

SCHOOL OF PSYCHOLOGY

**GENERAL HANDBOOK FOR
UNDERGRADUATE PSYCHOLOGY
STUDENTS**

2009



Welcome to the School of Psychology at the University of Adelaide. We hope that you will find your studies valuable and enjoyable.

This booklet will provide you with important administrative information you will need to study Psychology at Levels I, II and III. It is important that you read it and follow the instructions.

Your Coordinators are as follows:

Level I Coordinator	Dr Carolyn Semmler
Level I Senior Tutors	Ms Kate Papandrea Mr Jeremy Goldring
Level II Coordinator	Assoc. Prof John Dunn
Level II Tutor Coordinator	Ms Yasmin Harman-Smith
Level III Coordinator	Dr. Anna Ma-Wyatt
Level III Tutor Coordinator	Ms Yasmin Harman-Smith

Their contact details can be found in your individual year Handbooks.

The contact number for the School's General Office is 8303 5693 or 8303 4934.

The School's web page is at www.adelaide.edu.au/psychology

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STUDY PLANS FOR PSYCHOLOGY

There are three ways you may study Psychology. Most students will study it as part of another degree: Bachelor of Health Sciences, Bachelor of Arts, Bachelor of Social Sciences, Bachelor of Science, Bachelor of Mathematics and Computer Science, Bachelor of Commerce, or Bachelor of Economics. All of these degrees will permit the student to undertake a major in Psychology, and to qualify to apply for Honours Psychology.

EXPLORING PSYCHOLOGY- NEW

In 2009 the School of Psychology will be introducing a new Level I psychology course.

Exploring Psychology A & B is made up of two 3-unit courses. These courses are available as single courses. They may be taken separately, and Exploring Psychology A is not a prerequisite for Exploring Psychology B. However, BOTH courses must be passed along with additional assessment tasks if you wish to proceed to Second Year Psychology. These first year courses are meant as part of a general introduction for those who will **NOT** go on to further study in Psychology, and to help those who will not continue with their study of this discipline to be better prepared for participation in the ongoing discussion of psychological issues that they may encounter in the wider society or in their other studies. For each course, there are three 50-minute lectures each week. For semester 1, these are on Monday, Wednesday, and Friday. The lecture is given once on those days, with the lecture streamed live to an over-flow theatre. Lectures are recorded and available online after a delay but students SHOULD NOT rely on recordings as the only way of receiving lectures.

The courses are built around the lecture series, which cover a representative range of psychological topics and illustrate something of the various approaches currently employed in psychological enquiry. Complementing each lecture course is a series of on-line tutorials and activities. These provide assistance in developing knowledge, skills and practice in thinking about and applying psychological principles. Materials may reflect and/or extend lecture topics. There are eleven on-line modules in each course, supplemented by computer-based access to the text book.

Assessment varies for each course. In semester 1, assessment consists of online quizzes, research participation, a brief research-oriented paper, interactive activities online (via MyUni), and an end-of-semester examination.

STUDY PLANS FOR 2009

In 2009 the Level II psychology curriculum will be restructured to consist of four 3-unit courses. Students will need to complete all four to proceed to Third Year Psychology.

The Level III psychology curriculum will be restructured to consist of six 3-unit courses. All students will need to complete *Doing Research In Psychology: Advanced Research Design, Methods & Analysis*. **Students majoring in Psychology can choose three courses from the remaining five** while students in the Bachelor of Psychological Science and Bachelor of Psychology (Honours) programs are required to complete all courses offered.

For students studying part-time Carmen Rayner is available to discuss combining the two structures. Please contact her (phone: 8303 5704, email: carmen.rayner@adelaide.edu.au) if you need advice.

Psychology as part of another degree

Level			
1	Psychology IA	Psychology IB	Level I Courses
2	Doing Research In Psychology: Research Design, Methods & Analysis Psychology in Society Foundations of Perception & Cognition Foundations of Health & Lifespan Developmental Psychology		Level II Courses
3	Doing Research In Psychology: Advanced Research Design, Methods & Analysis (Compulsory) <i>Choose 3 of the following:</i> Psychology in Society: Advanced Perception & Cognition Psychology, Ideas & Action Individual Differences, Personality & Assessment Health & Lifespan Developmental Psychology		Level III Courses

Bachelor of Psychological Science

Level			
1	Psychology IA	Psychology IB	Level I Courses
2	Doing Research In Psychology: Research Design, Methods & Analysis Psychology in Society Foundations of Perception & Cognition Foundations of Health & Lifespan Developmental Psychology		Level II Courses
3	Doing Research In Psychology: Advanced Research Design, Methods & Analysis Psychology in Society: Advanced Perception & Cognition Psychology, Ideas & Action Individual Differences, Personality & Assessment Health & Lifespan Developmental Psychology		Level III Courses

Bachelor of Psychology (Honours)

Level			
1	Psychology IA	Psychology IB	Level I Courses
2	Doing Research In Psychology: Research Design, Methods & Analysis Psychology in Society Foundations of Perception & Cognition Foundations of Health & Lifespan Developmental Psychology		Level II Courses
3	Doing Research In Psychology: Advanced Research Design, Methods & Analysis Psychology in Society: Advanced Perception & Cognition Psychology, Ideas & Action Individual Differences, Personality & Assessment Health & Lifespan Developmental Psychology		Level III Courses
4	Honours Psychology Courses & Research Thesis		

ADMINISTRATION

SCHOOL OF PSYCHOLOGY GENERAL OFFICE

The General Office of the School of Psychology is generally open between the hours of 10.00am and 4.00pm. The telephone numbers are 8303 5693 or 8303 4934. Staff in the General Office are happy to assist you where they can with your queries about your studies in Psychology. However, there are some things that they are unable to help you with:

- They are not in a position to tell you when your assignments will be ready for collection. A notice will be placed on MyUni as soon as your work is available.
- They are not permitted to tell you when your examinations are scheduled. You must find this information for yourself on Access Adelaide.
- They are not in a position to inform you about the location of members of academic staff at any given time. If you need to contact a member of academic staff, you should either email them or check their office door for their student consultation times. Email addresses for staff members are usually firstname.lastname@adelaide.edu.au.

COMMUNICATION

The School communicates with its students in three ways:

- through MyUni;
- via student emails;
- through the class notice boards.

It is essential that you monitor these regularly. It is assumed that any information placed on MyUni, sent by student email, and/or mounted on the noticeboard will have been duly published and have been read by the students for whom it is intended.

No concession will be granted on the grounds of ignorance of any such notice.

MYUNI

Students are required to access MyUni regularly, preferably each day, and at least weekly. You will find that important notices, information about courses, lecture notes, application for extensions, and most handouts can be obtained this way. There will be differences between lecturers in the amount of information placed on MyUni, but it is the policy of the School that all lecturers should provide, as a minimum, a dot point summary of any PowerPoint presentation or overhead slides presented during lectures. Such information should be provided prior to the lecture.

STUDENT EMAIL

MyUni also allows staff and other students to send emails to your student address. It is important that you check your student email regularly. Your email address is firstname.lastname@student.adelaide.edu.au. If you wish, it is possible to have your student email forwarded to another email address. Instructions on how to do this can be found at http://webmail.adelaide.edu.au/userguide/vacation_fwd.shtml#forward

NOTICE BOARDS

Class notice boards are situated in the main lobby in front of the School on Level 4 of the Hughes Building. You should check these at least weekly.

REMEMBER THAT IF YOU HAVE BEEN NOTIFIED THROUGH MYUNI, STUDENT EMAIL, OR THE SCHOOL'S NOTICEBOARD, IT WILL BE ASSUMED THAT YOU HAVE RECEIVED THE INFORMATION.

SCHOOL OF PSYCHOLOGY COMPUTER LABORATORIES

Computers are available in the School's computer suite on level 2 of the Hughes Building to use for your work. You can use them at any time, provided they have not been booked for other purposes. Please note that some software licensed to the School can only be used within the School and cannot be taken home to load onto your personal computers.

SPSS is the statistical package most used by the School, and it is installed on the machines in the School's Computer Suite. It should be noted that SPSS is also available on the computers in the Barr Smith Library, in the Huxley Laboratory (which has 24 hour access), in the Humanities and Social Sciences Computer Laboratories, and in the Medical School Computer Suite. If you have any queries about this or any other matters related to computing in the School, please discuss them with Mark Brown or Bob Willson in the Computer Suite. The availability of computers means that all assignments should be written using a computer. Hand written assignments are not acceptable and will not be marked.

Personal laptops may NOT be connected to the School's computer network.

COMPETITION FOR COMPUTERS

Strict rules apply to avoid people attempting to deter others from logging on to a machine they have left. At worst, any material on the file you have left may be deleted and lost. Therefore, if you leave the machine, do **NOT** leave your files without having saved them on to a memory stick (USB). If a computer has been left unattended for 10 minutes the computing staff may log you off in your absence.

PASSWORDS

University Password

Please read the University's Guideline for secure passwords in Appendix 2. Note that they apply to the University (MyUni) password.

BARR SMITH LIBRARY – PSYCHOLOGY ON THE WEB

The Library is a major resource centre for students. The Research Librarian for Psychology, Maureen Bell, provides some useful information through the Internet. She has a Psychology web page with a list of databases for Psychology students at www.library.adelaide.edu.au/guide/med/psychol/psysrch.html. This is an annotated list with

some links to tutorials and help with searching methods. She also has a page For Students at www.library.adelaide.edu.au/guide/med/psychol/psystud.html. This contains links to style guides, notes and an exercise using EndNote with PsycINFO, some material on plagiarising, help with searching for theses, and other useful bits and pieces.

Maureen can provide assistance with methods of searching for material for essays and other written work, and you can make an appointment with her by phoning her on 8303 5214, or by email at maureen.bell@adelaide.edu.au.

ASSIGNMENTS

Please note that all assignments, whether practical reports, exercises, or summaries, should be prepared in accordance with the lay-out conventions that are defined by the Australian Psychological Society as essential to training in Psychology. In general, these are based on requirements established by the American Psychological Association (APA) and set out in the *APA Publication Manual*, (5th edition), available from the Reference Section of the Barr Smith Library. Students at level I and level II will also receive a handout on assignment writing, and a check list of APA requirements.

One mark out of twenty is allocated to formatting for assignments completed at levels 1 and 2. Therefore failure to adhere to these conventions will attract a penalty of up to 5% of available marks for the assignment.

As a general rule, lecturers and tutors are prepared to discuss the substance and style of what a student intends to do when preparing a written assignment. However, please note that it is School policy **not** to review assignments or trial examination answers prior to submission.

While the School encourages students to form study groups and forums to discuss their assignment and practical work, students are reminded that they must use their own words when writing up their reports. The School views very seriously any form of plagiarism.

PLAGIARISM

Plagiarism is treated with extreme seriousness by the University, and penalties are severe.

Ensure:

- (i) that you **always** cite your sources;
- (ii) that author references are given when you “paraphrase” or summarise any author’s work or portion thereof;
- (iii) that you **always** put quotation marks around direct quotations and cite the reference.

NEVER rephrase another author’s work by changing one or two words and presenting it as your own. Take extreme care that you do not “inadvertently” make an unacknowledged verbatim quote. Infringement of the above principles constitutes plagiarism and places you at extreme risk of disqualification.

For a fuller description of the University’s Policy on Plagiarism, see Appendix 3.

NOMENCLATURE

When reporting on psychological studies, it has previously been the convention to describe the participants in studies as “subjects” or “experimental subjects”. You should note that the APA Publication Manual now recommends against this practice. The Manual recommends the use of words such as participants or respondents.

REFERENCING

It is important that any work submitted should be referenced as described in the Publication Manual of the American Psychological Association (5th ed.), which is available in the Library. Some student guides on preparing assignments are listed below:

American Psychological Association (2001). *Publication Manual of the American Psychological Association (5th ed.)*. Washington: American Psychological Association.

Findlay, B. (2006). *How to write psychology laboratory reports and essays (4rd ed.)*. Australia: Pearson Education.

O’Shea, R.P. (2002). *Writing for Psychology, (4th ed.)* Australia: Thomson.

Perrin, R. (2004). *Pocket guide to APA style*. Boston: Houghton Mifflin.

Rosnow, R.L. & Rosnow, M. (2001). *Writing papers in psychology: A student guide (5th ed.)*. Australia: Wadsworth.

Smyth, T. R. (2004). *The principles of writing in Psychology*. New York: Palgrave.

Stevenson, A. (2001). *Studying Psychology*. Hampshire, U.K.: Palgrave

Szuchman, L.T. (2002). *Writing with style: APA style made easy (2nd.ed.)*. Australia: Wadsworth.

WWW REFERENCES

All written assignments (practicals and essays) must be supported by references from refereed sources obtained from an electronic database, such as *Psycinfo* or *Medline*. Materials obtained from websites may provide valuable information but do not carry the same status as materials that have been evaluated by the scientific community. Where website materials are included in an assignment, students should follow the American Psychological Association’s (APA) Rules for Referencing given in the APA Publication Manual (5th ed.) available in the Library.

Failure to adhere to these conventions will attract a penalty of up to 5% of the available marks for the assignments at levels 1 and 2.

SUBMISSION OF WRITTEN WORK

There are some important things to note about the submission of assignments.

- Remember, because word processing facilities are available to all students by way of our Level 2 computer laboratories, **hand written assignments are not acceptable**.
- The Assignment Cover Sheet (available from the foyer of the School Office) sets out a number of requirements that must be addressed before submission. This sheet must be attached to the front of each product. Note that there is a different colour sheet for each year level.

- Assignments should be placed in the appropriate level chute outside the School Office located in the foyer.
- For your own safety and to avoid misunderstanding, **you must keep a copy of any work submitted**. In the event of a disagreement arising about whether work was handed in or not, this copy will provide evidence that the work was completed. It will also avoid ill-feeling and obviate the need for extra work on your part.
- Some courses may require you submit an electronic copy (via email) of your work as well as a printed copy. You will be notified by your lecturer if this is a requirement for the course you are attending.

Please note that work may not be submitted on computer disks, in plastic sleeves, or via a staff member's pigeon hole.

As a general practice, examiners have undertaken to attempt to return products, marked, within a month of the end of the "grace period" (see below) and to set exercises to allow time for marking and return before examinations where possible. However, it may not always be possible for examiners to meet these expectations; this will particularly be so when they are due to travel to national or international conferences (as is very much encouraged by the University). In such cases, the examiners will inform the class and make an arrangement satisfactory to the class about the marking and return of the products.

EXTENSIONS FOR ASSIGNMENTS AND PENALTIES FOR LATE SUBMISSION

- The **FORMAL SUBMISSION TIME** for all assignments is 4:30 pm on the first working day of the week (usually a Monday).
- However, a "grace period" is permitted, to allow for unforeseen minor delays, until 4:30 pm on the Friday of the week in which the due date falls. Submission of work in the grace period will attract no penalty. Duly-made cases for extensions can be made up to the formal submission time (see below) but only with respect to difficulties experienced up to that time.
- Please note that an assignment lodged on the Monday after the end of the grace period ending on a Friday is overdue by one day, even if it is lodged before 9.00am.
- Students should realise that **NO REQUESTS FOR EXTENSIONS WILL BE CONSIDERED IF MADE BEYOND THE FORMAL SUBMISSION TIME**, even if made within the grace period. To emphasise this, even falling ill or experiencing some other misfortune during the grace period will **NOT** constitute grounds for an extension — **STUDENTS UTILISE THE GRACE PERIOD AT THEIR OWN RISK!**
- Standard School penalties for late submissions will apply: that is, five per cent (5%) of marks will be deducted for each working day, after the grace period has elapsed, that the work is late.

Extensions for assignments are granted only on medical or exceptional compassionate grounds. They are typically not granted for competing academic, work, holiday, sporting, or other commitments, or for having English as a second language. However, where students feel that their circumstances require special consideration, they should make an application for an extension in writing to the **Course Coordinator, with appropriate supporting evidence**.

Extension Application Forms can be found on MyUni under "Course Documents".

Those seeking to request an extension should follow the following guidelines:

- The application should be in **writing** and addressed to the **Course Coordinator**, using the Extension Application Form.
- **Requests for extensions via email are not accepted.**
- It should indicate clearly the subject name (e.g. Psychology IA, Psychology IB), the assignment to which the application refers, and the formal submission date set by the lecturer for submission.
- You should lodge your application with your course level coordinator **before the formal submission date**. Applications for extensions are not accepted on the grounds of problems arising during the grace period.
- The application should state the grounds upon which the extension is sought.
- Attach any documents that support the claim of disadvantage on medical or compassionate grounds (such as a medical or counsellor's certification).
- You should make a proposal about the length of the extension you think you need. The Course Coordinator will consider this proposal in the light of the case you make, and University deadlines.
- You should make sure your contact details are provided.
- You will be notified by email of the result of your request. If an extension has been granted, you should attach a copy of the email to your assignment.

PLEASE NOTE THAT A GRACE PERIOD DOES NOT APPLY TO EXTENSIONS.

COLLECTING YOUR ASSIGNMENTS

Notices will be placed on MyUni when assignments are available for collection. In most cases assignments will be handed back in tutorials. If you miss your tutorial your assignments can only be collected on Monday, Wednesday and Friday from 10am – 11am and 2pm – 3pm from the psychology office. Student cards must be shown to office staff when collecting assignments.

RIGHT TO REVIEW OF ASSESSMENT AND REDEEMABILITY OF ASSIGNMENTS

The School follows the procedures set out in the University General Academic Program Rules with regard to the right to request review of assessment of assignments. If a student believes that the mark given is unjust or not consistent with their expectations, they should proceed as follows:

- Please discuss the situation with the marker in the first instance.
- If this does not produce a satisfactory outcome, the student should then bring the matter to the Course Coordinator, who will act according to the procedures.
- The assignment will be remarked by someone who is unaware of the original mark. The student should be aware that the second mark will stand, regardless of whether it is higher or lower.

Such applications must be made within 10 University working days of the official date of notification of availability of products.

- If the initial result for an assignment falls between 40% and 49% (which is deemed to represent a serious attempt at the exercise), students may apply, within 10 working

days from the official date of notification of availability of products, to undertake a 'redeeming task'.

- This may involve correcting the assignment or undertaking a new task at the discretion of the responsible academic.
- Where the student is correcting the assignment for resubmission, they must submit the original assignment and the revised assignment highlighting the changes that have been made.
- The ceiling mark for any such re-submitted work or redemption exercise will be 50%.
- **This concession does not apply if an original pass mark for the product has been rendered a fail by the subsequent subtraction of a lateness penalty.**

PRACTICALS

CONTACT WITH THE PUBLIC

Students who are required to interview or obtain information from members of the general public as part of their course work or practical exercises should obtain an official letter of introduction signed by the Head of School. In the absence of such a letter, students must not represent themselves to the general public as representing, or acting on behalf of, or with the authority of, the University or this School. Students must not use the University's trademark (logo) without permission. If you feel that it is necessary for you to do so, you should contact the relevant lecturer to discuss the matter.

EXPERIMENTAL ETHICS

The School has a Human Research Ethics Committee which considers applications for psychological study with human subjects, including student practicals. Ethical requirements such as gaining the informed consent of potential participants and providing them with adequate feedback need to be seriously addressed. Explicit attention will be drawn to these and other matters by lecturers organising the practical exercises.

EXAMINATIONS

READING OF EXAMINATION SCRIPTS

Students are urged to carefully read all instructions on Examination papers. Students are encouraged to examine very carefully the requirements of any examination paper to ensure that they answer questions exactly as required.

DICTIONARIES

English translation dictionaries are not permitted in examinations. It is assumed that students studying Psychology have sufficient skills in the English language to read and answer examination questions.

COMPLETING MULTIPLE-CHOICE EXAMINATION PAPERS

- Students are advised to use care in completing their answers to multiple-choice questions.
- Papers are computer-scanned for marking, and it is important that students bear this in mind and make it possible for the computer to “read” their answers and their student numbers.
- You should not make any marks on the examination paper unless indicated, and make sure that you mark only one box per question. You should also make sure that if you delete any answers, they are deleted completely.
- Some practice questions will be provided to assist Level I students.

RETURN OF EXAMINATION SCRIPTS

Students sitting end-of-semester examinations that are multiple-choice papers are not entitled to have the scripts of examinations returned to them. This does not apply to students whose examination scripts are not multiple-choice and consist of short answer or essay questions.

Students are permitted to access their examination scripts for discussion with academic staff if they make a request through the General Office. However, scripts cannot be returned until after a reasonable period has elapsed to allow for appeals and remarks. Scripts are available for one year after the examination period, after which they are destroyed.

EXAMINATION TIMETABLE AND EXAMINATION RESULTS

Students are advised that no information pertaining to the Examination Timetable and/or Examination Results can be provided by telephone or email. Provisional results are posted on the class noticeboard in the main lobby, adjacent to the School on Level 4, Hughes Building. Timetables and final results are available on Access Adelaide.

SUPPLEMENTARY EXAMINATIONS

Supplementary examinations are held in July for semester 1 courses and December for semester 2 courses. Applications may be made on medical or compassionate grounds. Supplementary examinations on academic grounds are offered automatically if your grade is between 45-49 and you do not need to apply for them.

Supplementary examinations are discretionary. Students are encouraged to attend the primary exam wherever possible, as there can be no guarantee that a supplementary exam will be offered.

On the day of the exam: Students with an illness and/or exceptional personal circumstances on the day of the primary exam must notify an examination supervisor and apply for a supplementary exam within 5 working days of the date of the primary exam.

All students will receive a single final result for each course, whether or not a supplementary exam or other redemption work was necessary to achieve that result. No indication of the supplementary exam or assessment will appear on your official academic transcript.

Please note that if you are offered a supplementary examination, it is your responsibility to check the Supplementary Examination Timetable to find when and where the examination will be held. The codes for supplementary examinations are as follows:

- A01 – Supplementary examination on academic grounds
- C01 – Supplementary examination on compassionate grounds
- M01 – supplementary examination on medical grounds.

After the completion of the supplementary examinations, any student who has a final score of 45-49 will be awarded a Conceded Pass. This grade does **not** allow the student to continue with Psychology in the following year.

MEDICAL AND COMPASSIONATE GROUNDS

- Supplementary examinations on medical, compassionate, or medical/compassionate grounds are available to eligible students who have a Fail grade or any Pass grade up to High Distinction level if it is considered that the impairment was sufficient to prevent the student from achieving a higher grade.
- Students who believe that their preparation for or performance in their examination was significantly impaired because of a medical condition, illness and/or personal circumstances, and who wish to be considered for a supplementary examination on those grounds, must apply to the relevant Faculty at the time when the condition, illness and/or circumstances occur, or within 7 working days of their occurrence. **Generally, the University does not consider minor ailments such as colds and respiratory infections as grounds for being certified unfit to sit an exam.**
- All applications for supplementary examinations on these grounds must be made in writing on the relevant application form, which is available at www.adelaide.edu.au/student/exams/supps.html.
- Such applications should be accompanied by relevant documentary evidence, such as a medical certificate. Medical Certificates must clearly indicate the period for which they apply.
- For applications based on compassionate grounds, a letter explaining the circumstances is, in most circumstances, regarded as sufficient documentary evidence.
- Students who complete a course on the basis of supplementary examinations granted on medical or compassionate grounds will have the mark from the Supplementary Examination shown on their academic record, whether it is higher or lower than the mark for the original examination.

ACADEMIC GROUNDS

- Students **may be offered** supplementary examinations on academic grounds.
- Academic supplementary examinations are offered if the student fails the course overall and gets a final mark of between 45% and 49%.
- Supplementary examinations are awarded automatically, and there is no need to apply.
- The ceiling for the final/overall result for the person who sits an academic supplementary exam is 50%. Subject to this, the mark awarded will be the higher of the two overall marks.

ASSESSMENT

The School of Psychology follows the grading system used by the University. Grades are awarded as follows:

High Distinction (85% or more):	Outstanding or exceptional work in terms of understanding, interpretation and presentation.
Distinction (75-84%):	A very high standard of work that demonstrates originality and insight.
Credit (65-74%):	Demonstrates a high level of understanding and presentation and a degree of originality and insight.
Pass (50-64%):	Satisfies the minimum requirements.
Conceded Pass (45-49%):	Just fails to satisfy the minimum requirements.
Fail 44% or less):	Fails to satisfy the minimum requirements

Note that a Conceded Pass does not allow the student to progress to the next level in Psychology.

Students who are repeating Psychology courses may apply to have marks for practicals, essays, or research reports (not examinations) carried forward from a previous year, where the assignment is substantially similar to that of the current year, and where at least a pass mark was achieved. Application should be made in writing to the course coordinator.

TALKING IN LECTURES

There have occasionally been problems caused by unacceptable levels of background talking among students during lectures. We request that you do not do this; it is inconsiderate of those trying to concentrate and it makes the lecturer's job more difficult. Lectures are not compulsory. It is School policy that a lecture may be discontinued if the problem persists. If this were to occur, the materials to be presented in that lecture would still be examinable.

USE OF TAPE-RECORDERS

The University's policy is as follows:

"In general, permission for a student to use a tape-recorder at University lectures will not be granted. In special cases however such permission may be given, but only:

- a) if both the lecturer concerned, and the Head of the School approve;
and
- b) if the student gives a written undertaking that the recording
 - (i) will be for his/her own exclusive use, and will not be played to any other person;
and
 - (ii) will be destroyed as soon as possible after it has served its purpose."

Students who feel that in their case there are good reasons why they should be permitted to use a tape-recorder at lectures are advised to consult, in the first instance, the Head of School although it is clear from the above that the permission of the individual lecturers involved is also required.

Applications for the concession should be made according to the following guidelines:

- Students seeking this concession should set their case for permission to tape-record in writing.
- They should then obtain the signatures on the letter from all the lecturers who are willing to allow the tape-recording.
- They should then submit the application to the Head of School. The Head will issue a notice of approval in due course, which should then be taken to the lectures concerned to act as confirmation, should the need arise.

Students with a disability that may justify the tape-recording of lectures may note that the School has an agreement with the Disability Liaison Officer that, if that Officer is persuaded that a case exists, the School will grant permission for the student to record on receipt of a written recommendation signed by that Officer. These arrangements should be made with the Course Coordinator.

STUDENT EVALUATION OF LEARNING AND TEACHING

Often during your University studies you will be asked to complete forms to evaluate your learning experience, known as SELTs. These evaluations are important to future students, to the University, and to the staff members concerned. The School of Psychology takes them very seriously, and we ask that you do the same. Take time to answer carefully and to write comments where you think that they are relevant.

STUDENT- STAFF CONSULTATIVE COMMITTEE

A student-staff consultative committee, which is a forum for the discussion of suggestions, criticisms and problems relating to the School and its courses, operates within the School of Psychology.

The members of the committee are:

- a) Head of the School
- b) Undergraduate Level Co-ordinators
- c) Elected student members
 - Level I Psychology students 2
 - Level II Psychology II students* 2
 - Level III Psychology students 2
 - Honours students 2

The committee meets when called for by a member and, in any case, at least once in each semester. Meetings are normally open, with speaking rights accorded to all staff and students of the School of Psychology, although the committee is empowered to meet in camera if it thinks fit.

PSYCHOLOGY STUDENTS SOCIETY

The Psychology Students' Association (PSA) is a student society for psychology students at the University of Adelaide. Membership is open to anyone who wants to join, and is obtained by paying a small annual fee. The society currently has both undergraduate and postgraduate members, along with students of other disciplines, non-students, and even a few lecturers and School staff.

The society aims to raise awareness of Psychology as a discipline, provide services to the student body and act as a social club. Previous activities include sausage sizzles, a pub-crawl, and a series of seminars.

The PSA AGM will be held early in Semester 1, and prospective members are welcome to come and sign up, offer suggestions, or even run for office. Come and help to make 2009 an even bigger and better year for the PSA!

You can contact the PSA at PsychStudentsAssoc@gmail.com

GETTING HELP

Large student numbers necessitate a degree of formal organisation that may create an unfortunate impression, particularly for beginning students, of the University as an

impersonal and uncaring place. However, a wide range of student supports and services is available. Tutors are assigned to assist students on an individual basis in tutorial classes and by personal consultation at regular announced times. Your tutor is usually the most appropriate person to turn to for assistance in the first instance and if s/he cannot deal with your enquiry directly s/he will almost certainly know the most appropriate person to whom to refer you.

The lecturing staff members of the School of Psychology are here to assist you with your studies in their particular areas of expertise and you should have no hesitation in approaching them with particular problems and difficulties relating to the topics they have presented. The times at which staff members are usually available for consultation are displayed on the doors of their offices, which can be located from the directory in the foyer of the School Office on the ground floor of the Hughes Building.

Students who have a disability which they believe will in any way prejudice their successful completion of the course are advised to discuss the matter with the Course Coordinator or the University's Disability Liaison Officer (telephone: 8303 5962) at the beginning of the year, so that possible satisfactory alternative arrangements may be made.

Particular services to which attention is drawn are:

Language and Learning Service of the Centre for Learning and Professional Development (CLTD) - www.adelaide.edu.au/ltdu/

Mathematics Learning Centre - <http://www.adelaide.edu.au/clpd/maths/>

For more details see Appendix 1

The University provides a Counselling Service, staffed by qualified psychologists, to help students in overcoming personal problems, www.adelaide.edu.au/counselling_centre/.

At the Counselling Service, individual counselling and group sessions of various kinds are available. From time to time personal development programs are conducted. The counsellors observe strict professional confidence. The Service is independent of faculty and administrative functions and no information given in counselling is reported or discussed without the expressed wish of the individual. The Counselling Service is free, voluntary and generally by appointment but in urgent circumstances a counsellor can usually be available at short notice. You can contact the Service by calling personally at Ground Floor, Horace Lamb Building or telephone 8303 5663.

The Parklands Medical Practice is available for medical consultation, and this is a bulk billing practice. It is located opposite the Horace Lamb Lecture Theatre (telephone: 8303 5050; fax: 8303 6464).

Aboriginal and Torres Strait Islander students may also contact Wilto Yerlo for assistance, www.adelaide.edu.au/wilto_yerlo/

COMPLAINTS

The University is committed, wherever possible, to resolving complaints at the local level. This means that you should attempt to resolve complaints with the person responsible for the service the complaint is about. This person will usually be your tutor, lecturer, or the Course Coordinator. However, if you are unsure which member of staff you should approach, you can ask the School Office or the University's Student Centre. You can obtain further information on making a complaint from the University's webpage <http://www.adelaide.edu.au/student/current/complaint.html>.

SAFETY PROCEDURES

Under the South Australian Occupational Health, Safety and Welfare Act, 1986, students have a responsibility to work safely, taking reasonable care to protect their own health and safety and that of other students and staff. Specific responsibilities are outlined in the University's Health, Safety and Welfare Policy (Sub-section 18.1 of the Handbook of Administrative Policies and Procedures).

APPENDICES

Appendix 1

CENTRE FOR LEARNING AND PROFESSIONAL DEVELOPMENT

ACADEMIC LEARNING AND LANGUAGE (ALL)

Level 2, Schulz Building West, North Terrace Campus (G2 on campus map)

Academic Learning and Language (ALL) is part of the Centre for Learning and Professional Development (CLPD). ALL staff facilitate a range of academic seminars for undergraduate, Honours and postgraduate coursework students.

Undergraduate

Undergraduate students can attend the academic writing and skills development seminars held each semester, as well as access the range of online resources available from 'Writing and Speaking at Uni' through MyUni, and the ALL printed learning guides.

English as an Additional Language students

Weekly English language conversation classes are held at the CLPD for English as an Additional Language students with local volunteers. The Volunteer Learning Support Scheme also provides opportunities for international students to become better acquainted with Australian culture.

For further information: telephone 8303 5771 or email clpd@adelaide.edu.au or visit our website at <http://www.adelaide.edu.au/clpd/all/>

MATHS LEARNING SERVICE (MLS)

Level 1, Schulz Building, North Terrace Campus (G3 on campus map)

The Maths Learning Service (MLS) is part of the Centre for Learning and Professional Development (CLPD). The Service offers free support for all University of Adelaide students meeting maths (including stats) in their studies.

We offer the following services:

The Maths Drop-in Centre

The Drop-in Centre is open from 10am to 4pm during teaching weeks and swot vacs. Our friendly staff are available during these times to help all students understand the maths in their university courses. No appointment is necessary.

During breaks, assistance is still available by contacting the MLS and making an appointment.

Bridging Courses

The MLS provides free self-paced bridging courses to cover prerequisite maths knowledge.

Online and Print Resources

We provide quick revision worksheets on various maths topics plus online refresher modules. Our website also contains links to useful maths resources specific to various University of Adelaide courses.

For further information: telephone 8303 5862, email mls@adelaide.edu.au, visit our website at <http://www.adelaide.edu.au/clpd/maths/>, or call in to the Maths Drop-in Centre, Level 1, Schulz Building.

Appendix 2

UNIVERSITY'S GUIDELINES FOR SECURE PASSWORDS

Password Rules

Since 16 April 2007 new password rules are being enforced when you change your password using the Change your Password web site.

(<https://password.adelaide.edu.au/IDM/jsps/login/Login.jsf>) Your new password must:

- be between 7 and 50 characters in length
- contain at least one number
- contain at least one non alphanumeric character
- not be the same as a previous password

What is a non alphanumeric character?

These are any characters on your keyboard that are not a letter in the English alphabet or a number.

Examples: ~, ` , @, #, \$, %, ^, &, *, (,), _, +, -, =, {, [, },], |, \, :, ;, ., <, >, , , ., ?, /

Choosing a secure password

When choosing a password, consider the following principles;

1. Select a password that is easy for you to remember, but not for others to guess.
2. Consider using the initials of a song or phrase that you can easily remember, but others are unlikely to guess.
3. Do not use your login name or user name in any form (reversed, capitalised, doubled, etc).
4. Do not use your first, middle or last name in any form.
5. Do not use any nicknames you may have.
6. Do not select obvious passwords, such as the name of a close relative, friend or pet.
7. Do not use other information easily obtained about you. This includes your birth date, license plate numbers, telephone numbers, the brand of your car, the name of the street you live on, etc.
8. Do not use a word contained in English or foreign language dictionaries, spelling lists or other lists of words.

Keeping your password confidential

To keep your password confidential and protect your account from unauthorised use;

1. Never disclose your password to someone else, including your manager or supervisor.
2. Do not write your password down unless it is absolutely necessary. (If you must write it down, store it in a private and physically secure location separate from your account name.)

3. If you receive a document that displays the password for your account, change your password as soon as possible or keep the document in a private and physically secure place.
4. If you are about to type your password and someone is near you, take care that they cannot see what you type.
5. If you suspect someone else has used your account, change your password immediately and report the details to the ITS Helpdesk as soon as possible.
6. If you suspect that the security of your password has been compromised, change it immediately.

Email Etiquette

Efficient and effective use of email is crucial to many University activities. Please observe the following recommendations when using University email services;

1. Make sure your email messages are concise and limited to relevant individuals. Communications via email should not burden the receiver inappropriately or unnecessarily; brevity is as much courtesy as it is efficient.
2. Use the University's recommended signature and disclaimer on all emails.
3. Ensure that all email sent complies with the SPAM Act 2003
4. Use a meaningful subject to ensure the recipient will know what the email is about.
5. Layout message for readability and don't use very long sentences. Use spaces and breaks between paragraphs.
6. Take care with sarcasm and humour so that you are not misinterpreted. Email lacks the cues of body language and intonation which are present in verbal communication.
7. Take time to consider and re-read your message before sending it. Do not reply in the "heat of the moment" as a message cannot be recalled!
8. Use bold and italics sparingly as the mail may end up being read on a system which cannot display them. Upper case letters are generally viewed as shouting - use them only for emphasis.
9. When sending attached files such as spreadsheets or word-processed documents, use a version which is likely to be supported by the recipient.
10. When "replying to all" review the list of addressees and only include those who need to receive your reply.
11. Keep the "thread" when replying to an email use the reply option to preserve the "thread" of the discussion.
12. Use acronyms, abbreviations and emoticons sparingly. These are acceptable as long as the recipient can reasonably be expected to know what they mean.
13. Answer all questions to avoid the need for subsequent emails.
14. Carefully check the addressee before sending.

Appendix 3

UNIVERSITY POLICY ON PLAGIARISM

Below are some extracts from the University's **Policy Statement on Plagiarism, Collusion and Related Forms of Cheating**. The full text, and some definitions of the terms used, can be found on the University's website at <http://www.adelaide.edu.au/policies/230/>.

Policy Principles

- a. Plagiarism, collusion and other forms of cheating are expressly forbidden under the University's Rules for Assessment¹, which state that:
 - i No student will submit for assessment any piece of work that is not entirely the student's own, except where either:
 - the use of the words, designs, computer code, creative works or ideas of others is appropriate and duly acknowledged, or
 - the assessor has given prior permission for joint or collaborative work to be submitted.
 - ii No student will submit as if they were genuine any data or results of laboratory, field or other work that are fabricated or falsified.
 - iii No student will assist any candidate in any piece of assessed individual work, and no student shall accept assistance in such a piece of assessed individual work, except in accordance with approved study and assessment schemes.
 - iv No student will submit the same piece of work for assessment in two different courses, except in accordance with approved study and assessment schemes.
- b. Any form of cheating in examinations is expressly forbidden in the University's *Policy on Cheating in Examinations and Related Forms of Assessment* <<http://www.adelaide.edu.au/policies/1963>>.
- c. The University regards all plagiarism as unacceptable. At the very least, unintentional plagiarism is a lowering of the standards of academic integrity and an impediment to student learning. Where plagiarism is intentional and/or systematic, it is cheating.
- d. In order to maintain high standards of academic integrity it is the obligation of every member of the University to know and respect the rules concerning plagiarism, and to seek and foster a learning environment that encourages the development of academic skills that are appropriate for each discipline.
- e. Plagiarism is always unacceptable but can occur as a result of inadequate understanding of the procedures of appropriate referencing or because of a lack of skills in academic writing.

Responsibilities of the Student

Engaging in plagiarism impedes a student's ability to learn. It is each student's responsibility to:

- a. Read and abide by all instructions distributed by the University/Faculty/School/Discipline/Teaching Staff including course guides, assessment task requirements and

the *Rules for Assessment* <<http://www.adelaide.edu.au/policies/241>> and the *Policy on Plagiarism*.

- b. Seek assistance with their learning and assessment tasks if they are unsure of appropriate forms of attribution and referencing for their discipline.
- c. Submit assessment tasks according to staff instructions.
- d. Submit for assessment, whether by examination or otherwise, only their own piece of work, except where:
 - i. The works of others is appropriately acknowledged
 - ii. The assessor has required, or given prior permission for group or collaborative work to be submitted.
- e. Take reasonable steps to prevent their own assessment work being copied by another student with the intention to deceive the assessor.
- f. Not produce all or part of an assessment work for another student with the intention to deceive the assessor.
- g. Use quotations, paraphrasing, referencing and attribution in accordance with accepted academic conventions and with any explicit instructions given by the assessor.

3.4 Types of Plagiarism that will Incur Penalties

- a. Plagiarism that will incur penalties can take several forms:
 - i. Presenting works in any format, without appropriate attribution to the original source. | <http://www.adelaide.edu.au/policies/241/>
 - ii. Paraphrasing sentences or whole paragraphs without due acknowledgement by reference to the original work.
- b. Related forms of collusion and cheating that will be treated in the same way as direct plagiarism include:
 - i. Submitting assessment work with the intention to deceive the assessor as to the contribution made by the student submitting the work.
 - ii. Students separately submitting the same piece of work with the intention to deceive the assessor as to the contribution they have made to the assessment task.
 - iii. A student submitting the same piece of his or her own work, or significant parts of that work, for two
(or more) different courses, without the assessor's permission.
- c. For forms of cheating in examinations, refer to the University's *Policy on Cheating in Examinations and Related Forms of Assessment*, available at <http://www.adelaide.edu.au/policies/1963>.

Consequences of Plagiarism and Collusion

- a. All plagiarism is unacceptable and each case of plagiarism should be treated on its own merits. Educational procedures should be in place to assist students to avoid submitting assessment work that does not meet the required standards of evidence-based writing.
- b. All assessment work submitted by a student should be assessed in accordance with its academic merit. If a student receives a reduced grade or fails an assessment task

because of the absence of appropriate citations and references it may be a consequence of the student failing to meet the stated criteria for the task, rather than as a punishment for plagiarism.

- c. Inappropriate practices in the use of referencing, citations, quotations or attributions for formative assessment may be dealt with by the assessor, who may refer students to appropriate resources to improve their academic skills. Suspected incidents of plagiarism involving summative assessments must be dealt with according to section 11 of the Guidelines for this policy.
- d. The penalties associated with plagiarism are designed to impose sanctions that reflect the seriousness of the University's commitment to academic integrity. Penalties may include revising and resubmitting assessment work, receiving a result of zero for the assessment task, failing the course, expulsion and/or the imposition of a financial penalty.
- e. The University keeps a central register of cases of student plagiarism (Central Plagiarism and Cheating Register) to assist in the detection of students committing multiple offences in different courses. The Register is held by the Records Management Office and is maintained by the Office of the Executive Director, Student and Staff Services.
- f. In addition, each Faculty will keep a record of all suspected incidents of plagiarism brought to the attention of Heads. The relevant Associate Dean for Learning and Teaching in each Faculty will review the procedural aspects of these records to ensure that they have been dealt with according to the appropriate University Rules, Policies and Guidelines. The Associate Dean is not required to pass judgment on the issue of plagiarism, only to ensure that the appropriate procedures have been followed.
- g. If a Plagiarism Review Committee finds that a student has committed multiple and/or systematic acts of plagiarism, or admits to, or is found to have committed, conduct that prejudices the interests of other students or the integrity of an assessment scheme itself, then the case will be dealt with as a complaint of misconduct under the *Rules for Student Conduct in the University*, and a further penalty may be imposed as provided for in those Rules.
- h. All procedures used for dealing with cases of plagiarism must incorporate the following principles:
 - i Procedural Fairness: See 3. DEFINITIONS above.
 - ii Transparency: The procedures aim to be easily accessible to all staff and students, with transparent operation and outcomes, and capable of resolving plagiarism cases in a timely manner with clear deadlines for each stage of resolution. Reasons for each decision are provided to all parties concerned, and are fair to and cognisant of the interests of both students and staff.
 - iii Confidentiality: Under the University's *Privacy Policy*² all information provided in plagiarism procedures is strictly confidential and can be used only for the investigation of the suspected plagiarism incident, unless:
 - The express consent of the individual(s) concerned is obtained; or
 - The University has reasonable grounds for believing that the use of the information will reduce a threat to the life or health of any person; or
 - The use is specifically required by law.

- iv Equity: Plagiarism cases are dealt with in an equitable and culturally sensitive manner, and are judged strictly on their merits.
 - v Representation/Support: Persons subject to allegations of plagiarism should have the option of attending meetings to discuss those allegations and to review plagiarism decisions in the company of a designated advocate, representative, friend or support person.
 - vi Balance of Probabilities: The rules of evidence under common law and other legal conventions do not apply to meetings dealing with plagiarism cases. The principle to be applied to the evidence in reaching a decision is the “balance of probabilities” rather than the criminal law principle of “beyond reasonable doubt”.
- i. The specific procedures that should be followed in cases of suspected plagiarism by students are found in the *Guidelines and Procedures for Implementing the Policy on Plagiarism*, available at <http://www.adelaide.edu.au/policies/230>.
 - j. Written records will be kept by the Coordinator and/or Head (as appropriate), of all official meetings once an investigation has commenced. A copy of the assessment work, written records of meetings, phone conversations, emails and oral presentations involving the student and the assessor, the Coordinator and the Head, as appropriate, will be kept as confidential records.

Appendix 4

UNSATISFACTORY ACADEMIC PROGRESS BY COURSEWORK STUDENTS POLICY

Overview

University of Adelaide students are provided with the opportunity to meet the academic standards that lead to the conferral of a University of Adelaide award. Students have the primary responsibility for their own academic progress but the University recognises that it is important to identify students at risk of making unsatisfactory progress so that they can take steps to address the impediments to their progress and to improve. If a student's progress in an academic program is consistently unsatisfactory, conditions may be placed on the student's continued enrolment or the student may be excluded from continuing their studies in that program. This policy specifies how unsatisfactory progress will be identified and addressed.

Scope and Application

This policy applies to all students enrolled in undergraduate and postgraduate coursework programs.

Higher Degree by Research students are covered by the rules on Monitoring Academic Progress in the Research Student Handbook.

Policy Principles

1. Criteria for unsatisfactory progress

- a) A student is deemed at risk of making unsatisfactory academic progress in a program if their Grade Point Average (GPA) for that program in a semester is 2.8 or less.
- b) A student is deemed to have made unsatisfactory academic progress in a program if their GPA for that program is 2.8 or less in three semesters, which may or may not be consecutive.
- c) **Using other risk indicators:** Nothing in this policy prevents Faculties using different criteria to identify additional students who may be at risk of not completing their academic program, and offering support for those students. However a student can only be asked to show cause in accord with this policy.

Exception: students in the Bachelor of Medicine (MBBS), Bachelor of Dental Surgery (BDS) and Bachelor of Oral Health (BOH) academic programs

- d) A student in the MBBS, BDS or BOH program is deemed at risk of making unsatisfactory academic progress if they fail a Year Examination.
- e) A student in the MBBS, BDS or BOH program is deemed to have made unsatisfactory academic progress if they twice fail a Year Examination, which may or may not be consecutive.

2. Notification

- a) At the end of each of Semester 1 and Semester 2:

- i) students deemed at risk for the first time will be notified, and informed of the options available for their assistance (First Risk Notification)
 - ii) students deemed at risk for a second time will be again notified, informed of the options available for their assistance, and asked to consult a nominated academic program adviser (Second Risk Notification)
 - iii) students deemed to have made unsatisfactory progress will be notified and asked to show cause to the relevant Faculty Academic Progress Committee why they should not be excluded from their program of study (Show Cause Notification).
- b) Because of the short mid-year break between Semesters 1 and 2, students who receive a Show Cause Notification at the end of Semester 1 will not be required to show cause until the Faculty Academic Progress Committee meets after the end of Semester 2. The Committee will take their performance in Semester 2 into account when exercising its powers.
- c) A student who is permitted to re-enrol after being asked to show cause may again be notified and asked to show cause if their semester GPA at any time is 2.8 or less, without another First or Second Risk Notification.

Exception: students in the Bachelor of Medicine (MBBS), Bachelor of Dental Surgery (BDS) and Bachelor of Oral Health (BOH) academic programs

Students deemed at risk in the MBBS, BDS and BOH programs are notified once only: clause 2a(ii) above does not apply. Because Year Examination results are for a full academic year, notifications of students deemed at risk or to have made unsatisfactory progress will only occur at the end of the academic year. In all other respects, this policy applies to MBBS, BDS and BOH students.

3. Faculty Academic Progress Committee meetings

Each Faculty Academic Progress Committee will meet after the end of each academic year to consider the exclusion of students who were sent Show Cause Notifications in that academic year.

4. Faculty Academic Progress Committee powers

4.1 After consideration of all the evidence before it, and in accord with the principles of procedural fairness, the relevant Faculty Academic Progress Committee has the power to:

- a) find that there is cause not to exclude the student, and recommend to the Faculty Executive Dean that:
 - i) the student's re-enrolment be approved, subject to any conditions the Committee sees fit to be imposed; or
 - ii) for domestic students* only, the student's enrolment be suspended from their entire program for one or two semesters;

or

- b) find that there is cause to exclude the student, and recommend to the Faculty Executive Dean that the student be excluded from further studies in the program.

4.2 If the Committee recommends a condition, it must recommend a default consequence, which may be exclusion, if the student does not comply .

4.3 If a student does not provide a written submission within the time specified in the Show Cause Notice, the Committee may exercise any of these powers without further deliberation.

***Note:** International students cannot be suspended under Policy Principle 4.1 a) ii) because of student visa requirements imposed by law.

5. Faculty Executive Deans power

Faculty Executive Deans have the power to make decisions based on the Faculty Academic Progress Committee's findings and recommendations.

6. Appeal

a) Students who have been excluded from their program of study may appeal to the University's Student Appeals Committee on the sole ground that there has been non-compliance with this Policy and such non-compliance amounted to a serious defect in the Faculty Executive Dean's decision. Appeals may not be made on merit grounds.

b) This appeal is the only and final appeal within the University.

c) All other decisions of a Faculty Executive Dean under this policy are final and students cannot appeal against them.

7. Re-admission after exclusion

A student who has been excluded from an academic program may apply for re-admission to that program or another program in accord with the University's Admissions Policy.

8. Transitional provision

- The Policy on the Review of Academic Progress, authorised 27 June 2006 and superseded by this policy, continues to apply to students enrolled in 2007 or earlier who have, at the time this policy comes into effect, previously been identified and notified as not meeting the published criteria for satisfactory academic performance in accord with the Policy on the Review of Academic Progress.
- This transitional provision lapses from 1 January 2009.

9. Transitional provision

a) The *Policy on the Review of Academic Progress*, authorised 27 June 2006 and superseded by this policy, continues to apply to students enrolled in 2007 or earlier who have, at the time this policy comes into effect, previously been identified and notified as not meeting the published criteria for satisfactory academic performance in accord with the *Policy on the Review of Academic Progress*.

b) This transitional provision lapses from 1 January 2009.