



## UNSW Course Outline

# FOOD8010 Food Products and Ingredients Technology - 2024

Published on the 29 Jan 2024

## General Course Information

**Course Code :** FOOD8010

**Year :** 2024

**Term :** Term 1

**Teaching Period :** T1

**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

As modern consumers, we have come to demand easy access to a vast and continuous array of safe, nutritious, and functional food. However, raw food materials are typically unpalatable and highly perishable. Further, ensuring a food supply that is abundant, sustainable, and safe to eat

depends on using the most appropriate methods to grow, process, preserve, package, and distribute a variety raw food ingredients. As future food technologists, you must understand how food ingredients behave physically, chemically, and microbiologically in their environment to select the best ways to transform raw food materials into safe and saleable food products.

In this course, you will learn about the major raw food categories within our food industry, such as meat, cereals, milk, eggs, sugar, fish/seafood, fruit and vegetables, fats and oils, soy, coffee and tea. You will investigate their physical and chemical characteristics, their preservation, and the common technologies used to process them. You will also investigate the principles of some fundamental food preservation methods including thermal processing, freezing and chilling, dehydration, modified atmosphere and chemical preservation.

## Course Aims

The overall aim of this course is to teach students about the common processes involved in the handling and preservation of raw food products within our food industry.

More specifically, this course aims to:

- Familiarise students with the fundamental food preservation principles commonly employed in the food industry;
- Equip students with the knowledge and skills to apply major food preservation methods to real-world examples;
- Introduce students to the properties and processing characteristics of essential food commodities, and the techniques and equipment employed in the food industry to extend the shelf-life and manufacture food products such as butter, cheese, and small goods; and
- Exploring the factors influencing major food commodities' sensory qualities and shelf-life and their derived products.

## Course Learning Outcomes

| Course Learning Outcomes   |
|--|
| CLO1 : Investigate and explain the major factors affecting the organoleptic properties and keeping quality of common food ingredients.                                       |
| CLO2 : Analyse and explain the underlying food preservation principles at work in common food products.  |
| CLO3 : Demonstrate the principles of major food preservation methods and apply them in real world examples.  |
| CLO4 : Explain and/or predict some of the physical, chemical and biological characteristics of food products based on their constituent ingredients and product environment. |
| CLO5 : Critique scientific literature and effectively communicate scientifically supported arguments in a collaborative peer environment.                                    |

| Course Learning Outcomes   | Assessment Item  |
|--|--|
| CLO1 : Investigate and explain the major factors affecting the organoleptic properties and keeping quality of common food ingredients.                                       | <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Online Forum Exercise</li> <li>• Final exam</li> </ul> |
| CLO2 : Analyse and explain the underlying food preservation principles at work in common food products.  | <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Online Forum Exercise</li> <li>• Final exam</li> </ul> |
| CLO3 : Demonstrate the principles of major food preservation methods and apply them in real world examples.  | <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Online Forum Exercise</li> <li>• Final exam</li> </ul> |
| CLO4 : Explain and/or predict some of the physical, chemical and biological characteristics of food products based on their constituent ingredients and product environment. | <ul style="list-style-type: none"> <li>• Online Forum Exercise</li> <li>• Final exam</li> </ul>                    |
| CLO5 : Critique scientific literature and effectively communicate scientifically supported arguments in a collaborative peer environment.                                    | <ul style="list-style-type: none"> <li>• Online Forum Exercise</li> </ul>  |

## Learning and Teaching Technologies

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

## Other Professional Outcomes

This course is part of UNSW Food Science specialisations approved (2021-2026) by the Institute of Food Technologists Higher Education Review Board (IFT HERB).

## Additional Course Information

In designing this course, it is assumed that the student is familiar with the basic elements of food chemistry (e.g. structures and properties of protein, carbohydrate, and lipid), food microbiology (e.g. general understanding of food pathogens and spoilage organisms, exponential growth and death curves) and mass/ energy transfer (e.g. state diagrams, water activity). These concepts will be assumed knowledge, that is, frequently referred to, but not necessarily explained in more detail. If students encounter difficulties in assumed knowledge, they are advised to consult the course authority for appropriate texts.

This course has been designed to run concurrently with FOOD3020/8020 Food Properties and Functions Laboratory, in which students conduct weekly experiments on select food categories. While not compulsory, many students find it beneficial to take both courses at the same time as

the FOOD3020/8020 laboratory allows you to observe the key principles taught in this course through “hands-on” experiences (e.g. egg candling and quality assessment, starch gelatinisation and freeze-thaw stability, flour suitability for different applications, chocolate tempering, sauerkraut fermentation, confectionary principles etc). If taking these two courses concurrently, it is recommended that you keep up to date with the readings, lectures and tutorial information in this course. By doing so, it will help reinforce the technical knowledge by putting them into a real-world context and, at the same time, develop a stronger understanding of the data and observations in the laboratory course.

# Assessments

## Assessment Structure

| Assessment Item  | Weight | Relevant Dates   |
|--|--------|--|
| Quizzes<br>Assessment Format: Individual               | 30%    | Start Date: 9am Friday, Weeks 3, 5 and 9.<br>Due Date: 9am Saturday, Weeks 3, 5 and 9. |
| Online Forum Exercise<br>Assessment Format: Individual | 20%    | Start Date: 9am Monday, Week 10<br>Due Date: 5pm Friday, Week 10                       |
| Final exam<br>Assessment Format: Individual            | 50%    | Start Date: Not Applicable<br>Due Date: Exam Period                                    |

## Assessment Details

### Quizzes

#### Assessment Overview

There will be a few short online quizzes across the term that will test each your understanding of the key concepts from the lecture and tutorial content. In doing so, the quizzes will provide you with feedback on your progress towards the course learning outcomes. The exact number, style and timing of the quizzes will be outlined separately.

#### Course Learning Outcomes

- CLO1 : Investigate and explain the major factors affecting the organoleptic properties and keeping quality of common food ingredients.
- CLO2 : Analyse and explain the underlying food preservation principles at work in common food products.
- CLO3 : Demonstrate the principles of major food preservation methods and apply them in real world examples.

#### Detailed Assessment Description

There are three quizzes (3 x 10% assessment) in weeks 3, 5 and 9. The quiz links will be open for 24 hours on your Moodle course page. You must complete the quiz **before the link closes**. You

are only allowed one attempt. Once you begin your attempt you will have to complete and submit the quiz within the allotted time frame. The quiz will consist of approximately 10-15 short answer (e.g. multiple choice, match-up, true false) questions covering the lecture and tutorial content from previous weeks.

#### **Assessment Length**

Approximately 10-15 questions

#### **Submission notes**

Moodle Quiz Link will be available on your Moodle course page.

#### **Assignment submission Turnitin type**

This is not a Turnitin assignment

### **Online Forum Exercise**

#### **Assessment Overview**

The ability to research, interpret and critically evaluate technical information to solve problems, as well as presenting informed and scientifically robust arguments, is a very valuable skill for a food technology graduate. In this assessment you will develop these skills by analysing a real-world issue related to the course and discussing it in a class forum.

You are required to research the forum topic and post your own individual opinion piece to an online forum (see the assessment guide for details of the topic, forum location and response length). You will also be required to read and comment on other student posts in a constructive and respectful manner.

#### **Course Learning Outcomes**

- CLO1 : Investigate and explain the major factors affecting the organoleptic properties and keeping quality of common food ingredients.
- CLO2 : Analyse and explain the underlying food preservation principles at work in common food products.
- CLO3 : Demonstrate the principles of major food preservation methods and apply them in real world examples.
- CLO4 : Explain and/or predict some of the physical, chemical and biological characteristics of food products based on their constituent ingredients and product environment.
- CLO5 : Critique scientific literature and effectively communicate scientifically supported arguments in a collaborative peer environment.

#### **Detailed Assessment Description**

The Moodle Forum will stay open from 09:00 am Monday Week 10 until 17:00 pm Friday Week

10. You must post your original opinion piece (approximately 500 words) and peer feedback to the forum 30 mins **before it closes**. Once you post your opinion piece to the forum, you will have 30 minutes of editing time before you can view and comment on other student posts. Please refer to your Moodle course page for full details on this assessment activity.

#### Assessment Length

Your initial opinion piece should be approximately 500 words. There is no word limit on your peer comments.

#### Assessment information

Marks and general feedback for course assessments will be released through the Moodle course page. Students can request more specific feedback by contacting the course authority. Unless special consideration is sought and granted, any student who fails to attempt and complete assessments within the required time period will receive a ZERO mark.

#### Assignment submission Turnitin type

Not Applicable

### Final exam

#### Assessment Overview

The final exam aims to assess your level of attainment of the course learning outcomes. The exam will consist of higher-level questions that are designed to assess your ability in the following areas: your familiarity with the key understandings of the course content; your depth of knowledge of fundamental concepts covered in the course and your ability to apply and integrate course concepts and discuss the relevant issues in a clear and concise manner.

The exam will be timed and cover the whole course, with questions requiring explanations, calculations and written paragraph-style answers.

#### Course Learning Outcomes

- CLO1 : Investigate and explain the major factors affecting the organoleptic properties and keeping quality of common food ingredients.
- CLO2 : Analyse and explain the underlying food preservation principles at work in common food products.
- CLO3 : Demonstrate the principles of major food preservation methods and apply them in real world examples.
- CLO4 : Explain and/or predict some of the physical, chemical and biological characteristics of food products based on their constituent ingredients and product environment.

#### Assessment Length

Approximately 2 hours.

#### Assignment submission Turnitin type

Not Applicable

## General Assessment Information

#### Grading Basis

Standard

# Course Schedule

| Teaching Week/Module               | Activity Type | Content                                |
|------------------------------------|---------------|--|
| Week 1 : 12 February - 18 February | Workshop      | DAIRY                                  |
| Week 2 : 19 February - 25 February | Workshop      | FATS & OILS, SUGAR                     |
| Week 3 : 26 February - 3 March     | Workshop      | FRUITS & VEGETABLES                    |
|                                    | Assessment    | MOODLE QUIZ 1 (10%)                    |
| Week 4 : 4 March - 10 March        | Workshop      | CEREALS                                |
| Week 5 : 11 March - 17 March       | Workshop      | MEAT & SMALL GOODS                     |
|                                    | Assessment    | MOODLE QUIZ 2 (10%)                    |
| Week 6 : 18 March - 24 March       | Other         | FLEXIBILITY WEEK: NO CLASSES           |
| Week 7 : 25 March - 31 March       | Workshop      | EGGS, FISH AND SEAFOOD                 |
| Week 8 : 1 April - 7 April         | Workshop      | SOY, COFFEE, TEA AND COCOA             |
| Week 9 : 8 April - 14 April        | Workshop      | THERMAL PROCESSING AND CHILL-FREEZE    |
|                                    | Assessment    | MOODLE QUIZ 3 (10%)                    |
| Week 10 : 15 April - 21 April      | Workshop      | DEHYDRATION AND CHEMICAL PRESERVATIVES |
|                                    | Assessment    | MOODLE FORUM (20%)                     |

## Attendance Requirements

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

## General Schedule Information

This course will consist of roughly 2 hours of recorded lectures, online modules and required readings per week plus a 2-hour face-to-face tutorial with Dr Alison Jones (please refer to UNSW course timetables for tutorial times and rooms). This course is delivered in hybrid mode which means that tutorials can alternatively be attended via the BBUC virtual classroom link on the Moodle course page. Challenge questions will be posted on Moodle for consideration during the tutorials. The tutorial sessions are your time to ask questions and further explore concepts from the lecture and supplementary materials. The lecture recordings, lecture slides and tutorial questions will be made available to you at the beginning of the week through the Moodle course

page.

# Course Resources

## Prescribed Resources

All required reading will be provided to you through your Moodle course page. Please refer to your Leganto library text link on your Moodle course page for further recommended reading.

## Recommended Resources

There is no single textbook that can adequately cover all the material given in this course. However, a number of different resources will be made available to you through the UNSW library's Leganto link on your Moodle course page. While these texts are not necessarily "assessable content", one of the aims of this course is to help students understand the importance of researching and critiquing scientific literature throughout their career in order for their technical knowledge to stay up-to-date and well-rounded. Excellent research and review articles discussing many of the topics covered in this course are available from a range of peer-reviewed scientific journals. Some of the key journals are:

- Food Technology
- Trends in Food Science and Technology
- Journal of Cereal Science
- Journal of Food Science
- Journal of Meat Science
- Food Chemistry
- Postharvest Biology and Technology

All these journals can be accessed electronically through the UNSW Library website.

## Course Evaluation and Development

General feedback from assessments will be given via Moodle. Challenge questions will be posted on Moodle for consideration in preparing for the final exam. Tutorial challenge questions are provided to help students test the depth of their topic understanding. Students are also given time during the tutorial sessions to ask questions and/or query any concepts that need clarification from the course material. If students have any specific problems or questions, meetings with the course conveyor can be requested via email or Microsoft Teams.

Student feedback is extremely valuable and students 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) to allow you to evaluate the course. Previous student feedback prompted the re-organization of the lecture topics to align with FOOD3020/8020 FST Laboratory as complementary courses. Appropriate alignment of the lecture and lab content has also helped assist student learning in the laboratory course.

## Staff Details

| Position | Name         | Email | Location | Phone     | Availability                       | Equitable Learning Services Contact | Primary Contact |
|----------|--------------|-------|----------|-----------|------------------------------------|-------------------------------------|-----------------|
| Convenor | Alison Jones |       | Room 433 | 9385 5745 | Consultation via Email or MS Teams | No                                  | Yes             |

## Other Useful Information

### Academic Information

#### I. Special consideration and supplementary assessment

If you have experienced an illness or misadventure beyond your control that will interfere with your assessment performance, you are eligible to apply for Special Consideration prior to, or within 3 working days of, submitting an assessment or sitting an exam.

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

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

#### II. Administrative matters and links

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

- [Attendance](#)
- [UNSW Email Address](#)
- [Special Consideration](#)
- [Exams](#)
- [Approved Calculators](#)
- [Academic Honesty and Plagiarism](#)
- [Equitable Learning Services](#)

### **III. Equity and diversity**

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equitable Learning Services. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

### **IV. Professional Outcomes and Program Design**

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

*Note: This course outline sets out the description of classes at the date the Course Outline is published. The nature of classes may change during the Term after the Course Outline is published. Moodle or your primary learning management system (LMS) should be consulted for the up-to-date class descriptions. If there is any inconsistency in the description of activities between the University timetable and the Course Outline/Moodle/LMS, the description in the Course Outline/Moodle/LMS applies.*

### **Academic Honesty and Plagiarism**

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

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

You are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient

time for research, drafting and the proper referencing of sources in preparing all assessment tasks.

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

[www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)

## **Submission of Assessment Tasks**

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

The late penalty is applied per calendar day (including weekends and public holidays) that the assessment is overdue. There is no pro-rata of the late penalty for submissions made part way through a day. This is for all assessments where a penalty applies.

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

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

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

## **Faculty-specific Information**

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

[Engineering Industrial Training](#) – Industrial training questions

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

[UNSW Exchange](#) – student exchange enquiries (for inbound students)

[UNSW Future Students](#) – potential student enquiries e.g. admissions, fees, programs, credit transfer

## Phone

(+61 2) 9385 8500 – Nucleus Student Hub

(+61 2) 9385 7661 – Engineering Industrial Training

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

## School-specific Information

### Course Workload

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

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

Full-time enrolment at university means that it is a *full-time* occupation for you and so you would typically need to devote 35 hours per week to your studies to succeed. Full-time enrolment at university is definitely incompatible with full-time employment. Part-time/casual employment

can certainly fit into your study schedule but you will have to carefully balance your study obligations with that work and decide how much time for leisure, family, and sleep you want left after fulfilling your commitments to study and work. Everyone only gets 168 hours per week; overloading yourself with both study commitments and work commitments leads to poor outcomes and dissatisfaction with both, overtiredness, mental health issues, and general poor quality of life.

### On-campus Class Attendance

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

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

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

### Submission of Assessment Tasks

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

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

get assistance before the assessment closes.

All submissions are expected to be neat and clearly set out. Your results are the pinnacle of all your hard work and should be treated with respect. Presenting results clearly gives the marker the best chance of understanding your method; even if the numerical results are incorrect.

Please make it easy for the markers who are looking at your work to see your achievement and give you due credit.

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

### **Academic Integrity**

**Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage (International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013). At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

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

- The [Current Students site](#)
- The [ELISE training site](#)

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

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

### Acceptable actions

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

- reading/searching lecture transcripts
- reading/searching resources that we have pointed you to as part of this course, including textbooks, journal articles, websites
- reading/searching through your own notes for this course
- all of the above, for any previous courses
- using spell checkers, grammar checkers etc to improve the quality of your writing
- studying course material with other students

#### *Unacceptable actions*

- asking for help completing an assessment from other students, friends, family
- asking for help on Q&A or homework help websites
- searching for answers to the specific assessment questions online or in shared documents
- copying material from any source into your answers
- using generative AI tools to complete or substantially complete an assessment for you
- paying someone else to do the assessment for you

**Referencing** is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism. Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>.

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

**Artificial intelligence tools** such as ChatGPT, CodePilot, and built-in tools within Word are modern tools that are useful in some circumstances. In your degree at UNSW, we're teaching you skills

that are needed for your professional life, which will include how to use AI tools responsibly plus lots of things that AI tools cannot do for you. AI tools already are (or will soon be) part of professional practice for all of us. However, if we were only teaching you things that AI could do, your degree would be worthless, and you wouldn't have a job in 5 years.

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

While AI may provide useful tools to help with some assessments, UNSW's policy is quite clear that taking the output of generative AI and submitting it as your own work will never be appropriate, just as paying someone else to complete an assessment for you is serious misconduct.

## Asking Questions

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

## School Contact Information

For assistance with enrolment, class registration, progression checks and other administrative

matters, please see [the Nucleus: Student Hub](#). They are located inside the Library – first right as you enter the main library entrance. You can also contact them via <http://unsw.to/webforms> or reserve a place in the face-to-face queue using the UniVerse app.

For course administration matters, please contact the Course Coordinator.

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