



UNSW Course Outline

PSYC1062 Psychological Science of Wellbeing - 2024

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General Course Information

Course Code : PSYC1062

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Science

Academic Unit : School of Psychology

Delivery Mode : Online

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course will introduce you to evidence-based strategies for self-management capacity. Self-management is the capacity to work effectively toward meaningful goals, and to be flexible in the face of setbacks. The rationale for this course is that self-management skills constitute a type of

graduate capability that, in theory, should help you survive the stressors of university life, but also help you to thrive (i.e., do well) in many aspects of your personal and professional life at university and beyond. In this course we will introduce you to the theories and research relevant to topics such as stress, well-being, motivation, emotional regulation, common barriers to achieving, metacognitive strategies, study strategies, and working/living with others. The topic will emphasise real-life applications of psychology, such as the capacity to self-reflect (e.g., understand when new material has or has not been sufficiently learned) and strategies to minimise dysfunctional stress. You will be given many opportunities to acquire skills related to these topics, and this should help you to acquire the knowledge necessary for the assessments. Although the course draws on principles of psychological science, you do not need any formal knowledge of science or scientific terms.

Course Aims

This course aims to:

- 1) Provide you with evidence-based strategies for self-management capacity.
- 2) Introduce you to the theories and research relevant to topics such as stress, well-being, motivation, emotional regulation, common barriers to achieving, metacognitive strategies, study strategies, and working/living with others.
- 3) Emphasise real-life applications of psychology, such as the capacity to self-reflect (e.g., understand when new material has or has not been sufficiently learned) and strategies to minimise dysfunctional stress.

Relationship to Other Courses

Students who have completed PSYC1031 are not eligible to enrol in this course.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Utilise skills relevant to maintaining wellbeing.
CLO2 : Demonstrate your knowledge comprehension and application regarding psychological health and wellbeing.
CLO3 : Apply knowledge and skills of psychology in a manner that is reflexive.
CLO4 : Analyse and critique theory and research in the discipline of psychology and communicate these in written format.
CLO5 : Demonstrate self-directed pursuit of scholarly inquiry in psychology.

Course Learning Outcomes	Assessment Item
CLO1 : Utilise skills relevant to maintaining wellbeing.	<ul style="list-style-type: none"> • Individual Integrative Assignment
CLO2 : Demonstrate your knowledge comprehension and application regarding psychological health and wellbeing.	<ul style="list-style-type: none"> • Module Practical tasks • Final Exam • Individual Integrative Assignment
CLO3 : Apply knowledge and skills of psychology in a manner that is reflexive.	<ul style="list-style-type: none"> • Module Practical tasks • Final Exam • Individual Integrative Assignment
CLO4 : Analyse and critique theory and research in the discipline of psychology and communicate these in written format.	<ul style="list-style-type: none"> • Module Practical tasks
CLO5 : Demonstrate self-directed pursuit of scholarly inquiry in psychology.	<ul style="list-style-type: none"> • Module Practical tasks • Individual Integrative Assignment

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Moodle contains all Module content and activities, assessment materials, and any updated information. You are expected to check Moodle regularly, including reading all Moodle announcements. You are also expected to regularly check your UNSW email.

You must complete a Moodle quiz on this Course Outline in order to access the Module content and assessment material in this course. It is strongly suggested that you do this before (or immediately after) the beginning of term, to allow yourself sufficient time to complete Module 1.

NOTE: THIS COURSE REQUIRES SIGNIFICANT FORTNIGHTLY ASSESSABLE ENGAGEMENT THROUGH MOODLE. This course is currently conceived to require on **average per week**: (a) 7-8 hours of engagement with the module and associated tasks; (b) 4-5 hours of engagement with assignment preparation and exam revision (c) up to 1 hour of communication with course staff and fellow students. ***Under no circumstances will employment be accepted as an excuse not to meet expectations for task completion or assessments.*** Remember, the term times are very 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.

The **final exam** for this course will take place during the UNSW examinations period and will be **online**. It is your responsibility to be aware of your exam timetable. You also need to be aware of the timing for supplementary examinations (see School of Psychology Student Guide). Only one

date will be set for the supplementary examination.

Students registered with Equitable Learning Services must contact the course co-ordinator immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Equitable Learning Plans (ELP) must be emailed to the course convenor as soon as they are made available.

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide.

Additional Course Information

Psychological research has yielded evidence-based approaches to improving self-management skills. Self-management can be a challenge as students transition from high-school to university, or take on additional challenges (employment, children). Thus, through this credit-bearing course, you have the opportunity to improve your self-management skills while learning about the theoretical and empirical bases of self-management. What you learn in this course has the potential to have positive transfer regarding achievement in other courses and other parts of your lives (e.g., in employment settings). The online delivery mode will allow for some time/place flexibility while learning.

Four Modules are to be delivered through Moodle for weeks: 1 & 2 (Module 1), 3 & 4 (Module 2), 5 & 6 (Module 3), and 7 & 8 (Module 4). Modules may include self-reflection, resources, activities, and implementation tasks. The tasks will include reading materials, completing Moodle activities, writing forum posts, and a quiz. The deadline for each Module will be 8am on Monday of Weeks 3 (Module 1), 5 (Module 2), 7 (Module 3) and 9 (Module 4), so you will have 2 weeks to complete each one to gain up to 10% per Module. Because it is imperative that you engage as you work through the Modules, you will need to complete a certain hurdle percentage of these tasks in a timely manner, otherwise you will receive 0% for that Module. Online posts (including responding to others' posts) will be a key component of these tasks. End of module quizzes and the final examination serve formative (module) and summative assessment purposes.

The assignment allows you to display your capacities for comprehension, application, and creativity with respect to the course material.

Note that there may be some additional activities in this course which could enable students to gain bonus marks.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Module Practical tasks Assessment Format: Individual	40%	Start Date: 8am Monday Week 1 (Module 1), Week 3 (Module 2), Week 5 (Module 3), Week 7 (Module 4) Due Date: 8am Monday Week 3 (Module 1), Week 5 (Module 2), Week 7 (Module 3), Week 9 (Module 4)
Individual Integrative Assignment Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: 19/04/2024 04:00 PM Post Date: 03/05/2024 04:00 PM
Final Exam Assessment Format: Individual	30%	Start Date: During Exam Period Due Date: During Exam Period

Assessment Details

Module Practical tasks

Assessment Overview

You will be asked to complete approximately 15 practical tasks in each Module. Each module will be worth 10 marks. The tasks may include (but are not limited to) reading chapters of the text and other materials, completing activities, writing forum posts, designing research, writing reflections, and completing a knowledge quiz. The deadline for each Module will be 8am on Monday of Weeks 3 (Module 1), 5 (Module 2), 7 (Module 3) and 9 (Module 4), so you will have 2 weeks to complete each one. For all Module tasks, other than the Quiz, rather than providing individual grades, a 'gave it a good go (GGG)' policy will be used to denote satisfactory completion. According to this GGG policy, you must put reasonable effort into completing these tasks, and follow task instructions. More detailed information is provided on Moodle. Feedback will be given within 10 days of the Module deadline, both in the form of a mark out of 10, and general feedback provided in a Moodle announcement.

Course Learning Outcomes

- CLO2 : Demonstrate your knowledge comprehension and application regarding psychological health and wellbeing.
- CLO3 : Apply knowledge and skills of psychology in a manner that is reflexive.
- CLO4 : Analyse and critique theory and research in the discipline of psychology and

communicate these in written format.

- CLO5 : Demonstrate self-directed pursuit of scholarly inquiry in psychology.

Detailed Assessment Description

All modules will be marked according to the "gave it a good go" (GGG) policy. Examples of violating the GGG policy include: (a) not following the task instructions (e.g., you were asked to discuss "X" but you discussed something else, etc.), (b) not meeting the minimum required for the task or omitting a component of the task (e.g., you were asked to write a minimum of 75 words but you only write 60, you were asked to provide the correct answer to your MCQ and did not; you were asked to provide 2 examples and only provided 1, you did not attach a journal article to a relevant forum post); and (c) not putting in suitable effort (e.g., you were asked how you would explain a certain strategy to a friend so that s/he could use it and your explanation is only a 4-word sentence). Thus, the "gave it a good go" policy is not about always being right and perfect, but rather about following instructions carefully, and demonstrating reasonable effort when completing these tasks. Please note that upper word limits for each task are indicative of the time you should spend, but you may exceed the maximum word limit without penalty. For each module Quiz, you will need to gain a score of 6/10 to meet the standard, but can attempt it as many times as necessary to do so. Where Module activities require documents to be submitted, only PDFs, Word documents, or JPEGs will be accepted.

In general, the Modules are designed for students to work through the sections in the order they appear. As the tasks are based on the textbook, the order of the tasks reflects the chronology within each chapter in the book. We encourage you, therefore, to do the tasks in order; however, task completion is usually not contingent on completion of earlier tasks. In some cases, an initial component of a given task needs to be completed earlier in the module period to allow sufficient time for a subsequent component to be done. These have the label "Do this now!" to indicate that prioritising these sections will assist you in managing your time on the module.

Please note that other than the Module Quiz, Moodle will only allow a single submission for each task, and you will not be able to access your response after submission. You are therefore **strongly** encouraged to save your responses in a Word document prior to submission, to ensure that you have answered every element of each question, before pasting your response into Moodle. As some later tasks require you to refer to your responses from earlier tasks, this will also allow you to access all of your responses as needed.

The modules are intended to focus on the psychological needs (related to Self-Determination Theory) of Competence (ie you should feel competent once you complete them to the required standard), Relatedness (ie by responding to other students' posts and reading their responses to

yours, you should feel more of a sense of belonging to this cohort), and Autonomy (ie you can choose how you wish to engage in a self-directed manner over the 2 weeks of each module, and many tasks allow you to choose a topic or skill to focus on). Moreover, in order to encourage your autonomy in this course, you may choose how many of these tasks you wish to complete, and thus how many marks you aspire to gain for each module. In this way, you can take a self-directed approach to your learning, taking into account the other demands on your time and your goals for this course.

There are 4 possible marks for each of the four Modules (Weeks 1&2, 3&4, 5&6, 7&8):

10: You must complete 100% of tasks to the GGG standard by the deadline to receive this score.

7.5: You will receive this score if you complete 100% of tasks by the deadline, yet ONE fails to meet the GGG standard.

5: You will receive this score if you complete 70-99% of tasks to the GGG standard by the deadline.

0: You will receive this score if you complete less than 70% of the tasks to the GGG standard by the deadline.

For each module, the number of tasks will vary, and so the meaning of “70%” will vary. Therefore, if you meet the GGG standard for *all* 100% of the tasks by the deadline, you are guaranteed a score of 40% for the Module Practical Tasks.

Feedback will be given within 2 weeks of the Module deadline, both in the form of a mark out of 10, and general feedback provided in a Moodle announcement.

NOTE: Although one goal of this course is to help you with your “surviving” and “thriving” here at university, we also expect the tools and strategies you learn to be useful in your personal and professional life. Thus, as you are moving through the modules you should think about how you may be able to use what you are learning in other situations. Relatedly, sometimes you may find a particular task or module is currently not highly relevant to your life; for example, you may not feel you are currently experiencing much stress and so you may be unsure how to complete a task that asks you about stress. In these cases, it is important to put yourself in someone else’s shoes (e.g., we likely all know people who are stressed), and/or think about past situations that are relevant to what you are being asked to do (e.g., we have all likely been stressed at some point; how did you feel/cope/etc when that happened?).

Assessment Length

See Moodle for individual task minimum word requirement

Submission notes

All submissions are via Moodle

Assessment information

Flexibility in task completion - Short Extension

If you are struggling to meet the deadline for this assessment task, you may apply for a short extension of 2 days.

All short extension applications must be submitted *before* the task's due date.

For details on how to apply, and the conditions on applying, please visit the UNSW [Special Consideration](#) website.

No late submissions will be accepted other than with an approved Special Consideration &/or ELP (submitted before the due date).

Please note that the final deadline for each module submission is 2 weeks after the due date (and only with ELP &/or approved SC for that period).

Assignment submission Turnitin type

Not Applicable

Individual Integrative Assignment

Assessment Overview

The assignment will involve making a short video to illustrate in depth one concept from The Rubber Brain that you find interesting or useful, including its evidence base, and how the viewer can use this strategy to enhance their own self-management. The deadline for submission will be 4pm, Friday of Week 10. Detailed assignment information will be provided on Moodle. Marks and feedback will be given within 10 days of the deadline.

Course Learning Outcomes

- CLO1 : Utilise skills relevant to maintaining wellbeing.
- CLO2 : Demonstrate your knowledge comprehension and application regarding psychological health and wellbeing.
- CLO3 : Apply knowledge and skills of psychology in a manner that is reflexive.

- CLO5 : Demonstrate self-directed pursuit of scholarly inquiry in psychology.

Detailed Assessment Description

The assignment is intended to focus on the psychological needs of Competence (ie you should feel competent once you produce a quality video explaining a topic over which you have achieved some degree of expertise), Relatedness (ie by developing a video designed to assist other students like you), and Autonomy (ie you can choose whichever topic from The Rubber Brain you wish to focus on, and the style of the presentation, whether narrated powerpoint, animated or any other appropriate modality). Detailed assignment information and a marking rubric will be provided on Moodle.

Assessment Length

6 minute video

Submission notes

Turnitin submission of YouTube URL, Script, and Annotated Bibliography

Assessment information

Flexibility in task completion - Short Extension

If you are struggling to meet the deadline for this assessment task, you may apply for a short extension of 2 days.

All short extension applications must be submitted *before* the task's due date.

For details on how to apply, and the conditions on applying, please visit the UNSW [Special Consideration](#) website.

Please note that UNSW late submission penalties and deadlines apply.

The absolute deadline for submission of this assessment (only with ELP &/or approved Special Consideration) is 2 weeks after the due date (ie 4pm May 3rd), after which no submissions will be accepted and you will receive a mark of 0.

See Moodle for details of the assessment and marking rubric.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Final Exam

Assessment Overview

An online final examination (approximately 45 minutes in duration) will consist of MCQs covering content from the textbook and assigned course readings. Detailed information about exam content will be provided on Moodle. The exam will be held during the final examination period (please refer to your exam schedule). Feedback is available through inquiry with the Course Convenor.

Course Learning Outcomes

- CLO2 : Demonstrate your knowledge comprehension and application regarding psychological health and wellbeing.
- CLO3 : Apply knowledge and skills of psychology in a manner that is reflexive.

Detailed Assessment Description

The exam will be held on Inspera, and will comprise multiple-choice questions covering all of the course textbook and assigned course readings. To assist your revision, sample questions will be provided in the form of module quizzes and student-generated MCQs.

Assessment Length

Approximately 1 hour

Submission notes

Inspera

Assessment information

See Exam timetable and Inspera website.

Assignment submission Turnitin type

Not Applicable

General Assessment Information

Like other courses, you will receive feedback on your performance. Specifically, the main types of feedback that you can expect in this course include:

1. **Module Forum feedback:** In most Modules you will be asked to post to the Moodle discussion forum. A key benefit of using discussion forums is that you can read what several of your classmates think about an issue/question/etc that you have been asked to consider. It is important to make sure you read the discussion forum because this is a great form of feedback

that not only gives you some idea of whether you are on the right track, but also gives you multiple perspectives (i.e., from your fellow students). Sometimes you will also be asked to respond to posts from other students, so that is another way to receive some feedback for this type of task.

2. Moodle Practical Task feedback: Within 2 weeks of the end of each Module, course staff will enter the grade (out of 10%) for that Module. At that point, students will be able to contact course staff to discuss their grade, if required. Students will be able to track the cumulative score they currently have for the Module Practical Tasks component throughout the course.

3. Announcement feedback: Course staff will communicate with students and give general Module feedback via announcements on Moodle. These announcements will provide updates, clarifications, reminders, and feedback about how students are progressing in the topic, including providing sample “good” responses. You are expected to read these announcements regularly as they will contain important course information.

4. General Forum feedback: The course convenor will also monitor the “Questions for Sue Morris” forum, where you should post any general questions you may have about the course. Please read previous posts before posting a question, to ensure that your question has not already been asked and answered. You should feel free to respond to other students’ questions if you know the answer, as students are often a great resource for answering posts on this discussion board, and it can be a good way for students to develop a supportive student community! For questions requiring an urgent response, or specific to your circumstances, please email the course convenor directly (s.morris@unsw.edu.au).

There is also a “Peer-to-Peer” forum where you can ask other students questions, which will be monitored, but not responded to by course staff.

5. Optional Monday Moodle Q&A sessions: At 11am on Monday of Weeks 5 and 9, the course convenor will be available for an optional online Q&A/chat on BB Collaborate (via Moodle) at which you can ask any questions or seek other feedback. This will not be recorded and is designed to provide a more interactive opportunity for students to seek feedback or have their questions answered. If no one attends by 11.15am, the session will be ended.

6. Assignment feedback: As with typical in-class courses, you will also receive feedback from the course staff in the marking of the assignment. This will be delivered through Turnitin after the final deadline for submission has passed.

Special Consideration: Students who experience circumstances outside of their control that prevent them from completing an assessment task by the assigned due date can apply for Special Consideration. Special Consideration applications should include a medical certificate or other documentation and be submitted via myUNSW within 3 days of the sitting/due date. Short extensions are available for Modules and the Individual Integrative Assignment with a Special Consideration application.

Important note: UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Once your application has been assessed, you will be contacted via your student email address and advised of the official outcome. If the special consideration application is approved, you may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>.

Alternative assessments: will be subject to approval and implemented in accordance with [UNSW Assessment Implementation Procedure](#) and Psychology Student Guide.

Supplementary examinations: will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy and Psychology Student Guide.

All course assessments have been designed and implemented in accordance with [UNSW Assessment Policy](#).

Please ensure that you read the Psychology Student Guide (available on Moodle).

The APA (7th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately: [APA 7th edition](#).

Grading Basis

Standard

Requirements to pass course

Students must reach an overall course grade of 50/100 to pass this course.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Module	MODULE 1 - Curated material with integrated module 1 practical tasks; assessment work Introduction to key concepts, theories and research; Cognitive fallacies, self-knowledge - Rubber Brain Chap.1,2, 3; Bernstein et al. Chap 2 reading
Week 2 : 19 February - 25 February	Module	MODULE 1 - AS ABOVE
Week 3 : 26 February - 3 March	Module	MODULE 1 DEADLINE - 8am MONDAY MODULE 2 - Curated material with integrated module 2 practical tasks; assessment work Motivation, academic skills, metacognition, scientific thinking - Rubber Brain Chap.7; Morisano et al (2010) reading
Week 4 : 4 March - 10 March	Module	MODULE 2 - AS ABOVE MODULE 1 FEEDBACK PROVIDED
Week 5 : 11 March - 17 March	Module	MODULE 2 DEADLINE - 8am MONDAY MODULE 3 - Curated material with integrated module 3 practical tasks; assessment work Psychological flexibility, stress, positivity - Rubber Brain Chap.4, 5, 6; Mrazek et al (2013) reading OPTIONAL Q&A 11AM MONDAY (via Virtual Classroom link on Moodle)
Week 6 : 18 March - 24 March	Module	FLEX WEEK MODULE 3 - AS ABOVE MODULE 2 FEEDBACK PROVIDED
Week 7 : 25 March - 31 March	Module	MODULE 3 DEADLINE - 8am MONDAY MODULE 4 - Curated material with integrated module 4 practical tasks; assessment work Connectedness and communication, moral decision-making, conclusion - Rubber Brain Chap.8,9,10; Gable et al (2004) reading
Week 8 : 1 April - 7 April	Module	MODULE 4 - AS ABOVE
Week 9 : 8 April - 14 April	Assessment	MODULE 4 DEADLINE - 8am MONDAY OPTIONAL Q&A 11AM MONDAY (via Virtual Classroom link on Moodle) WORK ON ASSIGNMENT
Week 10 : 15 April - 21 April	Assessment	Video assignment (Individual Integrated Assessment) due Friday 4pm via Turnitin (see Assignment Sheet on Moodle for details) MODULE 4 FEEDBACK PROVIDED

Attendance Requirements

Not Applicable - as no class attendance is required

General Schedule Information

This is a fully online, self-directed course, with no attendance requirements. You are expected to work independently through the Module activities, and submit them by the due dates, and to complete the Integrative Assignment and the Final exam. There are optional Q&A sessions at

11am on Monday of Weeks 5 & 9 which you may attend if you wish to ask the Course Convenor any questions you may have.

This course is currently conceived to require on **average per week** (in the 10-week 3-course term) a minimum of 12 hrs: (a) 7-8 hours of engagement with the module and associated tasks; (b) 4-5 hours of engagement with assignment preparation and exam revision (c) up to 1 hour of communication with course staff and fellow students.

Course Resources

Prescribed Resources

Morris, S., Cranney, J., Baldwin, P., Mellish, L., & Krochmalik, A. (2018). **The Rubber Brain: A toolkit for optimising your study, work, and life!** Australian Academic Press (available as print or e-book).

Available through the [UNIVERSITY BOOKSHOP](#), [AAPBOOKS.COM.AU](#), or [AMAZON.COM.AU](#)

Recommended Resources

[UNSW Library](#)

[UNSW Learning centre](#)

[ELISE](#)

[Turnitin](#)

[Student Code of Conduct](#)

[Academic integrity](#)

[Email policy](#)

[UNSW Anti-racism policy](#)

[UNSW Equity Diversity and Inclusion policy](#)

Additional Costs

N/A

Course Evaluation and Development

MyExperience surveys are a key source of feedback about this course. In addition, student feedback is always welcome via email, or via the Moodle forum. This feedback is used to ensure that the course is revised to be as student-centred and relevant as possible.

Previous students told us:

- 1) They wanted some face-to-face contact....but not too much!
- 2) The textbook took a while to get delivered.
- 3) They didn't like having a mid-term exam as they were swamped with all courses having mid-terms.
- 4) The assignment was a lot of work in the last week of term.
- 5) Including more of a focus on inclusion and diversity in the assignment.
- 6) They needed encouragement to think about the assignment during the term.

We have responded to this feedback by:

- 1) Adding an optional time that students could ask a live human any questions. Based on student feedback I am holding only 2 sessions this term. We also included forums so that you could get to know each other and feel part of a learning community.
- 2) Creating an e-book.
- 3) Removing the mid-term exam.
- 4) Changing final module due dates to allow more time for completion of video task.
- 5) Adding the requirement of explicitly including applications for minority groups (eg neurodivergent, LGBTIQ+ students) into the assignment, to get you to think about how self-management skills can be applied more inclusively.
- 6) adding a task at the end of each module (which doesn't count towards Module completion) so you can capture the concepts that most interest you throughout the term. This is designed to help you identify a topic for your video as you work through the modules.

You are also strongly encouraged to complete the MyExperience survey at the end of term to provide feedback, which is used to enhance the learning experience of future students.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Sue Morris		MAT 911	9385 3527	By appointment only	Yes	Yes

Other Useful Information

Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

Academic Honesty and Plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage. At UNSW, this means that your work must be your own, and others'

ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity, plagiarism and the use of AI in assessments can be located at:

- The [Current Students site](#),
- The [ELISE training site](#), and
- The [Use of AI for assessments](#) site.

The Student Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>

Submission of Assessment Tasks

Penalty for Late Submissions

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Any variations to the above will be explicitly stated in the Course Outline for a given course or assessment task.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

Special Consideration

If circumstances prevent you from attending/completing an assessment task, you must officially apply for special consideration, usually within 3 days of the sitting date/due date. You can apply by logging onto myUNSW and following the link in the My Student Profile Tab. Medical documentation or other documentation explaining your absence must be submitted with your application. Once your application has been assessed, you will be contacted via your student email address to be advised of the official outcome and any actions that need to be taken from there. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>

Important note: UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or

submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Faculty-specific Information

Additional support for students

- [The Current Students Gateway](#)
- [Student Support](#)
- [Academic Skills and Support](#)
- [Student Wellbeing, Health and Safety](#)
- [Equitable Learning Services](#)
- [UNSW IT Service Centre](#)
- Science EDI Student [Initiatives](#), [Offerings](#) and [Guidelines](#)