



THE UNIVERSITY OF WESTERN AUSTRALIA

School of  
Psychology

Master of  
Psychology  
In Industrial and  
Organisational Psychology

RESEARCH HANDBOOK  
for  
2008

**IMPORTANT NOTICE**

Information in this handbook is correct as of 1 March 2008 but may change prior to start of classes. This Handbook should be read in conjunction with UWA Policy and Procedures regarding student services and administration. Please check on the web at <http://www.studentadmin.uwa.edu.au/welcome> or with the School of Psychology Administration for any updates.

Master of Psychology  
(Industrial and  
Organisational  
Psychology)

Handbook  
Version  
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## Introduction

This Handbook has been designed to be of use to you as you undertake the research dissertation component of the Master of Psychology in Industrial and Organisational Psychology program. This handbook provides information that previous students have found useful in undertaking their research and is designed to provide you with:

- an overview of the objectives of the research component of your degree and the staff responsible for the I/O research program at UWA.
- the expectations on you as a student regarding your research
- information on the format of your research proposal and dissertation manuscript
- important dates, administrative and supplementary information.

*Since the Handbook is designed to be useful to current students, as far as possible within the policy and procedure guidelines of UWA, it remains a work-in-progress. You are always welcome and should feel free to discuss or clarify the information in the Handbook with the UWA staff responsible for the program.*

## Objectives and Outcomes of the Research Thesis

On completion of the research thesis, you will be able to demonstrate your ability to independently design, execute, and analyse a high quality research study with direct relevance to I/O Psychology and to present this in a manuscript format suitable for publication within an appropriate research journal.

The process of deciding on a topic, designing a research study, collecting and analysing data and writing up a research thesis is an important opportunity for you to develop a scientist-practitioner orientation in your professional work. Professional competence in undertaking research work in an applied setting and communicating the results of research to an interested audience lies at the centre of an evidence-based approach to organisational improvement and allows one to realise the full value of academic training in Industrial & Organisational Psychology. Applied research skills and a deep understanding of the research literature, combined with developing professional experience, provide a solid basis for conceptualising, understanding and solving practical problems and improving performance in the workplace.

## Responsible Staff for I/O Research

Appendix A provides a full list of research interests for the UWA Psychology Academic Staff. You are welcome to contact any of these staff regarding a possible research topic and research supervision. The staff most commonly available to supervise I/O research are:

Associate Professor David Morrison  
Ph: 6488 3240  
Fx: 6488 1006  
Em: [davidm@psy.uwa.edu.au](mailto:davidm@psy.uwa.edu.au)

Dr Elliot Wood  
Ph: 6488 1151  
Fx: 6488 1006  
Em: [elliott@psy.uwa.edu.au](mailto:elliott@psy.uwa.edu.au)

All staff teaching on the program have extensive industry contacts and help is provided where necessary in finding suitable samples for research, however you are also encouraged to develop and utilise your own networks and research opportunities where possible.

### **Enrolment in the Research Dissertation Components of the Degree**

In order to undertake your research thesis, you need to enrol in two units - Psychology Dissertation Part 1: PSYC8613 (Semester 1) and Psychology Dissertation Part 2: PSYC8610 (Semester 2). These units total 24 credit points toward your degree.

Students work independently in these units, which have no lecture or tutorial components. Drawing upon your own intellectual resources, and making constructive use of the feedback provided by your research supervisor, you must complete an empirical research dissertation in order to pass these units.

Your supervisor is likely to be supervising a number of research students (at Doctoral, Masters and Bachelors level). Different supervisors have different methods of supervision. Your supervisor for example may require you to attend regular meetings either independently or with other research students. Your supervisor will discuss with you his or her expectations regarding contact over the year.

### **Choosing a Research Topic**

Students will have generally chosen and completed a research proposal in the first year research methods unit; PSYC8513. Further information on how to choose a research topic is covered in this unit.

Since the dissertation unit exists within a professional degree programme where students are acquiring the skills to work as I/O psychologists, it is reasonable for topics to reflect the research questions, the research methodologies, and analytic methods applicable to this setting. “Basic” research is not discouraged, but applied research is clearly appropriate.

There are many different types of research projects and it is important to note that despite a strong tradition of experimental research at UWA, your research thesis need not always be experimental. What is important however is that your thesis does contribute in some way to both your own development and to the body of knowledge about the topic you have chosen. This contribution can occur in a number of ways. **Appendix B** provides a questionnaire that will help you to determine the type of contribution your research thesis makes to your own

development and to the broader body of knowledge. You should fill in this questionnaire and discuss its results with your supervisor before submitting your initial research proposal. In late March, as part of the process of ensuring everyone is on track and to ensure transfer of learning throughout the I/O cohort of students, you will be asked to present a brief (15 minute) overview of your planned research to other I/O students. **In 2008, this will take place in room PSYC2.33 3pm-5pm on Thursday March 20.**

## Your Research Proposal

Your research proposal is an essential component of the research process, **and is central to obtaining ethical approval for your research.** Through the proposal, you demonstrate your understanding of the context for your study as well as the rationale for undertaking your research, an understanding of research design, data analysis, and pertinent research issues. **The more time and effort you spend in thinking through and developing your proposal, the easier you will find it to conduct your research and write up your research dissertation.**

The format of the proposal is as follows:

### Page 1

The following information should be presented in standard form at the top of the first page:

TITLE:

STUDENT:

SUPERVISOR(S):

### ABSTRACT

This should be an outline description of the project. It must be between 200 and 250 words in length.

### Page 2

**ESTIMATED COSTS:** This should consist of the most detailed possible estimate of costs including "hidden costs" such as photocopying, postage, and telephone calls. Your supervisor will check your proposal carefully to ensure that the project can be concluded using available infrastructure and such funding as the supervisor and/or student are willing to commit to the project. In research areas in which a suitable project could not reasonably be developed without incurring exceptional costs (e.g. the purchase of test protocols, medical kits, or participant recruitment through newspaper advertising) the school may contribute up to \$250 towards those costs. If a School contribution is sought, or if hidden costs borne by the school (e.g. photocopy, postage, phone) are estimated to exceed \$250, then the supervisor and student should discuss the matter with the Head of School prior to submission of the Proposal

**ESTIMATED TESTING TIME:** This should be a realistic estimate of the anticipated testing time, including time to be spent collecting data for preliminary pilot studies. Students should not be involved in more than 80 - 100 hours of testing time/data collection.

**HUMAN RIGHTS ISSUES:** Students are required to complete a Human Rights Ethics Form (see UWA Procedures, Appendix 6) and attach it to the Proposal. In most instances the Human Research Ethics Sub-Committee within the School of Psychology will deal with this application for ethics approval. When a proposal involves more complex ethical considerations the School Sub-Committee may refer it to the University Human Research Ethics Committee for review.

Students intending to use a Consent Form should develop an appropriate form and attach it to the proposal (see:

[http://www.research.uwa.edu.au/welcome/research\\_services/Ethics2/human\\_ethics/forms\\_guidelines\\_policies2](http://www.research.uwa.edu.au/welcome/research_services/Ethics2/human_ethics/forms_guidelines_policies2)).

### **Page 3 onwards**

This is the main body of the Proposal. It should not normally exceed 1500 words in length, but should describe all of the important details of your proposed project. It should consist of the following sections.

#### **INTRODUCTION**

The Introduction should put the proposed study in its historical and experimental context and then indicate the rationale of the proposed study. It should not be a detailed review of the literature and should normally not exceed 1000 words.

The Introduction should also state as precisely as possible the question(s) which the proposed study is designed to answer and what the significance of the findings is likely to be.

#### **METHOD**

The Method section should cover the design (including specification of the independent and dependent variables), the type of subjects to be used (including selection criteria and method of recruitment), the procedure (in detail if any unusual subject treatment is contemplated) the materials, and the apparatus. Pilot data may be included if available. This is not a requirement but may sort out potential difficulties and help assessment of a project's viability. Students might well, for example, draw on knowledge gained in their Honours project.

#### **RESULTS**

The Results section should specify the proposed method of statistical analysis showing exactly how it evaluates the research hypotheses outlined in the Introduction. A worked example of the proposed data analysis using simulated results (with  $n = 3$ , for example) may be included as an appendix to the proposal but is not a requirement. This section should include one or more figures (or tables) illustrating in at least broad outline the possible outcomes of your study.

#### **REFERENCES**

The layout of the references should follow the format of articles appearing in APA journals. Every reference cited in the text must be given in full in the list of references and the latter must not contain any references not mentioned in the text.

### Ethics Approval

It is necessary in most cases to obtain ethics approval before undertaking your research. **To repeat, data collection is generally NOT permitted before HREC approval.**

To apply for approval to conduct research involving human participants complete the Application to Undertake Research Involving Human Subjects which can be found at [http://www.research.uwa.edu.au/ethicsacu/welcome/Ethics/human\\_ethics/forms\\_guidelines\\_policies](http://www.research.uwa.edu.au/ethicsacu/welcome/Ethics/human_ethics/forms_guidelines_policies) and prepare an Information Sheet and Consent Form.

Further information on ethics approval is available in Appendix B and from the Human Research Ethics Committee website

[http://www.research.uwa.edu.au/ethicsacu/welcome/Ethics/human\\_ethics](http://www.research.uwa.edu.au/ethicsacu/welcome/Ethics/human_ethics)

### Conducting your Research Study

Upon receiving approval, you may start your data collection. It is helpful at this point to keep in regular contact with your supervisor, who will be able to assist in the inevitable event of difficulties in collecting and analysing data. Remember, in applied research there are often many factors out of your control. These include managers leaving, delays in sending out surveys, sponsoring organisations changing their minds about data collection etc etc. Throughout all of this, it can be helpful to keep in mind that the purpose of the research dissertation is for you to develop your skills as a scientist-practitioner. You should hope, but not expect, that your research proceeds smoothly!

### Your Research Dissertation

The dissertation should concisely report the individual research project you have carried out, using the manuscript format specified by a chosen leading journal appropriate for the publication of the work. You are expected to have discussed your research in detail with your supervisor before submission of your dissertation. Supervisors are permitted to provide feedback on written drafts of the Introduction, Method, and Results sections of the dissertation. However, while students are free to talk through ideas with their supervisor, **it is not permitted for supervisors to view any written work pertaining to the Discussion section of the dissertation.** Supervisors may read and comment on up to two drafts of the dissertation.

### Length of Research Dissertation

Since the aim is to write a manuscript-style presentation rather than a thesis, examiners are expecting submissions that are typically **6,000 words but there is a maximum of 8,000 words (excluding references)**. Therefore, strive for brevity and clarity in what you write.

### Finding a Suitable Journal Format for your Research Dissertation

Your manuscript should adhere to a **suitable research journal's requirements for manuscript submission**. Your supervisor will be able to advise on a suitable journal for your research topic, Examples in I/O Psychology might include (but are not limited to):

#### Journal of Applied Psychology

<http://www.apa.org/journals/apl/>

#### Journal of Occupational and Organizational Psychology

[http://www.bps.org.uk/publications/journals/joop/joop\\_home.cfm?&redirectCount=0](http://www.bps.org.uk/publications/journals/joop/joop_home.cfm?&redirectCount=0)

#### Personnel Psychology

<http://www.blackwellpublishing.com/journal.asp?ref=0031-5826>

In formatting your dissertation manuscript, you need to adhere to the Guidelines for Contributors provided within the chosen journal. **A copy of these Guidelines for Contributors must accompany the dissertation as appendix**. However, you while the markers of your dissertation will have expertise in psychology, please remember that they may not be expert in the area of your research. Therefore, the research needs to be understandable to a reader with a general knowledge of psychology.

You will also need to write a brief summary (one page maximum) identifying the chosen journal and justifying the appropriateness of this choice for your work. **This summary statement should be signed by both the student and the supervisor and appended to the dissertation.**

### Your Research Dissertation –Contents of the Manuscript

The contents of the submitted dissertation should be as follows:

1. **Title page** as for a dissertation, i.e. with statement that it is being submitted “as a partial requirement for the degree of Master of Psychology” etc.
2. **Acknowledgments**. NOTE: In some cases, students may have enlisted the assistance of external organisations (e.g., schools, clinics, or other workplaces) in the course of data collection. In such instances, it is good practice to acknowledge the relevant individuals or organisations in the dissertation acknowledgements. You should also discuss with your supervisor the best way to provide feedback to those who have assisted.

3. **Table of contents** which should indicate where the journal article starts and finishes and what is provided in the appendices.
4. **Title page for the journal article** following the guidelines for the journal to which it is being submitted.
5. **Remainder of the journal article**, again with format completely in keeping with the intended journal requirements.
6. **Appendix 1:** guidelines for authors from the intended journal.
7. **Appendix 2:** justification of choice of journal.
8. **Appendix 3:** information sheet, consent form, and debriefing information, as well as a completed Human Research and Ethics Committee Annual/Final Report Form.
9. **Appendix 4 - if needed.** This should be included only if you choose to provide extra information for the examiners. There is no assumption that any additional material will be included.

**In addition, over-riding any formatting requirements of your chosen journal is the need to leave a margin of 3.5cm on the left-hand side so that the dissertation can be read when bound.**

### Research Dissertation Submission

**Each student is required to submit to the Robin Winkler Clinic Office by 10.00am Monday 13 October 2008, the following:**

**One CD containing** (i) a copy of dissertation (formatted for Microsoft Word) and appendices, (ii) a complete raw data set (iii) and either a text file explaining layout (i.e., identifying the variable name, the construct or variable the variable corresponds to, and, when appropriate, the labels corresponding to each value) OR an SPSS file where the variable and value labels are completed for each variable. Labels for the CD will be available at the Psychology front office.

**Two bound copies of the dissertation.**

**If any of these components is not submitted by this deadline, then the dissertation shall be deemed late, and the standard penalty for late submission will accrue until all components have been submitted. Please also note the Ethical Scholarship, Academic Literacy and Academic Misconduct-2006 guidelines available in Appendix D.**

## Examination of Dissertation

Two individuals appointed by the Programme Co-ordinator will examine the research dissertation. One examiner will always be internal to the School of Psychology, while the other may be appointed from outside the School. The thesis grade comprises 100% of the final grade in this unit.

Marking criteria for the dissertation are as follows:

**H1: HD+ (90-100):** For an outstanding dissertation in a conceptually or practically challenging or difficult area; demonstrating excellence in terms of conceptualisation, theoretical framework or previous empirical research leading to derivation of the hypotheses as described in the introduction, the use of rigorous or innovative methodology, a mastery of statistical methods and presentation of the results, the capacity to discuss the results in an analytic manner, skilful treatment of unexpected or inconsistent results, or a recognition of some limitation of the methodology, and integration of the findings within the theoretical framework or empirical background outlined in the introduction or an alternative framework if appropriate. Excellent written expression, organisation and format.

**H1: HD- (80-89):** As for HD+, but with some trivial weakness, such as in the presentation or structure, or some minor inconsistency or oversight in the arguments or a discussion that does not fully exploit the findings or links with theory or previous empirical research.

**H2A: D+ (75-79):** For a dissertation showing excellence in one or two aspects of conceptualisation, methodology, statistical analysis or discussion but no particular strengths elsewhere or, generally sound dissertation, but with some weaknesses or flaws which are offset by some excellent features.

**H2A: D- (70-74):** For a consistently sound piece of work with well structured arguments leading to a development of the hypotheses, appropriate methodology and statistical treatment and an accurate interpretation of the results but no particular strengths elsewhere.

**H2B: CR (60-69):** A dissertation with critical misconceptions, inconsistencies or omissions in one or more areas, or poor organisation or incorrect interpretation of the results or an inability to recognise the limitations of the methodology but otherwise sound. These misconceptions are such that they don't affect the basic thrust of the dissertation or its conceptual impact.

**H3: Pass (50-59).** A dissertation containing a number of misconceptions, inconsistencies or omissions, and/or unrecognised deficiencies in methodology, and/or misinterpretation of the statistical analysis and/or lack of integration with theoretical or empirical framework.

**Fail: N+ (<50).** For a dissertation with major problems in conceptualisation or execution, or inability to present arguments coherently and with clarity.

In all grade categories credit will be given to those students who have tackled more intellectually and practically demanding topics with some success.

### Storage of Completed Dissertations

One copy of each successful MPsych dissertation from past years is held in the Test Library in the Main Office. Students are encouraged to consult these theses as a means of helping them judge the type and scope of research appropriate for an MPsych project.

### Student's responsibilities following submission of dissertation

When the dissertation has been completed to the satisfaction of the examiners, a CD copy of all dissertations will be given to the Test Librarian for filing in the School's Test Library and one CD will be given to the student's supervisor. Students will receive a copy of examiners' comments after Examiners' Meeting and a CD with copies of all MPsych dissertations.

### Important Dates

As noted above, in late March, as part of the process of ensuring everyone is on track and to ensure transfer of learning throughout the I/O cohort of students, you will be asked to present a brief (15 minute) overview of your planned research to other I/O students. **In 2008, this will take place in room PSYC2.33 3pm-5pm on Thursday March 20.** In addition, your supervisor will discuss with you the importance of various dates throughout the year, depending on their expectations regarding your progress throughout your research. It is a good idea to draw up a timeline early with your supervisor, and to get supervisor feedback on the reality of your expectations regarding the time needed to complete various parts of your research study.

**There is one date however that should be burned in your mind. The deadline for submission of your dissertation is 10.00am Monday 13 October 2008.**

### Other Information?

Research and research skills are a key part of the 'value proposition' in being an I/O Psychologist. Your skill at research and evaluation will place you ahead of the pack when compared to others undertaking organisational development work. As such, we hope you will learn much from the research experience.

In order to facilitate such learning, we need you to take the initiative to discuss your experiences with us so that we can work with you to ensure your learning is as personally rewarding for you as possible. If you have any feedback, comments or suggestions for other information that might be useful to include in this Handbook or through other means (such as on the School of

Psychology website, or at a student orientation), please contact Dr Elliot Wood on 6488 1151 or via email at [elliott@psy.uwa.edu.au](mailto:elliott@psy.uwa.edu.au)

Good luck in your research endeavours!

## APPENDIX A

### Academic Research Interests

Subject	Staff Member	E-mail Address
<b>Abnormal psychology</b>		
Professor Colin MacLeod	6488 3273	colin@psy.uwa.edu.au
Mr Neil McLean	6488 3580	neil@psy.uwa.edu.au
Assoc Prof Andrew Page	6488 3577	andrew@psy.uwa.edu.au
Dr Werner Stritzke	6488 3578	werner@psy.uwa.edu.au
<b>Addiction</b>		
Dr Allison Fox	6488 3265	afox@psy.uwa.edu.au
Mr Neil McLean	6488 3580	neil@psy.uwa.edu.au
Dr Werner Stritzke	6488 3578	werner@psy.uwa.edu.au
<b>Alcohol and sexual aggression</b>		
Dr Werner Stritzke	6488 3578	werner@psy.uwa.edu.au
<b>Alcohol use and related problems</b>		
Dr Allison Fox	6488 3265	afox@psy.uwa.edu.au
Mr Neil McLean	6488 3580	neil@psy.uwa.edu.au
Dr Werner Stritzke	6488 3578	werner@psy.uwa.edu.au
<b>Alzheimer's Disease</b>		
Dr Romola Bucks	6488 3232	romola.bucks@uwa.edu.au
<b>Anxiety</b>		
Professor Colin MacLeod	6488 3273	colin@psy.uwa.edu.au
Mr Neil McLean	6488 3580	neil@psy.uwa.edu.au
Assoc Prof Andrew Page	6488 3577	andrew@psy.uwa.edu.au
<b>Assessment of the Severely Impaired</b>		
Dr Michael Weinborn	6488 1739	mweinbo@psy.uwa.edu.au
<b>Attention</b>		
Professor Colin MacLeod	6488 3273	colin@psy.uwa.edu.au
Dr Dave Van Valkenburg	6488 3257	dvanv@psy.uwa.edu.au
<b>Auditory Perception</b>		
Dr Dave Van Valkenburg	6488 3257	dvanv@psy.uwa.edu.au
<b>Behavioural and cognitive neuroscience</b>		
Professor David Badcock	6488 3243	david@psy.uwa.edu.au
Professor Geoff Hammond	6488 3236	geoff@psy.uwa.edu.au
<b>Body Image</b>		
Dr Sue Byrne	6488 3579	sbyrne@psy.uwa.edu.au
<b>Categorisation and Concept Formation</b>		
Professor Stephan Lewandowsky	6488 3231	lewan@psy.uwa.edu.au
<b>Categorising People</b>		
Dr Vance Locke	6488 3272	vance@psy.uwa.edu.au
<b>Child development</b>		
Assoc Prof Janet Fletcher	6488 3275	jan@psy.uwa.edu.au
Assoc Prof Murray Maybery	6488 3255	murray@psy.uwa.edu.au

<b>Child language and communication</b>		
Assoc Prof Janet Fletcher	6488 3275	jan@psy.uwa.edu.au
<b>Clinical neuropsychology</b>		
Dr Romola Bucks	6488 3232	romola.bucks@uwa.edu.au
Dr Allison Fox	6488 3265	afox@psy.uwa.edu.au
Dr Michael Weinborn	6488 1739	mweinbo@psy.uwa.edu.au
<b>Clinical psychology</b>		
Dr Sue Byrne	6488 3579	sbyrne@psy.uwa.edu.au
Professor Colin MacLeod	6488 3273	colin@psy.uwa.edu.au
Mr Neil McLean	6488 3580	neil@psy.uwa.edu.au
Assoc Prof Andrew Page	6488 3577	andrew@psy.uwa.edu.au
Dr Werner Stritzke	6488 3578	werner@psy.uwa.edu.au
<b>Computational Models of Memory</b>		
Professor Stephan Lewandowsky	6488 3231	lewan@psy.uwa.edu.au
<b>Cognitive Ageing</b>		
Dr Romola Bucks	6488 3232	romola.bucks@uwa.edu.au
<b>Cognitive Behavioural Therapy</b>		
Dr Sue Byrne	6488 3579	sbyrne@psy.uwa.edu.au
<b>Cognitive development</b>		
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Assoc Prof Murray Maybery	6488 3255	murray@psy.uwa.edu.au
<b>Cognitive psychology</b>		
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Assoc Prof Murray Maybery	6488 3255	murray@psy.uwa.edu.au
<b>Craving</b>		
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<b>Cue reactivity</b>		
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<b>Dementia</b>		
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<b>Developmental disorders</b>		
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<b>Developmental psychology</b>		
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Dr Davina French	6488 3015	davina@psy.uwa.edu.au
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<b>Discrimination</b>		
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<b>Early childhood education</b>		
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<b>Eating disorders</b>		
Dr Sue Byrne	6488 3579	sbyrne@psy.uwa.edu.au
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Dr Werner Stritzke	6488 3578	werner@psy.uwa.edu.au
<b>Educational psychology</b>		
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<b>Emotion Processing</b>		
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<b>Emotional disorders</b>		
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<b>Health psychology</b>		
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Assoc Prof David Morrison	6488 3240	davidm@psy.uwa.edu.au

**Individual differences**

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**Industrial and organisational psychology**

Assoc Prof David Morrison	6488 3240	davidm@psy.uwa.edu.au
Dr Elliot Wood	6588 1151	elliott@psy.uwa.edu.au

**Intelligence**

Professor Mike Anderson	6488 3264	mike@psy.uwa.edu.au
Assoc Prof Janet Fletcher	6488 3275	jan@psy.uwa.edu.au

**Job design and productivity**

Assoc Prof David Morrison	6488 3240	davidm@psy.uwa.edu.au
Dr Elliot Wood	6588 1151	elliott@psy.uwa.edu.au

**Measurement**

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**Memory and information processing**

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<b>Short-Term Memory and Working Memory</b>		
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## APPENDIX B

### MPsych/DPsych Thesis Learning Outcomes

Postgraduate students in the MPsych and DPsych programs conduct a research project in an area of direct relevance to their area of specialization. The ability to design, conduct and report research is an important component of the scientist-practitioner model that underpins all training, and it is also important that you, as postgraduates, are active participants in your education. Therefore, we are asking that you make explicit the learning outcomes that you hope to achieve. The questionnaire will be included with your thesis, and should be completed in collaboration with your supervisor.

There are a variety of learning outcomes that a Master or Doctor of Psychology thesis may achieve and by discussing these with your supervisor it will become clear the extent to which these possible outcomes are being achieved. That being said, strong projects will have the potential to achieve more learning outcomes or will offset a weakness in one set of outcomes by strengths in other areas.

To this end, students and supervisors are asked to consider how the proposed project will permit you to learn something in the following areas. Responses will be reviewed by student's proposal and thesis examiners.

### Learning Outcomes

Please consider the possible learning outcomes listed below and indicate their level of importance to your proposed research on a 7-point scale where 1 = of no importance and 7 = of major importance

1. Provide a critical review of the relevant literature.

1	2	3	4	5	6	7
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2. Independently develop important research questions or hypotheses with scientific merit.

1	2	3	4	5	6	7
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3. Independently develop a novel piece of research methodology (e.g., questionnaire, treatment program, experimental paradigm).

1	2	3	4	5	6	7
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4. Acquire skills in the use of existing research methodologies.

1	2	3	4	5	6	7
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5. Develop skills in applying existing approaches to conceptually novel domains (e.g., novel client groups).

1	2	3	4	5	6	7
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6. Consider, as appropriate, the ethical and cultural applications associated with the research.

1	2	3	4	5	6	7
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7. Independently conduct and interpret statistical analyses.

1	2	3	4	5	6	7
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8. Learn new (to you) analytic methods.

1	2	3	4	5	6	7
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9. Evaluate and discuss an important research finding.

1	2	3	4	5	6	7
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10. Identify the potential for these results to have a major impact within psychology.

1	2	3	4	5	6	7
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11. Other (Please specify) -----

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1	2	3	4	5	6	7
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**Briefly** indicate how your proposed research will enable you to achieve your most important learning outcomes.

## APPENDIX C

## University procedures for expedited review by Human Research Sub-committees (HRESCs) (Psychology, Human Movement, Public Health, History, Education only)

- Human Research Ethics Sub- Committees, (HRESCs), are given delegated authority to grant ethical approval for research projects with **minimal ethical significance**.
- With the emphasis on minimal ethical significance, approval at HRESC level is extended to applications for projects being conducted by students and staff members. Please note that only staff members may act as Chief Investigators. If a student is involved, the student's supervisor must submit the application and assume the responsibilities of Chief Investigator.
- HRESCs must consist of at least three members: a Chair who is the Head of the School or Faculty or nominee; the honours programme coordinator or the graduate programme coordinator; and a member of the School or Faculty who has recent experience in obtaining ethical approval from the HREC.
- Chief Investigators must complete a full application, i.e. an *Application to Undertake Research Involving Human Subjects (Application)* and prepare the necessary consent documents. If the Chief Investigator seeks HRESC clearance, a copy of the *Application* should be forwarded with a covering *Checklist* to the HRESC. The *Checklist* will assist the HRESC to decide whether the project can be approved by it on the basis that it is of minimal ethical significance.
- If the *Checklist* identifies major ethical issues, the *Application*, consent documents and necessary copies must be forwarded to the HREC for consideration at its next scheduled meeting.
- If the HRESC is satisfied that the project is of minimal ethical significance, **a signed letter of approval must be written by the Chair** to the HREC. The approval letter, the *Application* and consent documents must be forwarded immediately to the Secretary of the Human Research Ethics Committee. (Note: A copy of the full grant/research proposal is not required.)
- A letter will be sent from the Secretary of the HREC to the Chief Investigator advising that approval has been granted in accordance with University procedures. The HREC will endorse the approval at its next monthly meeting. A register will be kept of all applications approved by the HRESCs.
- Random audits will be conducted of projects approved by HRESCs. This will be done for the purpose of providing feedback to the HRESCs of their approval processes.
- HRESCs will be kept informed of any changes in policy.
- Final reports and annual reports will be issued by the Secretary and sent to the Chief Investigator concerned.
- Chief Investigators must advise the Secretary of the HREC of any adverse or unexpected events that affect the ethical issues of a project.
- Chief Investigators must seek permission from the Secretary of the HREC before implementing any amendments to the methodology of a project.
- The Secretary will forward to the Chair of the HRESC copies of correspondence in connection with approvals, adverse events, amendments, renewals, etc.

## APPENDIX D

THE UNIVERSITY OF WESTERN AUSTRALIA  
SCHOOL OF PSYCHOLOGY

GE-00

Ethical Scholarship, Academic Literacy and Academic Misconduct-2006

**POLICY ON ASSIGNMENTS**

This document describes the policy of the School of Psychology on academic misconduct in written and other assignments and the penalties applied for late submission of written assignments.

This policy is consistent with the University policy on Ethical Scholarship, Academic Literacy and Academic Misconduct, which is posted on the web at [http://www.teachingandlearning.uwa.edu.au/tl/academic\\_conduct](http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct). *It is the responsibility of students to have read and understood the University policy, the policy of their Faculty, and the Policy of this School, which applies to all units taught in the School of Psychology.* Additional information relevant to the individual assessment items in any particular unit may appear in that unit's outline or Assessment Mechanism Statement. In this case, it is also your responsibility to have read that information prior to submitting the work in question. Students are required to sign a declaration that they understand the policies covering academic misconduct when they submit any written work.

Academic misconduct includes, but is not limited to:

- Plagiarism, which is defined below.
- Inappropriate collaboration or collusion between students on pieces of work that should be completed independently. Each unit co-ordinator can provide advice on the extent of acceptable collaboration within their unit.
- Submitting the same work, or substantially the same work, for more than one assessment unless this is permitted in the unit Assessment Mechanism Statement. Such recycling of work, either within or between units, is a form of self-plagiarism and is unacceptable unless the subsequent use is cited in the usual way (see below).
- Falsifying or fabricating data or research findings.
- Cheating in examinations.

This handout provides definitions of some of these activities, and advice on how to avoid committing academic misconduct. Plagiarism and its avoidance are also addressed directly in Level 1 Psychology units. Additional guidance and support may be sought from the UWA Student Services Learning Skills Advisers. The penalties associated with particular instances of academic misconduct depend upon the student's year of study and any previously recorded instances of misconduct. These penalties are set by the University and are outlined in the policy above.

In 2005 several students were found to have committed acts of misconduct, in units at all levels. The penalties associated with these acts resulted in several students failing a unit that they might otherwise have passed. In other cases students received final grades that were substantially lowered by penalties applied to all or part of assignments. In many instances a student would have been more likely to pass the unit if he or she had not submitted the piece of work in question, or had submitted it late in order to complete the work fairly, rather than submitting a piece of work that was not their own. When you are feeling under pressure to complete a piece of work **do not be tempted**; plagiarism is detectable and the penalties are not worth the risk.

**1. PLAGIARISM IN WRITTEN ASSIGNMENTS**

It is expected that any work submitted for assessment will be the sole work of the student concerned and that any contribution included in an assignment taken from the work of others (whether ideas or particular statements) will be given due acknowledgment by referring to the source from which the contribution was taken. If such acknowledgment is not given by one of the means outlined below, the student will have engaged in plagiarism.

It is expected that all students should inform themselves about plagiarism and know how to avoid committing the offence. What follows are the School of Psychology's guidelines with respect to the offences, which are in accordance with accepted academic conduct.

### Definitions

Plagiarism is the use of the work of others as if it were one's own. It is a serious offence in scientific or other serious writing. The scope of sources to which plagiarism may relate includes both published material, for example in journals or on the internet, and the work of other students when it is used without their knowledge or permission.

The new University guidelines specify three levels of plagiarism, which attract differing penalties depending upon the year of study. These levels are defined in terms of the percentage of the piece of work that has been plagiarised. This is normally the percentage of the words included in the word count, for example 300 words in a 3000 word assignment would be 10%. Our policy regarding the components of an assignment that are included in the word count is detailed at the end of this document.

Minor plagiarism occurs when small quantities of an assessment piece, normally less than 10%, have been copied from unattributed sources as described in this document. Instances are deemed minor only when the purpose of the assessment remains largely uncompromised.

Moderate plagiarism generally occurs when more than 10% but not more than 25% of the assessable work has been plagiarised.

Major plagiarism occurs when more than 25% of the assessable work has been copied from unattributed sources.

The School of Psychology will refer also to the nature of the plagiarism in reaching a decision about its seriousness. You should note that:

- (i) Plagiarism of less than 10% may be deemed more serious than minor, and less than 25% more serious than moderate, where the purpose of the assessment has been seriously compromised, for example where the plagiarised section addresses the main learning objective for the assignment.
- (ii) Any quantity of plagiarism found in a thesis or dissertation will always be treated as major. For this purpose, the major assignments submitted in the core Honours units, Psychological Approaches to Understanding 1 and 2, will be treated as dissertations.

Collusion is when two or more students work together on an assessment but represent it as individual work. Each unit co-ordinator will make clear in the context of their assessment pieces, how much collaboration is acceptable. Collusion also takes place on any occasion where one student knowingly allows another to copy their current or previously completed work and submit it as their own.

### Background

All students and scholars need on many occasions to use the work of others when preparing their own work. There are also many occasions when it is desirable for students to work together, and some units in the School of Psychology in which students collaborate in executing a project. It is essential, therefore, that a clear distinction be made in all such cases between the work of *the author(s)* and the work of the *other individuals* which might appear in the said work.

In some cultures it is seen as a sign of respect to describe ideas in exactly the same words as have been used by acknowledged experts. In some educational systems, copying from published source material is also often allowed, without the insistence upon proper acknowledgement of these sources. ***In the academic tradition to which this University and School belongs, these practices are unacceptable and there are strict rules governing the use of other people's ideas, from whatever source they come.***

When the work of *other individuals* appears in any author's work there is a tacit understanding that the work is being used as a *reference source*. That is, the author is referring to the work of others for a specific academic purpose such as to support a line of argument or to describe what facts and ideas exist in a particular body of work. For this reason it will be referred to hereafter as a *source work*.

When taking notes, you should be aware of failing to distinguish between the author's words and your own ideas. It is an insufficient excuse to claim that you have incorporated other writers' work because you forgot to mark your notes in quotation marks and then transferred them to your assignment. This forgetfulness results in plagiarism.

### Guidelines

There are specific procedures governing the ways in which such *source work* must be acknowledged. Detailed instructions on how to acknowledge *source work* can be found in the references at the end of this document.

- If a *source work* has been used in the preparation of an author's work, it must be referred to in the bibliography. Use of any ideas, plans, research results, conclusions, or any other intellectual property in a *source work* must be acknowledged. The source of ideas which have not been published – for example, the ideas of students working on the same project – should be referenced as a *personal communication*.
- On each occasion that a *source work* is used in the body of an author's work, its use must be acknowledged by citing the author(s). Furthermore, if it is either desirable or necessary to use the exact words from a *source work*, these words must also be enclosed in quotation marks.
- The use of footnotes should be restricted to the acknowledgement of unpublished *source work* or personal correspondence (e.g., lecture notes).
- If you have reason to refer to words or ideas that you have used yourself in another assignment, you should cite yourself as the *source work*.

### Grey Areas

There are practices where it can be very difficult to allocate credit appropriately and other practices which can be classified as plagiarism. These practices should be avoided:

- If a student's work contains nothing more than quotations from *source work*, the only possible credit attributable to the student is for putting the sources together in one place. The appropriate use of quotations therefore avoids plagiarism, but may not earn marks.

- If the student largely paraphrases *source work*, even though it may be correctly cited, the student's contribution is also minimal and attribution of credit is difficult.
- When the use of paraphrasing blurs the distinction between the intellectual property of the *source work* and that of the student, then plagiarism is the result. This form of the offence occurs when a *source work* is paraphrased in and among the student's own words and the citation does not clearly identify the paraphrased sections.

The University Guidelines on Academic Conduct specify the penalties that will result from varying levels of academic misconduct. These can be severe, especially if the misconduct is serious or is repeated. It is essential therefore that you are familiar with the guidelines and that you ensure that your work is always your own. *Talk to your tutor or unit co-ordinator if you are in doubt about the distinction between acceptable and unacceptable practice.*

Students are also advised to consult the following reference works for additional guidance

O'Shea, R.P. (2000). *Writing for Psychology* (3rd Ed.). Marrickville, NSW: Harcourt Brace Jovanovich.

Smyth, T.R. (2004). *The Principles of Writing in Psychology*. UK: Palgrave MacMillan

**If a student is suspected of academic misconduct** their case will be dealt with as outlined in the University policy. If you find yourself in this position, advice can be sought from the Guild Education Office.

You have a right of appeal against a finding of academic misconduct, and/or the penalty imposed in such cases, via written appeal within ten working days of notification to the next most senior staff member or body under academic misconduct procedures. In such instances, you are strongly advised to seek further advice from the Guild Education Office or your Faculty.

## 2. PENALTIES FOR LATE SUBMISSION OF WRITTEN ASSIGNMENTS

Requests for extensions of the submission deadlines for written work must be made to the appropriate year co-ordinator, *not* the unit co-ordinator, in which the extension is sought. Extensions will normally be granted only in instances where an unforeseeable and unavoidable event, such as illness, prevents the work from being submitted by the due date. Extensions to the deadline will *not* be granted for holidays, professional and sporting commitments, or clashing assignment deadlines. Extensions must be signed by the student and the year co-ordinator.

Late assignments will be penalised by 5% of the available marks for each day after the published submission deadline. You should note that work submitted on the due day *but after the submission time specified* will be recorded as one day late.

## 3. WORD LENGTH OF ASSIGNMENTS

It is important to write succinctly, and many assignments will have a set word length.

Coversheets for all assignments which have set word limits will include a place for a word count and a declaration that the word count is accurate. The word count itself should not include the Abstract or the Reference List, but must include all other sections. Appendices do not count, but these sections (if used) must not contain information that is integral to the assignment. The word count given by a word processor is preferable; if counting words by hand, any character or character string preceded and followed by a space or a punctuation mark counts as a word.

Markers will stop reading assignments at the word limit and will assign a mark as *if the read portion constituted the entire assignment*. Written work that exceeds the word limit will not receive credit or be given feedback.