School of Humanities and Languages

CRIM2041, Crime & Punishment in Historical Perspective
Semester 2, 2016

1. Course Staff and Contact Details ................................................................. 2
2. Course Details ................................................................................................. 2
3. Course Schedule ............................................................................................. 3
4. Course Resources ............................................................................................ 4
5. Course Assessment .......................................................................................... 4
6. Learning and Teaching Rationale and Strategies ............................................ 7
7. Extension of Time for Submission of Assessment Tasks ................................. 8
8. Attendance ....................................................................................................... 8
9. Class Clash ...................................................................................................... 9
10. Academic Honesty and Plagiarism ................................................................. 9
11. Course Evaluation and Development ......................................................... 10
12. Student Support ............................................................................................ 10
13. Grievances .................................................................................................... 10
14. Other Information ......................................................................................... 11
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor &amp; Lecturer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Hamish GRAHAM</td>
</tr>
<tr>
<td>Room</td>
<td>Morven Brown MB 367</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 2337</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:h.graham@unsw.edu.au">h.graham@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesdays 3–4 pm, Fridays 2–3 pm</td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6 UoC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>CRIM2041 (Crime &amp; Punishment in Historical Perspective) is one of two courses offered by the School of Humanities &amp; Languages as electives in the Criminology &amp; Criminal Justice program: its companion is CRIM3021 (History from Crime), which is in Semester 1. Both courses are also available to students who are aiming for a major (or minor) stream in History.</td>
</tr>
</tbody>
</table>

CRIM2041 (Crime & Punishment) examines the development of important institutions and procedures of criminal justice and the debates they provoked.

Our focus is primarily on England, with some consideration of criminal justice in other parts of Europe (especially France). The time-frame ranges from the late 17th century to about 1900, although no prior knowledge of European history in this period is assumed. The introductory lectures outline the overall historical framework, and we return to the broad interpretive dimensions in Weeks 11 and 12.

At the outset, we aim to establish some major features of England’s criminal justice system:
- Why were so few criminals prosecuted and convicted in the 17th and 18th centuries?
- Why did punishments in this period – even for apparently minor crimes – seem to be so brutal and bloodthirsty? Why were executions carried out in public?
- Why were there more capital offences in England than the number of executions?

The two main assessment tasks in CRIM2041 give students the chance to choose one aspect of this criminal justice system and explore its ramifications: first of all from the viewpoint of various historians and other scholars; secondly from the perspective of trial reports published at the time in sources such as the Old Bailey Proceedings.

In the second half of the semester we move on to consider some of the ways in which “reforms” were introduced during the 18th and 19th centuries:
- Why was the policy of transportation developed? What were prison hulks?
- What changes were implemented in England’s prisons?
- How could the French Revolution’s famous innovation – the guillotine – be regarded as humane?
- Why did it take so long for Britain to adopt a full-time professional police force?

Learning Outcomes

1. Identify and compare different approaches to understanding the criminal justice systems of pre-modern Europe, and explanations for the changes that occurred in England between the 17th and
2. Summarise, compare and assess a selection of historical case studies in scholarly publications.

3. Develop and practise critical skills in analysing and evaluating a “primary” source of historical evidence derived from criminal justice records.

4. Contribute own evidence-based views to debates about the criminal justice history of Europe.

5. Reflect on how knowledge of modern criminal justice institutions and procedures interacts with understandings of long-term historical changes and continuities.

### 3. Course Schedule

*To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)*

<table>
<thead>
<tr>
<th>Class date</th>
<th>Topic</th>
<th>Lecture content</th>
<th>Tutorial content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 27 July</td>
<td>Introduction</td>
<td>• Overview&lt;br&gt;• Criminal justice history</td>
<td><strong>No tutorials</strong></td>
<td>Weisser (1979)</td>
</tr>
<tr>
<td>(Week 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Week 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 10 Aug</td>
<td>Policing &amp; prosecutions</td>
<td>• Problems of policing&lt;br&gt;• Prosecution strategies</td>
<td>&quot;Black Act&quot;</td>
<td>Thompson (1975)</td>
</tr>
<tr>
<td>(Week 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 17 Aug</td>
<td>Punishments</td>
<td>• Capital punishments&lt;br&gt;• Corporal punishments</td>
<td>Thief-takers</td>
<td>Wales (2000)</td>
</tr>
<tr>
<td>(Week 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 24 Aug</td>
<td>Crime &amp; media</td>
<td>• Problems of proof&lt;br&gt;• Media reports</td>
<td>Scaffold speeches</td>
<td>Sharpe (1985)</td>
</tr>
<tr>
<td>(Week 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 31 Aug</td>
<td>Transportation</td>
<td>• Transportation to America&lt;br&gt;• Prison hulks</td>
<td>Public executions</td>
<td>Laqueur (1989)</td>
</tr>
<tr>
<td>(Week 6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 7 Sep</td>
<td>Enlightenment</td>
<td>• Beccaria &amp; Howard&lt;br&gt;• French Revolution</td>
<td>Transportation</td>
<td>Morgan &amp; Rushton (2004)</td>
</tr>
<tr>
<td>(Week 7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 14 Sept</td>
<td>Prisons</td>
<td>• Bentham &amp; panopticon&lt;br&gt;• Prison &quot;reforms&quot;</td>
<td>Enlightened &quot;reforms&quot;</td>
<td>Semple (1993)</td>
</tr>
<tr>
<td>(Week 8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 21 Sept</td>
<td>Police</td>
<td>• Urban policing&lt;br&gt;• &quot;New Police&quot;</td>
<td>Prison discipline</td>
<td>Henriques (1972)</td>
</tr>
<tr>
<td>(Week 9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Mon 26 Sept–Mon</td>
<td><strong>Mid-Semester break</strong></td>
<td></td>
<td></td>
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<tr>
<td>3 Oct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 5 Oct</td>
<td>&quot;Science&quot; &amp; criminal</td>
<td>• Criminal insanity&lt;br&gt;• Bertillon &amp; Lombroso</td>
<td>Police reforms</td>
<td>Field (1981)</td>
</tr>
<tr>
<td>(Week 10)</td>
<td>justice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Week 11)</td>
<td>violence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 19 Oct</td>
<td>Course review</td>
<td>• Theorists &amp; theories&lt;br&gt;• Test preview</td>
<td>How violent was the past?</td>
<td>Godfrey &amp; Lawrence (2005)</td>
</tr>
<tr>
<td>(Week 12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 26 Oct</td>
<td></td>
<td></td>
<td><strong>End-of-Semester Test</strong></td>
<td>Hay (1975) &amp; King (2000)</td>
</tr>
<tr>
<td>(Week 13)</td>
<td><strong>No lectures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Course Resources

Textbook
There is NO TEXTBOOK for this course.

Additional Readings

Background reading -- a general survey of European history since about 1450:

Other introductory textbooks that cover Europe (and especially England) during the period 17th–19th centuries have sections on issues of crime, justice and punishment. One example:

On histories of crime and justice in England:

On histories of crime and justice in Europe:
• M. WEISSER, Crime and Punishment in Early Modern Europe (Atlantic Highlands, NJ: Humanities Press, 1979). UNSW, 364.94/1

Journals
• Crime, Histoire & Sociétés/ Crime, History & Societies [ISSN 1422-0857] (Go to UNSW Library website and use J-Stor or the link to “Miscellaneous journals”.)

Websites
• UNSW Library: http://info.library.unsw.edu.au/web/services/services.html
• ESSENTIAL for the Analytical Essay (30%) is access to trial reports documented in the Old Bailey Proceedings: www.oldbaileyonline.org

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review</td>
<td>2000–2500 words</td>
<td>30%</td>
<td>1, 2, 4, 5</td>
<td>Fri 2 Sept (Week 6)</td>
<td>Yes</td>
</tr>
<tr>
<td>Analytical Essay</td>
<td>2000–2500 words</td>
<td>30%</td>
<td>1, 2, 3, 4, 5</td>
<td>Fri 7 Oct (Week 10)</td>
<td>Yes</td>
</tr>
<tr>
<td>Informal tutorial writing</td>
<td>in-class for 10 weeks</td>
<td>2% x 10 =20%</td>
<td>1, 2, 4, 5</td>
<td>Weeks 3–12 (inclusive)</td>
<td>No</td>
</tr>
<tr>
<td>End-of-Semester Test*</td>
<td>50 minutes (in-class)</td>
<td>20%</td>
<td>1, 4, 5</td>
<td>Week 13 tutorials</td>
<td>No</td>
</tr>
</tbody>
</table>

*NOTE: This is the final assessment task for attendance purposes.
Please Note: The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment.

Students must attend 80% of lectures (10 out of 12 lectures). Students must attend 80% of tutorials (10 out of 12 tutorials).

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: [https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/)

**Formal Examination**

This course has **NO** formal examination scheduled in the University’s examination period, 4–22 November 2016.

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: [https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html](https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html)

**Submission of Assessment Tasks**

Assignments must be submitted electronically through Moodle ([http://moodle.telt.unsw.edu.au/](http://moodle.telt.unsw.edu.au/)). You must use your zID login to submit your assignments in Moodle.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student
I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

### Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 March 2016 at 4:10pm on 14 March 2016 will incur a deduction of 10%.

  **Task with a non-percentage mark**
  
  If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  **Example:** A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25.

- **Task with a percentage mark**

  If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.
Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student’s mark is therefore 68 – 15 = 53

- Work submitted 10 to 19 days after the stipulated deadline will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- Work submitted 20 or more days after the stipulated deadline will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

6. Learning and Teaching Rationale and Strategies

6A. Learning & Teaching Rationale.

My research explores the history of forest management and the competition for timber in Early Modern Europe. A good deal of evidence about that competition comes from court records that documented people’s disputes and litigation. I am therefore interested in how people in the past used the criminal justice system, whether as plaintiffs, witnesses and defendants, or even in the roles of judges and policing agents. Like the scholars whose writings are studied in CRIM2041 I find that criminal justice records represent rich but problematic sources of historical evidence.

In teaching CRIM2041 I aim to provide students with an opportunity to confront and debate the questions posed by these forms of historical documentation.

Learning and teaching are necessarily a two-way process, of course, so students in CRIM2041 are expected to take some responsibility for creating their own historical knowledge. Historical understanding also requires an awareness of the evidence that we use to find out about the past, and some familiarity with how it might be interpreted and explained. CRIM2041 offers students some practical exercises as an introduction to the “disciplinary culture” of historians.

6B. Teaching Strategies.

This course is organised in three main sections:
(a.) Historical background and methodological approaches (Weeks 1 & 2);
(b.) Examples of historical studies of crime, justice & punishment in Europe, especially England, and the changing institutions and practices between the 17th and 19th centuries (Weeks 3–10);
(c.) Review of major themes (Weeks 11 & 12).

Lectures are designed to introduce students to specific topics that illustrate the issues raised by this course. The purpose of lectures is to set out the theme(s), define technical or specialist terms, clarify the historiographical debates, and offer illustrative examples from the historical literature. “Primary” sources from the periods being studied — various published or manuscript documents, art works and other images — offer insights into the kinds of evidence employed by historians. Several of these are translations of archival sources uncovered in the course of my own research.
The tutorial program offers students the chance to demonstrate their historical understanding by asking questions, constructing explanations, relating topics to one another, and debating interpretations. The weekly tutorial readings have all been carefully selected in order to foster discussion, and each set of extracts comes with a range of focus questions so that students can prepare thoroughly for active participation in tutorials.

Essay writing is a significant component of all courses in Arts & Social Sciences. The skills involved in researching and writing essays are therefore worth developing and practising. Written work forms the major component of this course’s assessment, but these essays are also important learning activities where students can acquire and practise skills that will be applicable in other courses and elsewhere.

The End-of-Semester in-class test allows students to reflect on the overall themes of the course, and to apply their knowledge of those themes to a critical assessment of academic debates about the nature of England’s pre-modern system of criminal justice.

7. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance
From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance (or for absence) must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e. 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from Classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online
resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

Feedback on this course has been overwhelmingly positive. In recent years students have scored CRIM2041 quite highly:

<table>
<thead>
<tr>
<th>Form A: Course Evaluation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Q.10: “Overall I was satisfied with the quality of this course”</td>
<td></td>
</tr>
<tr>
<td>2015: average score (out of 6.0)</td>
<td>4.62</td>
</tr>
<tr>
<td>2014: average score (out of 6.0)</td>
<td>5.56</td>
</tr>
</tbody>
</table>

There were some areas that attracted students’ special attention. Each comment indicates the action taken in response to their suggestions.

“Have the lecture in a single 2-hour session, rather than two 1-hour sessions.”
“Have the lectures on one day.”
→ Both these changes have been adopted for 2016.

“Class [preparation and] participation marks really encouraged me to complete all the readings and attend all the lectures. This helped me to develop a greater interest in this subject that I thought I was going to.”
→ Our innovation of self-assessed tutorial writing will continue in 2016. Scores will be posted on Moodle’s gradebook throughout the semester.

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

13. Grievances

1 This was a real student’s comment on CATEI in 2015 (and no money changed hands).
All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/guide

### 14. Other Information

#### myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au

#### OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

#### Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

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.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/guide

#### Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

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