
PSYC357: Forensic 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

Teaching Role	Coordinator
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Teaching Role	Tutor
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Email	TBA
Room	TBA
Consultation Times	TBA

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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Commonwealth of Australia

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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 knowledge of forensic psychology and the interface between psychology and the legal system
2. Identify and critically evaluate theories of crime in relation to forensic psychology
3. Examine the relationship between mental disorders to crime, violence and the judicial system
4. Discuss the application of various psychological approaches and/or models for specific populations in relation to the criminal justice system
5. Communicate findings from research orally using appropriate standards and technologies

Subject Description

This subject introduces students to the interactions between psychology and the law, specifically focussing the role of the forensic psychologist. It includes a variety of lectures and interactive tutorials covering topics including core legal issues around criminal responsibility and giving expert evidence in court, as well as more applied topics including risk assessment, offender rehabilitation, psychopathy, and youth violence. The tutorials are designed to consolidate and further develop specific topics of contemporary significance in the field.

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.

EMBEDDED Work Integrated Learning

This subject contains elements of 'Embedded WIL'. Students in this subject will experience activities that relate to or simulate professional practice as part of their learning.

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

YEAR 3			SLOs					APAC Level 1 competencies							
CP	Assessment Type	Weightin g (%)	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	1. 1	1. 2	1. 3	1. 4	1. 5	1. 6	1. 7	1. 8
6	1. Quiz	5	x	x				x	x		x				
	2. Psychopathy Essay	30	x		x		x	x		x			x		
	3. Presentation	20	x	x			x	x		x		x	x		
	4. Exam	45	x	x	x	x	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)

Text Book - essential:

Dennis Howitt (2022). *Introduction to Forensic and Criminal Psychology (7th Edition)*. Harlow, UK: Pearson Education Ltd.

NB - you can still use the 6th edition textbook, but please note that page numbers will be different.

Recommended:

- Handbook of Psychopathy. C.J. Patrick (ed) 2006

If there is a textbook available for purchase, you can find the details at University Bookshop <https://unishop.uow.edu.au/>

Recommended Readings and Other Resources

Handbook of Psychopathy. C.J. Patrick (ed) 2006 AND journal articles as indicated in the lecture/tutorial schedule of readings.

This is not an exhaustive list. Students are encouraged to use the UOW Library catalogue and databases to locate additional resources including the e-readings list: <https://ereadingsprd.uow.edu.au/>

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	02 Mar 2026	Introduction and Orientation – Forensic Psychology and the Law Dr Tracey Woolrych	Howitt Chapter 1: What is forensic and criminal psychology? Chapter 2: The social context of crime
2	09 Mar 2026	Theories of Crime and Criminal Behaviour Dr Tracey Woolrych	Howitt Chapter 5: Theories of Crime
3	16 Mar 2026	Victimisation; and Violence Dr Tracey Woolrych	Howitt Chapter 4 Victims of Crime; Howitt Chapter 8 Violent Offenders; pages 159-159 and 159-163 + Readings TBA
4	23 Mar 2026	Psychopathy Dr Tracey Woolrych	Howitt Chapter 8: Violent offenders Also read Howitt: pp 465-467 (chpt 21); pp478-481 (chpt 22). Recommended: Handbook of Psychopathy. C.J. Patrick (ed) 2014
5	30 Mar 2026	Juvenile Justice, Delinquency and Offending Dr Tracey Woolrych	Howitt Chapter 6: Juvenile offenders and beyond
6	06 Apr 2026	Week 6 is Research Week (School of Psychology) - no lectures and no tutorials	
7	13 Apr 2026	Sexual Deviance and Offending Dr Tracey Woolrych (NB: Trigger Warnings Apply)	Howitt Chapter 9: Sexual offenders 1: rapists; Chapter 10: Sexual offenders 2: Paedophiles and child molestation
	20 Apr 2026	Mid-Session Recess	
8	27 Apr 2026	False and Recovered Memories Dr Tracey Woolrych NB - ANZAC Day Holiday - this lecture will be pre-recorded.	Howitt Chapter 11: Police Psychology (pp 238-240) Chapter 16: False Allegations
9	04 May 2026	Interviewing Eyewitnesses & Children Dr Tracey Woolrych	Howitt Chapter 11 Policy psychology (pp 230-236 - cognitive interview) Chapter 13: Eyewitness Testimony Chapter 20: Children as Witnesses
10	11 May 2026	Interrogation & False Confession Dr Tracey Woolrych	Howitt Chapter 16: False allegations Chapter 17: False & True Confessions
11	18 May 2026	Deception and Lie-Identification Dr Tracey Woolrych	Howitt Chapter 18: Lies - Lies, Lie Detecting & Credibility 1 Chapter 19 Lies, Lie Detecting & Credibility 2

12	25 May 2026	Profile Analysis Dr Tracey Woolrych	Howitt Chapter 14: Profile Analysis 1: FBI-style offender profiling Howitt Chapter 15: Profile Analysis 2: Investigative psychology, statistical and geographical profiling.
13	01 Jun 2026	Assessment of Risk Dr Tracey Woolrych	Howitt Chapter 27: Risk, Recidivism & Desistance
	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.

Additional Lecture Comments

PSYC357 Lectures will in person Mondays 10.30 am to 12.30 am in 67-104

In line with UOW policy, lectures will be recorded (via ECHO360), however it is highly recommended that students attend lectures for maximum benefit. These recordings are designed for review purposes only.

Technical glitches do occur so recordings cannot be guaranteed.

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/Seminar/Workshop 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/Seminar/Workshop 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	Tutorial 1: Applying theories of crime	Howitt Chapter 5: Theories of Crime
3	16 Mar 2026	Tutorial 2: How to do a literature review – reviewing appropriate measures & scales	Check for tutorial materials on the PSYC357 Moodle site.
4	23 Mar 2026	Tutorial 3: Psychopathy	Scott, R., & MacFarlane, I. (2014). Ned Kelly–Stock Thief, Bank Robber, Murderer–Psychopath. <i>Psychiatry, Psychology and Law</i> , 21(5), 716- 746. Polaschek, D. L. (2015). (Mis)understanding Psychopathy: Consequences for Policy and Practice with Offenders. <i>Psychiatry, Psychology and Law</i> , 1- 20. Tully, J., Frey, A., Fotiadou, M., Kolla, N. J., & Eisenbarth, H. (2023). Psychopathy in women: insights from neuroscience and ways forward for research. <i>CNS Spectrums</i> , 28(2), 120–132. doi:10.1017/S1092852921001085
5	30 Mar 2026	Tutorial 4: Juvenile Offending Research Question & Research Design (online self-paced)	Lennings, N. J., & Lennings, C. J. (2014). Assessing serious harm under the doctrine of Doli Incapax: a case study. <i>Psychiatry, Psychology and Law</i> , 21(5), 791- 800. others TBA
6	06 Apr 2026	This week is Research Week (School of Psychology) - no lectures, no tutorials.	
7	13 Apr 2026	Tutorial 5: Stalking	Howitt Chapter 8 - pp 159-163
	20 Apr 2026	Mid-Session Recess	
8	27 Apr 2026	Tutorial 6: False & Recovered Memories NB - Due to the ANZAC Day public holiday (Monday 27th April) - this tutorial will be an online self-paced tutorial for all students.	Howitt Chapter 11: Police Psychology (pp 238-240) Chapter 16: False Allegations

9	04 May 2026	Tutorial 7: Interviewing witnesses	Howitt Chapter 11 Policy psychology (pp 230-236 - cognitive interview) Chapter 13: Eyewitness Testimony Chapter 20: Children as Witnesses
10	11 May 2026	Tutorial 8: Interrogations, Torture, & false confessions	Howitt Chapter 16: False allegations Chapter 17: False & True Confessions other readings TBA
11	18 May 2026	Tutorial 9: Assessment 3 Group Presentations	
12	25 May 2026	Tutorial 10: Assessment 3 – Group Presentations	
13	01 Jun 2026	Tutorial 11: Risk Assessment 2 – recidivism & rehabilitation	Howitt Chapter 27: Risk, Recidivism & Desistance
	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.

7th edition Dr Tracey Woolrych - updated lectures and group assignment rubric for fairer allocation of marks
6TH edition Dr Tracey Woolrych - return to face to face delivery modes, reduction of content after student feedback

5TH edition Dr Tracey Woolrych – conversion to online delivery 2020

4th edition Dr Tracey Woolrych – conversion from 8 to 6 credit points 2018

3rd edition Dr Tracey Woolrych

Tutorials changed to 1.5 hours weekly after student feedback.

Lectures re-aligned to reflect both criminological and clinical psychological perspectives.

2018

2nd edition Associate Professor Lynne Magor-Blatch, School of Psychology, UOW

Changes to assignment tasks to provide more structured process for revision and assessment. Tutorials have been changed to 3hrs fortnightly from 1.5hrs weekly to allow more opportunity for group discussion and in-depth examination of topic areas.

2016

1st edition Professor Stuart Thomas, School of Psychology, UOW 2015

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	Quiz	5%
Assessment 2	Essay	30%
Assessment 3	Presentation	20%
Assessment 4	Exam	45%
	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: Quiz - Week 4 Quiz

Marking Criteria	Multiple choice questions covering the content of the first 3 weeks of lectures and readings.
Length	30 multiple choice questions. You will have 30 minutes to complete the quiz.
Weighting	5%
Assessment Due	27 Mar 2026 (Friday in Session Week 4) Final submission time: 5:00pm
Type of Collaboration	Individual assessment
Style and format	Online Moodle quiz - multiple choice questions.
Generative AI use	<i>Whilst this assessment is open book, it should be used as a means to determine your understanding of the material to date. For that reason: Students may not use generative AI tools for this assessment task. The use of generative AI in assessment may be grounds for an Academic Misconduct investigation.</i>
Assessment submission	Online via Moodle
Assessment return	This is an online quiz access via Moodle. The quiz will be open from 9am Monday 23rd March 2026 and close 5pm, Friday 27th March, 2026.
Detailed information	Quiz will cover all material from the lectures and readings from Week 1 to Week 3 inclusive.

Assessment 2: Essay - Psychopathy Report/Essay

Marking Criteria	<p>Please begin the paper with a brief introduction to the character, which includes his/her name (full name if possible) and basic demographic and background information, such as age, nationality, marital status, where s/he grew up, parental information, childhood history, etc. In other words, you want to provide as much background information as possible to get a good context in which this person can be understood. I understand that there is substantial variability in how much of this type of information is presented across the three films, and we will take this into account when marking.</p> <p>NB – While some of the characters may be based on real-life people, you can only use the information presented in the film, rather than the person’s real-life story. Other information that is not found in the film will not be marked as part of your assignment.</p>
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	<p>You should then include a brief literature review explaining which psychopathy measure/assessment tool you will be using and your arguments as to why this is a suitable measure. This should be backed up with empirical evidence.</p> <p>According to the criteria of your measure, briefly list and discuss whether the character you have chosen meets these. You MUST provide sufficient evidence for each of the criteria giving specific examples and an argument (with relevant literature) as to why these particular characteristics/behaviours meet the criteria of your instrument. List the psychopathic traits that the character in question exhibits in the movie (and only in the movie). NB: this requires great consideration on your part so you will need to view the movie several times in order to analyse and assess each of the criteria in full. Surface level descriptors will result in a low mark. Links to relevant literature is essential.</p> <p>Although there may be limited information available on the characters that would speak to the etiology (i.e., causation) of their personality/behaviour, it is still necessary to present a hypothesis as to what mechanisms/factors may underlie this person's psychopathic personality traits. This hypothesis should be grounded in course readings as well as external source materials based on your literature review on the topic; therefore you should be using empirical evidence here..</p> <p>Finally, you should end the paper with answering the question: Is this character a psychopath? You should present a coherent and well-reasoned argument that incorporates your literature research. Again this must be empirically supported.</p> <p>A full marking criteria will be made available on Moodle. Your assignment should meet APA7th standards of formatting and referencing. You must include a reference list (NOT a bibliography) at the end on of your paper. All assignments must have a psychology cover sheet attached.</p>
Length	A maximum of 2500 words ONLY is allowed for this assessment. Any words after 2500 (excluding title, abstract and reference list) will not be marked. This written piece can be done in either essay or report form.
Weighting	30%
Assessment Due	01 May 2026 (Friday in Session Week 8) Final submission time: 5:00pm
Type of Collaboration	Individual assessment
Style and format	<p>The referencing style to be used for this subject is APA7th.</p> <ul style="list-style-type: none"> • Written assignments should be word processed in 12 point font and double-spaced. • Electronic receipts must also be kept until the assignment mark is posted. • Copies of assignments made before submission should be retained by students. • Online/Electronic Submission – Special requirements for online submission and return of work will be provided by your lecturer or Subject Coordinator where relevant. A coversheet (using the appropriate template) must be submitted for all online work.
Generative AI use	<p>This assessment is to help you understand the challenges and tasks a forensic psychologist might undergo when assessing a client.</p> <p>For this assignment AI tools can be used for <i>planning, idea development and research</i>, however the actual <i>writing, analysis, literature synthesis, assessment, and aetiology</i> must be your own work.</p> <p>You MUST declare your use of GenAI (via submission of the assignment cover page - available on Moodle) and give acknowledgement of the tool(s) used in your reference list. Use of GenAI tools outside of these stipulations may result in an academic integrity report.</p>

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	<ul style="list-style-type: none"> • Unless directed otherwise, marked assignments will be available within 3 weeks of submission. The Subject Coordinator will advise students of the procedure for returning marked assignments. • Assignments will be retained for 21 days after distribution of mark or release of final grade. For further information refer to Code of Practice – Teaching and Assessment.
Detailed information	<p>You are to take on the role of a Psychologist, providing a report on a client. You will choose one of the following movies and discuss how the listed character displays characteristics associated with the psychopathic personality. The movies and characters include:</p> <ul style="list-style-type: none"> • Collateral (2004). Vincent (T. Cruise). • Gone Girl (2014). Amy Dunne (R. Pike). <p>A maximum of 2500 words ONLY is allowed for this assessment. Any words after 2500 (excluding title, abstract and reference list) will not be marked. This written piece can be done in either essay or report form.</p> <p>** Please note that these films are rated M or MA 15+ due to violence, language, and/or sexuality/nudity, rape.</p>

Assessment 3: Presentation - Group Presentation

Marking Criteria	<ul style="list-style-type: none"> • The first task is to identify an area of forensic interest and to develop a research question around the topic. As you are moving through your psychology training, you will need to develop skills in research – and this includes developing the ability to identify gaps and areas of interest in the literature and our understanding, then to formulate a research question which will help us to develop a research study in order to gather more information and knowledge. • Your presentation will start with an overview of the current literature and then pose the research question – what you want to know about the topic. • Two aspects of a research question: <ul style="list-style-type: none"> -Topic (broader area), e.g. crime victimisation - Focus, i.e. what specific facet of the topic you are looking at, honing in on it • The first part of this task will be to develop a literature review. This does not have to be exhaustive, but it should provide an overview of the existing knowledge base. • Next, based in theory and your literature review, explain how Criminological AND Psychological theories explain the phenomenon you are exploring • You need to develop a good working knowledge of the area you are studying, and the existing research in that area, which means you need strong empirical support. • Critically examine the literature which relates to your research question, identify and present on the strengths and weaknesses within the existing literature and knowledge. • Discuss the patterns & trends in the literature, and any gaps/omissions/questions left unanswered in the previous research. • Link the relevant literature and theories to your research question (i.e. what do you want to know?), showing how your research contributes to or extends the existing knowledge in the area Or is
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	<p>adding something new, by drawing from different areas and disciplines.</p> <ul style="list-style-type: none"> • Outline how you would then go about answering your research question(s), proposing hypotheses and drawing on relevant literature to develop an empirically sound methodology (research design). • Conclude your presentation with directions for future research. <p>The full marking criteria and rubric is available on Moodle.</p> <table border="1" data-bbox="563 450 1369 2007"> <tr> <td data-bbox="563 450 1369 613">GROUP MARK</td> </tr> <tr> <td data-bbox="563 613 1369 703">I. Proposal Content & Applied Research Principles (45%)</td> </tr> <tr> <td data-bbox="563 703 1369 759">Has the relevant literature been described? (Literature Review) (5)</td> </tr> <tr> <td data-bbox="563 759 1369 853">Have Criminological OR Psychological (theory) explanations of the crime/phenomenon been presented? (5)</td> </tr> <tr> <td data-bbox="563 853 1369 927">Have limitations of past research and gaps in the current literature been addressed? (2.5)</td> </tr> <tr> <td data-bbox="563 927 1369 1032">Have the presenters clarified why the topic area is of interest and importance, and how the proposed research will contribute to the area? (2.5)</td> </tr> <tr> <td data-bbox="563 1032 1369 1106">Is the research question(s) clearly articulated, specific and answerable? (10)</td> </tr> <tr> <td data-bbox="563 1106 1369 1151">Are the aims/rationale of the proposal clear? (5)</td> </tr> <tr> <td data-bbox="563 1151 1369 1196">Are the hypotheses clear and logical? (5)</td> </tr> <tr> <td data-bbox="563 1196 1369 1240">Has the group demonstrated critical thinking? (10)</td> </tr> <tr> <td data-bbox="563 1240 1369 1285">Strong thesis (5%)</td> </tr> <tr> <td data-bbox="563 1285 1369 1359">Does the research flow logically and clearly from the rationale and literature review? (5)</td> </tr> <tr> <td data-bbox="563 1359 1369 1404">Research design (15%)</td> </tr> <tr> <td data-bbox="563 1404 1369 1449">Is the research appropriate? (consider sample, design, data elicited) (5)</td> </tr> <tr> <td data-bbox="563 1449 1369 1523">Is the rationale for selecting particular methods clear & empirically supported? (5)</td> </tr> <tr> <td data-bbox="563 1523 1369 1597">Have ethics been considered? (confidentiality & privacy; protection of vulnerable populations; cultural safety). (5)</td> </tr> <tr> <td data-bbox="563 1597 1369 1664" style="text-align: center;">INDIVIDUAL MARK</td> </tr> <tr> <td data-bbox="563 1664 1369 1709">III. Presentation (20%)</td> </tr> <tr> <td data-bbox="563 1709 1369 1753">Was the presentation logical and orderly? (4)</td> </tr> <tr> <td data-bbox="563 1753 1369 1798">Pace and timing was well done (4)</td> </tr> <tr> <td data-bbox="563 1798 1369 1843">Was the presentation professional in delivery? (4)</td> </tr> <tr> <td data-bbox="563 1843 1369 1888">Was the layout of the slides clear and uncluttered? (4)</td> </tr> <tr> <td data-bbox="563 1888 1369 1962">Was there evidence of contribution to the group to add to group cohesion and co-operation? (4)</td> </tr> <tr> <td data-bbox="563 1962 1369 2007">IV. The written information (15%)</td> </tr> </table>	GROUP MARK	I. Proposal Content & Applied Research Principles (45%)	Has the relevant literature been described? (Literature Review) (5)	Have Criminological OR Psychological (theory) explanations of the crime/phenomenon been presented? (5)	Have limitations of past research and gaps in the current literature been addressed? (2.5)	Have the presenters clarified why the topic area is of interest and importance, and how the proposed research will contribute to the area? (2.5)	Is the research question(s) clearly articulated, specific and answerable? (10)	Are the aims/rationale of the proposal clear? (5)	Are the hypotheses clear and logical? (5)	Has the group demonstrated critical thinking? (10)	Strong thesis (5%)	Does the research flow logically and clearly from the rationale and literature review? (5)	Research design (15%)	Is the research appropriate? (consider sample, design, data elicited) (5)	Is the rationale for selecting particular methods clear & empirically supported? (5)	Have ethics been considered? (confidentiality & privacy; protection of vulnerable populations; cultural safety). (5)	INDIVIDUAL MARK	III. Presentation (20%)	Was the presentation logical and orderly? (4)	Pace and timing was well done (4)	Was the presentation professional in delivery? (4)	Was the layout of the slides clear and uncluttered? (4)	Was there evidence of contribution to the group to add to group cohesion and co-operation? (4)	IV. The written information (15%)
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	<p>Is the information logically and well presented, free of grammatical and spelling errors with adequate number of peer-reviewed papers? (10)</p> <p>Verifiable references and sources in APA 7th Format (5)</p> <p>Total Marks / 100</p>
Length	15 minute presentation by group (each person approx. 3 minutes – with an extra 5 minutes for questions at the end). All group members must present material.
Weighting	20%
Assessment Due	18 May 2026 (In your assigned tutorial in Session Week 11) 25 May 2026 (In your assigned tutorial in Session Week 12) Final submission time: 5:00pm
Type of Collaboration	Group work
Style and format	In person in your usual tutorial. PowerPoint slides should be used in the presentation to the class. A written version of your part of the presentation must be submitted to your tutor before your presentation.
Generative AI use	This assessment is to help you engage with important issues in forensic psychology and more fully understand the research process. For this assignment AI tools can be used <i>for planning, idea development and research</i> , however the actual writing, literature review, synthesis, research question(s) and research design must be your own work. You MUST declare your use of GenAI (via submission of group assignment cover page available on Moodle) and give acknowledgement of the tool(s) used in your reference list. Use of GenAI tools outside of these stipulations may result in an academic integrity report.
Assessment submission	Online via Moodle
Assessment return	Marks for this task should be available within 3 weeks of the last of the group presentations.
Detailed information	Working in small groups of 5-6 students, you will select one of the following topics to research and present: <ul style="list-style-type: none"> • Adult offending • Substance use and offending • False and recovered memory • Eye witness testimony

Assessment 4: Exam - Final Assessment - Exam

Marking Criteria	TBC in Week 13
Length	The exam format will consist of multiple-choice, short answer and essay questions. More specific information about exam format will be provided in Week 13. NB: this may change... more information will be available closer to the end of session.
Weighting	45%
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, closed book, invigilated exam.
Generative AI use	GenAI tools are strictly prohibited for this in-person exam.

Detailed information	<p>There will be one exam for this course, which is worth 45% of your total grade: This exam will be held during the final exam period.</p> <p>Failing to attend the exam will result in a grade of 0 unless you have previously been granted a deferred exam. The final exam will assess content covered in lectures, readings and tutorials for the entirety of the semester.</p>
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Minimum Requirements to Pass this Subject

All assessment tasks must be submitted. To achieve a passing grade in the subject, students must achieve a minimum total mark of 50%

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			
	Week 4 Quiz	Psychopathy Report/Essay	Group Presentation	Final Assessment - Exam
	(5%)	(30%)	(20%)	(45%)
Demonstrate knowledge of forensic psychology and the interface between psychology and the legal system	✓	✓	✓	✓
Identify and critically evaluate theories of crime in relation to forensic psychology	✓		✓	✓
Examine the relationship between mental disorders to crime, violence and the judicial system		✓		✓
Discuss the application of various psychological approaches and/or models for specific populations in relation to the criminal justice system				✓
Communicate findings from research orally using appropriate standards and technologies		✓	✓	✓

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>