FACULTY OF SCIENCE
SCHOOL OF OPTOMETRY AND VISION SCIENCE

VISN2211

Organisation and Function of the Visual System

SEMESTER 2, 2015
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Faculty of Science - Course Outline

1. Information about the Course
NB: Some of this information is available on the UNSW Handbook

<table>
<thead>
<tr>
<th>Year of Delivery</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>VISN2211</td>
</tr>
<tr>
<td>Course Name</td>
<td>Organisation and Function of the Visual System</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>School of Optometry and Vision Science</td>
</tr>
<tr>
<td>Level of Course</td>
<td>2nd year Undergraduate</td>
</tr>
<tr>
<td>Units of Credit</td>
<td>6UOC</td>
</tr>
<tr>
<td>Semester(s) Offered</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Assumed Knowledge, Prerequisites or Co-requisites</td>
<td>Prerequisite: VISN2111, OPTM2211</td>
</tr>
<tr>
<td>Hours per Week</td>
<td>3 – 5 hours per week</td>
</tr>
<tr>
<td></td>
<td>3hrs – lectures</td>
</tr>
<tr>
<td></td>
<td>2hrs – tutorials/pracs per fortnight</td>
</tr>
<tr>
<td>Number of Weeks</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Commencement Date</td>
<td>Monday 3rd of August, 2015</td>
</tr>
</tbody>
</table>

Summary of Course Structure (for details see 'Course Schedule')

<table>
<thead>
<tr>
<th>Component</th>
<th>HPW</th>
<th>Time</th>
<th>Day</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture 1</td>
<td>1</td>
<td>12.00 – 13.00</td>
<td>Monday</td>
<td>Old Main Building 149 (K-K15-149)</td>
</tr>
<tr>
<td>Lecture 2</td>
<td>2</td>
<td>13.00 – 15.00</td>
<td>Friday</td>
<td>Red Centre Theatre (K-H13-G001)</td>
</tr>
<tr>
<td>Lab – Option 1</td>
<td>2</td>
<td>13.00 – 15.00</td>
<td>Tuesday</td>
<td>Quadrangle G041 (K-E15-G041)</td>
</tr>
<tr>
<td>Lab – Option 2</td>
<td>2</td>
<td>12.00 – 14.00</td>
<td>Thursday</td>
<td>Quadrangle G041 (K-E15-G041)</td>
</tr>
<tr>
<td>Lab – Option 3</td>
<td>2</td>
<td>16.00 – 18.00</td>
<td>Thursday</td>
<td>Quadrangle G041 (K-E15-G041)</td>
</tr>
<tr>
<td>Lab – Option 4</td>
<td>2</td>
<td>9.00 – 11.00</td>
<td>Friday</td>
<td>Quadrangle G041 (K-E15-G041)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Special Details
Students must attend all tutorial and lectures. Students may be denied assessment if an 80% attendance rate is not met.

2. Staff Involved in the Course

<table>
<thead>
<tr>
<th>Staff</th>
<th>Role</th>
<th>Name</th>
<th>Contact Details</th>
<th>Consultation Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Convenor</td>
<td></td>
<td>Dr Sieu Khuu</td>
<td>9385 4620 or <a href="mailto:s.khuu@unsw.edu.au">s.khuu@unsw.edu.au</a></td>
<td>by appointment</td>
</tr>
<tr>
<td>Additional Teaching</td>
<td>Lecturers &amp; Facilitators</td>
<td>Dr. Kirsten Challinor</td>
<td><a href="mailto:k.challinor@unsw.edu.au">k.challinor@unsw.edu.au</a></td>
<td>by appointment</td>
</tr>
<tr>
<td>Additional Teaching</td>
<td>Tutors &amp; Demonstrators</td>
<td>Mr. Eric Chung</td>
<td><a href="mailto:charles.eric.chung@gmail.com">charles.eric.chung@gmail.com</a></td>
<td>by appointment</td>
</tr>
<tr>
<td>Technical &amp; Laboratory</td>
<td>Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 UNSW Online Handbook: http://www.handbook.unsw.edu.au
3. Course Details

<table>
<thead>
<tr>
<th>Course Description²</th>
<th>Vision Science is a discipline that incorporates knowledge of optometric practices dealing with the functioning of the eye, and core understanding of the ability of the visual system to process light information. This course will provide insights into the functioning of the human visual system, its cortical origins and how it underpins visual behaviour. Taught materials will build upon Vision Science 2A (VISN2111, session 1), and will be disseminated in weekly lectures, group discussions, and laboratory practicals in which students will be exposed to the primary methods of vision science. Topics include the following: Spatial vision: visual acuity, contrast sensitivity, aliasing, alignment thresholds, local- and global-form processing; Colour Vision: retinal and cortical processing, colour constancy, colour identification; Binocularity: models of depth perception, Panum’s area, horopter, stereoaucuity, monocular depth perception, summation, stereopsis tests; Motion Perception: models of motion perception, the aperture problem, adaptation, local- and global-motion. Cognition: shape recognition, face perception, visual illusions, visual attention, visual deficits. Visual Psychophysics and Research methods: Signal detection theory, threshold estimation and descriptive and inferential statistics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Aims³</td>
<td>This course aims to develop understanding of the human visual system and the scientific methods used to study it.</td>
</tr>
<tr>
<td>Student Learning Outcomes⁴</td>
<td>After taking this course, you will have developed your understanding of behavioural vision science, which serves to complement knowledge of optometric practices and contribute to your overall training. Particularly, you will gain experience in, and or capable of explaining, the following issues: 1) Understanding the organization of the visual system. This ability is important since knowledge of neural mechanisms and their functioning will facilitate understanding of broader issues in both optometry and behavioural vision science. 2) Familiarity with the mechanisms underlying everyday visual processes such as the perception of motion, form, colour and binocularity. 3) Recognition of visual phenomenon and visual illusions and how they provide clues to the functioning of the visual system. 4) The ability to conduct research in behavioural vision science and to communicate findings to other vision scientists and to the general public. 5) Understand methods of research applied to understand visual processing 6) Interest and relevance to a career in optometry. The course will show you how vision science is interesting and exciting, and during the course your increased interest in the area should be apparent. Interest is often demonstrated by wanting to find out more, and particularly by asking questions during lectures and laboratory/tutorial sessions. At the end of the course, you will be able to recognize the relevance of vision science to optometric practice, following your research into how these topics are used in practice, and in other types of optometrists’ work.</td>
</tr>
</tbody>
</table>

² UNSW Handbook: [http://www.handbook.unsw.edu.au](http://www.handbook.unsw.edu.au) ³ Learning and Teaching Unit: Course Outlines ⁴ Learning and Teaching Unit: Learning Outcomes
<table>
<thead>
<tr>
<th>Science Graduate Attributes</th>
<th>Select the level of FOCUS</th>
<th>Activities / Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research, inquiry and analytical thinking abilities</td>
<td>3</td>
<td>The foundation of behavioural vision science is experimental research and the dissemination of scientific research presents one of the best methods to teach vision science. In this course, and in addition to lectures, you will be required to research one vision science topic, and to comment on how optometrists use this area in their work.</td>
</tr>
<tr>
<td>Capability and motivation for intellectual development</td>
<td>3</td>
<td>Lectures include sessions in which students have the opportunity to ask questions, and for the lecturer to raise issues or topics for debate. The aforementioned research assessment focuses at the heart of intellectual development, as students will be required to conduct research on a particular topic in vision science.</td>
</tr>
<tr>
<td>Ethical, social and professional understanding</td>
<td>2</td>
<td>Vision science underpins the profession of Optometry, and in this course you will become aware of the importance of vision science in the practice of Optometry and other Vision Sciences. Particularly, ethical and professional considerations in conducting research in vision science.</td>
</tr>
<tr>
<td>Communication</td>
<td>2</td>
<td>Communication is of great importance to this course and students will be encouraged in the lectures and laboratories to communicate their ideas and thoughts through group discussions. In addition, as mentioned, students will also be required to present the findings of their researched vision science topic and discuss their findings in an open forum. Knowledge of the materials of this course will provide a contemporary view of vision science, which will facilitate effectively communication between vision scientists of other disciplines (e.g., Psychologists, neuroscientists) and to lay people.</td>
</tr>
<tr>
<td>Teamwork, collaborative and management skills</td>
<td>2</td>
<td>The research assignment will be conducted in groups, and thus, communication between students is of importance for their successful completion.</td>
</tr>
<tr>
<td>Information literacy</td>
<td>3</td>
<td>There is a wealth of knowledge/literature concerning the functioning of the visual system. Students must consult this literature database to understand key concepts covered by this unit. In addition to textbooks, which provide the starting point for understanding, students will be given, or find, research articles to facilitate learning. In addition, the research assignment will require students to independently seek relevant information, interpret their findings and incorporate findings in their discussions.</td>
</tr>
</tbody>
</table>

Major Topics (Syllabus Outline)

Topics discussed in this course include the following:

- Methods used in the assessment of visual function
- An overview of visual brain function
- Visual detection and discrimination
- Spatial vision
- Temporal vision
- Colour vision
- Binocular vision
- Motion perception

Relationship to Other Courses within the Program

This course is a prerequisite to VISN3111, which in turn is a prerequisite to VISN3211. The latter in particular requires more active involvement in the course, with in-depth investigation into one or more areas of vision science, including laboratory visits to local eminent vision scientists. The insight provided by the present course offers a solid basis for the more in-depth and independent learning that is a requirement in later vision science courses.

4. Rationale and Strategies Underpinning the Course

Teaching Strategies

The teaching mediums of this course include weekly lectures and laboratory practicals. Lectures in this course are the primary means by which material will be delivered, while laboratory practicals provide hands on experience with visual stimuli, illusions, computational models and applied research, beyond theory. In both forums, students are encouraged to engage in discussion through focus questions and set problems. As mentioned, the research assignment requires you to conduct your own research on an area of vision science, and communicate your research in a written report, and to present findings to the class. Importantly, assignment requires you to consider how the vision science you are learning is relevant to optometrists’ work, and the rationale for this is that it will make the relevance of these topics clear to you, with the intention of enhancing your learning, your interest and your enthusiasm.

Rationale for learning and teaching in this course

This course is part of a collection of vision science courses offered in the School of Optometry and Vision Science. As you progress, you will find that you are increasingly required to become more actively involved in course activities, in research topics, and more able to work without close supervision. The mode of delivery of this course, which emphasizes a good mixture of lectures and laboratories, presents the most effective means for teaching behavioural vision science. Students are exposed to appropriate amounts of theory/concepts in lectures and the application of theories/concepts in laboratory practicals.

6 Reflecting on your teaching
## 5. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Lectures (day), Topics &amp; Lecturers</th>
<th>Tutorials (day), Topics &amp; Lecturers</th>
<th>Practical (day), Topics &amp; Lecturers</th>
<th>Reading Material</th>
<th>Assignment and Submission dates (see also 'Assessment Tasks &amp; Feedback')</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Organisation of the visual system:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Function of the visual system</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>The perception of contrast and detail</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>The perception of colour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>The perception of Motion and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Week 1

### Week 2
- **Representative Material**: Adler, Chapter 26, 28, 29, 30; Palmer, Section 1.3.

### Week 3
- **Representative Material**: Adler, Chapter 26, 28, 29, 30; Palmer, Section 1.3.

### Week 4
- **Representative Material**: Norton, Chapters 4, 5 and 6; Palmer: 187-192; Yantis, Chapter 5

### Week 5
- **Representative Material**: Norton, Chapters 4, 5 and 6; Palmer: 187-192; Yantis, Chapter 5

### Week 6
- **Representative Material**: Norton, Chapter 8; Palmer, sections 3.2.2 and 3.2.3.
| Commencing on the 7th of September | Depth | sensitivity and the contrast sensitivity function. | Norton, Chapter 7; Adler, Chapter 20

Akinotopsia – the case of LM


Yantis, Chapter 7

Adler, Chapter 19; Palmer, section 5.3.1.


Yantis, Chapter 6 |
### Week 8
**Commencing on the 14th of September**

**Measuring Visual Function**
- Monday: Sensory thresholds
- Friday: Visual Psychophysics

**Colour Vision**

**Norton, Chapters 2 and 3**
**Yantis, Chapter 1**
**Palmer Appendix A**

**Online Quiz 1**
Open for 1 week starting on the 14th of September

### Week 9
**Commencing on the 21st of September**

**Signal Detection Theory**
- Monday: Signal detection I
- Friday: Signal detection II

**Colour demonstrations and the McCollough effect**
**Measuring the tilt illusion**


**Research Critique due Friday, 25th of September**

### Week 10
**Commencing on the 6th of October**

**Note that Monday is a public holiday**

**Research Methods**
- Monday: No Lecture
- Friday: Scientific enquiry numbers and statistics

**Data collection:**
- What is your eye colour?
- What is your age?
- What is your height?
- What is the length of your index and thumb?

**Field, Chapters 1,2**

### Week 11
**Commencing on the 12th of October**

**Understanding Relationships**
- Monday: Correlation
- Friday: Regression

**Getting to know the SPSS environment**

**Field, Chapter 7 & 8**

### Week 12
**Commencing on the 19th of October**

**Testing Relationships I**
- Monday: Comparing Means
- Friday: The t-test

**Correlation and Regression tutorial and exercises**

**Field, Chapter 9**

### Week 13
**Commencing on the 26th of October**

**Testing Relationships II**
- Monday: non parametric tests
- Friday: Wilcoxon and Chi squared tests

**t-test demonstrations and exercises**

**Field, Chapter 6 219-235, Chapter 18**

**Research assignment due Friday the 30th of October**

*NB: As stated in the UNSW Assessment Policy: ‘one or more tasks should be set, submitted, marked and returned to students by the mid-point of a course, or no later than the end of Week 6 of a 12-week session’*
### 6. Assessment Tasks and Feedback

<table>
<thead>
<tr>
<th>Task</th>
<th>Knowledge &amp; abilities assessed</th>
<th>Assessment Criteria</th>
<th>% of total mark</th>
<th>Date of Release</th>
<th>Date of Submission</th>
<th>WHO</th>
<th>WHEN</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper review and critique</td>
<td>To critically evaluate research reports and articles.</td>
<td>Short answer critic of assigned papers. No more than 1/2 A4 page.</td>
<td>20</td>
<td>03/08/2015</td>
<td>25/09/2015</td>
<td>Sieu Khuu</td>
<td>The following week</td>
<td>Marks</td>
</tr>
<tr>
<td>Online Quiz 1</td>
<td></td>
<td></td>
<td>5</td>
<td>14/09/2015</td>
<td>21/09/2015</td>
<td>Sieu Khuu</td>
<td>Marks</td>
<td></td>
</tr>
<tr>
<td>Research assignment</td>
<td>The ability to conduct an experiment, analyse it and communicate findings in written form.</td>
<td>A lab report on the tilt illusion experiment to be conducted in Week 9</td>
<td>25</td>
<td>24/08/2015</td>
<td>30/10/2015</td>
<td>Sieu Khuu</td>
<td>Written and Marks</td>
<td></td>
</tr>
<tr>
<td>Final examination</td>
<td>All material presented throughout the course</td>
<td>The format will be short answer questions, which will assess your understanding and your ability to clearly explain topics presented in the course.</td>
<td>50</td>
<td>TBA</td>
<td></td>
<td>Sieu Khuu</td>
<td>As part of final grade</td>
<td></td>
</tr>
</tbody>
</table>

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### 7. Additional Resources and Support

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Field, A. Discovering Statistics using IBM SPSS Statistics, SAGE Publications Ltd; Fourth Edition, 2013.(older editions are also fine) Associated webpage for students: <a href="https://secure.uk.sagepub.com/field4e/study/default.htm">https://secure.uk.sagepub.com/field4e/study/default.htm</a></td>
</tr>
<tr>
<td></td>
<td>The following books are useful sources of reference</td>
</tr>
<tr>
<td>Course Manual</td>
<td>none</td>
</tr>
<tr>
<td>Required Readings</td>
<td></td>
</tr>
<tr>
<td>Additional Readings</td>
<td>Any additional readings will be made available in the lectures.</td>
</tr>
<tr>
<td>Recommended Internet Sites</td>
<td><a href="http://visionscience.com/">http://visionscience.com/</a> Look under the ‘demonstrations’ link in particular</td>
</tr>
<tr>
<td>Recommended Internet Sites</td>
<td><a href="http://www.michaelbach.de/ot/">http://www.michaelbach.de/ot/</a> This is a great web site, with fascinating visual illusions</td>
</tr>
<tr>
<td>Recommended Internet Sites</td>
<td><a href="http://viperlib.york.ac.uk/">http://viperlib.york.ac.uk/</a> A extensive data base of visual illusions, pictures and learning material</td>
</tr>
<tr>
<td>Societies</td>
<td></td>
</tr>
<tr>
<td>Computer Laboratories or Study Spaces</td>
<td>Some computer work may be carried out in the computer room in the old main building.</td>
</tr>
</tbody>
</table>
### 8. Required Equipment, Training and Enabling Skills

<table>
<thead>
<tr>
<th>Equipment Required</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabling Skills Training Required to Complete this Course</td>
<td>None</td>
</tr>
</tbody>
</table>
9. Course Evaluation and Development

Student feedback is gathered periodically by various means. Such feedback is considered carefully with a view to acting on it constructively wherever possible. This course outline conveys how feedback has helped to shape and develop this course.

<table>
<thead>
<tr>
<th>Mechanisms of Review</th>
<th>Last Review Date</th>
<th>Comments or Changes Resulting from Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Course Review</td>
<td></td>
<td>This course has undergone a major review over the last few years. This review has suggested more research methods and statistics. This has been done with the last 4 lectures given over to lectures.</td>
</tr>
<tr>
<td>CATEI</td>
<td></td>
<td>Last year, this course received a rating of 5.04 for Question 10 on CATEI survey, which indicates that the course was well received. Students raised an issue regarding the repetitiveness of some of the research methods exercises. This has been addressed by, instead of many smaller assessment items, having one larger assignment that broadly assessed all materials.</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Future feedback by students will be most welcome.</td>
</tr>
</tbody>
</table>
## 10. Administration Matters

| Expectations of Students | The University uses email as an official form of communication for students. All UNSW students have their own email account. The School of Optometry and Vision Science will also make use of this form of communication.  

It is extremely important that you know how to use your Zmail and ensure that you check it regularly. You are advised to link your official UNSW email address to your habitual email address (e.g. hotmail). You will miss out on vital information from the School and University if you do not check your Zmail.

For more information or if you are having connection or access problems, see:

**IT Service Centre**

[www.it.unsw.edu.au/](http://www.it.unsw.edu.au/)

**Telephone:** 02 9385 1333

**Email:** itservicecentre@unsw.edu.au |

| Assignment Submissions | Assignments may be submitted

- directly to your lecturer
- via the Assignment submission box at the Student Enquiry office (Rupert Myers Building, Room 3.003)

A completed copy of the Assignment Attachment Sheet must be attached to each assignment before submission.

Marked assignments can be collected from the:

- School Enquiry office during counter opening hours. You must show a valid student card to do this.

The School Policy on Submission of Assignments (including penalties for late assignments) and the Assignment Attachment Sheet are available from the School website at:


| Occupational Health and Safety12 | Information on relevant policies and expectations is provided during General Safety Induction training. A copy of the Induction booklet distributed at this training is available from the School of Optometry and Vision Science office (RMB3.003) and the School website at:


| Assessment Procedures | SCHOOL OF OPTOMETRY AND VISION SCIENCE, UNSW SUPPLEMENTARY EXAMINATION INFORMATION, 2015

There are two circumstances whereby a supplementary examination may be granted:

**COMPETENCY IN DOUBT**

Students whose competency level is in doubt after the final examination(s) may be eligible to sit a supplementary examination in the course(s) concerned.

**SPECIAL CONSIDERATION**

On some occasions, sickness, misadventure or other circumstances beyond your control may prevent you from completing a course requirement, such as attending a formal end of semester examination. In these cases you may apply for Special Consideration. To do this you must make formal application for Special Consideration for the course/s affected as soon as practicable after the problem occurs and **within three working days of the assessment to which it refers.** The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration. Submit the application (including supporting documentation) to UNSW Student Central.

**Special Consideration - Pre-Existing Conditions**

Many conditions that are the subject of special consideration applications are pre-existing and |

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12 [UNSW OHS Home page](http://www.optometry.unsw.edu.au/whs/)

13 [UNSW Assessment Policy](http://www.optometry.unsw.edu.au/current/policies-and-procedures)

14 [Student Complaint Procedure](http://www.optometry.unsw.edu.au/current/policies-and-procedures)
could be used repeatedly to gain examinations at a later date. These include conditions aggravated or triggered by the stress of the assessment. With the help of your doctor and/or other health care practitioners, steps can be taken ahead of the assessment time to minimise or avoid the consequences of these conditions. When applying for special consideration on the basis of a condition that was already known to be a problem for you and which you have already used as the basis for a special consideration application, the School will require you to provide a certificate that details the preventative measures taken and why they were not successful. This will then be taken into account when considering the application.

Absence from a final examination is a serious matter, normally resulting in a Fail (FL) grade. If you are medically unfit to attend an examination, YOU MUST CONTACT THE SCHOOL DIRECTLY ON THE DAY OF THE EXAMINATION TO ADVISE OF THIS (telephone 02 9385 4639, email: optometry@unsw.edu.au). You must also submit a Request for Consideration application as detailed above.

You are reminded that supplementary examinations are not granted lightly or automatically. Eligibility for supplementary examinations, for both of the above situations, is determined by the School Examination Committee, which meets soon after the formal examination period has ended. You cannot "apply" for a supplementary examination, so please do not contact the School or Course Controllers to request a supplementary examination.

It is the responsibility of the student to consult the web site or noticeboard to ascertain whether they have supplementary examinations. This information WILL NOT be conveyed in ANY other manner. Interstate, overseas or any other absence cannot be used as an excuse.

This information will be available on the School web site at http://www.optometry.unsw.edu.au/ (do not confuse the School website with the myUNSW website) and posted on the notice board on Level 3. This information will be available as soon as possible after the School Examination Committee meeting.

SUPPLEMENTARY EXAMINATIONS FOR 2015 WILL BE HELD AS FOLLOWS:

FOR SESSION 1:
- STAGE 1-4 COURSES: DURING THE WEEK OF 6-10 JULY 2015
- THERE WILL BE NO SUPPLEMENTARY EXAMINATIONS FOR STAGE 5 STUDENTS IN SEMESTER 1 2015

FOR SESSION 2:
- ALL COURSES: DURING THE WEEK OF 30 NOVEMBER-4 DECEMBER 2015

Supplementary examinations will be held at the scheduled time only. If students who are granted supplementary examinations do not attend, a failure will be recorded for that course. Students should not make travel arrangements, or any other commitments, before establishing whether or not they have supplementary examinations. Ignorance of these procedures, interstate, overseas or any other absence will not be accepted as an excuse.

If additional assessment is not scheduled, this does NOT indicate whether or not a student has passed or failed the course. Results will be received in the usual way. Please do not contact the School in this regard.

Please note the above applies to OPTM and VISN courses only. Any information on supplementary examinations for servicing courses (e.g. CHEM****) is the responsibility of the School conducting the course.

School of Optometry and Vision Science, UNSW, 15 May 2015

Equity and Diversity

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course Convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734 or http://www.studentequity.unsw.edu.au/).

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

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<th>Student Complaint Procedure</th>
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Mr David Pye
Senior Lecturer
d.pye@unsw.edu.au
Tel: 9385 7874

Dr Chris Tisdell
Associate Dean (Education)
cct@unsw.edu.au
Tel: 9385 6792
or
Dr Gavin Edwards
Associate Dean
(Undergraduate Programs)
g.edwards@unsw.edu.au
Tel: 9385 4652

Student Conduct and Appeals Officer (SCAO) within the Office of the Pro-Vice-Chancellor (Students) and Registrar.
Telephone 02 9385 8515, email studentcomplaints@unsw.edu.au

University Counselling and Psychological Services
Tel: 9385 5418

15 University Counselling and Psychological Services
11. UNSW Academic Honesty and Plagiarism

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one’s own.

*Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne