UNSW Course Outline

FOOD9102 Sensory Analysis of Foods - 2024

Published on the 02 Sep 2024

General Course Information

Course Code : FOOD9102
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
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

Although food quality is commonly assessed by microbiological, chemical and physical tests, ultimately the prospective buyer makes a judgement based on sensory attributes. Achieving reproducible and reliable sensory testing is challenging. Sensory Science is a growing area of

Food Science in food production, processing and marketing. Sensory analysis has more confounding factors and natural variation; statistics is a major part of sensory science.

This course will provide in detail methods for classical sensory testing, data collection to describe a difference between food samples, to describe samples or to determine the acceptability of foods. An understanding of the physiological reaction of the body to sensory input; good sensory testing practice; discrimination of individuals; measurement of thresholds of perception; variation of intensity with time; judgement and bias; descriptive analysis; consumer field trials; and preference and acceptance testing are major sections will be the key components of the course.

Course Aims

1. To provide an understanding of sensory testing methods

2. To expose students to descriptive analysis; consumer field trials and consumer acceptance testing.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate an understanding of the theory regarding sensory testing and the use of descriptive statistics for consumer acceptance; demonstrate the ability to understand the correlation between existing sensory technology (analytical) and taste panels for interpreting consumer acceptance of products.
CLO2 : Demonstrate the ability to independently handle data, do appropriate statistics for assessment of consumer acceptance of food products.
CLO3 : Students will demonstrate their understanding of the principles of sensory testing of newly developed products using untrained consumer panels by actually independently designing a project and executing it practically.

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate an understanding of the theory regarding sensory testing and the use of descriptive statistics for consumer acceptance; demonstrate the ability to understand the correlation between existing sensory technology (analytical) and taste panels for interpreting consumer acceptance of products.	• Quizzes • Tutorial Group Exercises • Individual Report
CLO2 : Demonstrate the ability to independently handle data, do appropriate statistics for assessment of consumer acceptance of food products.	• Quizzes • Tutorial Group Exercises • Individual Report
CLO3 : Students will demonstrate their understanding of the principles of sensory testing of newly developed products using untrained consumer panels by actually independently designing a project and executing it practically.	• Quizzes • Tutorial Group Exercises • Individual Report

Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams | Echo 360

Additional Course Information

The course is an advanced disciplinary course offered at the postgraduate level under the Master of Science Program in Food Science (8037). Enrolment is also open to undergraduate students with permission from the course authority.

This course is related to many other food courses studied at the undergraduate and

postgraduate levels, but it is an especially relevant extension to product development/project design. FOOD9102 gives students an introduction into the various sensory tests used on commercial food products to determine the three main objectives: discrimination, descriptive analysis, and acceptance. The data analysis studied in this course assumes a basic level of competence in statistical concepts (dependent and independent variables, variance, standard deviations, students *t*-tests, ANOVA), which is why MATH1041 or a similar statistical course is a necessary pre-requisite.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Quizzes Assessment Format: Individual Short Extension: Yes (2 days)	40%	Start Date: Not Applicable Due Date: Friday 7 p.m. in Weeks 3 (27th Sep.) and Week 10 (15th Nov.)
Tutorial Group Exercises Assessment Format: Group	40%	Start Date: Not Applicable Due Date: Exercise 1: One (1) week after completion of the Week 5 laboratory class (Week 6); Exericse 2: Completion of Week 9 lab
Individual Report Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: Ballot papers due before Week 7 lab class; final report due one week after lab class (Week 8)

Assessment Details

Quizzes

Assessment Overview

Students will be required to complete two Moodle quizzes covering the lecture and tutorial content.

Course Learning Outcomes

- CLO1 : Demonstrate an understanding of the theory regarding sensory testing and the use of descriptive statistics for consumer acceptance; demonstrate the ability to understand the correlation between existing sensory technology (analytical) and taste panels for interpreting consumer acceptance of products.
- CLO2 : Demonstrate the ability to independently handle data, do appropriate statistics for assessment of consumer acceptance of food products.
- CLO3 : Students will demonstrate their understanding of the principles of sensory testing of newly developed products using untrained consumer panels by actually independently designing a project and executing it practically.

Detailed Assessment Description

Students will complete two separate Moodle quizzes (2 × 20%) in Weeks 3 and 10 (link will be available on your Moodle course page). Each quiz (roughly 30 mins) will consist of approximately 20 short answer or multiple choice questions and will test your understanding of the technical content presented in the lectures and tutorials. Details are provided in the description under the Moodle quiz link on your Moodle course page.

Assessment Length

30 minutes

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.

Tutorial Group Exercises

Assessment Overview

Each tutorial group will be responsible for designing and executing a set of sensory tests and presenting the data in a 2-page executive summary.

Course Learning Outcomes

- CLO1 : Demonstrate an understanding of the theory regarding sensory testing and the use of descriptive statistics for consumer acceptance; demonstrate the ability to understand the correlation between existing sensory technology (analytical) and taste panels for interpreting consumer acceptance of products.

- CLO2 : Demonstrate the ability to independently handle data, do appropriate statistics for assessment of consumer acceptance of food products.
- CLO3 : Students will demonstrate their understanding of the principles of sensory testing of newly developed products using untrained consumer panels by actually independently designing a project and executing it practically.

Detailed Assessment Description

Two separate group laboratory exercises (2 × 20% assessment) will be performed in Weeks 5 and 9 in Lab 123, SEB. The first exercise (Week 5) will involve groups performing a set of discrmination tests followed by the generation of a group report (due 1 week later). The second exercise will involve a group-led flavour profiling task (**Wed 9-12pm, week 9**) with a flavour profile lexicon due at the end of the class. Full details on the specific requirements for each of these assessments is provided on your Moodle course page.

Assessment Length

Exercise 1: Maximum five (5) pages; Exercise 2: As per the provided template

Submission notes

Exercise 1 is via Turnitin link and Flavour Profiling Task will be handed to your tutor at the end of class.

Assessment information

Please note that your final mark may be moderated by both your individual performance in the laboratory exercises and your individual contributions towards submissions by your tutor and by team assessment of individual contribution, respectively.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not 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 Report

Assessment Overview

Students will prepare an individual report from a sensory testing plan.

Course Learning Outcomes

- CLO1 : Demonstrate an understanding of the theory regarding sensory testing and the use of descriptive statistics for consumer acceptance; demonstrate the ability to understand the correlation between existing sensory technology (analytical) and taste panels for interpreting consumer acceptance of products.
- CLO2 : Demonstrate the ability to independently handle data, do appropriate statistics for assessment of consumer acceptance of food products.
- CLO3 : Students will demonstrate their understanding of the principles of sensory testing of newly developed products using untrained consumer panels by actually independently designing a project and executing it practically.

Detailed Assessment Description

Students will be given a specific set of product sensory objectives to solve using an appropriate sensory testing plan. Each student must upload their sensory testing plan to Turnitin prior to the laboratory class. The uploaded sensory testing plan must include the following:

- Ballot Paper(s)
- Any relevant testing conditions, for example, are the ballot papers presented over different testing days? Are some ballot papers presented to trained or naïve panels? Are any ballot papers required under special lighting effects? Any special sample preparation required by the panelist?

Each student must then bring hard copies of their ballot paper(s) with them to their laboratory class in **Week 7**. During this class, students will prepare a set of their own proposed sensory tests followed by a peer review exercise.

Students will then submit a final report in **Week 8** (one week after completion of the laboratory exercise).

Assessment Length

Part 1: no more than 2 pages (excluding ballot papers)

Assessment information

This laboratory exercise is an introduction to the important skill of hedonic questionnaire design. Each student will be given a project objective to solve using an affective sensory testing plan. Please remember that there are many different ways to solve hedonic objectives, no one way is correct and it will be a balance of what can be achieved with the time and resources available. The ultimate goal is to create the most pragmatic, practical solutions to the given sensory objectives. The specific assessment details including sensory objectives and marking rubric are available on your Moodle course page.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not 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.

General Assessment Information

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	Introduction to sensory testing and analysis
	Tutorial	Conducting sensory tests
Week 2 : 16 September - 22 September	Lecture	Discrimination testing
	Tutorial	Analysing discrimination test data
Week 3 : 23 September - 29 September	Lecture	Introduction to sensory scales and hedonic testing
	Tutorial	Analysing hedonic test data
	Assessment	Quiz 1 (20%), via Moodle
Week 4 : 30 September - 6 October	Lecture	Preference testing
	Tutorial	Analysing preference test data
Week 5 : 7 October - 13 October	Laboratory	Group laboratory exercise 1: discrimination analysis
Week 6 : 14 October - 20 October	Lecture	Guest lecture
	Assessment	Group laboratory exercise 1: discrimination analysis, laboratory report (20%)
Week 7 : 21 October - 27 October	Lecture	Guest lecture
	Assessment	Individual laboratory assessment - part 1, prior to class (10%) Testing plan and ballot papers are due prior to laboratory class via Turnitin on course Moodle page
	Laboratory	Students to conduct individual hedonic sensory assessment during laboratory class
Week 8 : 28 October - 3 November	Lecture	Descriptive analysis
	Workshop	Product evaluation: chocolate and tea
	Assessment	Individual laboratory assessment - part 2, laboratory report (10%)
Week 9 : 4 November - 10 November	Lecture	Specialty tests and consumer research
	Laboratory	Group laboratory exercise 2: flavour profiling
	Assessment	Group laboratory exercise 2: flavour profiling, group flavour profile (20%) Each group's flavour profile will be due at the end of their laboratory class
Week 10 : 11 November - 17 November	Lecture	Course wrap-up
	Assessment	Quiz 2 (20%), via Moodle

Attendance Requirements

Attendence is compulsory at the Laboratory Exercises. Please consult your timetable for more information on class times and locations.

General Schedule Information

Course Resources

Prescribed Resources

Harry, T & Lawless, H. (2015) Sensory Evaluation of Food: Principles and Practices. Springer, New York.

This text is available as an ebook through the UNSW library website or using the Leganto link provided on the Moodle course page.

Recommended Resources

O'Mahony, M. (1986) Sensory Evaluation of food: Statistical Methods and Procedures. CRC Press.

Stone, H. & Sidel, J. (1993) Sensory Evaluation Practices (2nd Ed). Taylor, S. (Eds.) Academic Press Ltd, London.

Other course materials will be made available via the Moodle course page. Students are advised to check regularly for updates.

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 web page which will become visible late in the session and allow you to evaluate the course. Please let the course convenor know immediately if there is anything concerning you about the course e.g. how classes are run, assessment details, etc.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Ernest Tse				By email or appointment	No	Yes
Lecturer	Johannes le Coutre				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.

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 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.