Science

Faculty of Science
School of Psychology

PSYC3001
Research Methods 3

Semester 1, 2013

Course convenor: Dr Melanie Gleitzman

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1. Information about the Course			
FACULTY	Science		
SCHOOL OR DEPARTMENT	School of Psychology		
COURSE CODE	PSYC3001		
COURSE NAME	Research Methods 3		
SEMESTER	Semester 1	**YEAR**	2013
UNITS OF CREDIT	6	**LEVEL OF COURSE**	Level 3
ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	Prerequisite: PSYC2001. This course is compulsory for students undertaking a major in psychology. Students are required to have successfully completed PSYC2001 (or similar course at another university), are assumed to have a basic understanding of inferential statistical procedures and research design, and be competent in carrying out simple data analyses using SPSS.		
SUMMARY OF THE COURSE	The course deals with various experimental designs involving between- and within-subjects factors, for which some form of analysis of variance is an appropriate method of data analysis. Particular emphasis is placed on the use of simultaneous test procedures and simultaneous confidence intervals to produce coherent analyses of data from complex experiments. There are 3 one-hour lectures per week (Weeks 1-12 inclusive) and two one-hour tutorials per week (Weeks 2-12 inclusive). In addition, it is expected that students undertake approximately 1 hour of independent learning for each contact hour (ie 5 hours per week).		

2. Staff Contact Details

COURSE COORDINATOR AND LECTURER

Name	Phone	Email	Office	Availability
Dr Melanie Gleitzman	93853019	m.gleitzman@unsw.edu.au	Mathews 1108	By appointment and email.

TUTORS

Name	Email	Office	Availability
Adam Bove	a.bove@unsw.edu.au		By appointment and email.
Diana Chan	diana.chan@unsw.edu.au		
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Lily Tao	lily.tao@unsw.edu.au		
Emily White	emily.white@unsw.edu.au		
Joe Xu	joe.xu@unsw.edu.au		

Enquiries and Consultation

- *Email is the preferred method of communication for administrative or course related questions.* (*NOTE: In line with University policy, you should use your student UNSW email account when communicating with course personnel.)*
- *Please contact Dr Gleitzman if you have any special learning needs which may affect your access to this course or your ability to undertake any of the assessments. Students who are registered with Student Equity and Diversity should provide the Course Coordinator with your SEADU documentation at the commencement of the course, or as soon as is practicable.*

3. Course Timetable

Component	Class Number	Day	Time	Location
Lectures		Tuesday	11:00-12:00	Mathews Theatre A
		Thursday	11:00-12:00	Biomed Theatre C
		Thursday	16:00-17:00	Biomed Theatre A
Statistics Tutorials	4197	Tuesday	12:00-13:00	Mat 301
	4199		13:00-14:00	Mat 301
	4209		14:00-15:00	Mat 421
	4200		16:00-17:00	Mat 420
	4203	Wednesday	10:00-11:00	Mat 421
	4207		11:00-12:00	Mat 301
	4206		12:00-13:00	Mat 301
	4198		14:00-15:00	Mat 421
	4208	Thursday	13:00-14:00	Mat 421
	4204	Friday	10:00-11:00	Mat 301
	4205		13:00-14:.00	Mat 301
Computing Tutorials	4224	Tuesday	17:00-18:00	All Computing Tutorials are in Mat 209. Students have access to MAT 209 between 8 am – 10 pm, Monday to Friday. You are free to use the lab during this time provided that it is not being used for a scheduled activity
	4225	Wednesday	09:00-10:00	
	4214		13:00-14:00	
	4215		16:00-17:00	
	4216	Thursday	10:00-11:00	
	4217		12:00-13:00	
	4218		14:00-15:00	
	4219		15:00-16:00	
	4223		17:00-18:00	
	4220	Friday	11:00-12:00	
	4221		14:00-15:00	

NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Blackboard course site.

Tutorials:

Statistics and computing tutorials begin in Week 2 and run weekly until the end of Week 12. Tutorial worksheets for each statistics and computing tutorial will be available from the course site the week before. Students should bring the relevant tutorial material and a calculator to each tutorial.

4. Aims of the Course and Lecture Topics

The aims of the course are to provide you with a level of understanding of analysis of variance models and procedures which will

- allow you to choose data analysis strategies for a range of experimental designs,
- and to critically evaluate data analyses of published experiments;

The course aims to equip you with the skills necessary to carry out these analyses using SPSS and/or PSY statistical packages, and to interpret analysis outcomes.

Lecture Topics

1. The two-group randomised experiment. Review of methods of statistical inference on a comparison between two means: hypothesis tests and confidence intervals. Levels of inference: confidence interval inference, directional inference, inequality inference. Practical equivalence inference.
2. Randomised experiments with more than two groups. The problem of multiple comparisons. Logical and statistical dependence among comparisons. Error rate units. Per-comparison error rates and familywise error rates for individual t-test and CI procedures when J > 2.

3. The single-factor fixed-effects ANOVA model. Effect parameters, effect size and levels of inference. The standard ANOVA-model analysis. Partition of variation and degrees of freedom. Assumptions. The sampling distribution of the F statistic under the homogeneity hypothesis. Heterogeneity inferences using the F test.
4. Contrasts on effect parameters and means. Simple and complex contrasts. Contrast statistics. The sampling distribution of the sample value of a single planned contrast. CI and directional inference on a single planned contrast – unstandardised and standardised effect size. Scale of contrast coefficients.
5. Controlling the familywise error rate with the F STP. The maximal contrast. The Scheffé SCI procedure. Coherence and consonance. Carrying out an F-based analysis with PSY. Unstandardised and standardised CIs.
6. Planned vs post hoc analyses. Alternatives to the F STP for planned analyses. The Bonferroni-t procedure. Using PSY to carry out Bonferroni t analyses.
7. The Tukey procedure for analyses restricted to comparisons. Using SPSS and PSY to carry out Tukey Honestly Significant Difference analysis. Comparison of Scheffé, Bonferroni and Tukey procedures.
8. Orthogonal contrasts. Controlling the per-contrast error rate in analyses of planned orthogonal contrasts.
9. The 2×2 factorial design. Parameters of two-factor ANOVA model. Sources of variation. Factorial effect contrasts. The cell means model.
10. Analysis of $J \times K$ factorial between-Ss designs. Heterogeneity inference. F STPs for main effect and interaction contrasts. Scheffé SCIs.
11. Bonferroni t procedures for analyses based on planned main effect and interaction contrasts for between-Ss factorial designs.
12. Planned and post hoc coherent analyses of $J \times K$ factorial designs allowing for inferences on simple effects. The A simple-effects model and the A(B) family of contrasts. The all-factorial-contrasts family.
13. Within Ss designs. The MANOVA (multivariate ANOVA) vs univariate (ANOVA) model for single-factor within-Ss designs. Planned analyses of within Ss contrasts.
14. Two-factor mixed designs (one between Ss factor, one within Ss factor). Planned analyses of main and interaction contrasts, based on the two-factor model. The MANOVA (multivariate ANOVA) vs univariate (ANOVA) model for mixed factorial designs. Planned analyses of B × (W) factorial designs allowing for inferences on simple effect contrasts.
15. Two-factor within-Ss designs. Planned analyses of main and interaction contrasts based on two-factor MANOVA model. Planned analyses allowing for inferences on simple effect contrasts
16. Data analysis in practice. Examples of valid and invalid analyses from published research. Multiple comparison procedures (MCPs) that provide FWER control vs. MCPs that do not. An example of the latter - 'protected' *t*-tests. Statistically coherent analyses vs. incoherent analyses.

5. Rationale for the Inclusion of Content and Teaching Approach

This course builds upon the data analytic methods and concepts developed in PSYC2001. Primarily PSYC3001 is concerned with contrast testing and confidence interval procedures for between-subjects designs with more than *two* groups and within-subjects designs with more than one occasion of measurement.

The methods covered in this course deal with the analysis of data from *experimental* designs, which are often used in the sub-disciplines of cognitive psychology, social and developmental psychology, human and animal learning, perception, etc, and as such are relevant for the associated Level III Psychology Electives.

Course content for each topic will be presented and discussed in Lectures, in the first instance, and then covered in statistics and computing tutorials. Tutorials will provide students with an opportunity to consolidate and apply their understanding of course material by working through structured questions.

6. Teaching and Learning Strategies

All formal teaching in this course is via three weekly one-hour lectures, a weekly one-hour statistics tutorial and a weekly one-hour computing tutorial. Lectures and tutorials provide a valuable and necessary context in which students gain an understanding of course material. Lecture overheads and course notes will be made available before the start of a new lecture topic.

Lectures are recorded, however **lecture attendance is strongly recommended**. *Students are advised NOT to use lecture recordings as a substitute for lecture attendance.* Recordings allow you to review the lecture in order to clarify your understanding of course material.

After each lecture you should spend some time reviewing your notes and undertaking additional reading (such as relevant course notes and chapter of the textbook) to ensure that you fully understand the course material and can take full advantage of the learning opportunity afforded by the lectures and tutorials.

Practice questions and worked solutions are provided for each topic. Students are encouraged to work through these questions after the topic has been covered in lectures and tutorials. If you have course related questions you should ask these in the first instance in your statistics or computing tutorial. You may also email your tutor or post your question to the Discussion forum on the Blackboard course site.

7. Student Learning Outcomes

By the end of this course you will be able to:

1. Describe, apply and evaluate different research methods used by psychologists.
2. Design basic studies to address psychological questions: frame research questions; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; analyse data and interpret results; and write research reports.
3. Demonstrate an understanding of the basic concepts of inferential data analysis methods and undertake appropriate statistical analyses of data.
4. Carry out analyses of data from single factor and factorial experiments.
5. Make confident inferences regarding interval estimates of parameters and test outcomes.
6. Understand the difference between planned and post-hoc analysis methods, and demonstrate an appropriate application of these methods.
7. Use the statistical package, PSY, to carry out contrast analyses of between- and within-subjects designs.
8. Use the statistical package, SPSS, to carry out one-way and two-way ANOVAs.
9. Design an experiment, construct a hypothetical data set, carry out and interpret a contrast analysis on this data set.

8. Graduate Attributes

School of Psychology Graduate Attributes[*]	**Level of Focus** 0 = No focus 1 = Minimal 2 = Minor 3 = Major	**Activities/Assessment**
1. Core knowledge and understanding	3	Participation in lectures & tutorials and class work – this requires students to form advanced understanding of data analysis concepts and practice. Assessed in exam and assignment.

[*] The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

2. Research methods in psychology	3	Participation in lectures & tutorials and class work will equip students to understand, apply and evaluate basic research methods in psychology; this includes applying different data analysis methods across a range of research designs, drawing appropriate inferences from the data, and the appropriate use of statistical packages.
3. Critical thinking skills	3	Development of data analysis assignment showing use of critical and creative thinking, ability to apply appropriate data analysis methods to specific research designs.
4. Values, research and professional ethics	2	Ongoing discussion of best practice approaches to data analysis and ethical issues surrounding misuses of data.
5. Communication skills	3	Participation in tutorials and development of class assignments encourages effective communication.
6. Learning and application of psychology	2	Apply understanding of best practice in data analysis across different domains of psychology and critically evaluate published research.

9. Assessment

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback
				Release	Submission	
Class Test	20%	1 - 8	1-3, 5, 6		Lecture 4-5pm, Thursday April 18th	Test paper returned in Week 8; written feedback and worked solution provided
Assignment	20%	1-9	1-6	Week 8	4.30pm Friday May 24th to School Office AND Turnitin	Available from School office within 4 weeks of submission; written feedback.
Final Exam	60%	1-8	1-6		Exam Period	

There are 3 compulsory components of assessment:

1. A **Class Test** will be held during the ***Thursday lecture 4-5pm (April 18) of Week 6*** (in Biomed Theatre A and additional location tba). The test is worth 20% of your course mark and will cover material from Topics 1 -5. *Statistical tables and some formulae* will be provided, but you need to bring a *calculator* to the test.
2. An **Assignment** is due by ***4.30 pm Friday May 24 (Week 11)***. This exercise is worth 20% of your course mark and will require you, among other things, to design an experiment, construct a set of hypothetical data with certain properties, and analyse these data using SPSS and PSY. The exercise will be set in Week 8 and will cover material drawn from Topics 5 -12.
3. A three-hour **Final Exam** worth 60% of your course mark. Some formulae and statistical tables will be provided, you are required to provide your own calculator – see Required Equipment below.

Weights for the various components are as follows:

	%
Class Test	20
Assignment	20
Final Exam	60
	100

An aggregate mark of 50 or higher is required to pass the course; students must attempt all components of the course but need not pass all components in order to pass the course.

Please Note: Make sure you familiarise yourself with information regarding assignment submission and special consideration procedures – see Administrative Matters pp.10-11.

10. Course Schedule and Important Dates

Week	Lecture	Date	Lecture Topic	Statistics Tutorial	Computing Tutorial
1	1	Tues 11am (5/3)	Introduction, Topic 1	*no tutorials*	*no tutorials*
	2	Thurs 11am (7/3)	Topic 1, 2		
	3	Thurs 4pm (7/3)	Topic 2		
	NOTE	**Sun 5pm (10/3)**	***Deadline to enrol in T1 course***		
2	4	Tues 11am (12/3)	Topic 3	Topic 1	Topic 2
	5	Thurs 11am (14/3)	Topic 3		
	6	Thurs 4pm (14/3)	Topics 3		
3	7	Tues 11am (19/3)	Topic 4	Topic 3	Topic 3
	8	Thurs 11am (21/3)	Topic 4		
	9	Thurs 4pm (21/3)	Topic 5		
4	10	Tues 11am (26/3)	Topic 5	Topic 4	Topic 4
	11	Thurs 11am (28/3)	Topic 5		Intro to PSY
	12	Thurs 4pm (28/3)	Topics 5, 6		
Public Holiday		**Friday 29/3**	Students in Friday tutorials attend alternative tutorials for this week		
		29/3 – 7/4	**RECESS**		
	NOTE	**Sun 5pm (31/3)**	***Deadline to discontinue T1 course without financial penalty***		
5	13	Tues 11am (9/4)	Topic 6	Topic 5	Topics 5, 6
	14	Thurs 11am (11/4)	Topic 7		
	15	Thurs 4pm (11/4)	Topic 7, 8		
6	16	Tues 11am (16/4)	Topics 8	Topic 6	Topic 7
	17	Thurs 11am (18/4)	Topic 9		
	Thursday 4pm-5pm (18/4)		**Class Test (worth 20%) Topics 1-5** Biomed Theatre A plus additional location tbc		
7	18	Tues 11am (23/4)	Topic 9, 10	Topic 8	Topic 8
Public Holiday		Thurs 11am (25/4)	Students in Thursday tutorials attend alternative tutorials for this week		
- no lectures		Thurs 4pm (25/4)			
	NOTE	**Sun 5pm (28/4)**	***Deadline to discontinue T1 course without academic penalty***		
8	19	Tues 11am (30/4)	Topic 10	Topic 9	Topic 10
	20	Thurs 11am (2/5)	Topic 10		
	21	Thurs 4pm (2/5)	Topic 10, 11		
9	22	Tues 11am (7/5)	Topic 11, 12	Topic 10	Topics 10, 11
	23	Thurs 11am (9/5)	Topic 12		
	24	Thurs 4pm (9/5)	Topic 12		
10	25	Tues 11am (14/5)	Topic 12, 13	Topic 12	Topic 12
	26	Thurs 11am (16/5)	Topic 13		
	27	Thurs 4pm (16/5)	Topic 14		
11	28	Tues 11am (21/5)	Topic 14		
	29	Thurs 11am (23/5)	Topic 14	Topic 13, 14	Topic 14
	30	Thurs 4pm (23/5)	Topic 15		
	Friday (24/5)		**Assignment (worth 20%) Topics 5-12** **due by 4.30pm to School Office (and Turnitin)**		
12	31	Tues 11am (28/5)	Topic 15	Topic 14, 15	Topic 15
	32	Thurs 11am (30/5)	Topic 16		
	33	Thurs 4pm (30/5)	Topic 16, Review and Exam Info		

11. Expected Resources for Students	
TEXTBOOK (RECOMMENDED)	Bird, K.D. (2004). Analysis of Variance via Confidence Intervals. London: Sage Publications. NOTE: available ***online*** via UNSW Library
COURSE MATERIALS	The **PSYC3001 Blackboard site** (access via MyUnsw) provides course information and lecture slides, course notes and tutorial exercises, practice questions, discussion forum and announcements. Most students should find that the lecture slides, course notes, tutorial handouts, practice questions and solutions provide enough material for understanding the course content and undertaking the assessments.
OTHER RECOMMENDED READINGS	Keppel, G., & Wickens, T. D. (2004). Design and Analysis: A Researcher's Handbook. (4th Ed.). Upper Saddle River, NJ: Pearson.
CALCULATOR	Students should bring a calculator to each tutorial, and to the Class Test and Final Exam. **Note**: Students must use a *UNSW approved calculator* for the final exam. Information regarding this matter can be found on MyUnsw.

12. Course Evaluation & Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

13. Plagiarism & Academic Integrity

What is plagiarism?

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Where can I find out more information?

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

- **How can the Learning Centre help me?**

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: www.lc.unsw.edu.au/plagiarism. They also hold workshops and can help students one-on-one.

- **How can Elise help me?**

  ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge:

  http://subjectguides.library.unsw.edu.au/elise

- **What is Turnitin?**

  Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here:

  http://teaching.unsw.edu.au/turnitin-students

What if plagiarism is found in my work?

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

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 a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

www.unsw.edu.au/studentmisconductprocedures.pdf

Examples of plagiarism

Using the internet appropriately

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

Working together on a maths assignment

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this lead to some student failing the assessment.

No referencing in an assessment

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

Copying design work

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic misconduct and failed the course.

Further information and assistance

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

UNSW Learning Centre

Lower Ground Floor, North Wing, Chancellery Building
(C22 Kensington Campus – near Student Central)
www.lc.unsw.edu.au
Phone: 9385 2060
Email: learningcentre@unsw.edu.au

Opening Hours:
Monday to Thursday: 9am - 5pm and
Friday: 9am - 2.30pm

COFA Campus Learning Centre

Email: cofalearningcentre@unsw.edu.au
Phone: 9385 0739

14. Administrative Matters

The *School of Psychology Student Guide*, available at http://www.psy.unsw.edu.au/students/current/files/Student_Guide.pdf, contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements;
- Assignment submissions and returns;
- Assessments;
- Special consideration in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Occupational Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*.

Administrative Matters for PSYC3001

1. Assignment Submission Procedures

Hard Copy: Your assignment is to be submitted to the drop box located at the School Office (Level 10 Mathews) by 4.30pm on the day it is due or earlier. The work should have the School's Assignment Submission Form (including ***your*** signature) firmly attached to the front. This form can be obtained from the School Office or downloaded from the School's website.

Your assignment will be date stamped by the School Office and taken as formal evidence of submission.

PLEASE NOTE:

- Assignments will not be marked if the Assignment Submission Form is unsigned.
- ***Do not*** allow someone else to sign the cover sheet in your name; to do so is to risk being charged with Student Misconduct.

Electronic Copy: In addition to the hard copy, an electronic version of your assignment must be lodged online to the Turnitin plagiarism checking tool on the Blackboard course module. Instructions for submitting your assignment to Turnitin will be posted on Blackboard closer to the submission date.

You should submit your assignment online the same day you submit your printed copy to the School Office.

Late Penalty

- Late assignments will incur a late penalty: 2% of the maximum mark allocated for the assignment will be deducted for each day overdue.
- Late assignments will **NOT** be accepted after others have been returned to students.
- Late assignments may not receive detailed feedback and/or marker comments.

If you have an acceptable reason for being unable to satisfy a deadline (e.g. you were sick on or before the due date), you should apply for special consideration (see below). Please note that time management issues such as having other assignments due at the same time or outside work commitments are NOT sufficient reasons for avoiding a late penalty.

2. Special Consideration Procedures

Students wishing to apply for Special Consideration should do so within **three working days** of the assessable event. All applications must be made via Online Services (Special Consideration) on MyUNSW. See the *School of Psychology Student Guide* for more information regarding accessing this service.
Students will receive an outcome notice of their application via the Online Service.

***Class Test*:** Students who are eligible to sit a deferred class test will be contacted by the Course Convenor regarding date, time and venue details.

Final Exam: Students who are eligible to sit a Further Assessment Exam will be contacted by the School and required to sit this exam at a date to be set during the period 15-19 July 2013.

In line with School policy:

- Permission to sit the Further Assessment exam will **not be granted** unless ***all*** class work has been attempted.
- The Further Assessment Exam for PSYC3001 (scheduled by the School) will be offered only once, and is the ***only*** deferred exam available for students who have not sat the Final Exam. Additional examinations will not be set under any circumstances.
- Students can attend the final examination only ***once,*** either in the regularly scheduled exam period or in the Further Assessment period.
- Any student who is medically unfit on the day of the Final Exam is advised to not sit the exam at this time, and to submit a special consideration request (see above) to sit the deferred exam.

Further

- Students registered with SEADU should follow guidelines indicated by them.
- All Exchange and Study Abroad students will be expected to sit the final examination without exception. These dates are advertised well in advance.

Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded a higher mark. Deferred and alternative assessment materials may be in a different format from the original and In some instances the additional assessment could be in the form of a viva.

Please note that a register of applications for special consideration is maintained. History of previous applications for special consideration is taken into account when considering each case.