



UNSW Course Outline

ZPEM8208 Human Factors and the Technological Interface - 2024

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General Course Information

Course Code : ZPEM8208

Year : 2024

Term : Semester 1

Teaching Period : Z1

Is a multi-term course? : No

Faculty : UNSW Canberra

Academic Unit : UC Science

Delivery Mode : Online

Delivery Format : Standard

Delivery Location : UNSW Canberra at ADFA

Campus : UNSW Canberra

Study Level : Postgraduate

Units of Credit : 6

[Useful Links](#)

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

The increasing reliance upon technological innovation, from pervasive digital computing in everyday smart phone and smart infrastructures to new forms of intelligent materials and pharmaceutical augmentation, is changing the nature of human-technology relationships. These

changes are in turn having a major impact on the nature of human behaviour and the ways in which governments, defence, policy makers and intelligence services understand, predict and transform collective and individual human action. Traditionally the study of human factors has centred on scientific questions but this course widens the focus to address the broader transformation of human behaviour in ways that bring together contemporary debates in anthropology, philosophy, behavioural science and technology studies through practical case-studies and application.

This course focuses upon the human factors influencing effective decision-making in a range of technological interface scenarios to offer invaluable insights into how courses of action are chosen from within mundane, novel and complex situations. The proliferation of technological interfaces, both digital and biological, raises new questions about the autonomy and reliability of the human when the location and agency, the where and who, of decision-making is no longer clear cut. These questions shape contemporary concerns in politics, ethics and security.

Looking at a series of technological interface scenarios the role of human factors in decision-making processes can be better understood through an attention to the role technology is playing in reshaping the context of human behaviour. Contexts will range from collective and team performance within hierarchical command structures to emerging spontaneous crowd behaviour, from augmented individual biological performance through skill and training to diminished mental and physical capability of stress and fatigue, and from the agency of code, digital mediation and matter to the spatial and temporal questions of architecture and duration.

The social science of recent technological innovations will present students with an exciting opportunity to examine, evaluate and critique the emergence of new kinds of behaviour at the evolving interface of human and machine. The course is designed to provide students with an understanding of what human factors are, including habit, trust, team performance, individual mental and physical skill, affect and endurance, with particular attention paid to scenarios where technology has both an intensive and extensive influence on decision-making and behavioural change. Students will bring together information to analyse how human factors shape, and are reshaped by, technological interfaces through a qualitative social science perspective.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : 1. Demonstrate an understanding of the strengths and weakness of different theories questioning the nature of human factors in relationships with technological interfaces
CLO2 : Analyse the levels of human agency in decision-making through technological interfaces, including human-computer interaction from cyber-security to everyday internet use
CLO3 : Apply social science concepts in order to explain the evolving nature of the relationship between humans and technology
CLO4 : Synthesise case study data with the scholarly social scientific literature and diverse social scientific methodologies, to explain the changing nature of human factors in the interface with technology

Course Learning Outcomes	Assessment Item
CLO1 : 1. Demonstrate an understanding of the strengths and weakness of different theories questioning the nature of human factors in relationships with technological interfaces	<ul style="list-style-type: none">• Discussion Forum Entry• Theoretical Essay• Discussion forum Entries• Research Project
CLO2 : Analyse the levels of human agency in decision-making through technological interfaces, including human-computer interaction from cyber-security to everyday internet use	<ul style="list-style-type: none">• Discussion Forum Entry• Theoretical Essay• Discussion forum Entries
CLO3 : Apply social science concepts in order to explain the evolving nature of the relationship between humans and technology	<ul style="list-style-type: none">• Research Project• Discussion Forum Entry• Theoretical Essay• Discussion forum Entries
CLO4 : Synthesise case study data with the scholarly social scientific literature and diverse social scientific methodologies, to explain the changing nature of human factors in the interface with technology	<ul style="list-style-type: none">• Research Project• Discussion Forum Entry• Discussion forum Entries

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Enrolment in this course or participation in any activity that is recorded constitutes consent to be recorded during tutorial and other teaching sessions. Recordings will only be used for the purposes of teaching this course. If you do not consent to be recorded, you must notify your

course convenor immediately so other arrangements can be made.

Student-centred learning is a key component of the teaching philosophy for this unit. Students will be provided with the support that encourages a level of self-directed learning, appropriate to a taught course. It is understood that students come to the class with a widely diverse skill set but nonetheless with capacities and knowledge on which we can build. Students active participation in all aspects of the course is encouraged, including collaborating with colleagues to create a supportive learning environment

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Discussion Forum Entry	10%	Start Date: Not Applicable Due Date: 17/03/2024 11:59 PM Post Date: 31/03/2024 05:00 PM
Theoretical Essay	30%	Start Date: Not Applicable Due Date: 28/04/2024 11:59 PM Post Date: 12/05/2024 05:00 PM
Discussion forum Entries	20%	Start Date: Not Applicable Due Date: 02/06/2024 11:59 PM Post Date: 16/06/2024 05:00 PM
Research Project	40%	Start Date: Not Applicable Due Date: 16/06/2024 11:59 PM Post Date: 30/06/2024 05:00 PM

Assessment Details

Discussion Forum Entry

Assessment Overview

In order to provide early feedback on the important discussion forum as a way of engaging with the course material, this assessment item will evaluate students' participation in the class-wide debate in Week 3. Clear expectations about the form and tone of the forum contributions will be made to the student at the start of semester, and this exercise will assess that those expectations have been met. The forum entry will be 150 words long (+/- 10%) excluding quotes and references.

Course Learning Outcomes

- CLO1 : 1. Demonstrate an understanding of the strengths and weakness of different theories questioning the nature of human factors in relationships with technological interfaces

- CLO2 : Analyse the levels of human agency in decision-making through technological interfaces, including human-computer interaction from cyber-security to everyday internet use
- CLO3 : Apply social science concepts in order to explain the evolving nature of the relationship between humans and technology
- CLO4 : Synthesise case study data with the scholarly social scientific literature and diverse social scientific methodologies, to explain the changing nature of human factors in the interface with technology

Detailed Assessment Description

The Discussion Forum entry corresponds to Learning Outcomes 1 to 4 (LO1-LO4).

Assessment Length

500 words (+/- 10%)

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Theoretical Essay

Assessment Overview

This assessment piece requires the students to write an essay that critically analyses the strengths and weaknesses of some of the recent theories reframing the question and nature of human factors in relationships with technological interfaces. Students are required to demonstrate an understanding of the strengths and weaknesses of these frameworks for helping to explain the empirical phenomena of situated technological activities and their influence their chosen context's decision making process.

One Collaborate Ultra session will be devoted to a Q&A of work-in-progress. The essay is to be due in Week 5 and feedback will be provided via Turnitin in Week 6.

The word limit for this assignment is 2000 words (+/- 10%).

Course Learning Outcomes

- CLO1 : Demonstrate an understanding of the strengths and weakness of different theories questioning the nature of human factors in relationships with technological interfaces
- CLO2 : Analyse the levels of human agency in decision-making through technological interfaces, including human-computer interaction from cyber-security to everyday internet use
- CLO3 : Apply social science concepts in order to explain the evolving nature of the relationship between humans and technology

Detailed Assessment Description

This assessment will be evaluated on:

Engagement with the course and disciplinary literature

An original and informed argument

The thoughtfulness and substantiation given to the interpretation of the conceptual material and in presenting an appreciation of how human-technology interfaces change human behaviour.

Evidence of care in writing and presentation.

The Discussion Forum entry corresponds to *Learning Outcomes 1 to 3 (LO1-LO3)*.

Assessment Length

2000 words (+/- 10%)

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Discussion forum Entries

Assessment Overview

Students are required throughout the semester to participate in weekly debate with their colleagues via the online discussion forum. Entries should be made in the style of scholarly debate, informed by course readings and case studies. Students will be asked to nominate their two best entries for assessment with each worth 10%.

Students will receive formative feedback each week on the basis of their contributions to the online forums. While some of the feedback will necessarily be generic to the class, there will be an effort to highlight features of strong contributions. Clear expectations about the form and tone of the forum contributions will be made to the student at the start of semester.

This assessment item will be due in week 11 of the semester with feedback given a week later so that they have a further means of gauging their progress before the final research project.

The word limit for this assignment is 150 words for each contribution (= 300 words +/- 10%), excluding quotes and references.

Course Learning Outcomes

- CLO1 : 1. Demonstrate an understanding of the strengths and weakness of different theories questioning the nature of human factors in relationships with technological interfaces
- CLO2 : Analyse the levels of human agency in decision-making through technological interfaces, including human-computer interaction from cyber-security to everyday internet use
- CLO3 : Apply social science concepts in order to explain the evolving nature of the relationship between humans and technology
- CLO4 : Synthesise case study data with the scholarly social scientific literature and diverse social scientific methodologies, to explain the changing nature of human factors in the interface with technology

Detailed Assessment Description

This assessment task corresponds to Learning Outcomes 1 to 4 (LO1-LO4).

Assessment Length

1000 words (+/- 10%)

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Research Project

Assessment Overview

In this critical research project students are required to conduct a case study of a decision making scenario (from a list supplied or one they have chosen themselves in negotiation with the course convenor). They must critically use the approaches and concepts to help explain the nature of human factors and its role in shaping human action and decision making when interfacing with technology at a range of scales. Students will be encouraged to work on the project throughout the semester and to use the online forum to discuss their particular case studies in relation to other cases and where appropriate concepts and theoretical approaches are raised. As stated in assessment Item 2 (below) informal feedback of a general nature will be provided weekly.

Formal feedback will be provided no later than 2 weeks after submission (in Week 13) of the research project via Turnitin.

The word limit for this assignment is 3500 words (+/- 10%).

Course Learning Outcomes

- CLO1 : 1. Demonstrate an understanding of the strengths and weakness of different theories

questioning the nature of human factors in relationships with technological interfaces

- CLO3 : Apply social science concepts in order to explain the evolving nature of the relationship between humans and technology
- CLO4 : Synthesise case study data with the scholarly social scientific literature and diverse social scientific methodologies, to explain the changing nature of human factors in the interface with technology

Assessment Length

3500 words (+/- 10%)

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

General Assessment Information

Referencing

In this course, students are required to reference using in-text citations and a reference list, also known as the Harvard system. Students may choose to construct their references manually, in which case they should follow the procedures described at the Support for Referencing Assignments site. Students may also choose to use the Refworks or Endnote bibliographic software (available for download from the Academy Library), in which case they should select 'Harvard' as their output style. It is your responsibility to ensure that all bibliographic information is entered correctly into your database, and that the output is as required. We will discuss in class where and when specific page numbers should be included in your references.

Academic Integrity and Plagiarism

As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e. only occasional AI generated words or phrases may form part of your final submission. It is a good idea to keep copies of the initial prompts to show your lecturer if there is any uncertainty about the originality of your work.

If the outputs of generative AI such as ChatGPT form a part of your submission, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 26 February - 1 March	Lecture	<p>WEEK 1: What is Human Factors?</p> <p>In this introductory lecture we will discuss some of the main principles and themes that underpin the study of human factors as traditionally conceived. We will briefly explore some of the main limitations of these traditional approaches that conceive human factors through predominantly scientific or engineering frameworks, before turning to some of the key principles that guide the alternate approach developed in this course, one which draws on the insights of cutting-edge qualitative social science research. In this introductory lecture we will discuss some of the main principles and themes that underpin the study of human factors as traditionally conceived. We will briefly explore some of the main limitations of these traditional approaches that conceive human factors through predominantly scientific or engineering frameworks, before turning to some of the key principles that guide the alternate approach developed in this course, one which draws on the insights of cutting-edge qualitative social science research.</p>
Week 2 : 4 March - 8 March	Lecture	<p>WEEK 2: Refiguring the Human-Technology Interface</p> <p>The second lecture will consider two of the main approaches in the social science literature for understanding human-technology relations: technological determinism and social constructivism. We will explore the limitations of both these approaches, before highlighting an alternate approach drawn from the cutting-edge philosophical and social scientific thinking briefly introduced last week, which starts neither from technology or the human subject as already-constituted terms, but which instead begins in the midst of their relational emergence. I will also outline outlining the organisation of the remainder of course and the themes and case studies we will be covering.</p>
Week 3 : 11 March - 15 March	Lecture	<p>WEEK 3: CODE 1 (Coding Behaviour)</p> <p>A host of contemporary technologies that record and analyze data beyond the capability of the human is fundamentally altering human experience and behaviour in everyday living, workplace activities and critical decision-making scenarios. In this lecture, we will see how we are becoming less the individuals producing this data and more the data itself. From credit ratings, cholesterol readings and threat assessments, the human is understood not in terms of its individual identity but in terms of its associative and potential risk to the economy, health and security. To understand the human factors of behaviour in the key technological interfaces underwriting life in the C21st is then as much about understanding the codes and information that define the human in the first place.</p>
Week 4 : 18 March - 22 March	Lecture	<p>WEEK 4: CODE 2 (Attention Economies)</p> <p>Value in the C21st has increasingly become associated with information as much as, if not more than, that of money. Society's control then of the human has therefore moved beyond the organization of the public and private living of factory and home. In this lecture, we will investigate how the machine is less a discrete interface and tool in the workplace and has instead become an integral part of the human in all aspects of life. Machinic technology schools human behaviour in ever pervasive and ubiquitous ways, such that what it means to think now is rarely done outside the technological.</p>
Week 5 : 25 March - 29 March	Lecture	<p>WEEK 5: CODE 3 (Machinic Decision-Making)</p> <p>If, as humans evolving in the rapid technological and political changes of the C21st, we are becoming ourselves the site, data and labour of "capital abstraction, value, quantification and governmental control, so has technology, as the means of abstraction, itself changed nature", human nature (Parisi, 2019a:27). These relays of ever more pervasive data production and data analysis source the contextual use and knowledge of human behaviour, wiring our bodies and our thinking into the space-times of decision making itself. In this week's lecture and discussion, we ask 'how do we break down the vital aspects of the decision making process itself in ways that enable us to wrest back a sense of ethical criticality in the face of the automation of cognition, the rise of artificial intelligence, and the increasingly central role of machine learning in decision making thinking.'</p>
Week 6 : 1 April - 5 April	Lecture	<p>WEEK 6: BODIES 1 (The Limits of the Body)</p> <p>In the next three sessions we will consider the body as a technical interface. We want to challenge traditional, phenomenological approaches to the body in the social science and human factors literature that conceive it as a discrete unity or substance, with technologies and interfaces conceived as an external prosthesis or supplement added to the 'natural' body. Instead, we want to work</p>

		<p>with a different tradition of thinking the body in philosophy and anthropology that conceive it as always-already technical, being mediated through various non-biological registers and thresholds (language, tools, chemical molecules, nutrition) that shape its material conditions for development and transformation. The future evolution of the body does not stop with the representational form and limits of the human as the body is constantly plugged into technical milieus that are themselves constantly changing. From the quotidian technicity of the body expressed by the formation of habit to experiments with technologically-augmented biological performance through skill and training we will explore how the ethical question of 'what a body can do' is a radically open one.</p> <p>Today we will be focusing on the question of the 'limits of the body', and how contemporary technologies are dramatically redrawing our sense of these limits in a multitude of different ways. I will start by considering the central role that the body plays in human factors research, before highlighting some of the limitations of traditional understandings of the body as a static form or identity. I will then highlight an alternate way of thinking the body as an ongoing and unfinished process. And then I will highlight three different ways in which we might grasp the implications of this alternate approach for understanding the nature of human-technology relations today.</p>
Week 7 : 22 April - 26 April	Lecture	<p>WEEK 7: BODIES 2 (Habit and Technology)</p> <p>In this session I want to introduce recent research that foregrounds the concept of 'habit' as a crucial analytical lens for understanding the transformative impacts of technology on human bodies. What the concept of habit reveals is that our technologies matter most when they seem to not matter at all; that is, when they have moved from the new to the habitual. Habit thus foregrounds the less conscious and more embodied ways in which technologies shape our lives. I will start by considering the different definitions of habit found in both popular and academic literatures, focusing specifically on Charles Duhigg's influential discussion of 'habit loops', as well as the ideas of philosopher Felix Ravaisson and the uptake of his innovative understanding of material habits in recent social science work. I will then explore the implications of these ideas for understanding human-technology interactions, focusing specifically on how a knowledge of habit formation is increasingly informing the design of technical interfaces and devices, from smartphones to videogame systems.</p>
Week 8 : 29 April - 3 May	Lecture	<p>WEEK 8: BODIES 3 (Bodies Beyond Limits)</p> <p>In this lecture I want to press a little deeper into the question of how contemporary technologies are redrawing our sense of the 'limits of the body' in unprecedented and transformative ways. I want to focus specifically on the burgeoning domain of 'human enhancement technologies' and the practice of 'biohacking', in which individuals creatively experiment with latest technological and biomedical advances to optimise bodily functionality or intensify experience. The lecture will introduce you to some cutting-edge social science concepts that can help us grasp the nuance around how these technologies are fundamentally transforming our institutions, economies, as well as broader social ideas and cultural values around what it means to be human in the twenty-first century.</p>
Week 9 : 6 May - 10 May	Lecture	<p>WEEK 9: NETWORKS 1 (The Technicity of Networks)</p> <p>Whereas previously we have explored the question of the technical interface through a micro-scale focus on specific technical objects, forces, and bodies, in the next three sessions we will shift our attention somewhat to consider the consider the human-technical relations and processes that play out in relation to the hyper-complex networks that increasingly comprise our everyday lives. The central case study for the next three lectures is the Tokyo commuter train network, one of the most complex large-scale technical infrastructures on Earth, providing the primary means of transport for around 6.8 million commuters a day from the city's twenty-three inner wards and three adjoining prefectures. It is also one of the most technologically sophisticated transport systems in the world, utilizing the latest integrated circuit technologies, artificial intelligence, and autonomous decentralized control systems (ATOS) to create a hyper-complex, hyper-precarious system in which every second counts and every second is accounted for.</p> <p>We will begin by asking how we might theorise the nature and quality of human-machine relations in such large-scale technical networks. We will focus in particular on the distinct understanding of technology developed in the work of the French philosopher, Gilbert Simondon. Simondon was adamant that machines are more than just passive tools external to a discrete and stable human subject, but are rather integral to processes of human thinking and social becoming. One of the key ideas of Simondon's philosophy is that individuals (whether technological, human, or nonhuman) are irreducible to an inherent identity, substance, or essence. And it is this incompleteness (or margin of indeterminacy) that allows the individual to remain open to 'information' and to incorporate the changes and contingencies of its environment into its pattern of operation. Moving from the technical object to the ensemble in Simondon's thought, the network's 'margin of indeterminacy' becomes the scene of collective life. It is a domain of entanglement where</p>

		humans and machines intersect with the space-times of institutionalized regularity to produce the techno-social environment of the everyday.
Week 10 : 13 May - 17 May	Lecture	<p>WEEK 10: NETWORKS 2 (Managing Indeterminacy: Control and Emergence in Network Design)</p> <p>The 'margin of indeterminacy' of the technical network that we explored in the last session constitutes a vital problem-space for not only users (who must adapt their behaviours to navigate the system's metastability, for example, by timing their arrival at stations to avoid the surge of other passengers), but also for designers and engineers whose task is to try and regularize irregularity. In this session we will explore shifts in late 20th century systems thinking which draw on concepts from cybernetics and biological theories of emergence to conceive of technical networks as self-organising systems (Maturana and Varela, 1980). Unlike traditional understandings of natural and technical systems that see irregularity as an anomalous event in otherwise stable systems, this new systems thinking works from the premise that systems are characterized by metastability, not homeostasis, making irregularity necessary for self-organisation and complexity. The implication for contemporary systems and network design is that, today, dynamic unpredictability and indeterminacy is no longer a force that technology is expected to contain or discipline; rather, technology is asked to generate and modulate it.</p> <p>We see this in the Tokyo railway system which since 1996 has been using a radically new train-traffic control system, called the "Autonomous Decentralised Transport Operation Control System" (ATOS) which deploys advanced IT and networked communications to transform the commuter train network into a decentralized, self-governing, and adaptive system. What the Tokyo train system example highlights, however, is how the attempt to widen the system's margin of indeterminacy is not in the service of more sustainable and ethical human-machine relations, but rather in the pursuit of monetary value and ever-greater productivity and efficiency. And this blind pursuit of profitability and efficiency, as we will see, can have disastrous consequences.</p>
Week 11 : 20 May - 24 May	Lecture	<p>WEEK 11: NETWORKS 3 (Technological Accidents and the Politics of Trust)</p> <p>Can humans trust machines? This is a question which has long preoccupied philosophical and cultural accounts of technology, with responses generally falling somewhere between optimistic visions of technology as a panacea for society's problems to full-blown fear and suspicion of technology's dehumanizing impacts. The question has gained increased urgency in recent years with the rise of new technologies of automation, from self-driving cars and artificial intelligence to robotic personal assistants and automated transport management systems. At the same time, the threat of another Fukushima or Amagasaki-scale accident (to take two recent Japanese examples) looms large. In this session we turn to how we might theorise the concept of 'trust' in human-machine relations. In particular, we will explore recent work inspired by the philosophy of Gilbert Simondon that seeks to think trust as a material force of relation rather than just a psychological facet of the human in relation to machines. Instead of something that a specific institution, person, or technology possesses, trust is instead imagined here as a relational quality that must be constantly generated to maintain the conditions of a collective's margin of indeterminacy. The implication here is that developing 'trustworthy' machines is about more than simply implementing new fail-safe mechanisms or developing more 'efficient' or 'rational' approaches to network design. Trust in a technology instead demands the willingness to think machines as partners in a collective life that is irreducible to an absolute and determined performance.</p>
Week 12 : 27 May - 31 May	Lecture	<p>WEEK 12: CONCLUSION</p> <p>This week draws together themes and concepts from the previous weeks and addresses expectations for the final research project.</p>

Attendance Requirements

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

General Schedule Information

Course content runs over 12 weeks, and includes a weekly pre-recorded lecture to watch, a key reading to complete, and a discussion forum to participate in. In addition, there are 4 x 90 min live webinars that address key themes and concepts from the course. These run every 2-3 weeks

and dates and times for these will be provided by the lecturers through the Course Announcement forum.

Course Resources

Prescribed Resources

There are no specific textbooks for Human Factors and the Technological Interface. Readings for the tutorials will be provided (at least) a week before that tutorial, linked through Moodle. Check Moodle under 'Resources' periodically for helpful materials.

Recommended Resources

All relevant articles and chapters necessary for the course will be available on the Course Moodle page.

Additional Costs

This course will not incur any additional costs on behalf of students.

Course Evaluation and Development

Students have several opportunities to provide formal or informal feedback on the course. In the first instance, students are very welcome to directly Staff with suggestions on how to enhance the learning materials or to point out any issues related to the course. A 'General Q&A' forum is also available on the Course Moodle page where students can ask questions and seek clarification on specific themes or assessments that might also be of interest to other students.

The Course Moodle page also has a 'Suggestion Box' that enables students to share their thoughts anonymously. At the end of the course students also have the opportunity to provide overall feedback on the course through the MyExperience survey.

Student feedback is taken very seriously and many suggestions that students have made in the last few years have been incorporated to enhance learning experience for students in subsequent years. Such changes include: (i) the provision of introductory readings and dictionary entries on specific concepts for those less familiar with some of the social science and philosophical language employed in the readings; (ii) increase in the word count for the Discussion Forum assessed entries to enable students to flesh out their answers in further detail; and (iii) the inclusion of a final 'Conclusion' lecture that brings together five key themes from across course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Andrew Lapworth		Room 331, Building 22 (Science North)	+61 2 5114 5586	Email for appointment	No	Yes
Lecturer	JD Dewsbury		Room 137/138, Building 26 (Science South)	(02) 5114 5037	Email to arrange appointment	No	No

Other Useful Information

Academic Information

Course Evaluation and Development

One of the key priorities in the 2025 Strategy for UNSW is a drive for academic excellence in education. One of the ways of determining how well UNSW is progressing towards this goal is by listening to our own students. Students will be asked to complete the myExperience survey towards the end of each course.

Students can also provide feedback during the semester via: direct contact with the lecturer, the “On-going Student Feedback” link in Moodle, Student-Staff Liaison Committee meetings in schools, informal feedback conducted by staff, and focus groups (where applicable). Student opinions really do make a difference. Refer to the Moodle site for your course to see how the feedback from previous students has contributed to the course development.

Important note: Students are reminded that any feedback provided should be constructive and professional and that they are bound by the Student Code of Conduct.

<https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf>

Equitable Learning Services (ELS)

Students living with neurodivergent, physical and/or mental health conditions or caring for someone with these conditions may be eligible for support through the Equitable Learning Services team. Equitable Learning Services is a free and confidential service that provides practical support to ensure your mental or physical health conditions do not adversely affect your studies.

Our team of dedicated **Equitable Learning Facilitators (ELFs)** are here to assist you through this

process. We offer a number of services to make your education at UNSW easier and more equitable.

Further information about ELS for currently enrolled students can be found at: <https://www.student.unsw.edu.au/equitable-learning>

Academic Honesty and Plagiarism

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to this principle of academic integrity. All students are expected to adhere to UNSW's Student Code of Conduct. Find relevant information at: [Student Code of Conduct \(unsw.edu.au\)](https://student.unsw.edu.au/student-code-of-conduct)

Plagiarism undermines academic integrity and is not tolerated at UNSW. It is defined as using the words or ideas of others and passing them off as your own, and can take many forms, from deliberate cheating to accidental copying from a source without acknowledgement.

For more information, please refer to the following:

<https://student.unsw.edu.au/plagiarism>

Submission of Assessment Tasks

Special Consideration

Special Consideration is the process for assessing and addressing the impact on students of short-term events, that are beyond the control of the student, and that affect performance in a specific assessment task or tasks.

Applications for Special Consideration will be accepted in the following circumstances only:

- Where academic work has been hampered to a substantial degree by illness or other cause;
- The circumstances are unexpected and beyond the student's control;
- The circumstances could not have reasonably been anticipated, avoided or guarded against by the student; and either:
 - (i) they occurred during a critical study period and was 3 consecutive days or more duration, or a total of 5 days within the critical study period; or
 - (ii) they prevented the ability to complete, attend or submit an assessment task for a

specific date (e.g. final exam, in class test/quiz, in class presentation)

Applications for Special Consideration must be made as soon as practicable after the problem occurs and at the latest within three working days of the assessment or the period covered by the supporting documentation.

By sitting or submitting the assessment task the student is declaring that they are fit to do so and cannot later apply for Special Consideration (UNSW 'fit to sit or submit' requirement).

Sitting, accessing or submitting an assessment task on the scheduled assessment date, after applying for special consideration, renders the special consideration application void.

Find more information about special consideration at: <https://www.student.unsw.edu.au/special/consideration/guide>

Or apply for special consideration through your [MyUNSW portal](#).

Late Submission of assessment tasks (other than examinations)

UNSW has a standard late submission penalty of:

- 5% per day,
- capped at five 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 extensions as early as possible before the deadline.

Electronic submission of assessment

Except where the nature of an assessment task precludes its electronic submission, all assessments must be submitted to an electronic repository, approved by UNSW or the Faculty, for archiving and subsequent marking and analysis.

Release of final mark

All marks obtained for assessment items during the session are provisional. The final mark as published by the university following the assessment review group meeting is the only official mark.