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1. Staff Contact Details

   Annabelle Lewer-Fletcher  
   Course Convener  
   a.lewer-fletcher@unsw.edu.au  
   Consultation: email for appointment

2. Course Details

   Unit of Credit: 6 UoC

   Course Aims:
   The Diploma Professional Practice Capstone is the final course of the Diploma of Professional Practice (DPP) and is a fully accessible online course. As the Capstone is designed to incorporate all of the prior learning through the DPP, it is a prerequisite that students have completed all of the compulsory courses within the DPP before enrolling in the Capstone. The assessments for the course ask students to draw upon on the knowledge and skills that they have gained throughout each stage of the diploma consolidating this knowledge into an e-Portfolio that can be used as both a recruitment and reflective personal tool.

   The Capstone course aims to integrate learning gained throughout the DPP and empower students to successfully transition and navigate complex aspects of their lives after graduating, such as, workplace politics, professional standards and ethics, global and cultural literacy, work-life balance, personal branding, intrapreneurship and entrepreneurship, mentoring and networking, performance reviews, negotiating salaries and conditions.

   Student Learning Outcomes:

   At the conclusion of this course, students should be able to:

   a) Demonstrate an understanding of the skills and attributes required to successfully transition and navigate the world of work.
   b) Reflect upon and relate their own experiences to the complex nature of work and demonstrate ability to apply learning in various workplace situations.
   c) Demonstrate an understanding of themselves as potential leaders and global citizens, their chosen industry and their ability to market themselves successfully to prospective employers.

   UNSW Graduate Capabilities / Attributes

   a) Scholars capable of independent and collaborative enquiry, rigorous in their analysis, critique and reflection, and able to innovate by applying their knowledge and skills to the solution of novel as well as routine problems;
   b) Entrepreneurial leaders capable of initiating and embracing innovation and change, as well as engaging and enabling others to contribute to change;
   c) Professionals capable of ethical, self-directed practice and independent lifelong learning;
   d) Global citizens who are culturally adept and capable of respecting diversity and acting in a socially just and responsible way.
3. Course Rationale

Research has consistently highlighted the competitive and changing nature of the graduate recruitment process. In 2010, Australian graduate employers on average received 780 applications from university students (equivalent to 36 applications per graduate position being offered) (AAGE, 2011). While most students have a strong focus on developing their academic capabilities and aim for the strongest academic results, the transferable skills developed outside the lecture theatres in volunteer and relevant work placements are the major factors that differentiate the best candidates. In 2011, 90 per cent of graduate employers rated teamwork and interpersonal skills as “very important”, far more highly than academic grades. The next most valued attributes were verbal communication and problem solving skills. All of this evidence suggested the need for students to strive for a balance between university and other activities as well as the need to develop employability skills as part of the university experience.

The Diploma of Professional Practice (DPP) is designed to help students become successful professionals. The DPP Capstone has been developed to enhance students’ employability and work readiness. The primary aim of the course is to support students in building further on their knowledge and skills by marketing and pitching themselves to future prospective employers through the creation of a comprehensive e-Portfolio.

Using innovative learning and teaching practices, students will learn to successfully navigate more complex aspects of the world of work such as:

- Workplace politics (including Leadership styles) / workplace ethics / professional standards
- Intrapreneurship / entrepreneurship
- Work-life balance
- Mentoring / networking
- Aware, active and accountable- the three A’s of Global Citizenship
- Leadership and responsibility: personal ethics and management.

They will also demonstrate their understanding of themselves, their strengths, values and global competence and their ability to market themselves to prospective employers via a video pitch or a mock job interview.

Source: The AAGE Employer Survey 2011, The Australian Association of Graduate Employers and High Fliers Research

4. Teaching Strategies

The course content is entirely on-line allowing maximum flexibility for students. These online activities will include specific tasks for discussion and problem-solving based around course content in different media (such as readings and video material). Students will also use the online environment to engage in the course assessment, for example, through posting videos and being involved in forum discussions.

5. Attendance & Participation

Online Content: Students are expected to complete the online content within the designated timeframe. This includes completing any self-assessments tasks, assigned reading and online activities as required.
### 6. Course Outline and Assessment Summary

<table>
<thead>
<tr>
<th>Week Starting</th>
<th>Course Components</th>
<th>Delivery</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Forum discussions on how to successfully navigate the world after graduating: work, life and your future (10%)</strong></td>
<td>Online</td>
<td>Weekly forum discussion on seven topics by Sunday at 11:59pm</td>
</tr>
<tr>
<td>7th March</td>
<td>Topic 1 Forum: Personal Branding</td>
<td>Online</td>
<td>By Sunday 13th March, 11:59pm</td>
</tr>
<tr>
<td>14th March</td>
<td>Topic 2 Forum: Navigating Workplace Politics</td>
<td>Online</td>
<td>by Sunday 20th March 11:59pm</td>
</tr>
<tr>
<td>21st March</td>
<td><strong>Survey of the Job Market (20%)</strong></td>
<td>Online</td>
<td>By 21st March, 11:59pm</td>
</tr>
<tr>
<td>4th April</td>
<td>Topic 3 Forum: Intrapreneurship vs entrepreneurship</td>
<td>Online</td>
<td>By Sunday 10th April, 11:59pm</td>
</tr>
<tr>
<td>11th April</td>
<td>Topic 4 Forum: The Importance of Work Life Balance</td>
<td>Online</td>
<td>By Sunday 17th April, 11:59pm</td>
</tr>
<tr>
<td>18th April</td>
<td><strong>Video Pitch or Mock Interview (30%)</strong></td>
<td>Online</td>
<td>Mock interviews booked and completed with a careers consultant by Monday 18th April. Video Pitch due in Moodle by Monday 18th April 11:59pm</td>
</tr>
<tr>
<td>25th April</td>
<td>Topic 5 Forum: Mentoring and Networking</td>
<td>Online</td>
<td>By Sunday 1st May 11:59pm</td>
</tr>
<tr>
<td>2nd May</td>
<td>Topic 6 Forum: Aware, active and accountable- the three A’s of GC</td>
<td>Online</td>
<td>By Sunday 8th May, 11:59pm</td>
</tr>
<tr>
<td>9th May</td>
<td>Topic 7 Forum: Leadership and responsibility: personal ethics and management.</td>
<td>Online</td>
<td>By Sunday 15th May, 11:59pm</td>
</tr>
<tr>
<td>30th May</td>
<td><strong>e-Portfolio 40%</strong></td>
<td>Online</td>
<td>By Sunday 30th May, 11:59pm</td>
</tr>
</tbody>
</table>
Topics to be covered:

How to Successfully Navigate the World of Work
Each week students will be asked to research and write on-line posts in Moodle on each of the following topics.

- Topic 1 - Week 2: Personal Branding
- Topic 2 - Week 3: Navigating Workplace Politics
- Topic 3 - Week 5: Intrapreneurship vs entrepreneurship
- Topic 4 - Week 6: The Importance of Work-Life Balance
- Topic 5 - Week 8: Mentoring and Networking
- Topic 6 - Week 9: Aware, active and accountable- the three A’s of GC
- Topic 7 - Week 10: Leadership and responsibility: personal ethics and management.

7. Assessment Criteria and Rubrics

Assessment 1: Survey of the Job Market (20%)

Learning Outcomes Assessed

‘Demonstrate their understanding of themselves, their chosen industry and their ability to market themselves successfully to prospective employers.’

Task

The DPP aims to develop globally focused graduates who are rigorous scholars capable of leadership and professional practice in an international community. You started the DPP journey as a student with the DIPP1112 Introduction to the Workplace; you then completed two industry placements. We hope you are now finishing the DPP with confidence and capability as a professional in your field.

Knowing that you will be heading into the job market, it is important for you to fully understand what kinds of opportunities are available for you. For this assignment you are required to create a survey of the current employment market in your chosen field. You will need to discuss current trends including statistical and geographical considerations and will also need to analyse future trends that may affect your career in the medium term.

Create and submit a 1500 word report outlining "the State of the Union" in your chosen industry. You will need to discuss the following;

1. Current Trends (go to the Australian Bureau of Statistics website and have a look at current statistics)
2. Notable organisations and companies (think beyond corporations, what about industry associations).
3. Government and Social policies that affect the industry
<table>
<thead>
<tr>
<th>Assessment Criteria:</th>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Functional</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide a critical analysis that successfully answers the assignment brief.</td>
<td>Demonstrate an outstanding ability to critically analyse the chosen industry climate. The assignment brief has been answered at a very consistently high level.</td>
<td>Demonstrates a high level of critical analysis and the assignment brief has been answered at a high level.</td>
<td>The majority of the essay includes critical analysis of the chosen industry climate. The assignment brief has been well answered.</td>
<td>There is some critical analysis of the chosen industry climate and the entire assignment brief has been basically answered.</td>
<td>Absence of any ‘critical’ analysis of the chosen industry climate, the assignment brief has not been answered with relevant information.</td>
</tr>
<tr>
<td>2. Level of research and ability to coherently present and critically analyze views from your research.</td>
<td>Demonstrates a high level of research skills and has an exceptional ability to analyze the views of others.</td>
<td>Uses well selected resources that demonstrate depth and breadth of research, high-level ability to analyze the views of others.</td>
<td>Uses appropriate resources that demonstrate some depth and breadth of research, good ability to analyze the views of others.</td>
<td>Appropriate resources are used, clear basic critical analysis is provided, basic ability to analyze the views of others.</td>
<td>Inappropriate resources are used, confused and unclear basic analysis, inability to analyze the views of others.</td>
</tr>
<tr>
<td>3. Ability to present a coherent, well-structured academic report with consistent, correct referencing and appropriate academic written expression.</td>
<td>Very eloquently expressed discussion and arguments supported by a wide range of authoritative voices that have been always consistently and correctly referenced. Written expression is of an academic standard.</td>
<td>Convincing arguments are clearly expressed and are supported very well from research with all referencing correct. Written expression is of an academic standard.</td>
<td>Well-expressed and structured report that has been consistently and correctly referenced throughout. Readability may be affected through some errors.</td>
<td>Coherent and appropriately structured report with most references supplied in appropriate format. Readability is affected through poor written expression.</td>
<td>Incoherent in places, poorly structured, missing referencing, incorrectly referenced. Readability is greatly affected through poor written expression.</td>
</tr>
</tbody>
</table>
Assessment Task 2:
Mock Interview or Video Pitch: 30%

Learning Outcome Assessed

‘Demonstrate their understanding of themselves, their chosen industry and their ability to market themselves successfully to prospective employers.’

Task

The DPP courses are designed to enhance your employability skills and to help you to build professional experience. The skills and experience complement the technical expertise you have developed throughout your degree program and help you to become a well-rounded graduate who will excel in your future career development and in any recruitment processes.

This mock interview/video pitch assessment provides the opportunity for you to test the employability skills you have developed in a simulated graduate recruitment exercise. You will undertake a mock interview with a recruitment expert via Skype to demonstrate your understanding of yourself, your chosen industry and your ability to market yourself successfully.

You must arrange the mock interview session following these steps:

1. Identify a potential opportunity for which you will be interviewed
2. Update your resume to include your DPP placement experience
3. Contact the recruitment expert and explain your availability for the interview and chosen career direction.

Assessment Rubric

You will be assessed on your ability to:

- effectively prepare for a job interview
- present yourself and answer interview questions in a professional manner
- demonstrates an understanding of and your interest in the organisation and the role.
- describe your experience, skills and achievements that is relevant to the position
- uses appropriate, relevant and specific example and follow the STAR method to demonstrate your skills.
**Assessment Rubric**

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Functional</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of professional development.</td>
<td>Clear link between their understanding of the chosen topic and its relevancy to their future professional development.</td>
<td>Clear link between their understanding of the chosen topic and its relevancy to their future professional development.</td>
<td>No clear link between their understanding of the chosen topic and its relevancy to their future professional development (may have attempted to).</td>
<td>Unable to adequately demonstrate their understanding of the chosen topic and its relevancy to their future professional development</td>
<td></td>
</tr>
<tr>
<td>Clear links between the topic and their professional experience</td>
<td>Clear link between the topic and their professional experience. Presents the content in a clear, logical and engaging manner</td>
<td>Clear link between the topic and their professional experience.</td>
<td>Clear link between the topic and their professional experience (may have attempted to).</td>
<td>Unable to relate the topic to their professional experience</td>
<td></td>
</tr>
<tr>
<td>Personal Presentation Skills</td>
<td>Ability to reflect on and question their own biases, stereotypes, preconceptions and assumptions and define new ways of thinking to enhance their employability as a result</td>
<td>Presents the content in a clear, logical and manner</td>
<td>Presents the content adequately</td>
<td>Presentation is unclear</td>
<td>Unable to convey what they have learnt clearly</td>
</tr>
</tbody>
</table>

**E-Portfolio**

**Learning Outcome Assessed**

‘Reflect upon and relate their own experiences to the complex nature of work and demonstrate ability to apply learning in various workplace situations.’

**Task**

In this course, you have researched, shared and discussed career-related topics that are relevant to your professional development and your transition from university to work. Your e-portfolio is both a recruitment tool...
and an online document that proves that you have successfully understood and met the Learning Outcomes of the Diploma of Professional Practice.

a) Demonstrate an understanding of the skills and attributes required to successfully transition and navigate the world of work.

b) Reflect upon and relate their own experiences to the complex nature of work and demonstrate ability to apply learning in various workplace situations.

c) Demonstrate an understanding of themselves as potential leaders and global citizens, their chosen industry and their ability to market themselves successfully to prospective employers.

For your e-Portfolio you must identify the three outcomes and reflect on their importance on your ability to successfully navigate the world of work. (Guideline: 600 words per topic).

In your e portfolio, you should discuss:

- how you would define the topic and why it is important to you
- any relevant situations you have encountered in your placements or other experience
- how the topic is relevant to your future professional development and career goals
- an action plan on how you can further develop and practice the relevant capability in the future

You will be assessed on your ability to:

- Demonstrate your understanding of the chosen topic and its relevance to your future professional development
- Relate the topic to your professional experience
- Present the content in a clear, logical and engaging manner
<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Functional</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of Personal and Researched Artifacts</td>
<td>All Personal and Researched artifacts and work samples are very clearly and directly related to the purpose of the e-portfolio. Artifacts are beyond the expectation of the course and are at the cutting edge of current discourse.</td>
<td>All Personal and Researched artifacts and work samples are clearly and directly related to the purpose of the e-portfolio</td>
<td>Most Personal and Researched artifacts and work samples are related to the purpose of the e-portfolio</td>
<td>Few Personal and Researched artifacts and work samples are related to the purpose of the e-portfolio</td>
<td>Most Personal and Researched artifacts and work samples are unrelated to the purpose of the e-portfolio</td>
</tr>
<tr>
<td>Use of Multimedia</td>
<td>The use of audio/video/graphics/photographs is integrated seamlessly into several different artifacts and</td>
<td>The use of audio/video/graphics/photographs is integrated seamlessly into several different artifacts</td>
<td>The use of audio/video/graphics/photographs is included and appropriate</td>
<td>The use of audio/video/graphics/photographs is included and appropriate</td>
<td>No use of audio/video, or graphics. The photos and audio or video are distracting from the content of the portfolio</td>
</tr>
<tr>
<td>Reflections</td>
<td>All reflections clearly describe why artifacts in the e-portfolio demonstrate achievement. Reflections are supported with relevant research.</td>
<td>All reflections clearly describe why artifacts in the e-portfolio demonstrate achievement</td>
<td>Most of the reflections describe why artifacts in the e-portfolio demonstrate achievement</td>
<td>A few reflections describe why artifacts in the e-portfolio demonstrate achievement</td>
<td>Reflections are missing, and those that are there do not describe why artifacts in the e-portfolio demonstrate achievement</td>
</tr>
<tr>
<td>Creativity and purpose of the Index</td>
<td>The index serves its purpose and shows creativity. The layout and design is attractive and well thought out</td>
<td>The index serves its purpose and shows creativity. The layout and design is attractive and well thought out</td>
<td>The index serves its purpose and shows some creativity</td>
<td>The index serves its purpose but lacks Style</td>
<td>The index does not serve its purpose and lacks style</td>
</tr>
<tr>
<td>Ease of Navigating</td>
<td>The document is fully hyperlinked between the index (or Table of Contents)</td>
<td>The document is fully hyperlinked between the index (or Table of Contents)</td>
<td>Hyperlinks are organized into logical groups. Not all possible</td>
<td>Hyperlinks from the index (or Table of Contents) are</td>
<td>The Index is plain with few if any links. Some links</td>
</tr>
</tbody>
</table>
### Assessment Task 4: Moodle Participation

With the concept of making a strong class community it is important that all students participate in all of the online discussions. Discussion tasks will be uploaded the Moodle page and students will be required to share and discuss their responses to different articles and websites.

**Student Outcomes Assessed:**

1. Demonstrate an understanding of the skills and attributes required to successfully transition and navigate the world of work.
2. Reflect upon and relate their own experiences to the complex nature of work and demonstrate ability to apply learning in various workplace situations.
3. Demonstrate an understanding of themselves as potential leaders and global citizens, their chosen industry and their ability to market themselves successfully to prospective employers.
## Assessment Rubric

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Functional</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Posting</strong></td>
<td>Activity is highly regular and student has posted relevant and adequate content</td>
<td>Activity regular and more than adequate in content</td>
<td>Activity is regular and adequate in content</td>
<td>Activity is irregular but adequate in content</td>
<td>Activity is irregular and inadequate for the course criteria.</td>
</tr>
<tr>
<td><strong>Online Discussion</strong></td>
<td>Discussion is more than adequate. Writes 4-5 times a week substantive peer responses throughout the discussion period. This does not include the initial response to the instructor's initial discussion question, but does include responses to peers</td>
<td>Discussion is more than adequate. Writes at least 3 substantive peer responses throughout the discussion period. This does not include the initial response to the instructor's initial discussion question, but does include responses to peers and any additional instructor responses</td>
<td>Discussion is adequate. Writes 1 substantive peer responses throughout the discussion period. This does not include the initial response to the instructor's initial discussion question, but does include responses to peers and any additional instructor responses</td>
<td>Discussion is adequate. Writes unsubstantive peer responses throughout the discussion period. This does not include the initial response to the instructor's initial discussion question, but does include responses to peers and any additional instructor responses</td>
<td>Discussion is inadequate and does not meet the course criteria. Does not interact with peers in the discussion topic area</td>
</tr>
<tr>
<td><strong>Readability, reliability and appropriateness</strong></td>
<td>Punctuation and grammar are appropriate to the audience and genre and in fact enhance the style. Consistent and appropriate use of Australian English. Information shared is credible and from appropriate and reliable sources. Posts all adhere to the course netiquette guidelines.</td>
<td>Punctuation and grammar are appropriate to the audience and genre. They conform to the conventions for Australian English. Information shared is credible and from appropriate and reliable sources. Posts all adhere to the course netiquette guidelines.</td>
<td>Punctuation and grammar errors may occur but are few, while they occasionally distract the reader and effect fluency, they do not detract from comprehension. Most of the information shared is credible and from appropriate and reliable sources. Posts mostly adhere to the course netiquette guidelines.</td>
<td>Punctuation and grammar errors occur and distract the reader and effect fluency; they do detract from comprehension. Some of the information shared is not credible and not from appropriate or reliable sources. Posts may not adhere to the course netiquette guidelines.</td>
<td>Errors occur frequently and mar the writers ethos and the readers comprehension. Reading is frequently interrupted by errors. Often the information shared is not credible and not from appropriate or reliable sources. Posts may not adhere to the course netiquette guidelines.</td>
</tr>
</tbody>
</table>
8. Late Penalty & Special Consideration

**Late Penalty:**
Late submission of an assessment without prior (i.e. at least 24 hour) written permission from the course convener is NOT acceptable. Five percent of the assessment value will be deducted for each 24 hour cycle where an assessment is late without written permission. For example, if the assessment is worth 30% of the overall course mark, 1.5 marks will be deducted for each 24 hour cycle.

**Special Consideration:**
UNSW Policy and information on special consideration can be found at: [https://my.unsw.edu.au/student/atoz/SpecialConsideration.html](https://my.unsw.edu.au/student/atoz/SpecialConsideration.html). Application for special consideration must be made within 3 working days of the assessment to which it refers.

9. Resources


Leibman, P. I Got My Dream Job and So Can You: 7 Steps to Creating Your Dream Job After College. Amazon


Mackenzie, J The Graduate Edge. Development Beyond Learning International


**Consultation**
Your course convener has one designated hour per week for consultation, and may also be available for a one-off consultation outside this time. The consultation time can be used for answering questions that you do not feel comfortable voicing in class or through the online forum. It is the necessary to email your course convener prior to book an appointment.
Career Resources and Support
UNSW Careers and Employment provide a range of resources and services to assist UNSW students with their career development. You can register for individual career advice appointments to speak to a careers consultant in regards to your career development, to obtain feedback on your job application or to practice your interview skills. For more information and to register for an appointment, go to www.careers.unsw.edu.au

Academic Support
The Learning Centre offers academic skills support to all students enrolled at The University of New South Wales. They assist students adjusting to academic culture and to new approaches to learning and teaching. The Centre also offers a range of learning and language assistance programs through workshops, individual consultations and student self-access materials. Visit www.lc.unsw.edu.au for more information.

10. Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html

In brief:

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 work, or knowingly permitting it to be copied. This includes 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.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.
The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: 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.

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE Plus tutorial for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html