



**UNSW**

## UNSW Course Outline

# CEIC6713 Industry Wastewater Processing in the Context of Environmental, Social and Governance Frameworks - 2024

Published on the 28 Aug 2024

## General Course Information

**Course Code :** CEIC6713

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** Faculty of Engineering

**Academic Unit :** School of Chemical Engineering

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Postgraduate, Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

# Course Details & Outcomes

## Course Description

Water is a critical component of all industry operations, with fashion, construction, energy, food and beverage production, mining, and car manufacturing featuring prominently when considering consumption. In Australia, industrial water use (not including agriculture) has increased by more than 20% since 2000 to reach more than 3 Billion m<sup>3</sup> in 2018, forming approximately 18% of all water usage within the country.<sup>1</sup> Such usage equates to the generation of considerable volumes of wastewater comprising harmful pollutants including metals, nutrients and organics.

Historically, the discharge of industrial wastewater has led to significant water pollution and wastage of a valuable resource, however, a global push for sustainable and ethical development, such as that directed by the UN Sustainable Development Goals and the Corporate Social Responsibility (CSR) movement, has led to more efficient water use, increased recycling and more intensive treatment prior to discharge. Environmental, Social and Governance (ESG) reporting frameworks are being used by many companies to demonstrate how they are incorporating sustainable practices into their activities.

In this course, you will explore industrial wastewater processing from consumption to disposal or discharge, in the context of ESG reporting frameworks, using a variety of industry case studies to give examples of how this works in practice. This will involve developing a more in-depth understanding of the underlying principles of sustainability and governance that drive decision making. You will study approaches to reduce freshwater consumption, wastewater reuse and recycling, and integration of treatment operations that enable increasingly stringent environmental regulations to be met while minimising carbon footprint. You will also become familiarised with using process modelling software that will facilitate the identification of efficient, effective design selection.

1. Aquastat, Food and Agriculture Organisation of the United Nations.

## Course Aims

The overall aim of this course is to enable you to develop a deep understanding of the complexities involved in water usage and wastewater processing in industry within an Environmental, Social and Governance (ESG) framework and be able to apply this advanced knowledge to make appropriate, sustainable decisions in both process and equipment selection and design, related to industrial wastewater processing.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify water intensive industrial activities and approaches used to minimise an organisations water footprint
CLO2 : Describe the principles of sustainable development and ethics that underly the Environmental, Social and Governance (ESG) reporting framework and Corporate Social Responsibility (CSR)
CLO3 : Apply various methods that can be used to reduce water consumption and discharge volumes in a range of industries, with emphasis on water pinch analysis, wastewater recycling and wastewater reuse
CLO4 : Justify the selection of water treatment equipment and processes that enable complex and competing priorities to be satisfied, such as minimising carbon footprint while maximising discharge water quality
CLO5 : Design complex, sustainable wastewater treatment processes for a variety of industries using Environmental, Social and Governance (ESG) principles

Course Learning Outcomes	Assessment Item
CLO1 : Identify water intensive industrial activities and approaches used to minimise an organisations water footprint	• Tutorial activities
CLO2 : Describe the principles of sustainable development and ethics that underly the Environmental, Social and Governance (ESG) reporting framework and Corporate Social Responsibility (CSR)	• Tutorial activities
CLO3 : Apply various methods that can be used to reduce water consumption and discharge volumes in a range of industries, with emphasis on water pinch analysis, wastewater recycling and wastewater reuse	• Tutorial activities
CLO4 : Justify the selection of water treatment equipment and processes that enable complex and competing priorities to be satisfied, such as minimising carbon footprint while maximising discharge water quality	• Group project
CLO5 : Design complex, sustainable wastewater treatment processes for a variety of industries using Environmental, Social and Governance (ESG) principles	• Individual design assignment

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

This course will involve a blended learning environment in which fundamental content is

delivered by Moodle. the on-line component will enable to access the more readily digestible, background material in your own time and incorporates self-assessment questions to provide instant feedback on your understanding. Face to face activities will include interactive weekly tutorial activities and guest speakers from industry to assist in contextualising the content. During the workshops, time will be allocated to answer questions arising from pre-class activities. Assessment tasks associated with the workshops will enable students to demonstrate their application of the content and put their learning into practice. In addition, a group design task and an individual design task will enable students to consolidate the course content, working both collaboratively and independently to complete key design tasks.

## Other Professional Outcomes

### Engineers Australia, Professional Engineer Stage 1 Competencies

This course contributes to your development of the following EA Professional Engineer competencies:

- PE1.5 Knowledge of engineering design practice and contextual factors impacting the engineering discipline
- PE1.6 Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the specific discipline
- PE2.2 Fluent application of engineering techniques, tools and resources
- PE2.3 Application of systematic engineering synthesis and design processes
- PE3.2 Effective oral and written communication in professional and lay domains
- PE3.6 Effective team membership and team leadership

<https://www.unsw.edu.au/engineering/student-life/student-resources/program-design>

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Tutorial activities Assessment Format: Individual	40%	Due Date: Weekly
Group project Assessment Format: Group Short Extension: Yes (3 days)	20%	Due Date: 21/10/2024 09:00 PM
Individual design assignment Assessment Format: Individual Short Extension: Yes (3 days)	40%	Due Date: 24/11/2024 09:00 PM

# Assessment Details

## Tutorial activities

### Assessment Overview

Each week there will be a tutorial session that will require you to undertake pre-work with an assessment task either during the tutorial or post the tutorial via a separate submission. These will include presentations, discussions, mini quizzes and reflections.

### Course Learning Outcomes

- CLO1 : Identify water intensive industrial activities and approaches used to minimise an organisations water footprint
- CLO2 : Describe the principles of sustainable development and ethics that underly the Environmental, Social and Governance (ESG) reporting framework and Corporate Social Responsibility (CSR)
- CLO3 : Apply various methods that can be used to reduce water consumption and discharge volumes in a range of industries, with emphasis on water pinch analysis, wastewater recycling and wastewater reuse

### Detailed Assessment Description

Details of these tasks will be available on Moodle

### Assignment submission Turnitin type

Not Applicable

### Generative AI Permission Level

#### Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## Group project

### Assessment Overview

During the first half of the course you will be placed in a group to undertake a short group project that will require you to collaboratively to select a design process for a given scenario with justification as to why your group believes this to be the most appropriate design.

### Course Learning Outcomes

- CLO4 : Justify the selection of water treatment equipment and processes that enable complex and competing priorities to be satisfied, such as minimising carbon footprint while maximising discharge water quality

### Assignment submission Turnitin type

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

### Generative AI Permission Level

#### Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## Individual design assignment

### Assessment Overview

Individually, you be tasked to design a wastewater process for an industrial challenge putting into action the principles of ESG

### Course Learning Outcomes

- CLO5 : Design complex, sustainable wastewater treatment processes for a variety of industries using Environmental, Social and Governance (ESG) principles

### Assignment submission Turnitin type

This is not a Turnitin assignment

### Generative AI Permission Level

#### Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## General Assessment Information

### Grading Basis

Standard

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Workshop	TOPIC: Introduction to the course & ESG ACTIVITY: Fishbowl
Week 2 : 16 September - 22 September	Workshop	TOPIC: Advanced Treatment Processes ACTIVITY: Presentations
Week 3 : 23 September - 29 September	Workshop	TOPIC: Process Modelling ACTIVITY: Modelling activities
Week 4 : 30 September - 6 October	Workshop	TOPIC: Water Pinch Analysis
Week 5 : 7 October - 13 October	Workshop	TOPIC: Group Assessment ACTIVITY: Group interviews and feedback
Week 6 : 14 October - 20 October	Other	Flexibility Week
Week 7 : 21 October - 27 October	Workshop	TOPIC: Water Pinch Analysis
	Assessment	Group Project Due Monday 21 Oct 9pm
Week 8 : 28 October - 3 November	Workshop	TOPIC: Wastewater Reuse and Recycling ACTIVITY: Debate
Week 9 : 4 November - 10 November	Workshop	Industry Guest Lecture Assignment Guidance
Week 10 : 11 November - 17 November	Workshop	Industry Guest Lecture Assignment Guidance

# Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

# Course Resources

## Recommended Resources

Towler, Gavin & Sinnott, Ray K. (2022). Chemical Engineering Design - Principles, Practice and Economics of Plant and Process Design (3rd Edition). Elsevier. (Available online through UNSW Library)

Ranade, Vivek V. & Bhandari Vinay M. (2014). Industrial Wastewater Treatment, Recycling and Reuse. Elsevier. (Available online through UNSW Library)

Additional material will be distributed on Moodle

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Helen Rutledge		Rm 519 HILMER (Enter via SEB E8)	80719864	Monday, Tuesday and Thursday	Yes	Yes
Lecturer	Pierre Le Clech					No	No
	Greg Leslie					No	No
	Xiaoran (Daisy) Chu					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 Plagiarism

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](http://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](http://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 succeed. 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 fulfilling 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>.

For assessments in the School of Chemical Engineering, we recommend the use of referencing software such as [Mendeley](#) or [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](#) 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 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 this course should normally be asked during the scheduled class so that everyone can benefit from the answer and discussion.