
PSYC325: History and Philosophy of Psychology

Subject Outline

6 credit points

Subject Information

Autumn, 2026, Wollongong
On Campus

On-Campus Delivery This subject is delivered in-person and includes on-campus or other location-based learning activities that cannot be undertaken by students studying Online/Distance. Students unable to attend campus or any other nominated physical delivery location should not enrol in this subject.

Subjects with a delivery mode of On Campus and/or Flexible with International Student enrolments will be delivered in accordance with the ESOS National Code. That is, online learning experiences (such as lectures, tuition, and resources) will be supplementary to in-person learning experiences such as scheduled classes and/or scheduled contact hours.

UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.

For up-to-date information please refer to your subject's Moodle site.

The Faculty of Science, Medicine and Health

The Faculty of Science, Medicine and Health offers a range of undergraduate and postgraduate programs designed to meet the needs of a diverse student population. We carry out world-leading research which is strongly aligned with our teaching program

As a student of our faculty, you will be actively engaged in learning with extensive clinical, laboratory and/or field work experiences, use of advanced educational technologies and opportunities for enriching work experience. More information about the Faculty of Science, Medicine and Health and our School is available on our web pages: <https://www.uow.edu.au/science-medicine-health/>

Within many of our courses, attending a workplace experience or clinical placement is an exciting part of your course program. Whilst integral to your learning, these health-related placements also let you experience what it's like to work as a professional in real-life workplace settings. More information about requirements for Health Placements is available on our webpage: <https://www.uow.edu.au/student/health-placements/>

Psychology Inherent Requirements

Inherent requirements are the essential components of a course or unit that demonstrate the abilities, knowledge and skills to achieve the core learning outcomes of the course or unit, while preserving the academic integrity of the University's learning, assessment and accreditation process. The inherent requirements are the abilities, knowledge and skills needed to complete the course that must be met by all students.

3 year degrees - [Inherent requirements - 3 year course - University of Wollongong – UOW](#)

Honours degrees - [Inherent requirements - Honours - University of Wollongong – UOW](#)

Teaching Staff

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Teaching Staff Additional Information

Please refer to Moodle for more up-to-date information on consultation times and tutors.

Expectations of Students

UOW values are intellectual openness, excellence and dedication, empowerment and academic freedom, mutual respect and diversity, recognition and performance. We will provide a safe, equitable and orderly environment for the University community, and expect each member of our community to behave responsibly and ethically ([Student Conduct Rules](#)).

We expect that students demonstrate these values and professional behaviour, both face to face and online, making genuine efforts to complete their studies successfully, arriving on time to class, taking part constructively in class discussions and activities, demonstrating appropriate professional and ethical conduct in all communication with UOW staff and community members, and submitting assignments on time (or completing a request for Academic Consideration in advance if needed).

Appropriate Online Behaviour

The University is committed to providing a safe, respectful, equitable and orderly environment for the University community, and expects each member of that community to behave responsibly and ethically. Students must comply with the University's [Student Conduct Rules](#) and related policies including the [IT Acceptable Use Policy](#) and [Bullying Prevention Policy](#), whether undertaking their studies face-to-face, online.

For more information on appropriate communication and etiquette in the online environment please refer to the guide [Online and Email Etiquette](#).

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Hardcopies of this document are considered uncontrolled please refer to your Moodle site for the latest version.

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Section A: General Information

Learning Outcomes

Subject Learning Outcomes

On successful completion of this subject, students will be able to:

1. Demonstrate understanding of the historical and conceptual foundations of modern psychology
2. Identify and critically analyse historical and metatheoretical assumptions in relation to current theories in psychology
3. Prepare for and actively participate in class discussions and debates related to critical metatheoretical issues in psychology
4. Outline tensions between knowledge systems that differ in assumptions about knowledge and worldview and reflexively consider the experience of working within another knowledge system

Subject Description

This subject introduces (1) the origins and development of major approaches in modern psychology, and (2) important conceptual issues in psychology. It discusses the types of critical analysis needed to evaluate the theories, methods, accounts and practices that we encounter in psychology, and applies these to various psychological problems. Topics include: the place of history and metatheory in the study of psychology; science, mind and knowledge in the classical and medieval world, and in the early scientific era; rationalist and empiricist accounts of mind and knowledge; the legacy of empiricism and reactions to it; the 19th century, evolution, the beginning of empirical and experimental psychology; the development of the orthodox view of science and its influence on psychology; behaviourism; debates on science, its growth and status; contemporary psychologies from constructivism to cognitivism, functionalism and the computational model; realism.

Course Handbook

Information about subject pre-requisites, co-requisites and restrictions as well as course completion requirements and Course Learning Outcomes can be found in the [Course Handbook](#).

Subject Details: Practical Activities, eLearning, Readings and Materials

Subject eLearning

The University uses the eLearning system Moodle to support all coursework subjects. The subject Moodle site can be accessed via your SOLS page.

Safety Guidelines

Lab/Practical/Fieldwork/Simulation Safety Guidelines

The rules below are general rules that are required when participating in labs or practical activities. Before commencing these activities, you are to ensure that you understand specific procedures and policy related to safety.

- Before commencing any activity, you are to ensure that you understand specific procedures and policy related to the lab in which you work and safety in general.
- You may need to review a Risk Assessment and complete a Participant Acknowledgement form before commencing any experiments/practical work. These materials will be made available by the lab supervisor/Subject Coordinator.
- You must inform the Subject Coordinator of any medical conditions which may impact upon your ability to participate in these activities before commencing the practical.

- All Reasonable Adjustment cases must be discussed with the Subject Coordinator prior to commencing the activity
- Participation in the lab/practical/field/simulation activities may be denied to students who do not abide by these, and other conditions which may be specified by the Subject Coordinator.
- Never use any equipment or attempt any experiment without checking the safety implications with your laboratory supervisor or experienced delegated laboratory worker.
- Undergraduate students are not permitted to work after hours unless there is appropriate approval and supervision.

Additional Subject Details

APAC FOUNDATIONAL COMPETENCIES (LEVEL 1)	
1.1	Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics: i. the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology ii. critical thinking and identification of bias to promote inclusivity iii. psychological health and well-being iv. psychological disorders and evidence-based interventions v. learning and memory vi. cognition, language and perception vii. motivation and emotion viii. neuroscience and the biological bases of behaviour ix. lifespan developmental psychology x. social psychology xi. culturally appropriate psychological assessment and measurement xii. research methods and statistics
1.2	Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.
1.3	Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
1.4	Demonstrate an understanding of appropriate values and ethics in psychology, including those relevant to professional conduct (for example, the PsyBA Code of conduct for psychologists)
1.5	Demonstrate interpersonal skills and teamwork, including establishing and maintaining respectful and culturally safe working relationships with others
1.6	Demonstrate self-directed pursuit of scholarly inquiry in psychology.
1.7	Understand principles of self-care
1.8	Demonstrate ethical use of digital technologies in psychology

SUBJECT LEARNING OUTCOMES PSYC325	
1	Demonstrate understanding of the historical and conceptual foundations of modern psychology
2	Identify and critically analyse historical and metatheoretical assumptions in relation to current theories in psychology
3	Prepare for and actively participate in class discussions and debates related to critical metatheoretical issues in psychology
4	Outline tensions between knowledge systems that differ in assumptions about knowledge and worldview and reflexively consider the experience of working within another knowledge system.

YEAR 3			SLOs				APAC Level 1 competencies							
CP	Assessment Type	Weighting (%)	SLO 1	SLO 2	SLO 3	SLO 4	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
6	1. Weekly In-Class Tasks SLO2.	30	x	x	x		x	x	x		x			
	2. Essay SLO2.	30		x			x		x			x		
	3. Exam SLO1.	40	x			x	x	x	x					

Using Generative Artificial Intelligence (GenAI)

UOW is committed to embracing gen AI as a tool to enhance learning and development of important digital and work-readiness skills.

Your subject coordinator will provide specific guidance on the use of gen AI in your assessment tasks via your Subject Outline and/or your subject Moodle site. If gen AI use is permitted, it should be used thoughtfully, critically, and in ways that support your own learning.

Guidance on appropriate use of AI in assessments, including how to [acknowledge GenAI](#) can be found on the [Using Generative Artificial Intelligence in Assessment website](#)

You are responsible for all work you submit, and ethical use of gen AI is an important part of maintaining academic integrity. Misuse or unauthorised use may breach the [Academic Integrity Policy](#).

Major Text(s)

Major Text

Leahey, T. H. (2025). *A Critical History of Psychology: From Antiquity to Modernity* (9th edition). Routledge.

Other required readings for lectures tutorials etc (see detail on eLearning/Moodle site)

An e-book by Bell & Staines available on the UOW library website under the name “Evaluating, doing and writing research in psychology” is a required reading for some lectures. This ebook is also available in hard copy under these names:

Bell, P., & Staines, P. (2001). *Logical Psych: Reasoning, explanation and writing in psychology*. Sydney: UNSW Press OR Bell, P., & Staines, P. (2001). *Evaluating, Doing and Writing Research in Psychology: A Step-by-Step Guide for Students*. London & Thousand Oaks, California: Sage

There are also these other lecture and tutorial readings:

- Chomsky, N. (1959). Review of Verbal Behaviour [Book Review]. *Language*, 35(1), 26-58.
- Confer, J. C., Easton, J. A., Fleischman, D. S., Goetz, C. D., Lewis, D. M. G., Perilloux, C., & Buss, D. M. (2010). Evolutionary psychology: Controversies, questions, prospects, and limitations. *American Psychologist*, 65(2), 110–126.
- Crowley, J. (2014). Beyond the Universal Soldier: Combat trauma in Classical Antiquity. In P. Meineck & D. Konstan (Eds.), *Combat Trauma and the Ancient Greeks*. Palgrave Macmillan.
- Lilienfeld, S. O. (2010). Can psychology become a science? *Personality and Individual Differences*, 49(4), 281-288.
- Machado, A., & Silva, F. J. (2007). Toward a richer view of the scientific method: The role of conceptual analysis. *American Psychologist*, 62(7), 625-636.
- Mackay, N. & Petocz, A. (2011). Realism and the state of theory in psychology. In N. Mackay & A. Petocz (Eds.), *Realism and Psychology: Collected Essays* (pp. 17-51). Brill.

- MacCorquodale, K. (1970). On Chomsky's review of Skinner's *Verbal Behavior*. *Journal of the Experimental Analysis of Behaviour*, 13(1), 83-99.
- McMullen, T. (1996). A Comment on Determinism, Moral Responsibility and Legal Sanctions of Behaviour. *Psychiatry, Psychology and Law*, 3(1), 77-81.
- Michell, J., (2001). Chapter 8: Measurement and numerical reasoning. In P Bell, & P. Staines, (2001). *Logical Psych: Reasoning, explanation and writing in psychology*. UNSW Press.
- Petocz, A. (2004/2010). Science, meaning and the scientist-practitioner model of treatment. In N. Mackay & A. Petocz (Eds.), *Realism and Psychology: Collected Essays* (pp. 699-726). Brill.
- Tritle, L. (2014). 'Ravished minds' in the Ancient World. In P. Meineck & D. Konstan (Eds.), *Combat Trauma and the Ancient Greeks*. Palgrave Macmillan.
- Westen, D. (1998). The scientific legacy of Sigmund Freud. *Psychological Bulletin*, 124, 333-371.

This is not an exhaustive list. Students are encouraged to use the UOW Library catalogue and databases to locate additional resources.

Lectures, Tutorials and Attendance Requirements

Lecture Times *

UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.

For up-to-date information please refer to your subject's Moodle site.

Up to date timetable and delivery information is located at <http://www.uow.edu.au/student/timetables/index.html>

You can access your personal timetable by logging into SOLS and selecting 'My Timetable'

Lecture Program *

Week	Commencing	Topics Covered	Readings
1	03 Mar 2026	Introduction to History and Metatheory I & II (Lecturer: Joel Teixeira)	Leahey (2025), pp. 23-36
2	10 Mar 2026	Logic in Psychological Science (Lecturer Wk 2-13: Tim Byron)	Bell & Staines (2001) Chs. 1 & 2
3	17 Mar 2026	The Pre-Modern World	Leahey (2025), pp. 37-58, 66-107
4	24 Mar 2026	The Scientific Revolution & Descartes	Leahey (2025), pp. 119-130, 142-152
5	31 Mar 2026	The Enlightenment & The Counter-Enlightenment	Leahey (2025), pp. 153-167, 258-263, 276-277, 291-295
6	07 Apr 2026	RESEARCH WEEK	
7	14 Apr 2026	The 19th Century: Biology And Psychiatry Have Entered The Game & Introspective Psychology	Leahey (2025), pp. 130-137, 176-187, 207-219
	20 Apr 2026	Mid-Session Recess	
8	28 Apr 2026	Introduction to the Philosophy Of Science & The Received View	Leahey (2025), pp. 5-23
9	05 May 2026	Psychodynamic Psychology: Freud, and His Rivals and Heirs	Leahey (2025), pp. 314-342
10	12 May 2026	Rats & Stats: Behaviourism, Measurement and Science	Leahey (2025), pp. 400-430, 434-437

11	19 May 2026	The Deductivist Turn: Anything Goes? & Cognitivism	Leahey (2025), pp. 437-456
12	26 May 2026	The Humanistic Psychologists & Evolutionary Psychology	Leahey (2025), pp. 502-512, Confer et al. (2010)
13	02 Jun 2026	Neuroscience & Realism	Leahey (2025), pp. 460-465
	08 Jun 2026	Study Recess	
	13 Jun 2026	Examinations	
	20 Jun 2026	Examinations	

* The above times and program may be subject to change. Students will be notified of any change via SOLS.

Recording of Teaching and Learning Activities

The University of Wollongong supports the recording of UOW educational content as a supplemental study tool, to provide students with equity of access, and as a technology-enriched learning strategy to enhance the student experience.

If you make your own recording of a lecture, class, seminar, workshop or any other educational session provided as part of your course of study you can only do so with the explicit permission of the lecturer and those people who are also being recorded.

You may only use educational content recorded through the delivery of subject or course content, whether they are your own or recorded by the university, for your own educational purposes. Recordings cannot be altered, shared or published on another platform, without permission of the University, and to do so may contravene the University's Copyright Policy, Privacy Policy, Intellectual Property Policy, IT Acceptable Use Policy and Student Conduct Rules. Unauthorised sharing of recordings may also involve a breach of law under the Copyright Act 1969.

Most lectures in this subject will be recorded, when they are scheduled in venues that are equipped with lecture recording technology and made available via the subject Moodle site within 48 hours.

Your Privacy - Recording of Teaching and Learning

In accordance with the Student Privacy & Disclosure Statement, and Lecture Recording Procedures when undertaking our normal teaching and learning activities, the University may collect your personal information. This collection may occur incidentally during the recording of lectures in equipped venues (i.e. when your identity can be ascertained by your image, voice or opinion), or via the delivery of online content therefore the University further advises students that:

- Lecture recordings are made available to students, university staff, and affiliates, securely via the Learning Platform;
- Recordings are made available only for the purpose for which they were recorded, for example, as a supplemental study tool or to support equity and access to educational resources;

If you have any concerns about the use or accuracy of your personal information collected in a lecture recording, you may approach your Subject Coordinator to discuss your particular circumstances.

The University is committed to ensuring your privacy is protected. If you have a concern about how your personal information is being used or managed, please refer to the University's Privacy Policy or consult our Privacy webpage <https://www.uow.edu.au/privacy/>

Tutorial Times

The Faculty uses the SMP Online Tutorial System and your class times and locations can be found at <https://www.uow.edu.au/student/timetables/index.html>. Please note that class times on the timetable are provisional and may change.

Tutorial Program

Where the restrictions require temporary adjustments for delivery and tutorial/seminar/workshop arrangements, any necessary changes will be advised and provided by your Subject Coordinator. Please check Subject Moodle site regularly

Week	Week Commencing	Topics Covered	Readings and Activities
2	09 Mar 2026	Introduction & Exercise : Reasoning and Arguing	Readings: Bell and Staines (2001) Chs. 1 & 2 Tasks: Respond to online questions before 8:30am on the day of your tutorial
3	16 Mar 2026	Discussion : Did Ancient Greek soldiers get PTSD?	Readings: Crowley (2014), Tritle (2014) Tasks: Respond to online questions before 8:30am on the day of your tutorial
4	23 Mar 2026	Exercise : More on Reasoning and Arguing	Readings: McMullen (1996) Tasks: Respond to online questions before 8:30am on the day of your tutorial + complete comprehension task after tutorial
5	30 Mar 2026	Discussion : Mind and Matter	Reading: Leahey (2025), pp. 142-152 on Descartes Tasks: Respond to online questions before 8:30am on the day of your tutorial
6	06 Apr 2026	RESEARCH WEEK	
7	13 Apr 2026	Exercise : Essays, reasoning and arguing I	Reading: Bell & Staines (2001), Ch. 10 Tasks: Submit a mark and feedback to a sample essay before 8:30am on the day of your tutorial
	20 Apr 2026	Mid-Session Recess	
8	27 Apr 2026	Exercise : Essays, reasoning and arguing II	Reading: Bell & Staines (2001), Ch. 10 Tasks: Submit a draft paragraph of your essay introduction before 8:30am on the day of your tutorial
9	04 May 2026	Discussion : Is psychology scientific?	Reading: Leahey (2025) Ch. 1, Petocz (2004) Tasks: Respond to online questions before 8:30am on the day of your tutorial
10	11 May 2026	Debate : Freud & Falsifiability	Reading: Leahey (2025) pp. 314-342 (on Freud); Westen 1998; extract from Popper (see Moodle) Tasks: Prepare two points for and two points against the debate proposition before 8:30am on the day of your tutorial
11	18 May 2026	Debate : Cognitive Science	Readings: Leahey (2025) pp. 437-457 (part of the chapter on Cognitive Science; also see Moodle for recommendations) Tasks: Prepare two points for and two points against the debate proposition before 8:30am on the day of your tutorial
12	25 May 2026	Debate : Evolutionary psychology vs humanistic psychology	Readings: Leahey (2025) pp. 502-512 (section on Humanistic Psychology); Confer et al. (2010) Tasks: Prepare two points for and two points against the debate proposition before 8:30am on the day of your tutorial

13	01 Jun 2026	Discussion: Realism	Readings: Mackay & Petocz (2012) Tasks: Respond to online questions before 8:30am on the day of your tutorial + complete comprehension task after tutorial
	08 Jun 2026	Study Recess	
	13 Jun 2026	Examinations	
	20 Jun 2026	Examinations	

The above program may be subject to change.

Recent Improvements to Subject

The Faculty of Science, Medicine and Health is committed to continual improvement in teaching and learning and takes into consideration student feedback from many sources including, direct student feedback to tutors and lecturers and responses to the Subject and Course Evaluation Surveys. Feedback is also used to inform comprehensive reviews of subjects and courses.

10th edition	Tim Byron, School of Psychology, UOW Addition of 4th Subject Learning Outcome (SLO4) to reflect accreditation requirements, revision of essay marks to 30% and exam marks to 40%, addition of assessable tasks in lectures and thus the name change of Weekly Tutorial Tasks to Weekly In-Class Tasks, reduction of comprehension tasks within the Weekly In-Class Tasks.	2026
9th edition	Tim Byron, School of Psychology, UOW Introduction of extra essay-related tutorial, adjustments to Weekly Tutorial Tasks to reflect 1-hour tutorials and simplify marking	2025
8th edition	Tim Byron, School of Psychology, UOW Reduction of debates, changes in the components of the Weekly Tutorial Tasks, changes to essay rubric, re-ordering of tutorials	2024
7th edition	Tim Byron, School of Psychology, UOW Some re-ordering of tutorials, and revision of discussion tutorials	2023
6 th edition	Tim Byron, School of Psychology, UOW Adjustments to reduce the stressfulness of the weekly tasks, and revision to the essay question	2022
2nd to 5 th editions	Tim Byron, School of Psychology, UOW Adjustments to class to reflect COVID-era demands	2019-2021
1 st edition	Nigel Mackay & Tim Byron, School of Psychology, UOW	2018

Extraordinary Changes to the Subject Outline

In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the amendment, where practicable, prior to the amendment being finalised.

Learning Analytics

Learning Analytics data (such as student engagement with Moodle, access to recorded lectures, University Library usage, task marks, and use of SOLS) may be used by the Subject Coordinator and your faculty's Head of Students to assist in analysing student engagement, and to identify and recommend support for students identified who may be in need of assistance. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to <https://www.uow.edu.au/privacy/>

Section B: Assessment

Assessment Summary

Assessment Item	Form of Assessment	%
Assessment 1	Assignment	30%
Assessment 2	Essay	30%
Assessment 3	Exam	40%
	TOTAL MARKS	100%

Please note: Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

Assessment 1: Assignment - Weekly In-Class Tasks

Marking Criteria	A more detailed explanation of these tasks, the method of submission and the assessment criteria is included below.
Length	A more detailed explanation of these tasks, the method of submission and the assessment criteria is included below.
Weighting	30%
Assessment Due	To Be Announced
Type of Collaboration	Individual assessment
Generative AI use	<i>Students may not use generative AI tools for this assessment task, as these weekly tasks are designed to develop your critical thinking ability and ability to articulate arguments and ideas. The use of generative AI in assessment may be grounds for an Academic Misconduct investigation.</i>
Assessment submission	A more detailed explanation of these tasks, the method of submission and the assessment criteria is included below. This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.
Assessment return	
Detailed information	Most weeks of the semester, there will be a short written task due online at 8:30am on the day of your tutorial which will be necessary to complete to get further marks in debates and discussions that happen during tutorials. There are also assessable quiz questions available during in-person lectures, and two multiple choice comprehension tasks (both to be completed by Sunday midnight). A more detailed explanation of these tasks, the method of submission and the assessment criteria is included below.

Assessment 2: Essay - Essay

Marking Criteria	In your studies as a psychology student, you will have come across plenty of ostensibly scientific theories of the mind, such as: a) Baddeley's working memory model; b) Beck's cognitive theory of depression; c) Csikszentmihalyi's theory of flow; d) Cosmides' theory of social exchange; e) Jung's theory of introversion/extraversion; f) Bandura's social learning theory.
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	<p>Pick one of the above theories (or another, with the written approval of your tutor). Using that theory, answer either of the following questions:</p> <ol style="list-style-type: none"> 1. What philosophical/metatheoretical assumptions does [insert theory here] make about the nature of science? What potential issues are there with these assumptions, and does the theory successfully navigate these issues? 2. What philosophical/metatheoretical assumptions does [insert theory here] make about the nature of mind? What potential issues are there with these assumptions, and does the theory successfully navigate these issues? <p>For further guidance on what we will be looking for in your essay, please see Moodle, consult your tutor, and pay attention in your tutorials and lectures.</p>
Length	2000 words
Weighting	30%
Assessment Due	11 May 2026 (Monday in Session Week 10) Final submission time: 11:59pm
Type of Collaboration	Individual assessment
Generative AI use	<i>Students may use generative AI tools for this assessment task, only for the purpose of correcting issues with grammar, typography, and sentence structure. If students use generative AI tools for these purposes for this assessment task, they must keep and be prepared, if requested, to submit to their tutor/subject co-ordinator a detailed log of the inputs to the generative AI and its outputs that are relevant to this assessment. The use of generative AI in this assessment for any purposes other than those listed above may be grounds for an Academic Misconduct investigation.</i>
Assessment submission	<p>Online via Moodle</p> <p>This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.</p>
Assessment return	
Detailed information	More information on the essay and its marking will be available on Moodle and in tutorials and lectures.

Assessment 3: Exam - Final Exam

Marking Criteria	Covering all lectures, specified Leahey readings, and all readings for tutorials (except those already covered in comprehension tasks)
Length	3 hours, 75 multiple choice questions and one short answer question
Weighting	40%
Assessment Due	The final exam will be held during the UOW exam period, and students should ensure they are available during this period. Students will receive a SOLSmail advising when full details of the delivery format, and date of the final exam are available in the SOLS Exam Timetable.
Type of Collaboration	Individual assessment
Style and format	In-person exam
Generative AI use	AI use is not allowed due to this being an in-person closed-book exam.

Additional Assessment Information

Further Information on Assessment 1: Weekly In-Class Tasks

There are three types of Weekly In-Class Tasks. There are 9 **tutorial tasks** across the semester that have a component due at 8:30am the day of your tutorial, and that have a component of participation in class debates and discussions. Additionally, during 11 of the 12 lectures (but not in Week 1), there will be one **lecture multiple choice quiz question** to complete, and there are two **comprehension tasks** across the semester.

The **30%** of your mark related to the Weekly In-Class Tasks comes from these these sources –a) your team's best **6 of 7 contributions to debates and discussions in tutorials** (3% each to add to 18%), b) your best **8 of 11 multiple choice quiz questions in lectures** (1% each to add to 8%), and c) **your marks on two comprehension tasks** (2% each, and 4% in total).

Tutorial Tasks

For most tutorials in PSYC325, you will need to complete a related online Moodle submission *before 8:30am on the day of your tutorial*. All online Moodle submissions must be in your own words, rather than being copied from course readings, other students, or based on output from generative AI programs like ChatGPT - answers may be checked against those of fellow students and on-line sources by Turnitin or similar on-line checking systems for plagiarism of others' work.

There are 3 types of tutorial:

1. **Exercises:** These tutorials are designed to teach the basic skills of PSYC325, and are largely at the start of the semester or in the lead up to the essay due date. All exercise tutorials have a weekly task due at 8:30am.
2. **Debates:** For these tutorials, you have to provide 2 major points in favour of the debate proposition, and 2 against it, submitted online (based on careful reading of the topic matter, and 80 words for each point). **Bring these points to the tutorial and be prepared to share these.** These debate points must be in your own words, and not simply copied from the material or a wording borrowed from other students - answers may be checked against those of fellow students and on-line sources by Turnitin or similar on-line checking systems for plagiarism of others' work.

On any debate week the Tutor will decide which of the 4 teams are to be for and which against the proposition, at random, with 2 teams joining together on one side. One of the two teams on both debate sides will provide the opening statements, and the other will provide rebuttals, but the teams should work together on both if they are on the same side.

The teams will have, approximately, 15 minutes to prepare the debate, 5 minutes to argue for the proposition, 5 minutes to argue against it, 10 minutes to prepare rebuttals, and then a further 5 minutes each for the respondents from each side to answer the opposing speakers' points.

3. **Discussions:** On the weeks where there are discussions you will be given some questions (see the eLearning/moodle site) to complete as you do the preparatory reading (and which should be 160 words for each question). **You need to bring your “draft” answers to these questions to the tutorial** on and be prepared to share these, as the discussion tutorials will be focused on answering these questions. For these discussion questions, there will be a short period of time to discuss each question within the group, after which it is expected that each group spokesperson will read a short answer to the question to the class. Discussion of these topics will then ensue, in which all class members can contribute to the discussion, or as directed by the tutor.

In PSYC325 tutorials, your class will be divided into four groups in the semester, and you will need to a) be prepared for the class beforehand; b) work within your group on tasks during preparation time, and c) present information from your group to the broader class (i.e., presenting a group position statement in a discussion, or present one side of the debate in debates). You will need to work together in these groups to get marks on this task.

For any discussion or debate tutorials, you will get 3 marks each if:

- a) you submitted the relevant online Moodle submission before 8:30am on the day of your tutorial
- b) you have been the group spokesperson at some point in the semester
- c) your team's group spokesperson's contributions to the class debate/discussion in a particular tutorial were judged to:
 - i. be clearly philosophical/metatheoretical in orientation, defining terms, making clear logical arguments, and engaging with philosophical 'isms' (1 mark)
 - ii. show clear and sustained evidence of engaging with relevant weekly readings and incorporating them into the arguments being made (1 mark)
 - iii. clearly credit other group members with contributing to the ideas discussed, and to clearly contribute to the overall debate, by, for example, asking questions of other team spokespeople, addressing questions raised by other team spokespeople or critiquing ideas raised by other team spokespeople, including in discussions after official statements (1 mark)

At the end of the semester, six performances will together make up that 18% of your mark: the one that you presented at, and your group's best **five** other performances in debates or discussions.

Group spokespersons will be chosen *at random* by the tutor each week by the tutor from the pool of students in the group who have not yet been group spokespersons. If all people in a group have been spokesperson, and more tutorials remain, students can request another turn as spokesperson from the tutor (and will get the higher mark of the two turns as spokesperson when marks are added together). If no students request this, the pool of students will reset, but people who were previously debate spokespersons will be chosen for discussion tutorials, and vice versa, where possible.

Lecture Multiple Choice Questions

Secondly, 8% of your mark comes from your best eight of eleven Multiple Choice Questions conducted in lectures, worth 1% each.

These questions will be assessing comprehension of lecture material, will be available on Moodle, and will only be made available to students for a 3-minute period during the in-person lectures. The first of these questions will occur in the Week 2 lecture, and they will continue for the rest of the semester, with one question in each scheduled 2-hour lecture timeslot.

Comprehension Tasks

Finally, 4% of your mark comes from two comprehension tasks.

Comprehension tasks involve an online multiple choice quiz about a set reading. These aim to provide feedback on the clarity of your understanding of the metatheoretical assumptions in the psychological positions taken in the reading. Although this is done online at some point over a time period when the quiz is open (see Moodle for more details) your answers must be your own individual work, and not the result of a combined effort or based on answers found online – the latter is considered academic misconduct. These comprehension tasks will be made available for a period of time after all tutorials in Week 4 (for Comprehension Task 1) and Week 13 (for Comprehension Task 2) have finished, as those tutorials are focused on improving comprehension of the relevant topics – see Moodle for more information.

Assessment 2 Marking Rubric (A more detailed version of this is available on Moodle)

Objective/Criteria	Performance Indicators								
	Fail ++ (F range)	Fail + (F Range)	Fail (F Range)	Pass (P Range)	Pass + (P Range)	Competent (Cr Range)	Good (D range)	Excellent (HD Range)	Excellent + (HD Range)
Referencing/Research (how well do you base your understanding and argument on references in such a way as to demonstrate a detailed understanding of the theory, the metatheoretical literature underlying it, and the philosophical assumptions underlying the metatheories associated with the theory?)	(0 points)	(4 points)	(8 points)	(10 points)	(12 points)	(14 points)	(16 points)	(18 points)	(20 points)
Application of Metatheoretical Understanding (how well does your writing suggest you understand the major conceptual challenge you choose and how it relates to the theory?)	(0 points)	(4 points)	(8 points)	(10 points)	(12 points)	(14 points)	(16 points)	(18 points)	(20 points)
Organisation (how well do you structure your essay to effectively deliver your argument?)	(0 points)	(4 points)	(8 points)	(10 points)	(12 points)	(14 points)	(16 points)	(18 points)	(20 points)
Evaluation (How well do you craft a logical, well-founded, coherent argument about the ability of the theory to deal with the major conceptual challenge?)	(0 points)	(6 points)	(12 points)	(15 points)	(18 points)	(21 points)	(24 points)	(27 points)	(30 points)
Expression (do you express your ideas well, with few typographical errors?)	(0 points)	(2 points)	(4 points)	(5 points)	(6 points)	(7 points)	(8 points)	(9 points)	(10 points)

Minimum Requirements to Pass this Subject

Minimum Performance Requirements To Pass This Subject

To achieve a passing grade in the subject students must achieve a minimum total mark of 50%.

All assessment tasks must be submitted.

Students are expected to attend all tutorial classes. Attendance records are kept for all tutorial classes and students are required to attend a minimum of 80% of all tutorials. Where attendance is affected due to illness or misadventure an application for academic consideration should be lodged.

Failure to comply with mandatory minimum requirements for this subject may constitute grounds for the award of a grade of Technical Fail (TF).

Hurdle Assessment

Subjects may include a hurdle assessment. A hurdle assessment is an assessment that requires a minimum level of performance as a condition for passing the subject. Examples include, achievement of a pass grade or above in a skills-based assessment or final examination. Hurdle assessments are applied to subjects to ensure students:

1. meet learning outcomes
2. demonstrate you can complete a task safely and/or meet professional standards.

For more on hurdle assessments see the Assessment and Feedback Policy [Section 8: Hurdle Assessments \(50-51-52\)](#).

Failure to meet a hurdle assessment requirement may constitute grounds for the award of a Technical Fail (TF) grade in this subject.

Should this subject contain a hurdle assessment, it will be stated under the specific assessment in Section B: Assessments.

UOW Grade Descriptors

The UOW Grade Descriptors are general statements that communicate what our grades represent, in terms of standards of performance, and provide a frame of reference to ensure that assessment practice across the University is appropriate, consistent and fair. Grade Descriptors are expressed in general terms so that they are applicable to a broad range of disciplines. Grade Descriptors are available here <https://www.uow.edu.au/student/exams/results/>. For more information on the UOW grade descriptors refer to the Teaching and Assessment: Assessment and Feedback Policy: [Teaching and Assessment: Assessment and Feedback Policy](#)

Assessment Learning Outcome Matrix

Learning Outcomes	Measures - Assessment weighting		
	Weekly In-Class Tasks (30%)	Essay (40%)	Final Exam (30%)
Demonstrate understanding of the historical and conceptual foundations of modern psychology	✓		✓
Identify and critically analyse historical and metatheoretical assumptions in relation to current theories in psychology	✓	✓	
Prepare for and actively participate in class discussions and debates related to critical metatheoretical issues in psychology	✓		
Outline tensions between knowledge systems that differ in assumptions about knowledge and worldview and reflexively consider the experience of working within another knowledge system			✓

Submission, Retention and Collection of Written Assessment

Assessed work must be handed in by the date and time listed under each assessment task. All assessment tasks must represent the enrolled student's own ORIGINAL work and must not have been previously submitted for assessment in any formal course of study.

Extensions

Students requesting an extension of time to submit an assessment task, deferred exam or exemption of a compulsory attendance requirement, must apply using Academic Consideration through SOLS. Students must apply before, or on the assessment/s due date and where evidence is required, students must provide evidence no later than three working days after the assessable item's due date for their request to be considered. **For information on the Academic Consideration Policy, eligibility requirements and how to apply, see:** <https://www.uow.edu.au/student/admin/academic-consideration/>

Late Submission of Assessment Tasks and Penalties

Assessed work must be submitted in by the date and time given. If an assessment is submitted late, it will be marked in the normal way, and a penalty will then be applied.

In the absence of an approved request for Academic Consideration in the form of an extension, assessment tasks must be submitted in line with the assessment instructions.

- An assessment task that is submitted late will receive a penalty of 5% of the total possible marks for each 24-hour period, or part thereof, that it is late.
- Work submitted after seven calendar days will not be marked and will be given a mark of 0.
- No assessment task can be handed in for a mark once the assessment task has been returned to students.
- Penalties accrue on each day that the assessment task is late, including Saturday, Sunday and public holidays

Note: Assessments must still be submitted to meet minimum performance requirements even though no mark is to be awarded.

Collection

Students will be notified when they can collect or view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.

Retention

The university may retain copies of student work in order to facilitate quality assurance of assessment processes, in support of the continuous improvement of assessment design, assessment marking and for the review of the subject. The University retains records of students' academic work in accordance with the University Records Management Policy and the State Records Act 1988 and uses these records in accordance with the University Privacy Policy and the Privacy and Personal Information Protection Act 1998.

Scaling

Marks awarded for any assessment task or part of any assessment task, including an examination may be subject to scaling at the end of the session. Marks will be scaled only when unpredicted circumstances occur and in order to ensure fairness of marking across groups of students. The method of scaling will depend on the type of scaling required by the circumstances. When scaling is deemed necessary, it will follow a detailed consideration by the Unit Assessment Committee and/or the Faculty Assessment Committee of the marks of the group of students concerned. Scaling will not affect any individual student's rank order within their cohort. For more information please refer to [Finalisation of Student Results Policy](#) for details.

Supplementary Assessment

Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary assessment. For information about eligibility criteria and the form and timing of supplementary assessments see the [Supplementary Assessment Procedure](#)

Review and Appeal of Academic Decisions

A student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student's right to appropriate and useful feedback on their performance in an assessment task. A student may also seek further explanation for other academic decisions such as Academic Consideration, Supplementary Assessment or Credit for Prior Learning. If a student is not satisfied with the explanation, or have further concerns, they may have grounds for a formal review. For further information refer to [Review and Appeal of Academic Decisions Policy](#)

Assessment Quality Cycle

The UOW Assessment Quality Cycle provides a level of assurance that assessment practices across the University are appropriate, consistent and fair. Quality assurance activities are undertaken to support the continuous improvement of assessment and promote good practices in relation to assessment design, marking and review of the subject prior to subsequent delivery.

Academic Integrity

The University's Academic Integrity Policy, faculty handbook and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the University is considered academic misconduct and students place themselves at risk of being expelled from the University.

Students should visit the following University website and become familiar with the University's policy on plagiarism [Academic Integrity Policy](#)

Referencing

The American Psychological Association (APA) referencing system is to be used. For a comprehensive guide to APA referencing please visit the Library website: <https://uow.libguides.com/refcite>

Section C: General Advice for Students - Policies and Procedures

Student Services and Support

There are a range of services available to students that are provided free of charge. A good place to get to know services that may be of use to you is the [Get Started @ UOW](#) or search for "Get Started @ UOW". Services available include:

Service	Link to information about the service
Aboriginal & Torres Strait Islander	https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/
Careers advice	https://www.uow.edu.au/student/careers/
Counselling	https://www.uow.edu.au/student/support-services/counselling/
Student Accessibility and Inclusion (SAI)	https://www.uow.edu.au/student/support-services/sai/
Information Tech.	https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted
Study Skills	https://www.uow.edu.au/student/support-services/academic-skills/

Student Support Coordinator (SSC)

If you have a temporary or ongoing issue or a problem that is affecting your study, including issues that are related to belonging to an equity group, then the Student Support Coordinators may be able to help. There are Student Support Coordinators available to assist students who are studying at all UOW Campuses and in all UOW Faculties. Contact details can be found on the UOW website: <https://www.uow.edu.au/student/support-services/coordinators/>

Student Advocacy Service

The Student Advocacy Service (SAS) is free, confidential and independent service for all UOW students. The SAS provides advocacy and referral for a range of academic, procedural and administrative issues. For more information visit: <https://www.uow.edu.au/student/support-services/advocacy/>

AskUOW

AskUOW is your primary administrative and information contact during your studies.

Our purpose is to ensure students have access to the information they need, at the time they need it. We can help with a wide range of enquiries, including key topics such as:

- Applying for [academic consideration](#)
- Fees and scholarships
- Official documentation and student letter requests
- Student forms such as course transfer and leave of absence applications
- Student ID card issuance and replacement
- Subject enrolment
- Transport concession cards and Opal cards
- Updating personal details

Get instant answers 24/7 online using [AskUOW](#). Log in with your UOW username and password.

For further support contact askuow@uow.edu.au or call on 1300 275 869 (1300 ASK UOW) or +61 2 4221 3927.

Library Services

Save yourself time and enhance your studies: connect with information specialists and resources anytime, anywhere.

- For Library support connect with [Live Chat](#) or [contact the Library](#).
- For self-help see [Frequently Asked Questions](#) or browse [Library guides](#) to find information, databases and skills tutorials.
- [Research consultations](#) are available to UOW Postgraduate, Honours and Deans Scholar students.

Academic Integrity Policy

Academic integrity involves upholding ethical standards in all aspects of academic work, including learning, teaching and research. It involves acting with the principles of honesty, fairness, trust and responsibility and requires respect for knowledge and its development. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=26>

Code of Practice - Research

This Code mandates the current policy and best practice relating to procedures for responsible research. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=11>

Honours Policy

This policy sets out the responsibilities of all parties involved in managing students undertaking Honours Programs. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=36>

The Code of Practice - Work Integrated Learning (Professional Experience)

The Code of Practice - Work Integrated Learning (Professional Experience) sets out what is expected from students, the University and Host Organisations in providing work integrated learning professional experience programs. It applies to professional experience programs that form the whole or part of a subject or course offered at the University. The Code assists in promoting a productive work integrated learning experience for students and in promoting relevant UOW Work Integrated Learning Design Principles.

<https://policies.uow.edu.au/document/view-current.php?id=12>

Copyright Policy

The purpose of this Policy is to outline responsibilities and procedures regarding the use of third party copyright material, with the objectives of reducing staff and UOW exposure to the risks associated with the use of third party copyright material, assisting staff to make full legal use of the materials at their disposal by clearly identifying responsibilities and promoting copyright compliance. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=135>

Course Progress Policy

The Course Progress Policy establishes the requirements, definitions and procedures to be used in determining the standards of acceptable course progress. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=30>

Examination Rules and Procedures

The UOW rules and procedures outline exam conditions, student conduct in exams, and the procedures for exam management. Further information can be found here: <https://www.uow.edu.au/student/exams/>

Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects

This policy provides a framework for recognition of and responses to students' ethical or religious objection to animal use in coursework subjects at the University of Wollongong. For the purpose of this policy, animal use includes killing of animals in experimental work, dissection of animals that are already dead, use of animal tissues, use of animal-derived products (such as sera). These uses are relevant to teaching and assessment. Further information about this policy can be found here: <https://policies.uow.edu.au/document/view-current.php?id=154>

Coursework Rules

The Coursework Rules (hereafter the Rules) govern the admission, enrolment, progression through, and qualification for a coursework award offered by the University. Further information can be found here: <https://policies.uow.edu.au/document/view-current.php?id=4>

Human Research Ethics

The Human Research Ethics Committee protects the welfare and rights of the participants in research activities. Further information can be found here: <https://www.uow.edu.au/research-and-innovation/researcher-support/ethics/human-ethics/>

Inclusive Language Guidelines

UOW endorses a policy of non-discriminatory language practice in all academic and administrative activities of the University. Further information is available from: <https://policies.uow.edu.au/document/view-current.php?id=239>

Intellectual Property Policy

UOW's IP Intellectual Property Policy provides guidance on the approach taken to Intellectual Property (IP), including its ownership, protection and exploitation. Further information about the management of IP is available at <https://policies.uow.edu.au/document/view-current.php?id=146>

Review and Appeal of Academic Decisions Policy

UOW aims to provide a transparent and consistent process for resolving a student concern about an academic decision that has affected their academic progress, including a mark or grade. Further information is available at: <https://policies.uow.edu.au/document/view-current.php?id=40>

Student Academic Consideration Policy

The purpose of the Student Academic Consideration Policy is to enable student requests for academic consideration for assessable components of a subject to be evaluated in a fair, reasonable, timely and consistent manner throughout the University. **For information on the Policy, eligibility and how to apply see:** <https://www.uow.edu.au/student/admin/academic-consideration/>

The Student Charter - Your Rights and Responsibilities

The Student Charter is based on principles that guide all members of the University and that promote responsible partnerships within and beyond the University community. <https://www.uow.edu.au/student/charter/>

Student Assignment of Intellectual Property (IP) Policy

This policy applies to all Students (under-graduate and post-graduate) of the University of Wollongong (UOW). It may also apply to other persons by agreement. This policy sets out the approach taken by UOW in relation to Student assignment of intellectual property. Further information about this policy can be found here: <https://policies.uow.edu.au/document/view-current.php?id=146>

Student Conduct Rules

These Rules outline the required conduct of students of UOW, and direct staff and students to University Rules, standards, codes, policies, guidelines, procedures and other requirements which specify acceptable and unacceptable student conduct, and the management of alleged student misconduct.

<https://policies.uow.edu.au/document/view-current.php?id=6>

Teaching and Assessment: Assessment and Feedback Policy

The purpose of this Policy is to set out the University of Wollongong's approach to effective learning, teaching and assessment, including the principles and minimum standards underlying teaching and assessment practice.

The Policy can be found at: <https://policies.uow.edu.au/document/view-current.php?id=38>

Teaching and Assessment: Code of Practice - Teaching

This Code is a key document in implementing the University's Teaching and Assessment Policy and sets out the specific responsibilities of parties affected in relation to learning, teaching and assessment, as well as procedures for teaching staff. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=9>

Teaching and Assessment: Subject Delivery Policy

This Policy sets out specific requirements in relation to the delivery of Subjects. The policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=39>

Workplace Health & Safety Policy

The Workplace Health and Safety (WHS) unit at UOW aims to provide structures, system and support to ensure the health, safety and welfare of all at the campus. Further information is available from:

<https://policies.uow.edu.au/document/view-current.php?id=177>