



UNSW Course Outline

PSYC7402 Applications of Forensic Psychology - 2024

Published on the 30 Aug 2024

General Course Information

Course Code : PSYC7402

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Science

Academic Unit : School of Psychology

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course is designed to assist Master of Psychology (Forensic) students to develop skills in critical analysis, research design, research communication, and the provision of feedback. The course involves weekly seminars. The readings provide students with a broad overview of the

scope and form of research conducted within the field of forensic psychology including: crime, risk assessment and therapeutic intervention.

Course Aims

This course is designed to provide students with a broad overview of the scope and form of research conducted within the field of forensic psychology. The course aims to provide students an opportunity to practice and improve their skills in critical analysis, research design & communication, and giving and receiving feedback.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply evidence-based forensic psychology knowledge and techniques to examine questions and processes within the field of law.
CLO2 : Critically evaluate empirical evidence and other research within the field of psychology and law to identify appropriate targets for research.
CLO3 : Respond to and incorporate feedback on research ideas and submissions in a constructive, positive and respectful manner.
CLO4 : Communicate research ideas in a clear and concise manner.
CLO5 : Communicate the status of the empirical literature to colleagues for the purpose of facilitating further discussion and collaboration on the topic.
CLO6 : Critically evaluate psychology and law research proposals in a considered and constructive manner.

Course Learning Outcomes	Assessment Item
CLO1 : Apply evidence-based forensic psychology knowledge and techniques to examine questions and processes within the field of law.	<ul style="list-style-type: none">• Grant Application• Brief Research Proposal
CLO2 : Critically evaluate empirical evidence and other research within the field of psychology and law to identify appropriate targets for research.	<ul style="list-style-type: none">• Grant Application• Brief Research Proposal
CLO3 : Respond to and incorporate feedback on research ideas and submissions in a constructive, positive and respectful manner.	<ul style="list-style-type: none">• In Class-Critiques• Brief Research Proposal
CLO4 : Communicate research ideas in a clear and concise manner.	<ul style="list-style-type: none">• Grant Application• Brief Research Proposal
CLO5 : Communicate the status of the empirical literature to colleagues for the purpose of facilitating further discussion and collaboration on the topic.	<ul style="list-style-type: none">• Presentation• In Class-Critiques
CLO6 : Critically evaluate psychology and law research proposals in a considered and constructive manner.	<ul style="list-style-type: none">• Presentation• In Class-Critiques

Learning and Teaching Technologies

Moodle - Learning Management System

Additional Course Information

Expectations of students

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.

Attendance is compulsory to ensure students are consistently working towards achieving the foundational graduate competencies required by the APAC Accreditation Standards. These Accreditation Standards are incorporated in Program and Course Learning Outcomes.

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. Letters of support must be emailed to the course coordinator as soon as they are made available.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Grant Application Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: 08/11/2024 11:59 PM
In Class-Critiques Assessment Format: Individual	15%	Start Date: Not Applicable Due Date: 15/11/2024 05:00 PM
Brief Research Proposal Assessment Format: Individual	25%	Start Date: Not Applicable Due Date: 15/10/2024 04:00 PM
Presentation Assessment Format: Individual	10%	Start Date: Not Applicable Due Date: Week 8: 28 October - 03 November, Week 9: 04 November - 10 November, Week 10: 11 November - 17 November

Assessment Details

Grant Application

Assessment Overview

You are required to submit a research grant application (6 pages, 12pt font). The application should propose a research project on a topic to be announced in class. The Forensic Psychology Research Fund is a hypothetical research fund which seeks to fund policy relevant research in the broad arena of forensic psychology. The grant application must include the following: (1) completed application form, and (2) supporting material (literature review; research, aims and methodology; significance and expected outcomes). Further information will be provided. Feedback will be via written comments and a marked rubric. This task expands and refines the skills you started to develop when completing the BRP task.

Course Learning Outcomes

- CL01 : Apply evidence-based forensic psychology knowledge and techniques to examine questions and processes within the field of law.
- CL02 : Critically evaluate empirical evidence and other research within the field of psychology and law to identify appropriate targets for research.
- CL04 : Communicate research ideas in a clear and concise manner.

Assessment Length

6 pages (12pt font)

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Generative AI Permission Level

Assistance with Attribution

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.

Any output of generative AI tools, software or services that is used within your assessment must be attributed with full referencing.

If outputs of generative AI tools, software or services form part of your submission and are not appropriately attributed, your Convenor will determine whether the omission is significant. If so, you may be asked to explain your submission. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

In Class-Critiques

Assessment Overview

In order to develop skills in: 1. Critical analysis; 2. Research design; research communication; and 3. Giving and receiving feedback, you are expected to be: a) developing and displaying your knowledge by actively participating in critical and considered discussion of required readings, b) developing and presenting research proposals, c) giving feedback to your peers, c) receiving and responding to feedback from staff and peers.

Accordingly, each week your participation in relation to the required readings will be assessed. You will be expected to practice giving and receiving feedback to your peers in relation to the BRP draft sections submitted for class review. The verbal feedback provided peers in class will be assessed and forms a central component of the class participation assessment. Course staff will provide feedback in various ways including verbal and written feedback on the elements of class participation.

You are required to compile all written feedback you received from the course teaching team during the semester and provide a brief reflection on what the feedback says and what you have learned. (The specific form of the reflection will not be assessed, it is more important to reflect on what the feedback has meant).

Your responses to feedback as well as the amount and quality of class participation and feedback you have provided to peers will be considered when determining marks for this assessment. This assignment is usually due at the end of Week 10. You will receive written comments with your mark.

Course Learning Outcomes

- CL03 : Respond to and incorporate feedback on research ideas and submissions in a constructive, positive and respectful manner.
- CL05 : Communicate the status of the empirical literature to colleagues for the purpose of facilitating further discussion and collaboration on the topic.
- CL06 : Critically evaluate psychology and law research proposals in a considered and constructive manner.

Assessment Length

500-1000 words

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

Brief Research Proposal

Assessment Overview

From weeks 1 to 6 you will be working on developing and refining a brief research proposal for any one of the course topics covered in the first six weeks.

This research proposal is of the same format as those required from applicants for the National Health and Medical Research Councils (NHMRC) Post-graduate, Post-doctoral and Early Career Researcher Fellowship funding schemes. The research proposals are to be no more than 10 000 characters (including everything; use Word Count in Word, check characters WITH spaces) and should include the following: project title; aims; background; proposed research methodology; significance of the proposal; and where appropriate, relevance to the Aboriginal and Torres Strait Islander populations.

In Week 1, you will review 3 example Brief Research Proposals (BRPs) and the marking rubric so you can familiarize yourself with the task and the performance expectations. You are then required to send a draft of your proposal to all other class members and tutors for peer-review. Those who do not distribute their draft by the relevant deadline will be penalised 50% of their mark for this assessment. Time will then be spent in class reviewing the submitted sections and providing feedback. This gives you an opportunity to practice writing Brief Research Proposals (BRPs) as well as giving and receiving feedback. The BRP is usually due in Week 6 or 7.

Course Learning Outcomes

- CL01 : Apply evidence-based forensic psychology knowledge and techniques to examine questions and processes within the field of law.
- CL02 : Critically evaluate empirical evidence and other research within the field of psychology and law to identify appropriate targets for research.
- CL03 : Respond to and incorporate feedback on research ideas and submissions in a

constructive, positive and respectful manner.

- CLO4 : Communicate research ideas in a clear and concise manner.

Detailed Assessment Description

Each student will have a portion of class time (approx 20-30 mins) during their allocated class facilitate a peer review of their proposal. The feedback received can then be incorporated into the BRP before it is finally submitted for assessment.

This assignment is very similar to the final Large Grant Assignment and will help you to prepare for that assignment.

Assessment Length

10,000 characters

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Generative AI Permission Level

Assistance with Attribution

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.

Any output of generative AI tools, software or services that is used within your assessment must be attributed with full referencing.

If outputs of generative AI tools, software or services form part of your submission and are not appropriately attributed, your Convenor will determine whether the omission is significant. If so, you may be asked to explain your submission. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

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Presentation

Assessment Overview

You will present a paper during Week 8, 9 or 10 on the same broad topic as identified in the required reading for that week (10 min - timed). Ideally, the paper you choose will have been published more recently than the class reading assigned that week and should either provide an update on the topic, or highlight some innovation or controversy in the field.

You should provide a brief overview of the paper in presentation format, but you should focus on what it contributes to the field. You will not be permitted to present on the same article as another student. Those students presenting in the same week should discuss their selection of articles with each other to avoid overlap. Feedback will be via marked rubric.

Course Learning Outcomes

- CL05 : Communicate the status of the empirical literature to colleagues for the purpose of facilitating further discussion and collaboration on the topic.
- CL06 : Critically evaluate psychology and law research proposals in a considered and constructive manner.

Assessment Length

10 minute presentation

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

No Assistance

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For more information on Generative AI and permitted use please see [here](#).

General Assessment Information

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 2 September - 8 September	Seminar	<p>3 September 2024</p> <p>Topic: Introduction & podcast discussion</p> <p>Activity: Discuss 3x BRP examples; Allocate to presentation and assignment weeks</p> <p>Seminar Leader: Mariam</p> <p>Location: Mathews 1616</p> <p>Required class preparation</p> <ul style="list-style-type: none"> • Listen to http://freakonomics.com/podcast/peak/, opens in a new window • Read 3x BRP examples • Familiarise with BRP rubric
Week 1 : 9 September - 15 September	Seminar	<p>10 September 2024</p> <p>Topic: Risk assessment</p> <p>Activity: NA</p> <p>Seminar Leader: Mariam</p> <p>Location: Mathews 1616</p> <p>Required class preparation</p> <p>Required readings (suggested reading order):</p> <ul style="list-style-type: none"> • Brown, J., & Singh, J. P. (2014). Forensic risk assessment: A beginner's guide. <i>Archives of Forensic Psychology</i>, 1(1), 49-59. • Kevin M. Williams, J. Stephen Wormith, James Bonta & Gill Sitarenios (2017) The Use of Meta-Analysis to Compare and Select Offender Risk Instruments: A Commentary on Singh, Grann, and Fazel (2011), <i>International Journal of Forensic Mental Health</i>, 16:1, 1-15, https://doi.org/10.1080/14999013.2016.1255280, opens in a new window • van Der Put, C. E., Gubbels, J., & Assink, M. (2019). Predicting domestic violence: A meta-analysis on the predictive validity of risk assessment tools. <i>Aggression and violent behavior</i>, 47, 100-116. https://doi.org/10.1016/j.avb.2019.03.008, opens in a new window
Week 2 : 16 September - 22 September	Seminar	<p>17 September 2024</p> <p>Topic: Corrections: What works</p> <p>Activity: 2x BRP Presentation & Peer Review</p> <p>Seminar Leader: Mariam</p> <p>Location: Mathews 1616</p> <p>Required class preparation</p> <ul style="list-style-type: none"> • Review 2x BRP • Required readings (suggested reading order): • Cullen, Francis T., and S. JL-LEVRANT. "Correctional rehabilitation." <i>Academy for Justice</i> 4 (2017): 235-260. https://law.asu.edu/sites/default/files/pdf/academy_for_justice/12_Criminal_Justice_Reform_Vol_4_Correctional-Rehabilitation.pdf, opens in a new window • Papalia, N, Spivak, B, Daffern, M, Ogloff, JRP. A meta-analytic review of the efficacy of psychological treatments for violent offenders in correctional and forensic mental health settings. <i>Clin Psychol Sci Pract</i>. 2019; 26:e12282. https://doi.org/10.1111/cpsp.12282, opens in a new window <p>Optional reading:</p> <ul style="list-style-type: none"> • Beaudry, G., Yu, R., Perry, A. E., & Fazel, S. (2021). Effectiveness of psychological interventions in prison to reduce recidivism: a systematic review and meta-analysis of randomised controlled trials. <i>The Lancet Psychiatry</i>, 8(9), 759-773. https://doi.org/10.1016/S2215-0366(21)00170-X, opens in a new window
Week 3 : 23 September - 29 September	Seminar	<p>24 September 2024</p> <p>Topic: Drugs and crime</p> <p>Activity: 2x BRP Presentation & Peer Review</p> <p>Seminar Leader: Mariam</p> <p>Location: Mathews 1616</p> <p>Required class preparation</p> <ul style="list-style-type: none"> • Review 2x BRP • Required readings (suggested reading order): • Seddon, T. (2000). Explaining the Drug–Crime Link: Theoretical, Policy and Research Issues. <i>Journal of Social Policy</i>, 29(1), 95-107. https://doi.org/10.1017/S0047279400005833, opens in a new window • Bennett, T., Holloway, K., & Farrington, D. (2008). The statistical association between drug misuse and crime: A meta- analysis. <i>Aggression and Violent Behavior</i>, 13, 107-118. https://doi.org/10.1016/j.avb.2008.02.001, opens in a new window <p>Optional reading:</p> <ul style="list-style-type: none"> • Duke, A. A., Smith, K. M., Oberleitner, L., Westphal, A., & McKee, S. A. (2018). Alcohol, drugs, and violence: A meta-meta-analysis. <i>Psychology of violence</i>, 8(2), 238. https://doi.org/10.1037/vio0000106, opens in a new window

		window
Week 4 : 30 September - 6 October	Seminar	<p>1 October 2024 Topic: Sexual offending Activity: 3x BRP Presentations & Peer Review; Distribute and introduce LGA topic Seminar Leader: Mariam Location: Mathews 1616 Required class preparation</p> <ul style="list-style-type: none"> • Review 3x BRP • Required readings (suggested reading order): • Ward, Tony, and Anthony Beech. "An integrated theory of sexual offending." Aggression and violent behavior 11.1 (2006): 44-63. https://doi.org/10.1016/j.avb.2005.05.002, opens in a new window • Kim, B., Benekos, P. J., & Merlo, A. V. (2016). Sex offender recidivism revisited: Review of recent meta-analyses on the effects of sex offender treatment. Trauma, Violence, & Abuse, 17(1), 105-117. https://doi.org/10.1177/1524838014566719, opens in a new window <p>Optional reading:</p> <ul style="list-style-type: none"> • Rocha, I. C. O., & Valença, A. M. (2023). The efficacy of CBT based interventions to sexual offenders: a systematic review of the last decade literature. International journal of law and psychiatry, 87, 101856. https://doi.org/10.1016/j.ijlp.2022.101856, opens in a new window
Week 5 : 7 October - 13 October	Seminar	<p>8 October 2024 Topic: Field reliability Activity: 3x BRP Presentations & Peer Review Seminar Leader: Mariam Location: Mathews 1616 Required class preparation</p> <ul style="list-style-type: none"> • Review 3x BRP • Required readings (suggested reading order): • Edens, J. F., & Boccaccini, M. T. (2017). Taking forensic mental health assessment "out of the lab" and into "the real world": Introduction to the special issue on the field utility of forensic assessment instruments and procedures. Psychological Assessment, 29(6), 599–610. https://doi.org/10.1037/pas0000475, opens in a new window • Guarnera, L. A., & Murrie, D. C. (2017). Field reliability of competency and sanity opinions: A systematic review and meta-analysis. Psychological Assessment, 29(6), 795. <p>Optional reading:</p> <ul style="list-style-type: none"> • Murrie, D. C., & Zabarauckas, C. L. (2021). Field validity of Static-99R and STABLE-2007 with 4,433 men serving sentences for sexual offences in British Columbia: New findings and meta-analysis. Psychological Assessment, 33(7), 581–595. https://doi.org/10.1037/pas0001010, opens in a new window
Week 6 : 14 October - 20 October	Homework	<p>8 October 2024 NO CLASS Submit BRP through Turnitin on Moodle and via email to Mariam (m.younan@unsw.edu.au, opens in a new window) by Tuesday 4pm. Spend week beginning to work on LGA.</p>
Week 7 : 21 October - 27 October	Seminar	<p>22 October 2024 Topic: Reflection & Planning LGA Activity: Q&A LGA Seminar Leader: Mariam Location: Mathews 1616 Required class preparation</p> <ul style="list-style-type: none"> • Reflect on BRP feedback provided in class • Review LGA rubric • Prepare questions for LGA Q&A
Week 8 : 28 October - 3 November	Seminar	<p>29 October 2024 Topic: Intimate partner violence Activity: 3x Paper presentations Seminar Leader: Malindi Location: Mathews 1616 Required class preparation</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Trevillion, K., Oram, S., Feder, G., & Howard, L. M. (2012). Experiences of domestic violence and mental disorders: a systematic review and meta-analysis. PLoS One, 7(12), e51740 https://doi.org/10.1371/journal.pone.0051740, opens in a new window • Karakurt, G., Koç, E., Çetinsaya, E. E., Ayluçtarhan, Z., & Bolen, S. (2019). Meta-analysis and systematic review for the treatment of perpetrators of intimate partner violence. Neuroscience & Biobehavioral Reviews, 105, 220-230. https://doi.org/10.1016/j.neubiorev.2019.08.006, opens in a new window
Week 9 : 4 November - 10 November	Seminar	<p>5 November 2024 Topic: Mental health, crime & court diversion</p>

		<p>Activity: 4x Paper presentations Seminar Leader: Malindi Location: Mathews 1616 Required class preparation Required readings:</p> <ul style="list-style-type: none"> • Peterson, J.K., Skeem, J., Kennealy, P., Bray, B., Zvonkovic, (2012) How Often and How Consistently do Symptoms Directly Precede Criminal Behavior Among Offenders With Mental Illness? Law and Human Behavior, 38, 439. https://doi.org/10.1037/lhb0000075, opens in a new window • Madondo, C. and Van der Putten, M. (2022). Mental health and criminal justice: bridging two worlds. The Journal of Forensic Practice, 24 (4), 390-403 http://dx.doi.org/10.1108/JFP-05-2022-0020, opens in a new window <p>Optional reading:</p> <ul style="list-style-type: none"> • Canada Barrenger, S., & Ray, B. (2019). Bridging mental health and criminal justice systems: A systematic review of the impact of mental health courts on individuals and communities. Psychology, public policy, and law, 25(2), 73. https://doi.org/10.1037/law0000194, opens in a new window <p>Submit LGA through Turnitin on Moodle and via email to Mariam (m.younan@unsw.edu.au, opens in a new window) by Friday 8 November 11:59pm.</p>
Week 10 : 11 November - 17 November	Seminar	<p>12 November 2024 Topic: Child abuse & neglect Activity: 3x Paper presentations Seminar Leader: Malindi Location: Mathews 1616 Required class preparation Required readings:</p> <ul style="list-style-type: none"> • MacMillan, H., Wathen, C., Barlow, J., Fergusson, D., Leventhal, J., & Taussig, H. (2009). Interventions to prevent child maltreatment and associated impairment. The Lancet, 373, 250-266. https://doi.org/10.1016/S0140-6736(08)61708-0, opens in a new window • Scott, J. G., Malacova, E., Mathews, B., Haslam, D. M., Pacella, R., Higgins, D. J., Meinck, F., Dunne, M. P., Finkelhor, D., Erskine, H. E., Lawrence, D. M., & Thomas, H. J. (2023). The association between child maltreatment and mental disorders in the Australian Child Maltreatment Study. Medical Journal of Australia, 218, S26-S33. https://doi.org/10.5694/mja2.51870, opens in a new window

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

General Schedule Information

Each week this course typically consists of a 3-hour seminar. Students are generally expected to take an additional 6 hours each week of self-determined study to complete required readings, reviews, assessments.

Course Resources

Prescribed Resources

As specified in the schedule.

Recommended Resources

Recommended internet sites

[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](#)

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Mariam Younan		Level 10 Matthews			No	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](#)