School of Medicine

EXSC420: Clinical Exercise Physiology

Subject Outline
Autumn, 2016
On-Campus
Wollongong

Subject Information
Credit Points: 24
Pre-requisite(s): EXSC320 & SHS220/MEDI220 & SHS221/MEDI221 & SHS313/MEDI313 & SHS320/MEDI320
Co-requisite(s): Nil
Restrictions: Bachelor of Exercise Science & Rehabilitation Students
Contact Hours: 6hrs Lecture; 6hrs Practical; 9hrs Tutorial/Case Management

Subject Contacts
Subject Coordinator/Lecturer/Demonstrator/Tutor
Name: Mr Marc Brown
Location: Building 41, Room 332
Telephone: 61 2 4221 3495
Email: marc_brown@uow.edu.au
Consultation mode and times: Wednesday 15:00 – 17:00 & Thursday 15:00 – 17:00

Lecturer/Demonstrator/Tutor
Name: Ms Angela Douglas
Location: Building 41, Room 328
Telephone: 61 2 4221 4152
Email: angela_douglas@uow.edu.au
Consultation mode and times: Tuesday 14:30 – 16:30, Wednesday 14:30 – 15:30 & Thursday 14:30 – 15:30

Lecturer/Demonstrator/Tutor
Name: Dr Deirdre McGhee
Location: Building 41, Room 329
Telephone: 61 2 4221 4980
Email: deirdre_mcghee@uow.edu.au
Consultation mode and times: Tuesday 14:45 – 15:45, Wednesday 14:30 – 15:30 & Thursday 14:30 – 15:30

Student Support and Advice
For general enquiries please contact StudentHub 41:
Location: 41.138B
Telephone: 61 2 4221 3492
Email: smah-students@uow.edu.au
Student Consultation and Communication

University staff receive many emails each day. In order to enable them to respond to your emails appropriately and in a timely fashion, students are asked to observe basic requirements of professional communication:

Please ensure that you include your full name and student number and identify your practical class or tutorial group in your email so that staff know who they are communicating with and can follow-up personally where appropriate.

Consider what the communication is about
- Is your question addressed elsewhere (e.g. in the subject outline or, on the eLearning site)?
- Is it something that is better discussed in person or by telephone? This may be the case if your query requires a lengthy response or a dialogue in order to address. If so, see consultation times above and/or schedule an appointment.
- Are you addressing your request to the most appropriate person?

Specific email subject title to enable easy identification of issue
- Identify the subject code of the subject you are enquiring about (as staff may be involved in more than one subject) put this in the email subject heading. Add a brief, specific query reference after the subject code where appropriate.

Professional courtesy
- Address the staff member appropriately by name (and formal title if you do not yet know them).
- Use full words (avoid ‘text-speak’ abbreviations), correct grammar and correct spelling.
- Be respectful and courteous.
- Allow 3 – 4 working days for a response before following up. If the matter is legitimately urgent, you may wish to try telephoning the staff member (and leaving a voicemail message if necessary) or inquiring at the School Office.
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Section A: General Information

Subject Learning Outcomes

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

1. Explain the pathologies presented and the manner in which the pathologies impact on the cell, the system and the individual. The pathologies to be included are presented in detail in the schedule of lectures, practical sessions and tutorials and include common musculoskeletal, cardiorespiratory, neurological pathologies as well as other chronic and complex conditions.

2. Outline common treatment regimens and explain the psychological and psychosocial impacts of these pathologies.

3. Discuss and explain non-exercise interventions (i.e. surgical, medical, pharmaceutical, other therapies), commonly applied to people with these pathologies.

4. Conduct a professional interview and functional assessments for physical activity for a person with these pathologies.

5. Outline safety implications, specifically recognising and addressing red and yellow flags, for the client with pathologies, with special emphasis on the impact of co-morbidities and exercise delivery strategies in order to maximise safety in participation.

6. Use functional assessments to inform the exercise prescription and develop such a prescription.

7. Demonstrate and teach correct exercise techniques, progressions, modifications and effectively cue or correct inappropriate or unsafe movement execution.

8. Demonstrate the capability to design and manage a traditional exercise intervention for a person or group with specific multi-pathologies using the following schema: Rationale and goal setting, assessment, design of exercise intervention, progression and management in order to achieve specific outcomes.

9. Explain the impact of medication on these pathologies and on the individuals' exercise response, be it acute or chronic exercise.

10. Recommend appropriate modification of fitness/lifestyle oriented equipment and processes for a person with these pathologies.

11. Identify and explain the roles and responsibilities of the multi-disciplinary allied health care team for a person with these pathologies.

12. Demonstrate effective and professional verbal and non-verbal communication

13. Understand the EP scope of practice within the NSW Workers Compensation Scheme and the Australian Medicare System.

14. Understand the professional boundaries of exercise physiology, the ethical boundaries of clinical practice and the implications of privacy legislation

15. Evaluate and constructively critique your peers, as well as acknowledge, accept and act on constructive criticism from peers and academics.

Subject Description

This subject will provide students with the conceptual knowledge, professional competencies and skills to independently and effectively manage exercise rehabilitation clientele. Students will develop a strong understanding of musculoskeletal injury, cardiorespiratory disease, neurological and neuromuscular impairment and other chronic and complex conditions. Furthermore, students will be expected to integrate pathology-specific knowledge to develop appropriate exercise interventions within a clinically relevant time-frame. The development of competencies and knowledge in dealing with multi-pathology cases is essential for the practicing Exercise Physiologist. Thus, this subject will enable students to develop a strong ethical and professional standard to ensure best practice in a clinical setting.
eLearning Space
This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column. For information regarding the eLearning spaces please use the following link: http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf

Lecture, Tutorial, Clinical Skills Prac Times
On-Campus Delivery:
All timetable information is subject to variation. Check the latest information on the university web timetable via the Timetable link on the Current Students webpage or log into SOLS to view your personal timetable prior to attending classes. http://www.uow.edu.au/student/index.html

Timetable information can be accessed from http://www.uow.edu.au/student/timetables/info/index.html

Key University Dates can be accessed from http://www.uow.edu.au/student/dates/index.html

Readings, References and Materials
Textbooks
The following text(s) will need to be purchased by students enrolled in this class.


Prescribed Readings (includes eReadings)
The following readings are prescribed for this subject, but students are not expected to purchase these. They are available to students through the library on the subjects eLearning site.

Required Readings in preparation for placement
i) ESSA Code of Professional Conduct and Ethical Practice (available on e-Learning/Moodle)
ii) NSW Health Code of Conduct (available on e-Learning/Moodle)
iii) University of Wollongong Code of Practice: Student Professional Experience (available on e-Learning/Moodle)
iv) UOW Exercise Physiology Clinical Placement Manual 2015 (will be available on e-Learning/Moodle)

Materials
Practical Placement shirts (to be organised by the placement co-ordinator) Stethoscope, blood pressure cuff & ECG divider (optional, but highly recommended)
Recommended Readings
The following references complement the prescribed readings and textbooks:

7. Pathophysiology of Heart Disease by LC Lilly. Editors - Williams & Wilkins (any edition).

Recommended readings are not intended as an exhaustive list, students should use the Library catalogue and databases to locate additional resources.

Recent Changes to this Subject
1. Changed textbook back to ACSM as it is a more exhaustive text of pathologies and conditions, particularly in conjunction with the additional resource text.

List of Topics Covered
The following are examples of the topics to be covered in this course. This is not an exhaustive list and will be subject to change.

Exercise Testing, Assessment & Programming for:

Chronic Pain, Musculoskeletal Conditions, Metabolic & Renal Disorders, Ageing & Falls Risk, Neurological Conditions, Mental Health, Cardiovascular Disease, Respiratory Disorders, Immunological Conditions, Rheumatological Conditions, and Special Populations (Pregnancy, Indigenous Populations, Fibromyalgia & Chronic Fatigue Syndrome).

Additional topics on Communication, Blood Pressure Assessment, ECG Interpretation, Exercise Tolerance Testing, Medications, Metabolic Equations, and Subjective Assessments will also be covered.

A Timetable of Topics will be available from the eLearning site in week 1 of session.
## Section B: Assessment

### Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Form of Assessment</th>
<th>Due Date</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>Pathology Presentation (professional terminology)</td>
<td>March 29th 2016</td>
<td>7.5%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Pathology Information Brochure (lay terminology)</td>
<td>March 29th 2016</td>
<td>7.5%</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Interview</td>
<td>April 20 &amp; 21, 2016</td>
<td>15%</td>
</tr>
<tr>
<td>Assessment 4</td>
<td>Group Written Case &amp; Presentation</td>
<td>May 12, 2016</td>
<td>15%</td>
</tr>
<tr>
<td>Assessment 5</td>
<td>Clinical Skills Assessment</td>
<td>Stu Vac (June 6 – 10, 2016)</td>
<td>Satisfactory/ Unsatisfactory</td>
</tr>
<tr>
<td>Assessment 6</td>
<td>Professionalism &amp; Behaviour</td>
<td>June 17, 2016</td>
<td>5%</td>
</tr>
<tr>
<td>Assessment 7</td>
<td>Final Clinical Exam</td>
<td>Week 1 of Exams (June 14 – 17, 2016)</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Total Marks** 100%

**Assessment due dates are subject to change until Week 1 of session.**

### Details of Assessment Tasks

#### Assessment 1: Pathology Presentation (professional terminology)

**Due date**: March 29th 2016  
**Weighting**: 7.5%

**Submission**
- A copy of your power point presentation must be submitted to the lecturer by email (marc_brown@uow.edu.au) by 5pm (Tuesday, March 29, 2016). Late submissions will incur a penalty.
- Copies of individual power point presentations will be uploaded to Moodle prior to the presentations, so students have access to the notes.

**Type of Collaboration**: Individual Assessment  
**Length**: Oral: 15 minutes (10 minutes for presentation; 5 minutes for questions)

**Details**

The student will be required to present a 10 minute talk (3 - 5 minutes for questions) to the class on their selected pathology.

Requirements include:

1. Presentation MUST be on power point  
2. All components of the pathology report MUST be included to receive full marks  
3. The presentation MUST be given in clinical/professional terms as if speaking to other allied health professionals.  
4. Look professional when presenting your report (i.e. attire, appearance, etc.)

You will also be marked on:

1. Presentation style & organisation of power point presentation  
2. Accuracy & appropriateness of information  
3. Presentation delivered within the allotted time allocation (10 minutes; 3-5 minutes questions)

**Pathology Presentation**

Areas to be covered include:

1. An explanation and outline of the pathology under investigation, including key statistics related to the Australian population.  
2. Medical diagnosis and treatment (i.e. surgical, medications, etc.)
<table>
<thead>
<tr>
<th>Style and format</th>
<th>Presentation</th>
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</thead>
<tbody>
<tr>
<td>Subject Learning Outcomes</td>
<td>1, 2, 3, 5, 9, 10, 12, 15</td>
</tr>
</tbody>
</table>

**Assessment 2**

Pathology Information Brochure (lay terminology)

<table>
<thead>
<tr>
<th>Due date</th>
<th>March 29th 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighting</td>
<td>7.5%</td>
</tr>
<tr>
<td>Submission</td>
<td>To be handed in at the beginning of class on the due date.</td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td>Length</td>
<td>2 - A4 pages MAX</td>
</tr>
</tbody>
</table>

**Details**

Using available reference books and websites, plus additional resources (textbooks and journal articles), design a 2xA4-page colour pathology flyer for an information/fact sheet stand at a rehabilitation clinic. The pathology flyer must relate to the pathology you have been assigned for your presentation and must include at a minimum:

1. An explanation and outline of the pathology under investigation.
2. Medical diagnosis and treatment (i.e. surgical, medications, etc.)
3. The effect of the pathology on exercise and functional capacity
4. The effect of exercise on the pathology (i.e. What are the benefits of exercise AND what is the best type/form of exercise for this pathology).
5. Special considerations for this pathology population, (i.e. considerations for exercise, ability to access facilities, co-morbidities, etc.).
6. Services and facilities available for this population within NSW and Australia

*Students are encouraged to be creative with the fact sheet design, format and style. The fact sheet must be designed to be read easily, understood and used by a client (or family member) with that pathology (i.e. LAY TERMINOLOGY).*

<table>
<thead>
<tr>
<th>Style and format</th>
<th>Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Learning Outcomes</td>
<td>1, 2, 3, 5, 9, 10, 12, 15</td>
</tr>
</tbody>
</table>
### Assessment 3

**Due date**
April 20 & 21, 2016

**Weighting**
15%

**Submission**
All written documentation used during the interview will be collected at the end. The interview will be recorded by Video. Part of the assessment will require you to submit a 1-page reflective analysis of your own interview, based on reviewing the video and the feedback provided after your interview.

**Type of Collaboration**
Individual Assessment

**Length**
30 minutes oral (15 minute interview, 10 min debrief and a 5 min change over); 1 page written

**Details**
1. You will be required to develop a Health History Form to use during your interview. This will be based on the simulated interviews conducted during class, and will take into consideration that you will potentially be interviewing a client who may have multi-pathologies.
2. You will be provided with your case the day before the assessment.
3. You will have 15 minutes to conduct a health history interview for your client. This will involve both collecting the information from the client and providing them with additional appropriate information, or answering questions. Note: The time does not include conducting a physical assessment, or explaining/gaining consent. At the completion of the interview, your written sheets will be collected as part of the marking process. If you wish to use these for your reflection, they will be available to collect after the last student has completed their interview assessment, and will be re-collected with your reflection.
4. The interviews will be recorded using video, for the purposes of: i) additional analysis for marking, and ii) self-reflection of your own interview performance.
5. Your video will then be made available to you (only) to view in your own time.
6. You will write a one-page reflective piece that analyses your interview, and critiques what you did well, and what you want to improve on in your upcoming clinical placement. Reflecting on practice is a critical skill.

**Style and format**
Interview

**Subject Learning Outcomes**
1, 2, 3, 4, 9, 11, 12, 13, 14, 15

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### Assessment 4

**Due date**
May 12, 2016

**Weighting**
15%

**Submission**
One copy of the case (per group) must be emailed to the subject coordinator (Marc Brown) no later than 1pm on Friday; May 6, 2016 (Week 9).

**Type of Collaboration**
Group Project

**Length**
30 minutes oral defence; 4-6 pages written case template

**Details**
In week 8 (Friday; April 22, 2016), you will be allocated to a group to prepare a case to present in week 10. One copy of the case (per group) must be submitted by email to the subject coordinator by 1pm on Friday (May 6, 2016), Week 9.

A copy of each group’s case and program will be uploaded to Moodle following the presentations as a study tool for the final exam.

During the defence, each member of the group will be asked questions about any part of the case, whereby they must provide clinical reasoning to support the exercise intervention the group agreed to and prescribed.
<table>
<thead>
<tr>
<th>Assessment 5</th>
<th>Clinical Skills Assessment</th>
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</thead>
<tbody>
<tr>
<td>Due date</td>
<td>Stu Vac (June 6 – 10, 2016) – Last Chance</td>
</tr>
<tr>
<td>Weighting</td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td>Submission</td>
<td>N/A</td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td>Length</td>
<td>2 hours (over 3 individual OSCE’s: cardiac, functional &amp; musculoskeletal)</td>
</tr>
<tr>
<td>Details</td>
<td>Skills Assessments will be based on material covered in both practical sessions and lectures and will also include weekly ECG tracings. All students attending the assessment are required to be dressed in appropriate exercise attire and/or professional attire where instructed and appropriate. Practice sessions will take place throughout the session (Fridays) and it is strongly recommended that you take advantage of these sessions as additional practice sessions will not be scheduled.</td>
</tr>
<tr>
<td>Style and format</td>
<td>Skills Assessment</td>
</tr>
<tr>
<td>Subject Learning Outcomes</td>
<td>4, 6, 7, 12, 14, 15</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Assessment 6</th>
<th>Professionalism &amp; Behaviour</th>
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<tbody>
<tr>
<td>Due date</td>
<td>Assessed throughout the semester and determined on June 17, 2016</td>
</tr>
<tr>
<td>Weighting</td>
<td>5%</td>
</tr>
<tr>
<td>Submission</td>
<td>N/A</td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td>Length</td>
<td>All semester</td>
</tr>
<tr>
<td>Details</td>
<td>A professionalism mark will be allocated based on your professional behaviour throughout the semester. It will include, but not be limited to: 1. Participation &amp; Preparedness (case studies, self-evaluation of workcover EPMP on eLearning, pre-readings, skills practice sessions, etc.) 2. Attendance and Punctuality 3. Behaviour in class (i.e. talking, using mobile phone, sleeping, etc.) 4. Appropriate dress attire [Minimum professional attire: polo shirt or blouse (no t-shirts or singlets), dark skirt or trousers, mid-thigh length dress shorts, closed, flat-heeled leather shoes in black, navy blue or brown, or nice running shoes. Exercise attire: t-shirt, singlet or sports bra, shorts or sweat pants, socks and running shoes] 5. Professional and respectful communication and interaction with fellow students and academics 6. Clinical behaviour and attitude 7. Appearance and hygiene (shaven, showered, etc.) 8. Management of your own health and illness</td>
</tr>
<tr>
<td>Style and format</td>
<td>Skills Assessment</td>
</tr>
<tr>
<td>Subject Learning Outcomes</td>
<td>12, 13, 14, 15</td>
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<tr>
<td>Assessment 7</td>
<td>Final Clinical Exam</td>
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<td>-----------------</td>
<td>------------------------------------------</td>
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<tr>
<td>Due date</td>
<td>Week 1 of Exams (June 14 – 17, 2016)</td>
</tr>
<tr>
<td>Weighting</td>
<td>50%</td>
</tr>
<tr>
<td>Submission</td>
<td>N/A</td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td>Length</td>
<td>50 minutes preparation (MINIMUM); 40 minutes defence (MINIMUM)</td>
</tr>
</tbody>
</table>

Details

Examination format: The clinical examination will be based on material covered in all practical sessions and lectures. All students attending the examination are required to be dressed in appropriate professional clinical attire (See Assessment #6 – Professionalism). If your standard of dress is deemed inappropriate, you will not be allowed to sit the examination which could result in failure (TF) of the subject. This examination is conducted during the second week of the examination period.

The Clinical Examination will be conducted in 2 stages, on the same day.

a) Programme Formulation: You will be given a multi-pathology case study to review. You will then have a minimum of 50-minutes to develop the appropriate exercise intervention strategy for the client. You will be given several A4 templates/sheets of paper and be required to generate your assessments, initial session, progressive strategies and exercise rehabilitation goals and outcomes. You will be marked entirely on your verbal content/responses, clinical reasoning skills and your justification during the defence. **You are NOT assessed on the written document.** The document is for your use during the defence. The length, number of sessions, program structure, etc. of your intervention is up to you.

b) Programme Defence: You will then be required to participate in a minimum 40-minute oral defence of your programme. This defence will assess the appropriateness of your goals, assessment, initial and progressive programme, outcomes and clinical reasoning. You will be required to present your intervention and defend your approach and structure. You may also be asked to demonstrate anything related to your programme.

You will be assessed on the safety and effectiveness of your program and if your program is deemed unsafe, you will receive a TF for the subject. Your program will be assessed against the case study template used in class and if your program is deemed safe but ineffective, you MAY be give a supplementary exam, although this is not guaranteed.

<table>
<thead>
<tr>
<th>Style and format</th>
<th>Clinical Case Study Exam</th>
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</thead>
<tbody>
<tr>
<td>Subject Learning Outcomes</td>
<td>1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15</td>
</tr>
</tbody>
</table>

Minimum Requirements for a Pass in this Subject

To receive a clear pass in this subject a total mark of 50% or more must be achieved. In addition, failure to meet any of the minimum performance requirements is grounds for awarding a Technical Fail (TF) in the subject, even where total marks accumulated are greater than 50%.

The minimum performance requirements for this subject are:

- Pass all assessment tasks, including the final exam
Minimum Student Attendance and Participation
It is expected that students will allocate 36 hours per week to this subject, including any required class attendance, completion of prescribed readings and assessment tasks.

Student attendance at all lectures, tutorials and practicals is compulsory and students must attend 100% of classes. Absences will require the submission of an application for Academic Consideration via SOLS and the presentation of suitable documentation, for example a Medical Certificate, to Student Central as soon as practical. For further details about applying for academic consideration visit the Student Central webpage: http://www.uow.edu.au/student/central/academicconsideration/index.html

Scaling
Scaling may occur in this subject in the form of Z scores.

Late Submission
Late submission of an assessment task without an approved extension of the deadline is not acceptable. If you are unable to submit an assessment due to extenuating circumstances (e.g. medical grounds or compassionate grounds), you can make an application of academic consideration. Not all circumstances qualify for academic consideration. For further details about applying for academic consideration visit the Student Central webpage: http://www.uow.edu.au/student/central/academicconsideration/index.html

Late Submission Penalty
Marks will be deducted for late submission at the rate of 5% of the total possible marks for that particular assessment task per day. This means that if a piece of work is marked out of 100, then the late penalty will be 5 marks per day (5% of 100 possible marks per day). The formula for calculating the late penalty is: the total possible marks x 0.05 x number of days late. For the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.

For example:

- Student A submits an assessment which is marked out of 100. The assessment is submitted 7 days late. This means that a late penalty of 35 marks will apply (100 x 0.05 x 7). The assessment is marked as per normal out of 100 and is given a mark of 85/100, and then the late penalty is applied. The result is that the student receives a final mark of 50/100 for the assessment (85 (original mark) – 35 marks (late penalty) = 50/100 (final mark)).
- Student B submits a report which is marked out of 20. The report is submitted three days late. This means that a late penalty of 3 marks will apply ((20 x 0.05 x 3). The report is marked as per normal out of 20 and is given a mark of 17/20, and then the late penalty is applied. The result is that the student receives a final mark of 14/20 for the report (17 (original mark) – 3 marks (late penalty) = 14/20 (final mark)).

No marks will be awarded for work submitted either after the assessment has been returned to the students or more than two weeks after the due date, whichever is the sooner. This does not apply to situations where a particular assessment task is undertaken by students at different times throughout the session, but where the assessment is based on experiments or case studies specific to a student. In this case no marks will be awarded for work submitted more than two weeks after the due date.

Notwithstanding this, students must complete all assessment tasks to a satisfactory standard and submit them, regardless of lateness or loss of marks, where submission is a condition of satisfactorily completing the subject.
Supplementary Assessments
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. The precise form of supplementary assessment will be determined at the time the offer of a supplementary assessment is made.

Students can log on to SOLS and click on the link titled “Supplementary Assessment” to view any applicable offers or use the following link; http://www.uow.edu.au/student/exams/suppassess/index.html

System of Referencing Used for Written Work
The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: http://public01.library.uow.edu.au/refcite/style-guides/html/

Use of Internet Sources
Students are able to use the Internet to access the most current information on relevant topics and information. Internet sources should only be used after careful critical analysis of the currency of the information, the role and standing of the sponsoring institution, reputation and credentials of the author, the clarity of the information and the extent to which the information can be supported or ratified by other authoritative sources.

Plagiarism
The full policy on Academic Integrity and Plagiarism is found in the Policy Directory on the UOW website.

"The University's Academic Integrity and Plagiarism Policy, Faculty Handbooks 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. This is considered academic misconduct and students place themselves at risk of being expelled from the University."

Submission of Assessments
Refer to the submission requirements under the details of the individual assessments. Students should ensure that they receive a receipt/evidence acknowledging assessment submission. Students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assignments in the event that re-submission is required.

Assessment Return
Students will be notified when they can collect their assignment 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.
Section C: General Advice

Students should refer to the Faculty of Science, Medicine and Health website for information on policies, learning and support services and other general advice.

University Policies

Students should be familiar with the following University policies:

a. Code of Practice – Teaching and Assessment  

b. Student Charter  

c. Code of Practice – Student Professional Experience, where relevant  

d. Academic Integrity and Plagiarism Policy  

e. Student Academic Consideration Policy  

f. Course Progress Policy  

g. Graduate Qualities Policy  

h. Academic Complaints Policy (Coursework and Honours Students)  

i. Policy and Guidelines on Non-Discriminatory Language Practice and Presentation  

j. Workplace Health and Safety, where relevant  

k. Intellectual Property Policy  

l. IP Student Assessment of Intellectual Property Policy, where relevant  

m. Human Research Ethics Guidelines, where relevant  

Student Support Services and Facilities

Students can access information on student support services and facilities at the following link. This includes information on “Academic Support”, “Starting at University”, “Help at University” as well as information and support on “Career’s and Jobs”.  

Student Etiquette

Guidelines on the use of email to contact teaching staff, mobile phone use in class and information on the university guide to eLearning ‘Netiquette’ can be found at http://www.uow.edu.au/student/elearning/netiquette/index.html
### Version Control Table

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<td>Mrs Sonia Losinno – ADE Nominee</td>
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