



**UNSW**  
SYDNEY

Faculty of Science  
School of Psychology

Graduate Certificate in Child Development (7419)

## **PROGRAM GUIDE**

(Version: H4 2021)

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***UNSW Sydney reserves the right to alter procedures, fees and regulations should the need arise. The university also reserves the right to discontinue or vary courses and sessions dates at any time without notice. Students should always check with the relevant school officers when planning their study.***

## PROGRAM AT A GLANCE

Award Name:	Graduate Certificate in Child Development
Abbreviated Award Name:	GC Child Development
Program Code:	7419
Program Type:	Postgraduate Coursework
Entry Requirements:	Bachelor's degree in any discipline
Delivery Mode:	100% Online; no on-campus assessments
Duration:	0.8 years part-time
Number of Sessions/Year:	6
Session Length:	6 weeks
Number of courses:	6
Program intakes:	March and September (Hexamesters 2 and 5; others commensurate with demand)
Academic Calendar:	<a href="#">Online hexameter calendar</a>
Fees:	<a href="https://student.unsw.edu.au/fees">https://student.unsw.edu.au/fees</a>

## CONTACT INFORMATION

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Program Director and Program Authority

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Graduate Certificate General Enquiries

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School of Psychology General Enquiries

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## Important

This program is delivered using the postgraduate [online hexameter academic calendar](#) to allow for a flexible program structure. The program's key dates and some policies may be different to those applicable to students enrolled in standard UNSW programs using the standard term-based academic calendar.

Students enrolled in the Graduate Certificate in Child Development should refer to the information in this guide book, or contact [psychology@unsw.edu.au](mailto:psychology@unsw.edu.au) for enquiries relating to this program.

## PROGRAM DESCRIPTION

Psychology is a discipline of both scientific research and applied practice. As a science, psychology is concerned with the study of behaviour and its underlying mental and neural processes.

The Graduate Certificate in Child Development will provide students with knowledge of psychological principles and skills to apply to their work with children. Learning from academics and researchers in the fields of developmental, behavioural and cognitive psychology, students will gain an understanding of:

- The distinction between normal and abnormal development
- Age-appropriate capabilities and performance expectations
- The foundations and neurobiological underpinnings of learning and cognition and how these principles promote good behaviour and decision-making
- Factors that influence long-term memory consolidation and enhance attention
- Development, management, and treatment of common childhood disorders
- Factors that promote well-being and resilience.

Students will also develop an understanding of the scientific method, which will equip them with skills to apply an evidence-based approach to their work and improve outcomes for children with diverse needs in their care.

The Graduate Certificate in Child Development provides an opportunity to gain specialised knowledge of Cognitive and Behavioural Developmental Psychology which can be applied in various professional contexts and as a pathway for further learning. This program is delivered 100% online, allowing for flexible learning.

## PROGRAM OBJECTIVES AND LEARNING OUTCOMES

These program outcomes are aligned with the Australian Qualification Framework Level 8 and the University of New South Wales Graduate Attributes.

Upon successful completion of this program it is expected that students will be able to:

1. Demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology, with a particular focus on the field of child development.
2. Demonstrate knowledge of and ability to evaluate and apply research methods in psychology.
3. Develop and apply critical thinking skills that use logic, evidence and psychological science in understanding human behaviour and mental processes early in life.
4. Demonstrate an understanding of appropriate values and ethics in psychology as they relate to the study of child development.
5. Develop effective communication, interpersonal and leadership skills.
6. Apply knowledge and skills of psychology in a manner that is reflective, culturally appropriate and sensitive to the diversity of individuals.

## PROGRAM STRUCTURE

This program consists of 6 core courses. Each course is worth 6 units of credit (6 UOC). Students must complete all 6 courses (total 36 UOC) to be awarded the Graduate Certificate.

Please refer to course descriptions below for more information about each course.

### Introductory Courses

#### [PSYC5111](#) – Evaluating Evidence

This course provides students with knowledge about the characteristics of the scientific method in general, with a particular focus on experimental methodology, experimental design, and data analysis in the behavioural sciences. It provides a comprehensive foundation in critical thinking, enabling students to understand and critically evaluate published research, and discriminate between evidence-based information and pseudoscience. This includes a background in the design and execution of empirical studies, a basic understanding of statistics and its function in scientific research, the interpretation of experimental findings, and the ability to evaluate conclusions and extrapolate their implications in broader contexts. Students will explore different methodological approaches and data collection and analytic techniques via online lectures and discussion, as well as gaining practical experience in experimental design and the critical evaluation of research. This course is appropriate for students with and without a background in science.

#### [PSYC5112](#) – Introduction to Psychology

This course introduces the principles and methods of psychology as a basic science, with specific reference to topics relevant to the study of child development. Students will explore the social and biological bases of behaviour in introductory topics including: Human Development, Attention and Memory, Learning and Cognition, Personality and Social Psychology, Abnormal Psychology, and Health Psychology. In addition, students will be trained in the methods of psychological inquiry and the critical evaluation of research. This course is appropriate for students with and without a background in science.

## Intermediate Courses

### [PSYC5113](#) – Child Development

This course will address topics relating to the development and interaction of biological, cognitive, emotional, and social processes across the stages of early life, including prenatal, infancy, childhood, and adolescence. Course content will review the research methodology, findings, and contemporary theories relating to the normal development of perception, cognition, social interaction, and emotion. Students will gain experience in the design and evaluation of empirical research in the area of developmental psychology, and the application of this research in broader societal contexts.

### [PSYC5114](#) – Learning and Cognition

This course will address advanced-level topics relating to learning and cognition. These include models of associative learning, the biological and physiological basis of learning, decision-making (choice, control, and judgement), models of attention and memory, and thinking and reasoning. In addition, this course will discuss the ways in which theories and models of learning and cognition can be applied in child development and education. Course content will review the research methodology, findings, and contemporary theories relating to fundamental learning and cognitive processes. Students will gain experience in conducting empirical research, scientific writing, and the application of theoretical and empirical research to real-world situations.

## Advanced Courses

### [PSYC5115](#) – Developmental Psychology

This course will provide an in-depth examination of the most common developmental disorders affecting children and adolescents, including attention-deficit hyperactivity disorder (ADHD), conduct disorder (CD), oppositional defiance disorder (ODD) and eating disorders (ED), as well as autism and learning disabilities. Course content will address contemporary research findings and theories relating to the aetiology and treatment of these conditions, as well as discussion around what is and is not a disorder in the context of official diagnostic criteria and individual variation in developmental milestones and capabilities. Students will gain experience in the design and implementation of empirical research into developmental disorders, as well as the application of psychological tools and interventions in clinical settings.

### [PSYC5116](#) – Well-being and Resilience

This course will address advanced-level topics relating to the development and maintenance of wellbeing and resilience in children and adolescents. These include self-esteem, self-efficacy, coping, risk-taking, and responsibility. Course content will involve a critical review of current research findings and contemporary theories pertaining to development within these topic areas, as well as a discussion of factors that can interact with and obstruct this development. Students will develop skills in the creation of novel research questions, translating empirical data to real-world contexts with practical applications, and disseminating scientific ideas in a variety of formats for different purposes.

## PROGRAM DELIVERY AND REQUIREMENTS

There are 2 points of entry to the Graduate Certificate program each year; in Hexamester 2 and Hexamester 5. Progression through the 6 courses will depend on when a student enters the program.

Each course is delivered 100% online through Moodle over 6 weeks. There are 6 points of course enrolment (hexamesters) per year. The courses offered each hexamester vary, but in general there will be at least 2 offerings for each course per year (see progression plan in the [Appendix](#) below for more detail), allowing for personalised and flexible program structure.

Students may enrol in a maximum of one course per session. Due to the intensive nature of the program, under no circumstances will requests for enrolment into more than one course per hexamester be granted.

Students must complete the introductory courses (PSYC5111, PSYC5112) before proceeding to the intermediate courses (PSYC5113, PSYC5114), and the intermediate courses before proceeding to the advanced courses (PSYC5115, PSYC5116). At each stage students may complete the two courses in either order, according to what suits their individual pattern of study.

Students who have completed a course equivalent to PSYC5112 or PSYC5113 as a part of a previous degree within 10 years prior to program commencement may apply for credit transfer. Credit transfer will not be granted for courses other than PSYC5112 and PSYC5113. Students who are granted credit transfer for this course will not be required to complete this unit. Credit transfer will not be granted for courses completed more than 10 years prior to program commencement, as the content of these courses has been updated based on the current research.

Students will have a maximum of 10 years to complete the program. Although designed to be taken as part-time study which allows for full-time employment, please note that this is an intensive program of study with expected level of engagement of 18-19 hours per week.

If international students choose to undertake the program from their home country, it is their responsibility to ensure that they have stable access to the internet and are not prevented from accessing any of the online material, including library and open resources.

Code	Course Name	Level	Assumed Knowledge
PSYC5111	Evaluating Evidence	Introductory	N/A
PSYC5112	Introduction to Psychology	Introductory	N/A
PSYC5113	Child Development	Intermediate	PSYC5111, PSYC5112
PSYC5114	Learning and Cognition	Intermediate	PSYC5111, PSYC5112
PSYC5115	Developmental Psychopathology	Advanced	PSYC5111, PSYC5112, PSYC5113, PSYC5114
PSYC5116	Wellbeing and Resilience	Advanced	PSYC5111, PSYC5112, PSYC5113, PSYC5114

## Academic Rules

### **To qualify for the award of the Graduate Certificate:**

1. Students must hold a Bachelor degree in any other discipline
2. Students must complete all 36 units of credit
3. No student may commence the intermediate courses until both introductory courses have been completed.
4. No student may commence the advanced courses until both intermediate courses have been completed.

## Professional Recognition

Completion of this program will allow students to apply specialised knowledge of Cognitive and Behavioural Developmental Psychology in their existing professions and as a pathway for further learning.

## ENROLMENT AND PROGRESSION

Students are required to self-enrol into courses online via myUNSW ([how to enrol](#)). Progression through the program depends on when students start the program and the course availability for the year. It is the student's responsibility to ensure they self-enrol in the correct course sequence prior to each session (please refer to 2021 key dates [UNSW Online Academic Calendar](#)) and that they are on track to complete the program.

Typical annual course availability and the typical program progression plan can be seen in the [Appendix](#). Students who are commencing in 2021/2022 should self-enrol before each session according to the 'Typical Program Progression Plan'.

Note that the progression plans are based on the assumption of full enrolment in all available sessions without any credit transfer. If students are granted credit transfer, they will need to adjust their progression plan accordingly.

**Any variation to the program progression plan should be made in consultation with, and be approved by the School of Psychology.**

If the student is not planning to study in all available sessions (e.g. taking breaks between sessions) they must apply for program leave (see: <https://student.unsw.edu.au/program-leave>).

Students are expected to comply with all of the student codes of conduct as well as university rules, policies and procedures at all times.

## WITHDRAWING FROM A COURSE

You can drop your enrolled course via [myUNSW](#) until the AW Deadline (inclusive). There are implications for your financial liability and academic record, depending on the timing at which you drop a course. Please refer to key dates for each hexamester via the [UNSW Online Academic Calendar](#).

### ***On or before Census Date***

The Census Date is the last day to drop a course without having to pay the tuition fee and without academic penalty.

If you drop a course on or before the Census Date:

- You will **not** be financially liable for the course.
- The course will **not** appear on your transcript.
- The course will **not** be included in the calculation of your Weighted Average Mark (WAM).
- The course will **not** be included in the calculation of your academic standing.

### ***After Census Date and on or before the AW Deadline***

If you drop a course within this period:

- You **will** be financially liable for this course.
- The course **will** appear on your academic transcript with a grade of AW (academic withdrawal).
- The course will **not** be included in the calculation of your WAM.
- The course **will** be included in the calculation of your academic standing and academic progression, as units of credit attempted but not passed.

### ***After the AW Deadline***

You are not able to drop a course after the AW Deadline. You will be assigned the final mark and grade awarded to you by your Course Authority.

## STUDENT RESPONSIBILITY

The Graduate Certificate in Child Development is an intensive program. The shortened length of teaching periods (6-week hexamesters), means that students must be able to complete all components of the course in a timely manner. It is the responsibility of the student to ensure that they complete all of the assigned work in each weekly module, including the following; watch all lectures, attend 100% of the online tutorials (either synchronously or asynchronously), complete the readings, learning activities, assessment preparation and assessment tasks.

### ***Attendance***

Students are required to attend 100% of online tutorial classes in a course. The tutorials for the Graduate Certificate in Child Development are all held online, using Blackboard Collaborate Ultra,

available on the Moodle course page. During tutorials tutors and students will have live discussions about the weekly materials in a webinar format. Students are strongly encouraged to log on at the time of the tutorial in order to participate in synchronous tutorial discussion. Logging on to attend the live tutorial class will also provide students with the opportunity to ask their tutor questions about the course and assessment content.

If you are unable to attend the synchronous tutorial (live at the time of the tutorial), you will be required to logon and view the recorded tutorial and read the comments left by your fellow students. You must then post comments on the tutorial discussion board to indicate that you have participated in the tutorial in an asynchronous manner.

Attendance is monitored for tutorials. Your name will be recorded when you log on to the synchronous tutorial class OR when you view the tutorial recording and post a comment if you participated in the tutorial in an asynchronous manner. Failure to meet the 100% specified attendance requirements may result in course failure.

Explanations for an occasional absence from a class or requests for permission to be absent from a class should be discussed with the lecturer/tutor, and where applicable, accompanied by a medical certificate.

### Moodle – Online Course Content

All courses in Graduate Diploma in Psychology program are delivered online through Moodle, which can be accessed via myUNSW. Course content will be made available from the first day of the Hexameter teaching period. Please contact the program authority if your course is not listed on Moodle once the session has commenced.

## ASSESSMENTS

The Graduate Certificate will require students to complete a wide range of assessment types. Students are expected to satisfactorily complete all of the following assessment types in a timely manner. The general assessment types required for completion of the Graduate Certificate in Child Development are listed below. More specific information about each assessment type can be found in the course outlines

**Students are expected to complete all assessment tasks for a course except for those specifically identified as optional. Failure to submit compulsory assessment will result in automatic failure of the course.**

For each course, check the Course Outline and make sure you are clear about what assessment tasks are required and when the deadline is for each.

### i. Individual Written Assignments

#### ***Submission***

Students are required to submit an electronic copy of their assignment to the School via the course Moodle site. In most cases, the electronic version of the assignment should be submitted through the Turnitin link on Moodle for plagiarism checking. Check your Course Outline for instruction regarding online submission.

The School takes no responsibility for assignments submitted in ways other than specified above.

### **Late Penalty**

Failure to meet the submission deadline (“the initial deadline”) will attract a penalty. For an assignment submitted late without an acceptable reason but within 10 working days of the initial deadline, 5% of the maximum possible mark for that assignment will be deducted for each day (including weekend days) it is overdue.

For example, if an assignment is worth 100 points, you will automatically lose five points ( $100 \times 0.05 = 5$ ) for each day it is late. If you submit this assignment three days after the initial deadline, a penalty of fifteen points will be deducted from your mark.

In determining whether or not an assignment is overdue, the date it was submitted online via Moodle will be used.

Assignments submitted late may not receive detailed feedback from markers.

Due to the intensive nature of the program, under no circumstances will an extension be given for longer than 3 working days after the initial deadline. Failure to submit an assignment within 10 working days of the initial deadline will result in a mark of 0 for the assignment, see “Special Consideration” below.

### **Request to Waive Late Penalty**

Students are required to apply for Special Consideration through UNSW Student Central. See “Special Consideration” below for details.

**If you are a student registered with UNSW Equitable Learning Services (ELS), and your ELS Letter of Support authorises extensions for assignment submission, you do not need to apply for Special Consideration through UNSW Student Central irrespective of the weight of the assignment. *Instead, you are required to email the Course Coordinator at least one week prior to the assessment deadline to request an extension***—unless the Letter of Support specifically stipulates that you are not required to do so. The period of extension cannot be longer than 10 working days after the initial deadline. If you do not comply with the responsibilities indicated in your Letter of Support, you will not be granted any adjustments.

If your Letter of Support does not include an authorisation for late submission, you are subject to the same rules that apply to all other students. See “Special Consideration” below.

#### **ii. Group Work**

No extensions will be granted for group work.

#### **iii. Oral Presentations**

Students will be required to complete oral presentations. This will take the form of both live online presentations to the class and uploading videos of your oral presentation for your tutor/class to view.

#### iv. Peer Review

No extensions will be granted for peer review.

#### v. Exams and Secured Quizzes

It is students' responsibility to check the Course Outline for the dates of, and make themselves available for, these exams and secured quizzes. Please note, if you are completing the Graduate Certificate in Child Development overseas, remember that the exams and other assessment deadlines refer to Australian Eastern Standard Time or Australian Eastern Daylight Time. It is the students' responsibility to ensure that they logon and complete the exam during the Australian Eastern Time listed in the course outline.

If you miss one of these exams due to unexpected short-term illness, misadventure, or other circumstances beyond your control and wish to sit a supplementary exam, you are required to apply for Special Consideration through UNSW Student Central. Please note that technical issues with your computer or internet connection will not be considered as grounds for misadventure. It is your responsibility to ensure that you have a functional computer and secure and stable internet connection. **Students registered with Equitable Learning Services are no exception.** See "Special Consideration" below for details.

#### Special Consideration

If you find that unexpected short-term illness, misadventure, or other circumstances beyond your control may prevent you from completing a course requirement or attending classes, or may significantly affect your performance in assessable work, you can apply for Special Consideration.

Students enrolled in a School of Psychology course should make a Special Consideration application regarding an assessment task **regardless of the weighting** given to this assessment task. Note that applications for Special Consideration will not be considered unless there is evidence of these circumstances lasting for more than three consecutive days or a total of five days or more within the teaching period.

An application for Special Consideration together with supporting documentation must be submitted via Online Services in [myUNSW](#). Log into [myUNSW](#) and go to *My Student Profile tab > My Student Services > Online Services > Special Consideration*. You must submit the supporting documentation at the time of the application. Failure to do so will result in your application being rejected.

UNSW operates under a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted **prior to the** start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so.

If your application is on the grounds of unexpected short-term illness, the original documents should include a Professional Authority form which has been completed by a medical practitioner. For further information and to download the Professional Authority form, go to:

<https://student.unsw.edu.au/sites/all/files/uploads/group271/Professional-authority-form.pdf>

**NB: Due to the intensive nature of the Graduate Certificate, it would be unreasonable to expect students that suffer misadventure/illness or other personal issues that lead to them missing more than two weeks of the program, to complete the course. Given the intensive nature of the course, students in this position would have missed over 30% of the course content and it would be unreasonable to expect students to be able to satisfactorily complete the course under these circumstances. In this situation, students will be required to apply for special consideration in order to withdraw from the course and apply for Fee Remission (see: <https://student.unsw.edu.au/fee-remission>). Students will be permitted to apply for Fee Remission once for each course and will be allowed to enrol in the following intake of this course without penalty.**

**NB: Please be aware that all courses are not offered in every intake. You should check how withdrawal from the course may affect your program progression.**

### Final Marks for a Course

Final marks for a course are calculated from the summation of component marks for a course (with weightings indicated in the Course Outline).

### Review of Results

A review of a Final Mark for a course may take one of two forms:

1. Checking of marks – an administrative check that all marks have been included in the final composite mark;
2. Re-assessment – an academic re-assessment of a piece of work.

Students may apply to have a piece of work re-marked, but must first discuss their performance with the Course Coordinator.

If students still have reasons to believe that the mark they have received does not reflect their performance, they may apply for re-assessment. Students are required to give reasons to justify their request. Where insufficient reasons are given, the School may decline to take action. Please note that if you request a re-assessment of your result, this will include a check of the addition of marks.

In either case the review may result in the mark going up or down.

The application form must be submitted no later than five working days after the return of the piece of work or from the date of issue of the Notification of Results of Assessment, whichever is earlier. All marked work returned to students must be kept in case it is needed for re-marking.

See <https://student.unsw.edu.au/results> for further information.

## COURSE EVALUATION AND DEVELOPMENT

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means, including UNSW's myExperience survey.

## STUDENT CODE OF CONDUCT

The University is committed to the pursuit of excellence in learning, teaching and research, and to community engagement. The Student Code sets out the University's expectations of students with respect to their academic and personal conduct and outlines the University's responsibilities to students.

Students are expected to familiarise themselves with the Student Code Policy, which incorporates the Student Code, and the Student Misconduct Procedures. They are available at: <https://student.unsw.edu.au/conduct>.

## PLAGIARISM: ESSENTIAL INFORMATION FOR AVOIDING PLAGIARISM

### ***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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement.
- **Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- **Collusion:** Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes students providing their 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 and passing it off as your own, 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. This should not be confused with academic collaboration.
- **Inappropriate citation:** Citing sources that have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

- **Self-plagiarism:** “Self-plagiarism” occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as “recycling”, “duplication”, or “multiple submissions of research findings” without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

## 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 Outline, 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: <https://student.unsw.edu.au/plagiarism>.

### ***How can ELISE help me?***

ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, how to identify good quality information and how to write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students are required to review the ELISE tutorial in their first term 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 students' assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Oftentimes, students are asked to submit an electronic version of their work into Turnitin, but academics can also use it to check a student's work when it is being marked. You can find out more about Turnitin here: <https://teaching.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 (such as plagiarism in an honours thesis) can result in suspension from the University.

### Important Notes on File-sharing Websites

There are some file-sharing websites around that specialise in buying and selling academic work to and from university students. Examples of such websites include but are not limited to:

- Course Hero
- Nexus Notes
- StudyMode
- Thinkswap

You should be aware that you would be committing plagiarism if you download a piece of work from these websites and present it as your own either wholly or partially.

If you upload your original work to these websites, and if another student downloads and presents it as their own either wholly or partially, you might be found guilty of collusion – even years after graduation.

Your work may be posted by others unbeknownst to you. The surest way to avoid putting yourself at risk is to take care to not share your work with another student. If you stumble across your work online, the School of Psychology recommends you take action to have it removed at the earliest opportunity.

These file-sharing websites may also accept purchased course materials, such as copies of lecture slides and tutorial handouts. By law, the copyright on course materials, developed by UNSW staff in the course of their employment, belongs to UNSW. It constitutes copyright infringement, if not plagiarism, to trade these materials.

## STUDENT COMPLAINTS AND GRIEVANCES

The School of Psychology is committed to the University policy of “providing a fulfilling and rewarding learning and research experience that enables students to achieve their full academic potential” and will seriously listen to complaints and resolve them quickly if possible. The resolution procedures ensure that students are able to air legitimate complaints, knowing that they “will not suffer detriment or disadvantage as a direct result of making a complaint.”

If students have a grievance they should first attempt to resolve it with the staff member concerned. If that fails, the next step is to take the matter to the course or program director within a reasonable period of time. Beyond this, the next step is to take the matter to the School Grievance Officer and then to the Head of School.

If the matter is still not resolved, then you can seek advice about your options from the Student Complaints and Appeals unit (<https://student.unsw.edu.au/complaint>).

## EQUITABLE LEARNING SERVICES

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the Course Coordinator prior to or at the commencement of the course, or with the Equitable Learning Advisors in Equitable Learning Services (9385 4734). Information for students with disabilities is available at:

<https://student.unsw.edu.au/els>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

DRAFT

## Appendix

### Typical Annual Course Availability

Course	Hexamester	H1	H2	H3	H4	H5	H6
PSYC5111	Evaluating Evidence			X			X
PSYC5112	Introduction to Psychology		X			X	
PSYC5113	Child Development	X			X		
PSYC5114	Learning and Cognition		X			X	
PSYC5115	Developmental Psychopathology			X			X
PSYC5116	Well-being and Resilience	X			X		

Note: Actual courses offered each hexamester may vary, commensurate with demand. For example, to accommodate additional program intakes outside typical entry points at Hexamester 2 and Hexamester 5. See example progression plans below or email [psychology@unsw.edu.au](mailto:psychology@unsw.edu.au) for more information.

### Progression Rules

- Students must start with either PSYC5111 or PSYC5112 and will complete both PSYC5111 and PSYC5112 before continuing to intermediate courses (PSYC5113 and PSYC5114).
- Students can complete PSYC5113 and PSYC5114 in either order, but must complete both before continuing to advanced courses (PSYC5115 and PSYC5116).
- Students can complete PSYC5115 and PSYC5116 in either order.
- Students who have completed a course equivalent to PSYC5112 or PSYC5113 as part of a previous degree within 10 years prior to program commencement, may apply for Recognition of Prior Learning (RPL) in the online application. This process is also known as “credit transfer” or “advanced standing”.
- Maximum study load is one course per hexamester.
- Maximum time to complete the program is 10 years.
- Progression through the program depends on when students start the program and the course offerings for the year. It is the student’s responsibility to ensure they are enrolled in the correct course sequence (see Progression Plans based on entry points below). Students self-enrol online via myUNSW.
- Progression plans are based on the assumption of full enrolment in all available sessions without any credit transfer.

### Program Progression

#### Entry Point: Hexamester 4 2021

	1	2	3	4	5	6
2021	-	-	-	5112	5111	5113
2022	5114	5115	5116	-	-	-

Note atypical course offerings. These courses are guaranteed to be offered in the hexamesters indicated to accommodate special program intake in Hexamester 4 2021.

#### Entry Point: Hexamester 5 2021

	1	2	3	4	5	6
2021	-	-	-	-	5111	5112
2022	5114	5113	5116	5115	-	-

Note atypical course offerings for this entry point to align with special H4 2021 intake.

#### Entry Point: Hexamester 2 2022

	1	2	3	4	5	6
2022	-	5112	5111	5113	5114	5115
2023	5116	-	-	-	-	-

#### Entry Point: Hexamester 5 2022

	1	2	3	4	5	6
2022	-	-	-	-	5112	5111
2023	5113	5114	5115	5116	-	-