UNSW Course Outline

SUSD0004 Sustainability and Habitability - 2024

Published on the 24 Sep 2024

General Course Information

Course Code : SUSD0004
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Built Environment
Delivery Mode : In Person
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

Habitability relates to liveability and quality of life, and is an important indicator of sustainable development. Material and activities in this course examine the potential for policy, planning, design and management interventions to influence habitability, inclusive of health, safety and

security, comfort and amenity, equity and community engagement, as a dimension of sustainability.

Relationship to Other Courses

Complementary to other SUSD-badged courses.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Assess the human impact on the built environment in relation to habitability and quality of life as a key dimension of sustainability.
CLO2 : Evaluate a place (building, park, neighbourhood) in terms of its performance as a human habitat.
CLO3 : Demonstrate collaborative skills in teamwork that ensure productivity and shared responsibility.
CLO4 : Discuss policy, planning, design and management interventions to facilitate sustanability in the built environment.

Course Learning Outcomes	Assessment Item
CLO1 : Assess the human impact on the built environment in relation to habitability and quality of life as a key dimension of sustainability.	• Investigation of a place - Proposal • Investigation of a place - Literature review • Investigation of a place - Report • Sustainability and habitability of urban typologies
CLO2 : Evaluate a place (building, park, neighbourhood) in terms of its performance as a human habitat.	• Investigation of a place - Proposal • Investigation of a place - Literature review • Investigation of a place - Report
CLO3 : Demonstrate collaborative skills in teamwork that ensure productivity and shared responsibility.	• Sustainability and habitability of urban typologies
CLO4 : Discuss policy, planning, design and management interventions to facilitate sustanability in the built environment.	• Investigation of a place - Proposal • Investigation of a place - Literature review • Investigation of a place - Report • Sustainability and habitability of urban typologies

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Microsoft Teams | Echo 360

Learning and Teaching in this course

Lectures and tutorials will be supplemented by other online resources via Moodle. These include weekly readings from the literature relating to the topic areas of the course, and links to relevant websites, videos, software and other digital resources. Students are encouraged to submit items of interest for inclusion in the 'Interesting information from students' folder. Students are expected to actively participate in the class seminars; these are not purely exercises for assessment purposes (see below), but opportunities for discussion and reflection. Students are also expected to keep up with the weekly readings and be prepared to discuss these in class.

Additional Course Information

Approx. 150 hours including class contact hours, weekly individual and group learning activities, readings, class preparation and assessment activities.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Investigation of a place - Proposal Assessment Format: Individual	10%	Post Date: 20/09/2024 05:00 PM
Investigation of a place - Literature review Assessment Format: Individual	20%	Due Date: 11/10/2024 05:00 PM
Investigation of a place - Report Assessment Format: Individual	40%	Due Date: 08/11/2024 05:00 PM
Sustainability and habitability of urban typologies Assessment Format: Group	30%	Due Date: 17/11/2024 05:00 PM

Assessment Details

Investigation of a place - Proposal

Assessment Overview

You will write a project proposal of no more than 500 words in which you identify a place, why you have selected it, and what aspect(s) of habitability and sustainability you propose to investigate.

Grading will be done against assessment criteria accompanied by written feedback

Course Learning Outcomes

- CLO1 : Assess the human impact on the built environment in relation to habitability and

quality of life as a key dimension of sustainability.
- CLO2 : Evaluate a place (building, park, neighbourhood) in terms of its performance as a human habitat.
- CLO4 : Discuss policy, planning, design and management interventions to facilitate sustanability in the built environment.

Detailed Assessment Description

Your proposal will be reviewed, feedback provided and any potential problems highlighted fpor your attention before you begin your substantive research.

Please note that the system boundary for this project is broad, within the overall domain of sustainability and habitability in the built environment. It involves the critical investigation of a *place*, or an identified subset of qualities of a place, from a sustainability/habitability perspective, reflecting:

• A consistent theoretical framework which identifies, draws on and references the relevant literature;

• Your observations and other empirical evidence (quantitative and/or qualitative);

• Interaction with and between the users of the place; and

• Your own background and experience.

Your place can be a street, a neighbourhood, a building, a park… etc.

Assessment Length

~500 words / one page

Submission notes

Please submit in Moodle dropbox

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

Assistance with Attribution

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.

Any output of generative AI tools, software or services that is used within your assessment must be attributed with full referencing.

If outputs of generative AI tools, software or services form part of your submission and are not

appropriately attributed, your Convenor will determine whether the omission is significant. If so, you may be asked to explain your submission. 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.

Investigation of a place - Literature review

Assessment Overview

You will prepare a literature review and theoretical framework of approximately 1,500 words relating to your selected place, your observations of this place, and relevant scholarly literature on habitability and sustainability.

Grading will be done against assessment criteria accompanied by written feedback

Course Learning Outcomes

- CLO1 : Assess the human impact on the built environment in relation to habitability and quality of life as a key dimension of sustainability.
- CLO2 : Evaluate a place (building, park, neighbourhood) in terms of its performance as a human habitat.
- CLO4 : Discuss policy, planning, design and management interventions to facilitate sustanability in the built environment.

Assessment Length

~1500 words / 3 pages

Submission notes

pdf format

Assessment information

Literature review must be full referenced using the Harvard (author,date) system.

Assignment submission Turnitin type

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

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other

media, whether based on your own work or not.
If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. 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.

Investigation of a place - Report

Assessment Overview

You will produce a 4,500-5,000 word report on the habitabiliy of your selected place. The report will cover project scope, objectives, a critical review of the relevant literature, an outline of your methodology and an exposition of your findings, conclusions and recommendations.

Grading will be done against assessment criteria accompanied by written feedback.

Course Learning Outcomes

- CLO1 : Assess the human impact on the built environment in relation to habitability and quality of life as a key dimension of sustainability.
- CLO2 : Evaluate a place (building, park, neighbourhood) in terms of its performance as a human habitat.
- CLO4 : Discuss policy, planning, design and management interventions to facilitate sustanability in the built environment.

Detailed Assessment Description

This investigation will inevitably raise questions about the interaction between people and place: not only how the place is used, but why, and its contribution (positive or negative) to sustainability and habitability. In turn this begs the question of whether and how this may be improved, and to what extent more general conclusions can be drawn. Your report should also examine opportunities for *intervention* – in relation to policy, planning, design and/or management of the built environment – with consideration of how the users of the place can be engaged in this process.

The format of your final report should follow the general structure of a journal article or conference paper. Marks will be awarded based on assessment of the *fluency* of your argument and explanation, the *perceptiveness* of your observations and your *critical skills* in evaluating and drawing on the literature you have selected. De-identified examples of high-quality assignments are available for review on Moodle.

Assessment Length

~4500-5000 words plus figures & tables

Submission notes

pdf format

Assignment submission Turnitin type

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

Generative AI Permission Level

Generative AI Software-based Assessments

This assessment is designed for you to use generative AI as part of the assessed learning outcomes. Please refer to the assessment instructions for more details.
For more information on Generative AI and permitted use please see here.

Sustainability and habitability of urban typologies

Assessment Overview

In groups you will prepare a report investigating opportunities for enhancing sustainability and habitability outcomes of a specified urban typology. Grading will be done against assessment criteria accompanied by written feedback.

Course Learning Outcomes

- CLO1 : Assess the human impact on the built environment in relation to habitability and quality of life as a key dimension of sustainability.
- CLO3 : Demonstrate collaborative skills in teamwork that ensure productivity and shared responsibility.
- CLO4 : Discuss policy, planning, design and management interventions to facilitate sustanability in the built environment.

Detailed Assessment Description

Students will be assigned to Urban Typology groups of five students where possible in Week 2, with cross-disciplinary representation as the main selection criterion.

The Urban typology report will draw on digital and/or hard copy material (drawings, design documentation and operation manuals...) available from building owners/managers and online. There is no requirement to conduct a site visit, but that option may be available for groups who wish to do so.

Each team will be responsible for

• choosing their preferred building or space within their assigned urban typology;
• initiating contact with the relevant building owner/manager;
• arranging site access for those teams wishing to visit their chosen building.

The above activities should be done as early as possible, as there may be delays outside the team's control. Several UNSW facilities may also be available for study, based on the premise that universities can effectively teach and demonstrate the theory and practice of sustainability through taking action to understand and reduce the unsustainable impacts of their own activities.

This exercise should be considered as a consultancy with tight time constraints and a client with high expectations. Each team will be expected to obtain whatever additional information they require outside class time, so you must plan ahead. Repeated and/or ad hoc contacting of building operational staff is not acceptable. Each team should appoint one member to take responsibility for liaison with building managers.

Assessment Length

Approximately 5000 words plus graphics, i.e.each team member will be responsible for ~1000 words and associated images.

Submission notes

Teams will present their work using PowerPoint or similar for discussion and feedback during the final tutorial on Saturday 18th November. Team reports are to be submitted by ONE team member as Turnitin assignments by 27th November.

Assessment information

The PowerPoint presentation is given a group mark out of 10%; each team will be assessed on the *clarity* and *coherence* of their presentation. Group reports will be assessed on the *insight*, *relevance* and *practical applicability* of their project findings and the *quality* and *professionalism* of their reports. Team members will also be asked to rate their own and each other's contribution to the team effort (peer review). This peer review variable will be averaged and multiplied against the group mark to provide individual marks out of 20 for each team member which will be added to the group PowerPoint mark for an individual mark out of 30. The report should be referenced where required, and the format should follow the general structure of a *professional consultant's report*.

Assignment submission Turnitin type

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

Generative AI Permission Level

Generative AI Software-based Assessments

This assessment is designed for you to use generative AI as part of the assessed learning outcomes. Please refer to the assessment instructions for more details.
For more information on Generative AI and permitted use please see here.

General Assessment Information

This course includes both individual and group assessment tasks, to enable course staff to evaluate your progress in relation to the course learning outcomes. 70% of the marks relate to an individual project on a sustainability/habitability case study of your choice, as described in Assessments 1, 2 and 3. You will need to identify your topic as early as possible. The group assessment task (Assessment 4) will involve a structured, team-based post occupancy evaluation, worth 30% of the marks for the course – 10% for a team PowerPoint presentation in the Week 10 tutorial, and 20% for the team report.

Grading Basis

Standard

Requirements to pass course

Students must achieve a composite mark of at least 50 out of 100.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 2 September - 8 September	Reading	Pre-reading and viewing of Week 1 background readings and videos on Moodle for 'flipped classroom' in Week 1
Week 1 : 9 September - 15 September	Lecture	Course aims, objectives and content; Concepts of environmental psychology; Frameworks for description, explanation and interpretation: Architectural and urban ambience 1 – theoretical basis
	Other	Introduction to Assignment 1, critical investigation of a 'place' followed by Q&A.
Week 2 : 16 September - 22 September	Lecture	Healthy built environments 1: buildings and indoor environmental quality – thermal comfort, lighting, acoustics, proxemics, indoor air; Architectural and urban ambience 2: methods & practical applications, urban design from an ambience perspective
	Assessment	Students to submit their 500 word proposals in Moodle dropbox by COB Friday of Week 2.
Week 3 : 23 September - 29 September	Lecture	Contemporary Urban Typologies - The shift in building occupancy and utility to meet the needs of contemporary society. The environmental and social impacts of building typologies.
	Tutorial	Tutorial Brief introduction / explanation by tutor followed by interactive class activities: 1. Purpose and preparation of a literature review 2. Cognitive mapping/mind mapping techniques and software
Week 4 : 30 September - 6 October	Lecture	Indoor air quality; Healthy built environments 2: enabling built environments – human functionality, inclusivity, accessibility, universal design
Week 5 : 7 October - 13 October	Lecture	Healthy built environments 3: community and neighbourhood, the public realm (Guest lecture, Susan Thompson); Urban heat
	Assessment	Students to submit their 1,500-word literature review and theoretical framework for individual assignment via Turnitin by COB Friday of Week 5
Week 6 : 14 October - 20 October	Reading	Reading week, no lectures
	Tutorial	Brief introduction / explanation by tutor followed by interactive class activities 1. Observation skills and techniques, behaviour mapping 2. Introduction to measuring and monitoring environmental parameters
Week 7 : 21 October - 27 October	Lecture	Biophilia and biomimicry: theoretical background; practical applications – biophilic and biomimetic design
Week 8 : 28 October - 3 November	Lecture	Safety, security and risk: environmental criminology and Crime Prevention Through Environmental Design (CPTED); Introduction to Fitwel healthy building standard (Guest Lecture, Paul Osmond)
	Tutorial	Discussion on Fitwel building standard and design for Covid
Week 9 : 4 November - 10 November	Laboratory	Social and cultural dimensions: policy, participation, the individual, the household and the community (Guest lecture, Michael Mobbs)
	Assessment	Students to submit their final report for their individual assignments via Turnitin by COB Friday of Week 9
Week 10 : 11 November - 17 November	Tutorial	Seminar style presentations of group post-occupancy evaluation projects. Feedback from course staff to students, feedback from students to course staff, reflection and discussion.

Attendance Requirements

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

General Schedule Information

Teaching times and locations

LECTURES Tuesday 18:00-21:00 (Weeks 1-5, 7-9)

TUTORIALS Saturday 09:00-12:00 (Weeks 3, 6, 8); Tuesday 18:00 - 21:00 (Week 10)
Lectures and tutorials will be held in the Electrical Engineering Building Room G10

Lecture 3hrs x 8 weeks
Tutorials 3hrs x 4 weeks

Course Resources

Prescribed Resources

None

Recommended Resources

The list below is a general reading list of some “classics” (and a few more recent publications) of broad relevance to the material discussed in this course. You are not expected to review all the material on this list – but you are expected to review material beyond this list, especially recent research papers. To this end a range of weekly readings and reference material – research papers, lecture notes, useful Web links – is provided on Moodle. You are invited and encouraged to use Moodle to share your own resources and experiences in this course, and to exchange ideas with your fellow students. All UNSW students are expected to be familiar with the resources available at the UNSW Library. Students seeking assistance accessing resource material should in the first instance contact the Library: http://library.unsw.edu.au/.

Altman I and Low S (Eds.) (1992) *Place Attachment, Human Behavior and Environment*, Plenum Press, New York.
Appleton J (1975) *The Experience of Landscape*, John Wiley and Sons, London.
Appleyard D (1981) *Liveable Streets*, University of California Press, Los Angeles.
Baird G (1996) *Building Evaluation Techniques*, McGraw-Hill, New York.
Baird, G (2010) *Sustainable buildings in practice: what the users think*, Routledge, Abingdon, UK.
Barton, H, Thompson, S, Burgess, S and Grant, M (Eds) (2015) *The Routledge handbook of planning for health and well-being: Shaping a sustainable and healthy future*, Routledge, Abingdon, UK.
Bechtel R and Churchman A (Eds.) (2002) *Handbook of Environmental Psychology*, Wiley, New York.
Benyus, J M (1997) *Biomimicry*, William Morrow., New York.
Brantingham P L, and Brantingham P J (1991) *Environmental Criminology* (2nd Ed.), Waveland Press, Prospect Heights, Illinois.
Burgstahler, S E (2015) *Universal design in higher education: From principles to practice*, Harvard

Education Press, Cambridge, MA.
Carson R (1962) *Silent Spring*, Penguin Books, New York.
Canter D (1977) *The Psychology of Place*, Architectural Press, London.
Cold B (Ed.) (2001) *Aesthetics, Well-being and Health*, Ashgate, Aldershot, UK.
Dannenberg, A L, Frumkin, H and Jackson, R (2011) Making healthy places: designing and building for health, well-being, and sustainability, Island Press, Washington.
Fanger P O (1972) *Thermal Comfort*, McGraw-Hill, New York.
Frumkin H, (Ed.) (2005) *Environmental Health: From Global to Local*, John Wiley & Sons, New York.
Gifford R (2007) *Environmental Psychology: Principles and Practice* (4th ed.), Optimal Books, Colville, USA.
Godish, T (2016) *Indoor environmental quality*. CRC press, Boca Raton, USA.
Golledge R G (Ed.) (1999) *Way Finding Behaviour: Cognitive Mapping and Other Spatial Processes*, Johns Hopkins University Press, Baltimore.
Hillier B (1996) *Space Is the Machine*, Cambridge University Press, Cambridge.
Hillier B and Hanson J (1984) *The Social Logic of Space*, Cambridge University Press, Cambridge, UK.
Jacobs J (1961) *The Death and Life of Great American Cities*, Random House. New York.
Kaplan S and Kaplan R (1982) *Cognition and Environment: Functioning in an Uncertain World*, Praeger, New York.
Kaplan S and Kaplan R (1982) *Humanscape, Environments for People*, Ulrich, Ann Arbor.
Kellert S R and Wilson E O (1993) *The Biophilia Hypothesis*, Island Press, Washington, DC.
Lang J (1987) *Creating Architectural Theory. The Role of the Behavioural Sciences in Environmental Design*, Van Nostrand Reinhold, New York.
Lynch K (1960) *The Image of the City*, MIT Press, Cambridge, USA.
Marcus C C and Francis C (1998) *People Places: Design Guidelines for Urban Open Space*, Van Nostrand Reinhold, New York.
Meinig D W (Ed.) (1979) *The Interpretation of Ordinary Landscapes*, Oxford University Press, New York.
Nasar J L, (Ed.) (1988) *Environmental Aesthetics*, Cambridge University Press, Cambridge.
Nasar, J L, Preiser, W F, Fisher, T and Salama, A M (2007) Designing for designers: lessons learned from schools of architecture, Fairchild Publications, New York.
Newman O, (1972) *Defensible Space: Crime Prevention through Urban Design*, Macmillan, New York.
Norberg-Schulz, C (1980) Genius loci: towards a phenomenology of architecture, Rizzoli, New York.
Papanek, V and Fuller, R B (1972) *Design for the real world*, Thames and Hudson, London.

Portugali J (1996) *The Construction of Cognitive Maps*, Kluwer Academic Publications, Dordrecht.
Preiser W F E, Rabinowitz H Z and White E T (1988) *Post Occupancy Evaluation*, Van Nostrand Reinhold,New York.
Preiser, W F E, and Ostroff, E (Eds) (2001) *Universal Design Handbook*, McGraw Hill Professional.
Rapoport A (1977) *Human Aspects of Urban Form: Towards a Man-Environment Approach to Urban Form*, Pergamon Press, Oxford.
Rapoport A (1990) *The Meaning of the Built Environment: A Nonverbal Communication Approach*, University of Arizona Press.
Seamon D and Mugerauer R (Eds) (1985) *Dwelling, Place and Environment: Towards a Phenomenology of Person and World*, Martinus Nijhoff, Dordrecht.
Stamps A E (2000) *Psychology and the Aesthetics of the Built Environment*, Kluwer Academic, Norwell, MA.
Steinfeld, E and Maisel, J (2012) *Universal Design: Creating Inclusive Environments*, John Wiley & Sons, New Jersey.
Tuan Y-F (1974) *Topophilia: A Study of Environmental Perception, Attitudes and Values*, Prentice-Hall, New Jersey.
Whyte W H (1980) *The Social Life of Small Urban Spaces*, Conservation Foundation, New York.
Zeisel J (2006) *Inquiry by Design: Environment/Behavior/Neuroscience in Architecture, Interiors, Landscape and Planning*, W W Norton & Company, New York.

Additional Costs

None

Course Evaluation and Development

Student feedback is crucial to the continual improvement of our courses. MyExperience is used to collect formal written feedback, and students are strongly encouraged to complete the online survey. In addition, time will be set aside during the Week 10 Seminar for discussion, feedback and reflection on the course.

Response to previous student feedback

The most recent change in response to student feedback has been to formalise and reschedule the course tutorials, which were originally scheduled at the end of evening lectures.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Peter Hunt				By appointment - organise via email	No	Yes
Lecturer	Paul Osmond				By appointment - organise via email	No	No

Other Useful Information

Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

Academic Honesty and Plagarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

Use of AI for assessments | UNSW Current Students

Submission of Assessment Tasks

Assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

Important note: UNSW has a "fit to sit/submit" rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

School Contact Information

beadmin@unsw.edu.au