



FACULTY OF SCIENCE
SCHOOL OF PSYCHOLOGY

PSYC1021
Introduction to
Psychological Applications
Semester 1, 2017

| Information about the Course | | | |
|---|---|-----------------|------|
| FACULTY | Science | | |
| SCHOOL/DEPARTMENT | Psychology | | |
| COURSE CODE | PSYC1021 | | |
| COURSE NAME | Introduction to Psychological Applications | | |
| SEMESTER | Semester 1 | YEAR | 2017 |
| UNITS OF CREDIT | 6 | LEVEL OF COURSE | 1 |
| ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES | PSYC1021 is restricted to students currently enrolled in programs 3632 (Bachelor of Psychology (Hons)), and 4721 (Bachelor of Psychology (Hons)/Law). | | |
| SUMMARY OF THE COURSE | This course offers an introduction to psychology as a scientific discipline and as a profession, with special emphasis on initiating the academic and professional development of students in the Bachelor of Psychology programme. The content of this course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally. This course also provides a first step in your development of psychological literacy , that is, the capacity to utilise your psychological knowledge, skills and attitudes in to achieve personal, professional, and societal goals. | | |

| Staff Contact Details | | | | |
|---|-----------|--|---------------------------|------------------------------------|
| Questions about any aspect of the administration of the course should be directed to the course coordinator, preferably by email. | | | | |
| COURSE COORDINATORS, LECTURERS AND TUTOR | | | | |
| Name | Phone | Email | Office | Contact & Availability |
| A/Prof Jacquelyn Cranney (JC) | 9385-3527 | j.cranney@unsw.edu.au | Mathews 911 | Email for availabilities |
| Dr Sue Morris (SM) | 9385-3527 | s.morris@unsw.edu.au | Mathews 911 | Tuesday 11-12pm, or by appointment |
| ADDITIONAL LECTURERS | | | | |
| Name | Phone | Email | Office | Contact Time & Availability |
| Dr Richard Kemp (RK) | 9385 1401 | richard.kemp@unsw.edu.au | Mathews 441 | Email for availabilities |
| Dr Michael Young (MY) | 9385-3038 | michael.young@unsw.edu.au | Mathews 1005 | Email for availabilities |
| Eva Chan (EC) | 9385-5430 | e.chan@unsw.edu.au | Careers and Employment | Email for availabilities |
| Kelvin Wong (KW) | | shiufung.wong@unsw.edu.au | Mathews Level 14, Desk 25 | Email for availabilities |
| Dr Annette Olschewski (AO) | 9385-3527 | a.olschewski@unsw.edu.au | Mathews 911 | Email for availabilities |

| Course Timetable | | | | |
|-------------------------|-------------------|---------------|-------------|-----------------|
| Component | Instructor | Day | Time | Location |
| Lecture | Various | Monday | 11am-12pm | CLB 5 |
| | | AND Wednesday | 9-10am | CLB 2 |
| Practical | Dr Sue Morris | Monday | 12-2pm | MAT 227 |
| | | Tuesday | 9-11am | MAT 227 |
| | | OR Tuesday | 12-2pm | MAT 227 |

| Lectures and Practical Classes | | |
|--|-------------------------|-------------------|
| Topic | Lectures | Practicals |
| Research and communication | Jacky Cranney (JC) | Sue Morris (SM) |
| Psychology in forensic context | Richard Kemp (RK) | |
| Psychology in organisations | Michael Young (MY) | |
| Psychology in clinical context | Kelvin Wong | |
| Careers in psychology | Eva Chan (EC) | Eva Chan (EC) |
| Critical and creative thinking in psychology | Annette Olschewski (AO) | Sue Morris (SM) |
| Adaptive cognition | Jacky Cranney (JC) | |

| Aims and Learning Outcomes of the Course |
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| <p>The content of this course is structured around the graduate attributes associated with the scientist-practitioner model, which is the basis for the training of psychologists in Australia and internationally. By the end of this course, you will be able to:</p> <ul style="list-style-type: none"> • Articulate and apply the key features of undertaking research within psychology; • Individually and collaboratively apply skills of analytical, critical and creative thinking; • Identify ill-defined issues of social significance; • Design scientifically meaningful research; • Demonstrate effective oral communication skills; • Apply the skills involved in identifying, documenting, and reflecting upon career- relevant achievements in relation to graduate and professional attributes; • Apply the skills involved in quality resume preparation and job application; • Differentiate the areas and key issues in professional psychology, especially within the forensic, organisational, and clinical psychology contexts. |

| School of Psychology Graduate Attributes¹ | |
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| Level of Focus: 0 = No focus; 1 = Minimal; 2 = Moderate; 3 = Major The integrated acquisition of the graduate attributes, as partly indicated through assessment of the learning outcomes, comprises "psychological literacy". | Learning and Teaching Activities (and Assessments) |

¹ The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced with the support of funding from Carrick, ALTF, and OLT (to J.Cranney and colleagues), with the cooperation of the Australian Psychological Society, the Australian Psychology Accreditation Council, and the University of New South Wales (School of Psychology; Learning & Teaching @UNSW).

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| <p>1. Knowledge and understanding <i>This course is not focussed so much on content as on the skills and dispositions inherent in an undergraduate psychology education.</i></p> | |
| <p>2. Research methods in psychology 2.1 Describe the basic characteristics of the science of psychology = 2 2.2 Describe, apply and evaluate the different research methods used by psychologists = 1 2.3 Demonstrate practical skills in psychological research = 3. 2.4 Describe and evaluate questionnaire construction, implementation and interpretation = 0. 2.5 Describe the key principles for designing, implementing and evaluating programs of behaviour change = 0. 2.6 Locate, evaluate and use information appropriately in the research process = 2. 2.7 Use basic web-search, word-processing, database, email, spreadsheet, and data analysis programs = 2 2.8 Design basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology = 3.</p> | <p><i>These SLOs will be developed through practical and assessment activities in particular. They will be assessed primarily in the Group Assignments 1 and 2 and in the final examination, but also in journal entries.</i></p> |
| <p>3. Critical thinking skills 3.1 Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes = 3. 3.2 Question claims that arise from myth, stereotype, pseudo-science or untested assumptions = 3. 3.3 Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement = 2. 3.4 Evaluate the quality of information, including differentiating empirical evidence from speculation = 2. 3.5 Identify and evaluate the source and context of behaviour =1. 3.6 Recognise and defend against the major fallacies of human thinking = 3 3.7 Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals = 1. 3.8 Demonstrate creative and pragmatic problem solving = 2.</p> | <p><i>These SLOs will be developed through practical, lecture and assessment activities. They will be assessed primarily through the tests and final examination but also in the Group Assignments and in journal entries</i></p> |
| <p>4. Values; research and professional ethics 4.1 Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication) = 2. 4.2 Recognise the limitations of one's psychological knowledge and skills, and value life-long learning = 1. 4.3 Display high standards of personal and professional integrity in relationships with others = 1. 4.4 Exhibit a scientific attitude in critically thinking about, and learning about, human behaviour, and in creative and pragmatic problem solving = 2. 4.5 Promote evidence-based approaches to understanding and changing human behaviour = 1.</p> | <p><i>These SLOs will be developed through lecture, practical and assessment activities. They will be assessed primarily in the final examination, but also in the Group Assignments and journal entries.</i></p> |
| <p>5. Communication skills 5.1 Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes = 3. 5.2 Write effectively in a variety of formats and for a variety of purposes (e.g., informing, arguing) = 2. 5.3 Demonstrate effective interpersonal communication skills including the abilities to: listen accurately and actively; use psychological concepts and theories to understand interactions with others; identify the impact or potential impact of one's behaviour on others; provide constructive feedback to others; adopt flexible techniques to communicate sensitively and effectively with diverse ethnic and cultural partners, including in the context of team-work = 2. 5.4 Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically = 3.</p> | <p><i>These SLOs will be developed through practical, assessment and lecture activities. They will be assessed primarily in the Group Assignments, but also in the journal entries.</i></p> |
| <p>6. Learning and application of psychology 6.1 Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately;</p> | <p><i>These SLOs will be developed through lecture, practical and assessment activities.</i></p> |

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| <p>incorporate feedback for improved performance; purposefully evaluate the quality of one's thinking (metacognition) = 1.</p> <p>6.2 Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society = 1</p> <p>6.3 Reflect on one's experiences and learn from them in order to identify and articulate one's personal, sociocultural, and professional values; demonstrate insightful awareness of one's feelings, motives, and attitudes based on psychological principles = 2</p> <p>6.4 Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology = 2</p> | <p>They will be assessed primarily in the journal entries and in the final examination, but also in Group Assignment 2 and the Careers Assignment.</p> |
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Rationale for the Inclusion of Content and Teaching Approach

The integrated acquisition of the graduate attributes, as partly indicated through assessment of the learning outcomes, is foundational to psychological literacy. This (with PSYC1001 and PSYC1011) is the beginning of that journey, with an emphasis on learning and applying psychological principles to 'self-management' knowledge, skills and attitudes (KSAs) that should be useful in your university studies and beyond. By the time you reach third year, there will be a "capstone" course or experience that will assist you in the process of integrating your learning across different psychology courses, and thus providing you with some insight into your own level of acquisition of psychological literacy.

Teaching Strategies

This course involves 2 hours of lectures per week, as well as a 2 hour practical class.

Practical Participation: Practicals are an essential and compulsory part of this course, and will involve interactive activities that build on the preparatory material, and assist in the development of learning outcomes. To benefit from and to contribute to practicals, preparation and completion of all preparatory work is required. Material relevant to the assignments will be presented and discussed in practicals.

Your attention is also drawn to the following:

Your practical session time: You must attend the practical session to which you have been allocated. It will not be possible to switch or change practical classes once allocations are finalised.

Practical session attendance. Attendance will be recorded at the beginning of every practical. Late-comers may be asked to leave, and all absences will be recorded.

Missing practicals. Inadequate attendance (less than 100% of all practicals) may result in failure to pass the course (whether or not you have medical certificates or other documentation). If you are unable to attend practicals because of sickness or other circumstances outside your control, please **contact A/Prof. Cranney or Dr Morris as soon as possible.**

For every 6-credit-unit course, you are expected to spend an average of **10 hrs per week on that course**—this includes class-time, pre- and post-practical preparation requirements outside class-time group work, data-gathering exercises, and the normal study time necessary to adequately complete assignments and examination study. **Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation, group work, or assessments.** Remember, the semester times are quite short (final examinations will be upon you before you know it), so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

Practical Guide and Assessments

| Week | Lecture 1 Monday 11-12pm (CLB5) | Lecture 2 Wed 9am-10am (CLB2) | Practicals Mon 12-2; Tue 9-11; Tues 12-2 (all in Mat 227) | Assessment Tasks (Class participation tasks in various weeks TBA) |
|-------------------------------|---|--|---|--|
| 1 | 27/2 JC Intro to course | 1/3 JC Stanovich 1-4 | 27-28/2 No practicals | Career Assignment released |
| 2 | 6/3 JC Stanovich Quiz 1 ; Stanovich 5-8 | 8/3 JC Stanovich Quiz 2 ; Stanovich 9-12 | 6-7/3 SM Intro to group work, Intro to research | *Career Assignment due 9/3, 4pm *Stanovich Quiz in lectures <i>Group Assignment 1 given</i> |
| 3 | 13/3 JC Stanovich Quiz 3 ; Intro to Research | 15/3 SM Research/Careers | 13-14/3 SM Critical & Creative thinking (CCT); group work | |
| 4 | 20/3 RK Forensic Psych 1 | 22/3 RK Forensic Psych 2 8.30am medical deferred Stanovich quiz | 20-21/3 SM CCT; group work | *Reflection 1. Due 26/3 11pm <i>Group Assignment 1 due</i> <i>Group Assignment 2 given</i> |
| 5 | 27/3 KW Clinical psych 1 | 29/3 KW Clinical psych 2 | 27-28/4 SM CCT, group work | |
| 6 | 3/4 EC Careers 1 | 5/4 EC Careers 2 | 3-4/4 SM Oral communication, group work | |
| 7 | 10/4 MY Organisational Psych 1 | 12/4 MY Organisational Psych 2 | 10-11/4 EC Careers | *Reflection 2. Due 16/4, 11pm |
| Midsem Break 14/4-23/4 | | | | |
| 8 | 24/4 SM Study design & method approval | 26/4 SM Study design & method approval | 24-25/4 ANZAC DAY No practicals | |
| 9 | 1/5 SM Oral Communication | 3/5 AO CCT 1 | 1-2/5 No practicals --Solo group data collection | |
| 10 | 8/5 AO CCT 2 | 10/5 AO CCT 3 | 8-9/5 SM Data interpretation | |
| 11 | 15/5 AO CCT 4 | 17/5 JC AC 1 | 15-16/5 No practicals – prepare for presentation | Job Ad due |
| 12 | 22/5 JC AC 2 | 24/5 JC AC3 | 22-23/5 SM & JC Oral presentations | *Reflection 3. Due 28/5, 11pm |
| 13 | 29/5 JC AC4 | 31/5 NO LECTURE | 29-30/5 | *Reflection 4. (Final). Due Monday 5/6 (Stuvac), 11pm |

You are required to attend all lectures and practicals, and to meet all participation and assessment specifications. If possible, lectures will be digitally recorded and made accessible via Moodle. Please note that occasionally there is group work and tests in lecture times. You are also expected to attend **all** of the

compulsory 2-hour weekly practical/tutorial classes. Practicals will involve interactive activities that will extend lectures and assist in the attainment of assessable learning outcomes.

Resources for Students

Prescribed text book: Stanovich, K. (2010). How to think straight about psychology. 10th Edition. Pearson Education Inc.

Course website: <https://moodle.telt.unsw.edu.au/login/index.php> This contains lecture and practical handouts, assessments, and any updated information. You are expected to check this regularly. You are also expected to regularly check your UNSW email.

Assessment

Although the **Guide** above may give the impression of heavy assessments, be assured that some aspects—such as some of the reflections—will not take a long time (e.g., Reflections 1-3 should not take more than 15 min each). Moreover, group work should lighten the load!

All assessment components must be completed in order to satisfy the requirements of this course. There are THREE categories of assessment in this course, as outlined below. It is important to note that many of the assessment tasks involve a change in skill. For that reason, students are being asked to complete some tasks more than once, with the first attempt having only a small weighting or used as a baseline against which the later and/or final version(s) will be compared.

In this course there will, on occasion, be the opportunity to receive bonus marks.

| Assessment category | % marks | Week due |
|--|-------------|-------------------|
| 1. Research and communication: Group Assignment | (30) | |
| - Group Assignment 1: Article Deconstruct: | 5 | 4 |
| - Group Assignment 2: Research project and Oral presentation | 25 | 12 |
| 2. Thinking like a Psychologist | (22) | |
| - Careers Assignment | 2 | 2 |
| - Reflections | 10 | 4, 7, 12, 14 |
| - Class participation | 10 | various |
| 3. Formal examinations | | |
| - Critical and creative thinking in-lecture quizzes | 6 | 2-3 |
| - Final exam | 42 | Final exam period |
| TOTAL | 100 | |

Please see GA/SLO table regarding which Assessment items assess which GA/SLO.

NB Bonus marks will be offered at the discretion of the Course Co-ordinators.

****IF IS YOUR RESPONSIBILITY TO UNDERSTAND THE ASSESSMENT SECTION IN THE 2017 SCHOOL OF PSYCHOLOGY STUDENT GUIDE ****

Assessment details:

Research and Communication: Group Assignment

Group Assignment 1 (5%):

This assignment will involve analysis of a research article, whereby a series of questions will need to be answered (e.g., identifying the independent and dependent variables). Your group will be required to submit one written response (for which you will all receive the same mark) in your Week 4 Practical.

Group Assignment 2 (25%):

The field-study presentation in Week 12 will be based on a field study that will be designed, conducted and presented in small groups. You will test a specific hypothesis by collecting data from at least 30 participants, and your group will present the results of your study to the class (for which it is expected that all group members will receive the same mark). Reporting on research in any area of science is an essential skill that reflects your ability to synthesise empirical (research-based) material requiring a considerable level of both theoretical and conceptual understanding, and to report your conclusions clearly and concisely. This assessment task will (a) familiarise you with the process of undertaking research in psychology, (b) familiarise you with a particular reporting style and help you acquire the basics of effective and efficient scientific communication, (c) emphasise the development of your scientific communication and information literacy skills, as well as promoting critical thinking, and (d) provide you with a supported collaborative learning experience. Detailed instructions and background information for the group field study will be distributed in your Week 4 practical.

Thinking Like a Psychologist

Career Assignment (2%):

This CV and job application assignment, due on March 12, is designed as a trigger to help you think about what skills you would need to acquire to work in the area of psychology. In particular, you will be given a Job Advertisement and required to prepare a resume and a 150-word expression of interest to apply for the job. Later, Eva Chan's career-oriented lectures and practicals will familiarise you with the skills involved in developing, identifying, documenting, and reflecting upon career-relevant achievements in relation to graduate and professional attributes. You will be asked to reflect on what you have learnt in one of the Reflection assignments.

Reflections (10%):

The four written Reflection submissions are designed to help you reflect upon what you have learned in the lectures, practicals and assessment tasks. Specific instructions will be given for each Reflection assignment, with greater assessment weighting being given to the final Reflection (see Guide for timing details).

Class participation (10%):

This will be judged on the basis of your submission of homework tasks (including data gathering exercises, and Moodle/Internet exercises), your engagement with group work and Positive Psychology tasks, as well as your general participation in and contribution to tutorials. It is not enough to just turn up, you will be expected to make valuable contributions to both class discussions and group activities.

Formal examinations

In-class Stanovich quizzes (6%):

Brief short-answer quizzes will cover chapters in the assigned textbook (Stanovich: How to think straight about psychology), and may also give you practice on reflecting on what you have learnt.

When: During lecture periods in Weeks 2-3.

Final exam (42%):

This will cover lecture and practical material and assigned readings. The 2-hr exam will be held during the Final Examination Period. The final exam may consist of the following parts:

- Multiple-choice questions and some short answers questions. Some answers require basic definitions, whereas others require analysis of a situation. There will also be some multiple-choice questions on the forensic, clinical and organisational lectures. A more detailed guide to content will be provided in one of the final lectures;
- article critique: this will be similar to the ones undertaken in class;
- “design a study”. Class examples usually demonstrate one of two approaches: a “true experiment” with random assignment of subjects to conditions, with all the ethical and resource implications, OR a more realistic (quasi) experiment that compared behaviour in pre-existing groups/conditions, which although more feasible to actually conduct, then has limitations in terms of inferences (i.e., usually some alternative explanations to possible patterns of results). You can practice this exercise by choosing a current ‘human behaviour’ issue in the media, and trying to work out how you could conduct a study to inform the issue;
- short essay questions on the application of psychological principles, and aspects of adaptive cognition.

Administrative Matters

The 2017 *School of Psychology Student Guide*, available on <http://www.psy.unsw.edu.au/current-students/student-guide> 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;** including 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.

It is every student’s **responsibility** to **ensure they understand the information** contained in this *Guide*. Please contact School of Psychology Office Staff (on Level 15 of the Mathews Building, email psychology@unsw.edu.au) if you have any questions.

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. They also hold workshops and can help students one-on-one. Information is available on their website: <http://www.lc.unsw.edu.au/academic-integrity-plagiarism>.

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: <https://teaching.unsw.edu.au/elearning>.

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

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>.

Examples of plagiarism:

Using the internet inappropriately

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 led 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