



FACULTY OF SCIENCE  
SCHOOL OF MEDICAL SCIENCES

# ANAT 3131

FUNCTIONAL ANATOMY OF HEAD, NECK and  
VERTEBRAL COLUMN

SESSION 2, 2013

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# Faculty of Science - Course Outline

## 1. Information about the Course

NB: Some of this information is available on the [UNSW Handbook](#)<sup>1</sup>

Year of Delivery	2013			
Course Code	ANAT3131			
Course Name	Functional Anatomy of Head, Neck and Vertebral column			
Academic Unit	School of Medical Sciences			
Level of Course	3 <sup>rd</sup> UG			
Units of Credit	6UOC			
Session(s) Offered	S2			
Assumed Knowledge, Prerequisites or Co-requisites	ANAT2111 or ANAT1551 or ANAT1521 or a minimum of a credit in ANAT2511			
Hours per Week	5HPW: 2 h lectures; 2h lab practical & 1h online activities			
Number of Weeks	12 weeks			
Commencement Date	Week 1, the 29 <sup>th</sup> July			
<b>Summary of Course Structure (for details see 'Course Schedule')</b>				
<b>Component</b>	<b>HPW</b>	<b>Time</b>	<b>Day</b>	<b>Location</b>
<b>Lectures</b>				
Lecture 1	1	10 – 11 am	Mon	Biomed D
Lecture 2	1	12 - 1 pm	Thurs	Biomed C
<b>Laboratory classes</b>	2			
Lab – Option 1		1-3 pm	Thurs	WW level 1, Anatomy lab
Lab – Option 2		3-5 am	Thurs	WW level 1, Anatomy lab
<b>Online studies</b>	1			
<b>TOTAL</b>	5			
<b>Special Details</b>	<ul style="list-style-type: none"> <li>There will be two practical spot tests (in weeks 7 and 13)</li> <li>Laboratory coat and enclosed leather shoes are required for the practicals</li> </ul>			

## 2. Staff Involved in the Course

Staff	Role	Name	Contact Details	Consultation Times
Course Convenor		Dr Irina Dedova	i.dedova@unsw.edu.au	Monday 11am – 12pm
Additional Teaching Staff	Lecturers	Dr Priti Pandey Dr Nalini Pather		
	Tutors & Demonstrators	TBA		

<sup>1</sup> UNSW Online Handbook: <http://www.handbook.unsw.edu.au>

### 3. Course Details

<b>Course Description<sup>2</sup></b> (Handbook Entry)	<p><i>The course aims to provide a detailed understanding of the anatomy of the head, neck and vertebral column and the principles underpinning function including an understanding of the functional aspects of the cranial nerves, and muscle and joint movement.</i></p> <p><i>Lectures focus on the anatomy of the head and neck (the arrangement of structures, innervation and function). This is correlated to clinical case applications, surface anatomy and joint movement.</i></p> <p><i>Laboratory classes involve the study of prosected and plastinated specimens, models, X-rays and surface anatomy. Practical focus is on the anatomy of the structures of the head, neck and vertebral column using the applications of clinical and nerve lesion cases and muscle conditioning. Online tools will be used.</i></p>	
<b>Course Aims<sup>3</sup></b>	<ol style="list-style-type: none"> <li>1. provide students with an understanding of the anatomy of the head, neck and vertebral column;</li> <li>2. develop students understanding of the functional principles underpinning joint movements and muscle actions of the head, neck and vertebral column;</li> <li>3. develop students understanding of the anatomy of the cranial nerves and their function, and the anatomical principles underlying cranial nerve lesions;</li> <li>4. develop students understanding of the ways in which structure and function of muscle and joints relates to human movement;</li> <li>5. provide students with an understanding of the anatomical basis for the functioning of the head and neck.</li> </ol>	
<b>Student Learning Outcomes<sup>4</sup></b>	<ol style="list-style-type: none"> <li>1. demonstrate a thorough knowledge of the functional anatomy of the head, neck and vertebral column;</li> <li>2. apply anatomical knowledge in evaluating movement of the axial skeleton;</li> <li>3. appreciate the link between functional anatomy and biomechanics of movement;</li> <li>4. demonstrate a detailed knowledge of the anatomy of the cranial nerves and anatomical principles underlying cranial nerve lesions;</li> <li>5. demonstrate sound knowledge of the surface/living and radiological anatomy of the head, neck and vertebral column;</li> <li>6. demonstrate practical lab skills in anatomy and an appreciation of the ethics of working with human remains;</li> <li>7. demonstrate a capacity to engage in independent and reflective learning;</li> <li>8. apply multi-dimensional learning to the living human being in a state of health, injury and disease.</li> </ol>	
<b>Graduate Attributes Developed in this Course<sup>5</sup></b>		
<b>Science Graduate Attributes<sup>5</sup></b>	<b>Select the level of FOCUS</b> 0 = NO FOCUS 1 = MINIMAL 2 = MINOR 3 = MAJOR	<b>Activities / Assessment</b>
<b>The skills involved in scholarly enquiry</b>	3	<ol style="list-style-type: none"> <li>a) demonstrate a thorough knowledge of the functional anatomy of the head, neck and vertebral column;</li> <li>b) apply anatomical knowledge in evaluating movement of the axial skeleton;</li> <li>c) demonstrate a detailed knowledge of the anatomy of the cranial nerves and anatomical principles underlying cranial nerve lesions;</li> <li>d) demonstrate a capacity to engage in independent and reflective learning;</li> <li>e) apply multi-dimensional learning to the living human being in a state of health, injury and disease.</li> </ol>
<b>An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context</b>	3	<ol style="list-style-type: none"> <li>a) demonstrate a thorough knowledge of the functional anatomy of the head, neck and vertebral column;</li> <li>b) apply anatomical knowledge in evaluating movement of the axial skeleton;</li> <li>c) appreciate the link between functional anatomy and biomechanics of movement;</li> <li>d) demonstrate a detailed knowledge of the anatomy of the cranial nerves and anatomical principles underlying cranial nerve lesions;</li> <li>e) demonstrate sound knowledge of the surface/living and radiological anatomy of the head, neck and vertebral column.</li> </ol>
<b>The capacity for analytical and critical thinking and for creative problem-solving</b>	3	<ol style="list-style-type: none"> <li>a) appreciate the link between functional anatomy and biomechanics of movement;</li> <li>b) demonstrate a detailed knowledge of the anatomy of the cranial nerves and anatomical principles underlying cranial nerve lesions;</li> <li>c) demonstrate a capacity to engage in independent and reflective learning;</li> <li>d) apply multi-dimensional learning to the living human being in a state of health, injury and disease.</li> </ol>
<b>The ability to engage in independent and reflective learning</b>	3	<ol style="list-style-type: none"> <li>a) appreciate the link between functional anatomy and biomechanics of movement;</li> <li>b) demonstrate a detailed knowledge of the anatomy of the cranial nerves and anatomical principles underlying cranial nerve lesions;</li> <li>c) demonstrate sound knowledge of the surface/living and radiological anatomy of the head, neck and vertebral column;</li> <li>d) demonstrate practical lab skills in anatomy and an appreciation of the ethics of</li> </ol>

<sup>2</sup> UNSW Handbook: <http://www.handbook.unsw.edu.au>

<sup>3</sup> [Learning and Teaching Unit: Course Outlines](#)

<sup>4</sup> [Learning and Teaching Unit: Learning Outcomes](#)

<sup>5</sup> Contextualised Science Graduate Attributes: <http://www.science.unsw.edu.au/our-faculty/science-graduate-attributes>

		<p>working with human remains;</p> <p>e) demonstrate a capacity to engage in independent and reflective learning;</p> <p>f) apply multi-dimensional learning to the living human being in a state of health, injury and disease.</p>
<b>Information literacy the skills to appropriately locate, evaluate and use relevant information</b>	2	<p>a) demonstrate a detailed knowledge of the anatomy of the cranial nerves and anatomical principles underlying cranial nerve lesions;</p> <p>b) demonstrate sound knowledge of the surface/living and radiological anatomy of the head, neck and vertebral column;</p> <p>c) demonstrate a capacity to engage in independent and reflective learning;</p> <p>d) apply multi-dimensional learning to the living human being in a state of health, injury and disease.</p>
<b>The capacity for enterprise, initiative and creativity</b>	2	<p>a) apply anatomical knowledge in evaluating movement of the axial skeleton;</p> <p>b) appreciate the link between functional anatomy and biomechanics of movement;</p> <p>c) demonstrate a detailed knowledge of the anatomy of the cranial nerves and anatomical principles underlying cranial nerve lesions;</p> <p>d) demonstrate sound knowledge of the surface/living and radiological anatomy of the head, neck and vertebral column;</p> <p>e) demonstrate practical lab skills in anatomy and an appreciation of the ethics of working with human remains;</p> <p>f) demonstrate a capacity to engage in independent and reflective learning;</p> <p>g) apply multi-dimensional learning to the living human being in a state of health, injury and disease.</p>
<b>An appreciation of, and respect for, diversity</b>	1	<p>a) demonstrate a capacity to engage in independent and reflective learning;</p> <p>b) apply multi-dimensional learning to the living human being in a state of health, injury and disease.</p>
<b>A capacity to contribute to, and work within, the international community</b>	1	<p>a) appreciate the link between functional anatomy and biomechanics of movement;</p> <p>b) demonstrate a capacity to engage in independent and reflective learning;</p> <p>c) apply multi-dimensional learning to the living human being in a state of health, injury and disease.</p>
<b>The skills required for collaborative and multi-disciplinary work</b>	2	<p>a) demonstrate practical lab skills in anatomy and an appreciation of the ethics of working with human remains;</p> <p>b) demonstrate a capacity to engage in independent and reflective learning;</p> <p>c) apply multi-dimensional learning to the living human being in a state of health, injury and disease.</p>
<b>An appreciation of, and a responsiveness to, change</b>	1	<p>a) demonstrate practical lab skills in anatomy and an appreciation of the ethics of working with human remains;</p> <p>b) demonstrate a capacity to engage in independent and reflective learning;</p> <p>c) apply multi-dimensional learning to the living human being in a state of health, injury and disease.</p>
<b>A respect for ethical practice and social responsibility</b>	2	<p>a) demonstrate practical lab skills in anatomy and an appreciation of the ethics of working with human remains.</p>
<b>The skills of effective communication</b>	2	<p>a) apply anatomical knowledge in evaluating movement of the axial skeleton;</p> <p>b) demonstrate practical lab skills in anatomy and an appreciation of the ethics of working with human remains;</p> <p>c) apply multi-dimensional learning to the living human being in a state of health, injury and disease.</p>

<b>Major Topics (Syllabus Outline)</b>	<i>This unit will cover detailed functional and applied anatomy of the head, neck and vertebral column, including cranial nerves, cervical plexus and major arteries and veins, lymphatic drainage, skull, major viscera, oral and nasal cavities and orbits, clinical and functional aspects of the neck and head joints and movements.</i>
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## 4. Rationale and Strategies Underpinning the Course

<p><b>Teaching Strategies</b></p>	<p><i>Student interaction and engagement with the content of the course underpins all learning activities. Students are initially introduced to the anatomical region in the form of lectures incorporating multimedia-learning tools. With this knowledge in hand, students engage in learning activities during the laboratory sessions where the teacher/tutor guides the student and encourages each student to actively participate in their learning. Students are always encouraged to question, observe and share knowledge and experiences that help their learning and that of their peers. The anatomy laboratory is wonderful and fascinating environment for discovery and students are given every opportunity to explore the cadaveric specimens, participate in active discussions and find answers for themselves.</i></p>
<p><b>Rationale for learning and teaching in this course<sup>6,7</sup></b></p>	<p><b>Lectures</b> are used to present relatively large amounts of information within a given time on specific topics throughout the course. Lectures provide a preliminary overview of the region that is being studied. They will focus on:</p> <ol style="list-style-type: none"> <li><i>arrangement and anatomy of the structures in the head and neck;</i></li> <li><i>arrangement of the musculoskeletal elements that underpins the movement of the joints in the head, neck and vertebral column;</i></li> <li><i>functional anatomy of the cranial nerves;</i></li> <li><i>aspects relevant to clinical situations as well as surface and radiological anatomy will also be addressed.</i></li> </ol> <p><b>Laboratory sessions</b> complement the lectures and tutorials. The purpose of the practical components is to give students first-hand experience of the content covered. The laboratory sessions allow student to explore the anatomy of the regions including the functional mechanism of joints and the factors that stabilise it. Access to the anatomy laboratory is an awesome privilege and an essential part of reinforcing learning with first-hand exploration of human specimens. These sessions are conducted in small groups and involve active learning by studying human bones, prosected and plastinated specimens, models and radiographs. It is the student's responsibility to make sure that all the aims and activities for that laboratory class is fully understood at the end of the session. Tutorials provide a more informal learning environment than a lecture. Sessions are structured to encourage student participation in activities and discussions designed to enhance learning. The student will benefit most with some preparation prior to attending the session is done. The focus of the tutorials in this course will be to apply the principles of functional and clinical anatomy of head, neck and vertebral column. These tutorials will be supported with video resources on UNSWTV and other online platforms.</p> <p><b>Independent studies</b></p> <p><i>There is insufficient time in the lectures, tutorials and practicals to develop a deep understanding of the concepts covered in this course. In order to achieve the learning outcomes that will be assessed, the student will need to revise the material presented in the course regularly. Additional reading beyond the lecture materials is encouraged in order to learn effectively. Relevant additional resources, including textbook chapters, will be cited in lecture and practical sessions.</i></p>

<sup>6</sup>Reflecting on your teaching

## 5. Course Schedule

Some of this information is available on the [Online Handbook](#)<sup>7</sup> and the [UNSW Timetable](#)<sup>8</sup>.

Week	Date	Time	Venue	Activity
1 29 Jul – 2 Aug	Mon, 29 Jul	10-11 am	Biomed D	Lecture: Vertebral column 1
	Thurs, 1 Aug	12-1pm	Biomed C	Lecture: Vertebral column 2
	Thurs, 1 Aug	1-3pm/3-5pm	WW, M101	Lab 1: Vertebral column 1
2 5-9 Aug	Mon, 5 Aug	10-11 am	Biomed D	Lecture: Vertebral column 3
	Thurs, 8 Aug	12-1pm	Biomed C	Lecture: Vertebral column 4
	Thurs, 8 Aug	1-3pm/3-5pm	WW, M101	Lab 2: Vertebral column 2
3 12 -16 Aug	Mon, 12 Aug	10-11 am	Biomed D	Lecture: Neck regions
	Thurs, 15 Aug	12-1pm	Biomed C	Lecture: Neck muscles
	Thurs, 15 Aug	1-3pm/3-5pm	WW, M101	Lab 3: Neck
4 19 – 23 Aug	Mon, 19 Aug	10-11 am	Biomed D	Lecture: Skull
	Thurs, 22 Aug	12-1pm	Biomed C	Lecture: Face
	Thurs, 22 Aug	1-3pm/3-5pm	WW, M101	Lab 4: Skull and face
5 26-30 Aug	Mon, 26 Aug	10-11 am	Biomed D	Lecture: Mastication 1
	Thurs, 29 Aug	12-1pm	Biomed C	Lecture: Mastication 2
	Thurs, 29 Aug	1-3pm/3-5pm	WW, M101	Lab 5: Mastication
6 2-6 Sept	Mon, 2 Sep	10-11 am	Biomed D	Lecture: Orbit 1
	Thurs, 5 Sep	12-1pm	Biomed C	Lecture: Orbit 2
	Thurs, 5 Sep	1-3pm/3-5pm	WW, M101	Lab 6: Orbit and extra-ocular muscles
7 9- 13 Sep	Mon, 9 Sep	10-11 am	WW, M101	Revision for Spot Test 1
	Thurs, 12 Sep	12-1pm	Biomed C	Lecture: topic TBA
	Thurs, 12 Sep	1-3pm/3-5pm	WW, M101	<b>SPOT TEST 1</b>
8 16-20 Sep	Mon, 16 Sep	10-11 am	Biomed D	Lecture: Oral cavity 1
	Thurs, 19 Sep	12-1pm	Biomed C	Lecture: Oral cavity 2
	Thurs, 19 Sep	1-3pm/3-5pm	WW, M101	Lab 7: Oral cavity
9 23 - 27 Sep	Mon, 23 Sep	10-11 am	Biomed D	Lecture: Nose and paranasal sinuses
	Thur, 26 Sep	12-1pm	Biomed C	Lecture: Ear
	Thur, 26 Sep	1-3pm/3-5pm	WW, M101	Lab 8: Nose and ear
<b>30 Sep – 4 Oct: MID-SESSION BREAK</b>				
10 30 Sep – 4 Oct	Mon, 30 Sep	10-11 am	Biomed D	Lecture: Pharynx
	Thurs, 3 Oct	12-1pm	Biomed C	Lecture: Larynx
	Thurs, 3 Oct	1-3pm/3-5pm	WW, M101	Lab 9: Pharynx and larynx

<sup>7</sup> UNSW Virtual Handbook: <http://www.handbook.unsw.edu.au>

<sup>8</sup> UNSW Timetable: <http://www.timetable.unsw.edu.au/>

11 7 – 11 Oct	Mon, 7 Oct			Public Holiday
	Thurs, 10 Oct	12-1pm	Biomed C	Lecture: Head and neck vessels
	Thurs, 10 Oct	1-3pm/3-5pm	WW, M101	Lab 10: Head and neck vessels
12 14 – 18 Oct	Mon, 14 Oct	10-11 am	Biomed D	Lecture: Cranial nerves 1
	Thurs, 17 Oct	12-1pm	Biomed C	Lecture: Cranial nerves 2
	Thurs, 17 Oct	1-3pm/3-5pm	WW, M101	Lab 11: Cranial nerves
13 21 – 25 Oct	Mon, 21 Oct	10-11 am	WW, M101	Revision for Spot Test 2
	Thurs, 24 Oct	1-3pm/3-5pm	WW, M101	<b>SPOT TEST 2</b>
<b>EXAMINATION PERIOD</b>				



## 6. Assessment Tasks and Feedback<sup>10</sup>

Task	Knowledge & abilities assessed	% of total mark	Date of		Feedback		
			Release	Submission	WHO	WHEN	HOW
<b>Spot Test 1</b>	<i>This is a lab-based assessment on identification of structures and related theory and application questions. This test is aligned with course aims 1-5 and student learning outcomes 1-8.</i>	<b>20</b>	Week 7	Week 7	Course convenor	Week 8	<i>Marks &amp; informal online comments as well as in person by appointment</i>
<b>Spot Test 2</b>	<i>This is a lab-based assessment on identification of structures and related theory and application questions. This test is aligned with course aims 1-5 and student learning outcomes 1-8.</i>	<b>20</b>	Week 13	Week 13	Course convenor	Week 14	<i>Marks &amp; informal online comments as well as in person by appointment</i>
<b>Continuous assessment</b>	<i>Regular short lab/tutorial-based and/or online multiple choice quizzes to assess students' comfort with the anatomy of the areas covered. Quizzes are based on the course aims 1-5 and student learning outcomes 1-8.</i>	<b>15</b>	Up to 6 MCQ-based quizzes; weeks TBA	TBA	Course convenor & peers	Immediate	<i>Marks &amp; informal peer-reviewed comments in the class</i>
<b>Final examination</b>	<i>This examination is based on the entire content of the course. It will encompass the course aims and student learning outcomes specified above.</i>	<b>45</b>	Examination period	Examination period	Course convenor	As per timetable	<i>Students receive their individual marks and a summary of the marks of the cohort. Students may discuss their performance in person by appointment</i>

<sup>0</sup> Approaches to assessment: <http://teaching.unsw.edu.au/assessment>

## 7. Additional Resources and Support

<b>Text Books</b>	<p>1. <i>Clinically oriented anatomy</i>; Moore K.L., Dalley A.F. &amp; Agur A.M.R; Lippincott Williams &amp; Wilkins 2010</p> <p><b>OR</b></p> <p>2. <i>Gray's Anatomy for students</i>; Drake, R.L., Vogl, W. &amp; Mitchell, A.W.M.; Elsevier /Churchill Livingstone: Philadelphia London 2009</p> <p>Books are availability from the bookshop &amp; the UNSW library.</p>
<b>Course Manual</b>	A course manual will be made available to the students in print and/or online (via a learning management system).
<b>Required Readings</b>	<i>Acland's Video Atlas of Human Anatomy</i> ( <a href="http://aclandanatomy.com">http://aclandanatomy.com</a> ); by Wolters Kluwer / Lippincott Williams & Wilkins) free access is available via UNSW Library
<b>Additional Readings</b>	<p>1. <i>Color atlas of anatomy. A photographic study of the human body. 7<sup>th</sup> ed.</i> Rohen J.W., Yokochi C., Lutjen-Drecoll E.; Lippincott Williams &amp; Wilkins; 2011</p> <p>2. <i>Atlas of human anatomy. 5<sup>th</sup> ed.</i> Netter F.H.; Saunders Elsevier; 2010</p> <p>3. <i>Human anatomy. Color atlas and textbook. 5<sup>th</sup> ed;</i> Gosling J.A. et al; Mosby Elsevier, 2008</p>
<b>Computer Laboratories or Study Spaces</b>	Library can be used for on-campus studies. In addition, the Anatomy museum and Museum of Human Disease ( <a href="http://medicalsciences.med.unsw.edu.au/students/disciplines/anatomy">http://medicalsciences.med.unsw.edu.au/students/disciplines/anatomy</a> ) are available for students outside of the teaching hours.

## 8. Required Equipment, Training and Enabling Skills

<b>Equipment Required</b>	Laboratory coat and enclosed shoes are required to be worn in the laboratory during practical classes. Disposable gloves will be provided.
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## 9. Course Evaluation and Development

Student feedback is gathered periodically by various means. Such feedback is considered carefully with a view to acting on it constructively wherever possible. This course outline conveys how feedback has helped to shape and develop this course.

<b>Mechanisms of Review</b>	<b>Last Review Date</b>	<b>Comments or Changes Resulting from Reviews</b>
<b>Major Course Review</b>		<p>Annual review of the course will be via student evaluation and feedback using the UNSW Course and Teaching Evaluation and Improvement (CATEI) process. This will obtain feedback on course, lecturers, and tutors/demonstrators. This feedback will be used to fine tune the course for the next iteration.</p> <p>Regular feedback will also be obtained by anonymous student feedback surveys during lectures and tutorials. This feedback during the course will be used to address student difficulties and issues as they arise. Student feedback is taken seriously and continual improvements of the course is based impart on such feedback.</p> <p>Regular feedback will also be obtained from all academic staff teaching in the course and this will be used to continually modify the course.</p> <p>This course is offered for the first time after a major review approved in 2012. Therefore there are no previous evaluations available.</p>
<b>CATEI<sup>11</sup></b>		This course is offered for the first time after a major review approved in 2012. Therefore there are no previous evaluations available.

<sup>1</sup> CATEI process: <http://www.science.unsw.edu.au/our-faculty/course-and-teaching-evaluation-and-improvement-catei>

<sup>12</sup> [UNSW OHS Home page](#)

## 10. Administration Matters

<b>Expectations of Students</b>	<p><i>It is strongly recommended that students attend all lectures as they provide the basis for the laboratory classes. Attendance at practical classes is compulsory for completion of this course. The SOMS attendance requirement is 80%. Please read more at:</i></p> <p><a href="http://medalsciences.med.unsw.edu.au/sites/soms.cms.med.unsw.edu.au/files/Extra-curricularActivitiesSOMS.pdf">http://medalsciences.med.unsw.edu.au/sites/soms.cms.med.unsw.edu.au/files/Extra-curricularActivitiesSOMS.pdf</a></p>		
<b>Assignment Submissions</b>	<p><i>Spot tests and ongoing assignments will be submitted in class. In case of absence due to illness or misadventure please refer to:</i></p> <p><a href="https://my.unsw.edu.au/student/atoz/SpecialConsideration.html">https://my.unsw.edu.au/student/atoz/SpecialConsideration.html</a></p>		
<b>Occupational Health and Safety<sup>12</sup></b>	<p><i>Students will be required to follow the Health and Safety Rules in the Dissecting Room. Detailed information will be provided in the Laboratory Book. A face-to-face induction will take place at the first laboratory class. Further information can be found at:</i></p> <p><a href="http://medalsciences.med.unsw.edu.au/staff/health-safety">http://medalsciences.med.unsw.edu.au/staff/health-safety</a></p>		
<b>Assessment Procedures UNSW Assessment Policy<sup>13</sup></b>	<p><i>An advice concerning UNSW Assessment policy</i></p> <p><a href="http://www.gs.unsw.edu.au/policy/documents/assessmentpolicy.pdf">http://www.gs.unsw.edu.au/policy/documents/assessmentpolicy.pdf</a></p>		
<b>Equity and Diversity</b>	<p><i>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 Convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734 or <a href="http://www.studentequity.unsw.edu.au/">http://www.studentequity.unsw.edu.au/</a> ).</i></p> <p><i>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. Information on designing courses and course outlines that take into account the needs of students with disabilities can be found at: <a href="http://teaching.unsw.edu.au/accessibility-tips">http://teaching.unsw.edu.au/accessibility-tips</a>.</i></p>		
<b>Student Complaint Procedure<sup>14</sup></b>	<b>School Contact</b>	<b>Faculty Contact</b>	<b>University Contact</b>
	<p>Dr P.Pandey Tel: 9385 2483, <a href="mailto:p.pandey@unsw.edu.au">p.pandey@unsw.edu.au</a></p>	<p>A/Prof Julian Cox Associate Dean (Education) <a href="mailto:julian.cox@unsw.edu.au">julian.cox@unsw.edu.au</a> Tel: 9385 8574 or Dr Gavin Edwards Associate Dean (Undergraduate Programs) <a href="mailto:g.edwards@unsw.edu.au">g.edwards@unsw.edu.au</a> Tel: 9385 8063</p>	<p>Student Conduct and Appeals Officer (SCAO) within the Office of the Pro-Vice-Chancellor (Students) and Registrar.</p> <p>Telephone 02 9385 8515, email <a href="mailto:studentcomplaints@unsw.edu.au">studentcomplaints@unsw.edu.au</a></p> <p>University Counselling and Psychological Services<sup>9</sup> Tel: 9385 5418</p>

<sup>13</sup> [UNSW Assessment Policy](#)

<sup>14</sup> [Student Complaint Procedure](#)

<sup>15</sup> [University Counselling and Psychological Services](#)

## 11. UNSW Academic Honesty and Plagiarism

### What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.

\*Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

[www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students 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 items.

\* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne