



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

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## Science

Faculty of Science  
School of Psychology

# Psyc3301 Psychology and Law

Semester 1, 2015

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1. Information about the Course			
FACULTY	Science		
SCHOOL OR DEPARTMENT	Psychology		
COURSE CODE	Psyc3301		
COURSE NAME	Psychology and Law		
SEMESTER	Semester 1	YEAR	2015
UNITS OF CREDIT	6	LEVEL OF COURSE	3
ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	Prerequisites: PSYC2001, PSYC2061. Note PSYC2061 may be taken as a corequisite		
SUMMARY OF THE COURSE	<p>An introduction and broad overview to the discipline of psychology and law. You will be introduced to a wide range of topics in forensic psychology, covering both criminal and civil law. Topics include jury decision making, eyewitness memory, criminal profiling, children and the courts, victims and offenders, policing, and the treatment and rehabilitation of offenders. The course will draw on cognitive, social and clinical psychological research. The goal is to demonstrate how psychological research can help us to understand and reform all aspects of the legal process.</p> <p>The course has two main components:</p> <ul style="list-style-type: none"> <li>• Lecture component – 2 one-hour lectures per week</li> <li>• Laboratory Class component – 9 labs each of 1.5 to 2 hours duration spread across weeks 3 to 13. Attendance at Laboratory classes is compulsory and will be monitored. Students must attend the assigned lab class.</li> </ul> <p>In addition to providing an introduction to the discipline of psychology-law, the course may offer a useful foundation for students interested in further study of forensic psychology at the Masters, Doctoral or PhD level.</p>		

2. Staff Contact Details
<p><b>Course coordinator:</b>  <b>A/Prof Richard Kemp,</b>  <b>Room 441 Mathews Building</b>  <b>email: <a href="mailto:richard.kemp@unsw.edu.au">richard.kemp@unsw.edu.au</a></b>            Appointments can be made via email.</p> <p><b>Other lecturing staff:</b>            Dr Kristy Martire            Room 439 Mathews Building            email: <a href="mailto:k.martire@unsw.edu.au">k.martire@unsw.edu.au</a></p> <p>Guest lecturers include Kevin O’Sullivan (Wentworth Forensic Clinic) and Matt Ireland (NSW Police) and Ian Watkins (UNSW)</p> <p><b>Tutors:</b></p> <ul style="list-style-type: none"> <li>• Donna Li            Room 1401 Mathews Building : <a href="mailto:donna.li@psy.unsw.edu.au">donna.li@psy.unsw.edu.au</a></li> <li>• Ian Watkins    Room 1502 Mathews Building : <a href="mailto:i.watkins@unsw.edu.au">i.watkins@unsw.edu.au</a></li> <li>• Alice Towler    Room 1502 Mathews building : <a href="mailto:a.towler@unsw.edu.au">a.towler@unsw.edu.au</a></li> <li>• Nadia Menon    Room 1502 Mathews Building : <a href="mailto:n.menon@unsw.edu.au">n.menon@unsw.edu.au</a></li> <li>• Ruth Elijah    Room 1401 Mathews Building : <a href="mailto:ruth.elijah@unsw.edu.au">ruth.elijah@unsw.edu.au</a></li> </ul>

### 3. Course Timetable

Component	Lecturer / Tutor	Day	Time	Location
Lecture 1	Richard Kemp / Kristy Martire / guest lecturers	Thursday	2.00-3.00	Central Lecture Block 6
Lecture 2	Richard Kemp / Kristy Martire / guest lecturers	Friday	9.00-10.00	Central Lecture Block 8
<b>Lab Group 1</b>	<b>Ruth Elijah</b>	<b>Monday</b>	<b>9.00-11.00</b>	<b>Mathews 313</b>
<b>Lab Group 2</b>	<b>Nadia Menon</b>	<b>Monday</b>	<b>11.00-1.00</b>	<b>Mathews 313</b>
<b>Lab Group 3</b>	<b>Donna Li</b>	<b>Tuesday</b>	<b>11.00-1.00</b>	<b>Mathews 308</b>
<b>Lab Group 4</b>	<b>Donna Li</b>	<b>Tuesday</b>	<b>4.00- 6.00</b>	<b>Mathews 313</b>
<b>Lab Group 5</b>	<b>Alice Towler</b>	<b>Thursday</b>	<b>10.00-12.00</b>	<b>Mathews 313</b>
<b>Lab Group 6</b>	<b>Ian Watkins</b>	<b>Thursday</b>	<b>4.00-6.00</b>	<b>Mathews 309</b>
<b>Lab Group 7</b>	<b>Alice Towler</b>	<b>Friday</b>	<b>2.00- 4.00</b>	<b>Mathews 313</b>

*Attendance at Labs / Tutorials is compulsory and students must attend the group they have been assigned to. Attendance will be monitored.*

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

### 4. Aims of the Course

This course aims to provide an introduction and broad overview to the discipline of psychology and law. You will be introduced to a wide range of psychological issues related to aspects of both civil and criminal law. The topics covered will draw on psychological research from various branches of the discipline including cognitive, social, developmental and clinical psychology. The second aim is to encourage an evidence-based approach to the study of topics involving the application of psychological knowledge to legal issues, and to demonstrate how psychological research can help us to understand and reform all aspects of the legal process..

### 5. Student Learning Outcomes

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

1. Apply psychological theory to a range of legal issues, including:	1.1. Cognitive theories of memory, perception, and decision making in a legal context 1.2. Social psychological theory, including as related to group process and social development 1.3. Clinical psychology theory, as related to the assessment and treatment of psychological disorders
2. Critically apply psychological research findings to applied problems. You will be able to :	2.1. identify psychological research relevant to a real world legal or policy problem 2.2. evaluate the research and weigh its relevance to the question in hand 2.3. summarise the research findings 2.4. Make appropriate recommendations based on the research reviewed
3. Show an advanced understanding of the nature and limitations of applied psychological research	3.1. Identify some of the common limitations of applied psychological research 3.2. Identify ways in which the impact of these limitations can be reduced 3.3. Evaluate research in light of these limitations
4. Create reports for groups of legal professionals which:	4.1. Identify the psychological research relevant to the problem being considered 4.2. appropriately summarise and explain the strengths and weaknesses of the research to a non-psychologist

	4.3. make appropriate and relevant recommendations based on that research
5. Investigate how psychology can be applied within a correctional environment to:	5.1. Assess offenders with regard to risk and treatment need 5.2. Develop treatments designed to reduce offending behaviour 5.3. Assess the effectiveness of these psychological interventions

6. 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	This will be developed through participation in lectures and lab classes, and assessed through exams, demonstrating an advanced understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the field of psychology and law.
2. Research methods in psychology	2	The lecture material will emphasize methodology, and help you develop an understanding of the strengths and weakness of different research methods when applied within an applied context. This will be assessed through exams and through the Media report and Psych-Legal report
3. Critical thinking skills	3	The development of critical thinking skills will be particularly emphasised in the Lab classes where you will be asked to consider how psychological research can be applied to particular legal and policy questions. This will be assessed through all components of the course.
4. Values, research and professional ethics	3	The course will give careful consideration to the role of psychologists in the legal system, whether acting as a consultant, an expert witness or a researcher. We will consider the ethical issues psychologists must consider in these contexts. This is assessed through the Media and Psycho-Legal reports and the web resources group assessment. .
5. Communication skills	2	The ability to clearly communicate the outcomes of psychological research to a non-specialist audience will be developed in the Lab classes and assessed in the Psycho-Legal report and the web resources assessment.
6. Learning and application of psychology	3	The application of psychological theory and research to broader topics in public policy and law is fundamental to all aspects of this course and will be assessed through all the assessment components.

7. Rationale for the Inclusion of Content and Teaching Approach
The design of the structure, content and assessment of this course has been informed by the policy document "Guidelines on learning that inform teaching at UNSW" (see <a href="http://www.guidelinesonlearning.unsw.edu.au">www.guidelinesonlearning.unsw.edu.au</a> ). In particular, lectures and lab classes are designed to encourage active, challenging and enjoyable learning which builds on learning that has occurred in other psychology courses and is relevant to the range of students' likely future careers. The teaching employs a variety of different methods and encourages students to take responsibility for their own learning and to work cooperatively. Use is made of web based materials and assessments have been designed to reflect the learning outcomes and structure of the course.

\* 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).

## **8. Teaching Strategies**

The two, one-hour lectures each week will be used to provide students with an introduction to a broad range of topics within the field of psychology and law. Within these topic areas the lectures will cover current theory, research methods, findings and the application of these findings to the legal process. The laboratory classes are designed to allow opportunities for in-depth and active learning. The sessions will be used to demonstrate and explore some of the issues covered in the lectures and opportunities will be provided to explore the methods used in forensic research, to take part in practical demonstrations, to debate issues and case studies and to participate in role-plays. To develop students' critical thinking, they will be asked to monitor media reports for relevant psycho-legal issues and to present to their lab class one such issue along with the empirical research relevant to this topic.

The lectures will draw on topics covered in the textbook and additional readings. You should read the relevant chapter or reading before attending the lecture so that you come with an understanding of the broad issues. This understanding will provide a conceptual framework and allow you to draw greatest benefit from the lecture. Before each Laboratory class read over your lecture notes (if applicable) and re-read the textbook chapters so that you can seek clarification where you require it. Look out for debate in the news media concerning legal and policy issues. Think about how psychological knowledge and research could inform this debate.

In some cases the lecturer will identify specific reading but on other occasions you will be expected to use the library, research databases and other sources including the Internet to locate relevant material. The ability to locate relevant materials is a valuable skill that will be practiced and developed during this course.

## 9. Course Schedule

Wk#	Assessment	Date	Lecturer	Lecture Topic (Textbook chapter)	Lab class
1		5 Mar	RK	Introduction to the course; What is Forensic Psychology (1)	NO LAB CLASSES
		6 Mar	RK	A psychologists guide to the law in Australia	
2		12 Mar	RK	Profiling (14, 15)	NO LAB CLASSES
		13 Mar	MI	Police Psychology (11)	
3		19 Mar	RK	False Confession (17)	Lab 1: Detection of Deception
		20 Mar	RK	The Psychology of Terrorists and Terrorism (12)	
4		26 Mar	KM	Forensic Evidence	Lab 2: Profiling
		27 Mar		Detection of Deception: Physiological measures (18)	
5		2 April	RK	Detection of Deception: Statement Validity Assessment (18)	NO LAB CLASSES
				NO LECTURE	
MID-SESSION BREAK					
6	Mid-term exam	16 Apr		<b>MID-TERM EXAM PART 1</b>	NO LAB CLASSES
		17 Apr		<b>MID-TERM EXAM PART 2</b>	
7		23 Apr	RK	Juries and Jury decision making (23)	Lab 3: Jury Deliberation
		24 Apr	RK	Expert evidence	
8		30 Apr	RK	Eyewitness Memory part 1 (13)	Lab 4: Witness interviewing
		1 May	RK	Eyewitness Memory part 2 (13)	
9		7 May	RK	Eyewitness interviewing (13)	Lab 5: Identification evidence
		8 May	RK	Identification evidence (13)	
10	Report due Mon 11 May	14 May	RK	Sexual offenders (9,10)	Lab 6: Exam feedback
		15 May	RK	Juvenile Offenders (6)	
11		21 May	KM	Effective Prison and the treatment of offenders(24)	Lab 7: Research Ethics
		22 May	RK	Mental Illness and Crime; Fitness and Insanity (20)	
12		28 May	KO'S	Desistance from crime	Lab 8: Psychopathy & Risk Assessment
		29 May	IW	Psychological assessment for the courts / Risk Assessment..	
13		4 June		Concluding comments	Lab 9: Offender treatment
		5 June			

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

## 10. Assessment

The course will be assessed through a combination of two examinations and three course work components. Each component is designed to assess one or more of the expected learning outcomes. Together these assessment components will assess breadth of knowledge and understanding of the topics covered and analytic and evaluative skills.

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
Formative assessment – practice MCQ questions available on Moodle	0%	1	1, 2	Weeks 1-5	N/A	Automatic / Tutor	Immediate / Lab classes	Moodle
Mid-Term exam (10% MCQ, 10% extended answers)	20%	1,2,3	1, 2,3,6	16 <sup>th</sup> / 17 <sup>th</sup> April	N/A	Kemp / Tutor	Before week 10	Personal feedback on Moodle. General advice in Week 10 Lab class
Final Exam (15% MCQ, 15% extended answers)	30%	1,2,3,5	1, 2,3,6	As per exam timetable	N/A	N/A	N/A	N/A
Psych-Legal report	30%	1,2,3,4	2,3,4,5,6	Week 3	Mon 11 May	Marker	Week 13	Detailed written feedback on report – returned via Turnitin on Moodle
Media Presentation	15%	1,2,3,4,	2,3,4,5,6	Week 1	As assigned by Tutor	Tutor & classmates	Week 13	Written feedback given by tutor
Class Participation and Provision of Feedback to peers	5%	3, 4	2, 3, 4,5	Lab classes	N/A	Tutor & classmates	Week 13	From tutor

### Formative Assessments– feedback on performance

In addition to the formal assessments described above, during weeks 1-5 students will also be given the opportunity to attempt a number of formative assessments which will help them to assess their own performance and understanding of the material presented. These formative assessments will not contribute towards the overall grade for the course. This formative assessment will take the form of example questions which will be posted on the Moodle website. Examples questions will be in both Multiple Choice and Extended Answer formats. We encourage students to attempt these questions and to seek advice and feedback from their tutor. More details of these assessments will be available from the Moodle Website for this course

### Examinations (2 exams, a Mid-Term Exam contributing 20% and a Final exam contributing 30%)

There will be two examinations – a mid-term exam and a final exam. These exams will include multiple choice and extended answer questions. The final exam will not be cumulative – that is topics covered before the mid-term exam will only be examined in the mid-term exam, and the final exam will only assess topics covered after the mid-term exam. Assessed material includes the contents of the lectures, the related textbook chapters or other assigned readings, and the material from related lab classes. The midterm exam will be 90 minutes and the final exam 2 hours in duration. The mid-term exam will be split into two separate papers, one containing just the multiple choice questions, the other containing only the extended answer questions. These two papers will take place during week 6 (16<sup>th</sup> and 17<sup>th</sup> April) at the times of the two lectures and at a location to be announced. It is your responsibility to ensure that you are aware of the time and location of the examination and that you are able to attend. An alternative exam will not be offered. The final exam will take place during the University Examination period at the end of session 1. It is your responsibility to ensure that you know where and when the exams will occur.

Both the mid-term and final exams consist of multiple-choice questions and extended answer questions. The multiple-choice questions assess students' understanding of the topics covered. The extended answer questions will assess students' ability to critically evaluate scientific evidence and to construct coherent, logical arguments using that evidence. Although past students have told us that they prefer to have a mid-term exam, there is a tendency to under-perform in the mid-term exam relative to the final exam. We strongly advise you to treat the mid-term exam as you would a final exam, and allow sufficient time to study for the exam.

**Psycho-legal Report (30%; due on Monday 11<sup>th</sup> May)**

Each student must submit an original report of no more than 2,000 words in length prepared in accordance with the APA publication manual (5th edition). The report should summarise and evaluate psychological research relevant to the specified issue or problem in a form that would be useful to psycho-legal researchers, policy makers or practitioners working within this field. A choice of three topic areas and target audiences will be provided. The report must not exceed 2,000 words (including all text other than the reference section and any appendices). Reports over this length may be penalised. Students must include an accurate word count at the end of the main body of their report. The assessment criteria for this assessment will be provided along with the topics. Students must read the assessment criteria and accompanying guidance before preparing the report as a particular format of report may be required.

**Media presentation: Brief presentation on a psycho-legal issue from the media (15%)**

During the course of the session, each student will be required to make a 10 minute presentation based on a current Australian psycho-legal issue reported in the Australian media during the preceding two weeks. The student will present their report during a lab class and will lead a short discussion of the topic and its implications for psychological research and practice and the development of policy. The student is required to prepare at least three questions to help stimulate discussion. A copy of the presentation must be handed to the lab tutor immediately before the presentation. Students should append a copy of the media article to their presentation, or if this is not possible provide a link to the media source. This assignment will encourage students to think widely about psycho-legal issues and help form a better understanding of the ways in which psychological knowledge and research can be applied to legal and policy questions. The presentation will be assessed by other members of the lab class with the tutor moderating the suggested grade if necessary. The presentations will be marked against a set of clearly defined criteria, which will be provided on the Moodle site. The presentation will contribute 15% of the final mark for the course. Each student will be allocated a submission date before their first lab class. The assessment criteria used to assess the presentations will be made available via the Moodle site.

**Note:**

1. Your report must be based on an Australian issue and must have been reported in the Australian media in the previous 2 weeks.
2. Your presentation must take a maximum of 10 minutes (excluding questions). Students may be penalised for presentations which significantly deviate from 10 minutes duration.
3. Data projectors will be available in rooms, but it is each student's responsibility to ensure that their computer is compatible with the data projector or that their presentation is compatible with the classroom computer. No allowance will be made for technical issues resulting from a failure to check this.
4. This is an individual assignment. Student must work on their own to complete this task.

**Class Participation & Feedback (5%)**

Students are expected to contribute to discussions and activities during the laboratory sessions. In addition, students are expected to provide constructive and appropriate feedback on the presentations by other members of the lab class. Students who actively participate and give suitable feedback to their peers will be awarded up to a maximum of 5% for this contribution.



## 11. Expected Resources for Students

<p><b>TEXTBOOKS</b></p>	<p><b>Course Text</b>  <b>Howitt, D (2011) Introduction to Forensic and Criminal Psychology (4th Edition). Harlow: Pearson Education</b>          We have selected this as the textbook for this course and will be making reference to this text throughout the course. Students are strongly recommended to obtain a copy as early as possible. Copies are available from the UNSW bookshop (cost about \$100) or online. Please note that we are using the new 4th edition of the text. You may be able to obtain second-hand copies of earlier editions which will provide reasonable coverage of most topics.</p> <p><b>Other texts to consider</b>  <b>Davies G. and Beech A. (Eds) (2012) Forensic Psychology: Crime, Justice, Law, Interventions. BPS Blackwell: London</b>          This is a relatively new text. I haven't had time to fully review it, but its coverage looks good and the contributed chapters are written by many of the leading researchers within particular fields. Looks promising!</p> <p><b>Brewer, N. and Williams, K.D (Eds) (2005 , Psychology and Law: An empirical Perspective. New York: The Guilford Press.</b>          This text is edited by two leading psychology-law researchers. Neil Brewer is an Australian based at Flinders University, South Australia and Kip Williams worked at UNSW (where he established this course) and Macquarie before moving to Purdue University, Indiana. The approach is much more international than some other texts, and some chapters are excellent. However, some topics are not covered.</p> <p><b>Scott, AJ (2010) Forensic Psychology. Palgrave Macmillan Hampshire</b>          I have only just come across this text. Its very basic, but it does cover most of the topics we will be discussing. It might be useful as an introduction, but you will need to supplement this with something else. It has the great advantage of being cheap (about \$30.00).</p>
<p><b>MOODLE PAGES</b></p>	<p>All course details and information will be posted on the web pages associated with this course. You can access these pages at <a href="http://www.telt.unsw.edu.au">www.telt.unsw.edu.au</a>. These web pages will also be used to post lecture slides and recordings and to provide important information and updates. You are required to check these pages at least weekly</p>
<p><b>OTHER MEDIA</b></p>	<p>Radio: The radio program, "The Law Report", broadcast on ABC Radio National each Tuesday at 5.30pm (repeated Wednesday 5.30am) often covers relevant legal issues. Past programmes are available for download from the ABC Radio National website (<a href="http://www.abc.net.au/radionational/programs/lawreport/">www.abc.net.au/radionational/programs/lawreport/</a>) In addition the Radio National programs "Background Briefing" and "All in the Mind" are sometimes relevant.</p> <p>Newspapers: The Media Report assessment requires you to locate relevant stories in current media. "The Sydney Morning Herald" (either in print or online) is particularly recommended for this, as is "The Australian".</p>
<p><b>RECOMMENDED INTERNET SITES</b></p>	

## 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](http://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://telt.unsw.edu.au/turnitin>.

#### 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](http://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 math 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](http://www.lc.unsw.edu.au)

**Phone:** 9385 2060

**Email:** [learningcentre@unsw.edu.au](mailto: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](mailto:cofalearningcentre@unsw.edu.au)

**Phone:** 9385 0739

## **14. Administrative Matters**

The *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;
- 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*.