | Tuesday: Principles of HACCP |
| | Seminar | Thursday: Food safety culture and HACCP, industry applications of VACCP and TACCP (guest: Melanie Naylor & Margarget Balfour, Diligence) |
| | Assessment | Moodle discussion forum assessment (15%), due Friday 5 p.m. |
| Week 8 : 15 July - 21 July | Workshop | Tuesday: Class workshop for HACCP assignment |
| | Seminar | Thursday: Australian supermarket food safety and quality standards (guest: Gary Kennedy, Correct Food Systems) |
| Week 9 : 22 July - 28 July | Workshop | Tuesday: Class workshop for HACCP assignment |
| | Seminar | Thursday: Food regulation and legislation (guest: Lira Yoon, NutriREG) |
| | Assessment | HACCP group assignment (20%), due Friday 5 p.m. |
| Week 10 : 29 July - 4 August | Seminar | Tuesday: Auditing in the food industry (guest: QMS Auditing) |
| | Lecture | Thursday: Cleaning and sanitation, Waste management, Course wrap-up |
| | Assessment | Moodle Quiz 3 (10%), closes Friday 5 p.m. |

# Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

# General Schedule Information

Please note that the availability of the guest speakers is subject to change and thus, the teaching schedule for this course can change slightly from week to week. Students are therefore expected to frequently check Moodle and their emails for changes and/or announcements.

The course schedule consists of 2 weekly sessions on Tuesdays 11 a.m. to 1 p.m. (Mathews 103) and Thursdays 2 to 4 p.m. (Mathews 311).

# Course Resources

## Prescribed Resources

There is no prescribed textbook for this course. The required readings, webpages, documents, and/or links will be provided to you through your Moodle course page.

## Recommended Resources

Useful resources and recommended texts will be provided to you through your Moodle course page.

## Course Evaluation and Development

Student feedback is extremely valuable and you are expected to provide feedback on the course. A Moodle tool has been created on the course Moodle page which will become visible late in the session and allow you to evaluate the course.

# Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|----------|------|-------|----------|-------|--------------|-------------------------------------|-----------------|
| Convenor | Ernest Tse | | | | By email or appointment | No | Yes |
| Lecturer | Alice Lee | | | | By email or appointment | No | No |

# Other Useful Information

## Academic Information

### I. Special consideration and supplementary assessment

If you have experienced an illness or misadventure beyond your control that will interfere with

your assessment performance, you are eligible to apply for Special Consideration prior to, or within 3 working days of, submitting an assessment or sitting an exam.

Please note that UNSW has a Fit to Sit rule, which means that if you sit an exam, you are declaring yourself fit enough to do so and cannot later apply for Special Consideration.

For details of applying for Special Consideration and conditions for the award of supplementary assessment, please see the information on UNSW's Special Consideration page.

## II. Administrative matters and links

All students are expected to read and be familiar with UNSW guidelines and polices. In particular, students should be familiar with the following:

- Attendance
- UNSW Email Address
- Special Consideration
- Exams
- Approved Calculators
- Academic Honesty and Plagiarism
- Equitable Learning Services

## III. Equity and diversity

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 course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equitable Learning Services. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

## IV. Professional Outcomes and Program Design

Students are able to review the relevant professional outcomes and program designs for their streams by going to the following link: https://www.unsw.edu.au/engineering/student-life/student-resources/program-design.

*Note: This course outline sets out the description of classes at the date the Course Outline is published. The nature of classes may change during the Term after the Course Outline is published. Moodle or your primary learning management system (LMS) should be consulted for the up-to-date*

*class descriptions.  If there is any inconsistency in the description of activities between the University timetable and the Course Outline/Moodle/LMS, the description in the Course Outline/ Moodle/LMS applies.*

## Academic Honesty and Plagarism

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW students have a responsibility to adhere to this principle of academic integrity. Plagiarism undermines academic integrity and is not tolerated at UNSW. *Plagiarism at UNSW is defined as using the words or ideas of others and passing them off as your own.*

Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. UNSW has produced a website with a wealth of resources to support students to understand and avoid plagiarism, visit: student.unsw.edu.au/plagiarism. The Learning Centre assists students with understanding academic integrity and how not to plagiarise. They also hold workshops and can help students one-on-one.

You 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 tasks.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an honours thesis or contract cheating) even suspension from the university. The Student Misconduct Procedures are available here:

www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

## Submission of Assessment Tasks

Work submitted late without an approved extension by the course coordinator or delegated authority is subject to a late penalty of five percent (5%) of the maximum mark possible for that assessment item, per calendar day.

The late penalty is applied per calendar day (including weekends and public holidays) that the

assessment is overdue. There is no pro-rata of the late penalty for submissions made part way through a day. This is for all assessments where a penalty applies.

Work submitted after five days (120 hours) will not be accepted and a mark of zero will be awarded for that assessment item.

For some assessment items, a late penalty may not be appropriate. These will be clearly indicated in the course outline, and such assessments will receive a mark of zero if not completed by the specified date. Examples include:

- Weekly online tests or laboratory work worth a small proportion of the subject mark;
- Exams, peer feedback and team evaluation surveys;
- Online quizzes where answers are released to students on completion;
- Professional assessment tasks, where the intention is to create an authentic assessment that has an absolute submission date; and,
- Pass/Fail assessment tasks.

## Faculty-specific Information

Engineering Student Support Services – The Nucleus - enrolment, progression checks, clash requests, course issues or program-related queries

Engineering Industrial Training – Industrial training questions

UNSW Study Abroad – study abroad student enquiries (for inbound students)

UNSW Exchange – student exchange enquiries (for inbound students)

UNSW Future Students – potential student enquiries e.g. admissions, fees, programs, credit transfer

**Phone**

(+61 2) 9385 8500 – Nucleus Student Hub

(+61 2) 9385 7661 – Engineering Industrial Training

(+61 2) 9385 3179 – UNSW Study Abroad and UNSW Exchange (for inbound students)

# School-specific Information

## Course Workload

Course workload is calculated using the Units-Of-Credit (UOC). The normal workload expectation for one UOC is approximately 25 hours per term. This includes class contact hours, private study, other learning activities, preparation and time spent on all assessable work.

Most coursework courses at UNSW are 6 UOC and involve an estimated 150 hours to complete, for both regular and intensive terms. Each course includes a prescribed number of hours per week (h/w) of scheduled face-to-face and/or online contact. Any additional time beyond the prescribed contact hours should be spent in making sure that you understand the lecture material, completing the set assignments, further reading, and revising for any examinations. Most 6 UoC courses will involve approximately 10-12 hours per week of work on your part. If you're not sure what to do in these hours of independent study, the resources on the UNSW Academic Skills pages offer some suggestions including: making summaries of lectures, read/summarise sections from the textbook, attempt workshop problems, reattempting workshop problems with some hints from the solutions, looking for additional problems in the textbook.

Full-time enrolment at university means that it is a *full-time* occupation for you and so you would typically need to devote 35 hours per week to your studies to suceed. Full-time enrolment at university is definitely incompatible with full-time employment. Part-time/casual employment can certainly fit into your study schedule but you will have to carefully balance your study obligations with that work and decide how much time for leisure, family, and sleep you want left after fullfilling your commitments to study and work. Everyone only gets 168 hours per week; overloading yourself with both study commitments and work commitments leads to poor outcomes and dissatisfaction with both, overtiredness, mental health issues, and general poor quality of life.

## On-campus Class Attendance

Most classes at UNSW are "In Person" and run in a face-to-face mode only. Attendance and participation in the classes is expected. As an evidence-driven engineer or scientist, you'll be interested to know that education research has shown students learn more effectively when they come to class, and less effectively from lecture catch-up recordings. If you have to miss a class due to illness, for example, we expect you to catch up in your time, and within the coming couple of days.

For most courses that are running in an "in person" mode:

- Lectures are normally recorded to provide an opportunity to review material after the lecture; lecture recordings are not a substitute for attending and engaging with the live class.
- Workshops/tutorials are not normally recorded as the activities that are run within those sessions normally cannot be captured by a recording. These activities may also include assessable activities in some or all weeks of the term.
- Laboratories are not recorded and require in-person attendance. Missing laboratory sessions may require you to do a make-up session later in the term; if you miss too many laboratory sessions, it may be necessary to seek a Permitted Withdrawal from the course and reattempt it next year, or end up with an Unsatisfactory Fail for the course.
- Assessments will often require in-person attendance in a timetabled class or a scheduled examination.

## Submission of Assessment Tasks

In the School of Chemical Engineering, all written work will be submitted for assessment via Moodle unless otherwise specified. Attaching cover sheets to uploaded work is *not* required unless specifically requested for an individual assessment task; when you submit work through Moodle for assessment you are agreeing to uphold the Student Code.

Some assessments will require you to complete the work online and it may be difficult for the course coordinator to intervene in the system after the due date. You should ensure that you are familiar with assessment systems well before the due date. If you do this, you will have time to get assistance before the assessment closes.

All submissions are expected to be neat and clearly set out. Your results are the pinnacle of all your hard work and should be treated with respect. Presenting results clearly gives the marker the best chance of understanding your method; even if the numerical results are incorrect. Please make it easy for the markers who are looking at your work to see your achievement and give you due credit.

Marking guidelines for assignment submissions will be provided at the same time as assignment details to assist with meeting assessable requirements. Submissions will be marked according to the marking guidelines provided.

## Academic Integrity

**Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect,

responsibility and courage (International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013). At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and plagiarism can be located at:

- The Current Students site
- The ELISE training site

The Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

To help describe what we are looking for, here are some things that we consider to be quite acceptable (even desirable!) actions for many assessments, and some that we consider to be unacceptable in most circumstances. Please check with the instructions for your assessments and your course coordinator if you're unsure. As a rule of thumb, if you don't think you could look the lecturer in the eye and say "this is my own work", then it's not acceptable.

*Acceptable actions*

 reading/searching through material we have given you, including lecture slides, course notes, sample problems, workshop problem solutions

 reading/searching lecture transcripts

 reading/searching resources that we have pointed you to as part of this course, including textbooks, journal articles, websites

 reading/searching through your own notes for this course

 all of the above, for any previous courses

 using spell checkers, grammar checkers etc to improve the quality of your writing

 studying course material with other students

*Unacceptable actions*

 asking for help completing an assessment from other students, friends, family

asking for help on Q&A or homework help websites

 searching for answers to the specific assessment questions online or in shared documents

 copying material from any source into your answers

 using generative AI tools to complete or substantially complete an assessment for you

 paying someone else to do the assessment for you

**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. Further information about referencing styles can be located at [https://student.unsw.edu.au/referencing](https://student.unsw.edu.au/referencing).

For assessments in the School of Chemical Engineering, we recommend the use of referencing software such as [Mendeley](Mendeley) or [EndNote](EndNote) for managing references and citations. Unless required otherwise specified (i.e. in the assignment instructions) students in the School of Chemical Engineering should use either the APA 7th edition, or the American Chemical Society (ACS) referencing style as canonical author-date and numbered styles respectively.

**Artificial intelligence tools** such as ChatGPT, CodePilot, and built-in tools within Word are modern tools that are useful in some circumstances. In your degree at UNSW, we're teaching you skills that are needed for your professional life, which will include how to use AI tools responsibly plus lots of things that AI tools cannot do for you. AI tools already are (or will soon be) part of professional practice for all of us. However, if we were only teaching you things that AI could do, your degree would be worthless, and you wouldn't have a job in 5 years.

Whether the use of AI tools in an assessment is appropriate will depend on the goals of that assessment. As ever, you should discuss this with your lecturers – there will certainly be assessments where the use of AI tools is encouraged, as well as others where it would interfere with your learning and place you at a disadvantage later. Our goal is to help you learn how to ethically and professionally use the tools available to you. To learn more about the use of AI, [see this discussion we have written](see this discussion we have written) where we analyse the strengths and weaknesses of generative AI tools and discuss when it is professionally and ethically appropriate to use them.

While AI may might provide useful tools to help with some assessments, UNSW's policy is quite clear that taking the output of generative AI and submitting it as your own work will never be

appropriate, just as paying someone else to complete an assessment for you is serious misconduct.

Asking Questions

Asking questions is an important part of learning. Learning to ask good questions and building the confidence to do so in front of others is an important professional skill that you need to develop. The best place to ask questions is during the scheduled classes for this course, with the obvious exception being questions that are private in nature such as special consideration or equitable learning plans. Between classes, you might also think of questions — some of those you might save up for the next class (write them down!), and some of them you might ask in a Q&A channel on Teams or a Q&A forum on Moodle. Please understand that staff won't be able to answer questions on Teams/Moodle immediately but will endeavour to do so during their regular working hours (i.e. probably not at midnight!) and when they are next working on this particular course (i.e. it might be a day or two). Please respect that staff are juggling multiple work responsibilities (teaching more than one course, supervising research students, doing experiments, writing grants, …) and also need to have balance between work and the rest of their life.

## School Contact Information

For assistance with enrolment, class registration, progression checks and other administrative matters, please see the Nucleus: Student Hub. They are located inside the Library – first right as you enter the main library entrance. You can also contact them via http://unsw.to/webforms or reserve a place in the face-to-face queue using the UniVerse app.

For course administration matters, please contact the Course Coordinator.

Questions about the this course should normally be asked during the scheduled class so that everyone can benefit from the answer and discussion.