Section A: Subject Information

Subject Code & Name: CHIP912 Advanced Studies in Behaviour Change
Credit Points: 6
Pre-requisite(s): None
Co-requisite(s): None
Restrictions: None
Equivalence: None
Assessment: Online Tutorial Contribution (25%); eLearning Group Assignment (35%); Health Behaviour Change Intervention Proposal (40%)
Session: Spring 2013
Campus Locations: Wollongong
Delivery Method: Distance/Flexible
Contact Hours: 2 study days and online

Subject Timetable
All timetable information is subject to variation, with last minute room changes due to change in enrolment numbers being the most common. Check the latest information on the university web timetable via the Timetable link under Study Resources on the Current Students webpage or log into SOLS to view your personal timetable prior to attending classes, particularly in the first few weeks of session.

Subject Coordinator
Name: Dr Jeong Kyu Lee
Location: Centre for Health Initiatives, Innovation Campus, ITAMS building, 11 Building 233, Ground floor
Consultation times: Tuesdays 10-12am.
Telephone: +61 2 4221 3246
Email: jklee@uow.edu.au

Student Administration
Location: 41.152
Telephone: 61 2 4221 3492
Email: smah_student_enquiries@uow.edu.au

Prescribed Text
None

Supplementary Materials to Be Purchased by Students
None

Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Due Date:</th>
<th>Percentage:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Online Tutorial Contribution</td>
<td>Sunday of Weeks 2, 3, 4, 5, 8, 9, 10, 11</td>
<td>25%</td>
</tr>
<tr>
<td>2- Group eLearning Task</td>
<td>29/09/13 (Week 9)</td>
<td>35%</td>
</tr>
<tr>
<td>3- Essay</td>
<td>01/11/13 (Week 13)</td>
<td>40%</td>
</tr>
</tbody>
</table>

eLearning Space
For information regarding the eLearning spaces please use the following links:
Moodle - [http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf](http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf)
Section A: Subject Information

Subject Description
This subject identifies and examines appropriate theories in the planning of health education and promotion programmes. It distinguishes between theories at the individual level and those at group or community levels. This subject demonstrates how to identify and choose intervention methods from theory and the literature to effect behaviour change. It presents ideas on how to translate these methods into strategies to deliver programmes that create behaviour change at the different levels. It identifies how to measure behaviour before and after interventions, and how to evaluate programmes designed to effect behaviour change.

Learning Outcomes
On completion of this subject, students should be able to:
(a) identify and critically evaluate the theories used to develop programmes to change behaviour at the community, group and individual levels;
(b) critically appraise social behaviour change programmes in public health and evaluate their outcomes;
(c) identify and apply a variety of appropriate methods to measure behaviour;
(d) design a theoretically sound programme to be used to produce behaviour change in the public health domain;
(e) critically analyse the process of planning, implementing and evaluating a programme designed to create behaviour change.

Subject Contacts

Subject Coordinator/Lecturer
Name: Dr Jeong Kyu Lee
Location: Centre for Health Initiatives, Innovation Campus, ITAMS building, 11 Building 233, Ground floor
Consultation times: Tuesdays 10-12am.
Telephone: +61 2 4221 3246
Email: jklee@uow.edu.au

Subject Coordinator
Name: Dr Christopher Magee
Location: Centre for Health Initiatives, Innovation Campus, ITAMS building, 11 Building 233, Ground floor
Consultation times: By appointment
Telephone: +61 2 4221 3716
Email: cmagee@uow.edu.au

Lecturer
Name: Dr Lyn Phillipson
Location: Centre for Health Initiatives, Innovation Campus, ITAMS building, 11 Building 233, Ground floor
Consultation times: By appointment
Telephone: +61 2 4221 4773
Email: lphillip@uow.edu.au

Tutor
Name: Dr Samantha Reis
Location: Centre for Health Initiatives, Innovation Campus, ITAMS Building, 11 Building 233, Ground floor
Consultation times: By appointment
Telephone: +61 2 4221 5211
Email: sreis@uow.edu.au

Subject Timetable
All timetable information is subject to variation, with last minute room changes due to change in enrolment numbers being the most common. Check the latest information on the university web timetable via the Timetable link under Study Resources on the Current Students webpage or log into SOLS to view your personal timetable prior to attending classes, particularly in the first few weeks of session.

Subject Outline: Advanced Studies in Behaviour Change (CHIP912)
© University of Wollongong 2013. All rights reserved.
Attendance/Study time

Distance delivery: It is expected that students will allocate 12 hours per week to this subject to complete the study guide requirements, complete your assignments and prepare for an examination where applicable.

Flexible delivery: It is expected that students will allocate the equivalent of 12 hours per week to this subject to complete the study guide requirements, complete your assignments and prepare for an examination where applicable. Dates for study days and weeks will be listed on the Online Calendar, found via the Subject Descriptions link on the Course Handbook page.
### Timetable of Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date</th>
<th>Topic</th>
<th>Seminar</th>
<th>Assessment Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29/07/2013</td>
<td>Topic 1: Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>05/08/2013</td>
<td>Topic 2: Principles of health behaviour change</td>
<td></td>
<td>Online Tutorial Due 4pm 11/08 (Sun)</td>
</tr>
<tr>
<td>3</td>
<td>12/08/2013</td>
<td>Topic 3: The importance of theories and models in behaviour change part 1: Individual behaviour change</td>
<td></td>
<td>Online Tutorial Due 4pm 18/08 (Sun)</td>
</tr>
<tr>
<td>4</td>
<td>19/08/2013</td>
<td>Topic 4: The importance of theories and models in behaviour change part 2: Interpersonal and environmental behaviour change theories</td>
<td></td>
<td>Online Tutorial Due 4pm 25/08 (Sun)</td>
</tr>
<tr>
<td>5</td>
<td>26/08/2013</td>
<td>Topic 5: The role of communication plays in behaviour change and the importance of literacy</td>
<td></td>
<td>Online Tutorial Due 4pm 01/09 (Sun)</td>
</tr>
<tr>
<td>6</td>
<td>2/09/2013</td>
<td>n/a</td>
<td>Seminar Days 03/09 (Tue) &amp; 04/09 (Wed)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>9/09/2013</td>
<td>n/a</td>
<td></td>
<td>Postgraduate Week</td>
</tr>
<tr>
<td>8</td>
<td>16/09/2013</td>
<td>Topic 6: Framework for developing and evaluating health behaviour change programmes</td>
<td></td>
<td>Online Tutorial Due 4pm 22/09 (Sun)</td>
</tr>
<tr>
<td>9</td>
<td>23/09/2013</td>
<td>Topic 7: Interventions directed at children and adolescents</td>
<td></td>
<td>Online Tutorial &amp; Assessment 2 Due 4pm 29/09 (Sun)</td>
</tr>
<tr>
<td>Break</td>
<td>30/09/2013</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>7/10/2013*</td>
<td>Topic 8: Interventions directed at “special” populations</td>
<td></td>
<td>Online Tutorial Due 4pm 13/10 (Sun)</td>
</tr>
<tr>
<td>11</td>
<td>14/10/2013</td>
<td>Topic 9: Large scale community/population interventions</td>
<td></td>
<td>Online Tutorial Due 4pm 20/10 (Sun)</td>
</tr>
<tr>
<td>12</td>
<td>21/10/2013</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>28/10/2013</td>
<td>n/a</td>
<td></td>
<td>Assessment 3 Due 4pm 01/11 (Fri)</td>
</tr>
</tbody>
</table>

* is a public holiday

### Textbooks and Supplementary Materials

**Prescribed Text**
None

**Supplementary Materials to Be Purchased by Students**
None
Readings

TOPIC 1 Introduction

Required Reading:

Additional Recommended Readings:
- Ottawa Charter of Health Promotion [URL]
- Australia: the healthiest country by 2020 National Preventative Health Strategy – the roadmap for action [URL]
- NSW adult health survey: 2009 summary report [URL]
- NSW child health survey: 2009-2010 summary report [URL]

TOPIC 2: Principles of health behaviour change

Required Readings:

Additional Recommended Readings:

TOPIC 3: The importance of theories and models in behaviour change part 1:
Individual behaviour change theories

Required Readings:

Additional Recommended Readings:


**TOPIC 4: The importance of theories and models in behaviour change part 2: Interpersonal and environmental behaviour change theories**

**Required Readings:**


**Additional Recommended Readings:**


**TOPIC 5: The role communication plays in behaviour change and the importance of literacy**

**Required Readings:**


**Additional Recommended Readings:**


TOPIC 6: Framework for developing and evaluating health behaviour change programmes

Required Readings:

Additional Recommended Readings:

TOPIC 7: Interventions directed at children and adolescents

Required Readings:

Additional Recommended Readings:

TOPIC 8: Interventions directed at “specific” populations

Required Readings:

Additional Recommended Readings:

TOPIC 9: Large scale community/population interventions

Required Readings:

Additional Recommended Readings:

Recommended Additional Readings
Recommended readings are not intended as an exhaustive list and students should use the Library catalogue and databases to locate additional resources.
Distance students studying within Australia should refer to the information and resources found via the Library link on the UOW homepage regarding off-campus library services available.
Distance students studying outside Australia should contact their subject coordinator, as arrangements for library services may be available within their own country.

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 links:

eReadings
Electronic link for this subject are available through the library website. Visit the Catalogue via the Library link on the UOW homepage or see staff at the Information Desk in the Library for information and help with eReadings.

Subject Outline: Advanced Studies in Behaviour Change (CHIP912)
© University of Wollongong 2013. All rights reserved.
Graduate Qualities
Information on the UOW Graduate Qualities can be found at via the Learning and Teaching link on the UOW homepage. The University of Wollongong has developed five graduate qualities which it considers express valuable qualities that are essential for UOW graduates in gaining employment and making an important contribution to society and their chosen field. Student development of the following graduate qualities in particular will be enhanced by their participation in this subject:

1. **Informed**: Have a sound knowledge of an area of study or profession and understand its current issues, locally and internationally. Know how to apply this knowledge. Understand how an area of study has developed and how it relates to other areas.
2. **Independent learners**: Engage with new ideas and ways of thinking and critically analyse issues. Seek to extend knowledge through ongoing research, enquiry and reflection. Find and evaluate information, using a variety of sources and technologies. Acknowledge the work and ideas of others.
3. **Problem solvers**: Take on challenges and opportunities. Apply creative, logical and critical thinking skills to respond effectively. Make and implement decisions. Be flexible, thorough, innovative and aim for high standards.
4. **Effective communicators**: Articulate ideas and convey them effectively using a range of media. Work collaboratively and engage with people in different settings. Recognise how culture can shape communication.
5. **Responsible**: Understand how decisions can affect others and make ethically informed choices. Appreciate and respect diversity. Act with integrity as part of local, national, global and professional communities.

Recent Improvements to this Subject
Change: Minor change to assessment tasks – reduced from four to three
Reason: To ensure consistency with postgraduate offerings within the School

Change: Reduction in the number of required readings
Reason: Based on feedback from students in 2010

Other Information
Students should refer to the Faculty of Health & Behavioural Sciences Student Guide for general advice and information. The Student Guide is available on the HBS Central website, which is accessed by navigating the links on the Faculty of Health & Behavioural Sciences homepage.
Section B: Assessment

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, students must meet all of the minimum performance requirements as listed below. 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%.

Minimum Academic Performance: A Technical Fail (TF) grade will be awarded for the subject even where a student gains a total mark that would otherwise allow a passing grade if a student meets one or more of the following criteria:

- does not attempt all assessment tasks

Minimum Attendance (except Distance Students): Student attendance at tutorials is compulsory and only one tutorial absence is permitted. Student attendance at clinical placement and laboratories is compulsory and students must attend 100% of classes. Absences will require a medical certificate or other suitable documentation which must be presented to Student Central along with completion of academic consideration as soon as practical after the absence has occurred. Students who do not meet minimum attendance requirements may be awarded a Technical Fail (TF) for this subject.

Minimum Participation: Student participation in online tutorials is an assessable component of this course. Students who do not meet minimum participation requirements may be awarded a Technical Fail (TF) for this subject.

Students who do not meet the overall minimum performance level requirements outlined above may be given a Technical Fail (TF) grade on their academic transcript even where the total marks accumulated are 50% or higher. Where a Technical Fail is awarded, the grade is displayed as TF but a mark is not displayed on the academic transcript. For the purposes of calculating a Weighted Average Mark (WAM) a TF is allocated a mark of 49.

Details of Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Online Tutorial Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Online posting to topic discussion forum on eLearning</td>
</tr>
<tr>
<td>Due date</td>
<td>4pm Sunday of Weeks 2, 3, 4, 5, 8, 9, 10, 11</td>
</tr>
<tr>
<td>Weighting</td>
<td>25%</td>
</tr>
<tr>
<td>Pass mark</td>
<td>n/a</td>
</tr>
<tr>
<td>Length</td>
<td>200 words per topic</td>
</tr>
</tbody>
</table>

Details

For this assessment you are required to make a contribution to the online tutorial discussions for each topic of the subject. Students will be given one week in which they can post contributions to the tutorial discussion, and respond to postings made by other students. Marks will be allocated for each tutorial for:

1. posting regarding the tutorial activity detailed in the topic notes (100 words)
2. posting regarding one or more of the recommended readings (50 words)
3. posting responses to, or building on, contributions made by other students (50 words).

If for some extenuating circumstance you are unable to contribute to a tutorial discussion during the allocated time, please advise the tutor prior to the tutorial so that alternative arrangements can be made to upload your contribution.

Note:
- Use whole sentences, not bullet points.
- Back up all statements with reference to the article or other literature.
- Use appropriate referencing.

Submission

Submit an electronic version of your assignment via upload to eLearning: Discussion boards available under each topic
<table>
<thead>
<tr>
<th><strong>Assessment 2</strong></th>
<th><strong>Group Task – Analysing Health Behaviour Change Programmes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Group eLearning task</td>
</tr>
<tr>
<td><strong>Due date</strong></td>
<td>29/09/2013</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
<td>35%</td>
</tr>
<tr>
<td><strong>Pass mark</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>2000 words</td>
</tr>
</tbody>
</table>

**Details**

**Section 1: Health Issue**
You will be allocated to online discussion groups by your tutor. As a group, select a health issue of significance (for example physical activity, alcohol consumption, sun exposure etc). Describe the health issue and justify why it is significant (300 words). As a group, select only one target population group (for example, adolescents, older people, middle aged women, etc).

**Section 2: Individual Analysis**
Individually analyse a different programme targeting your chosen population (for example one person in the group might consider a programme that uses an environmental perspective, one may consider a programme which uses the Theory of Planned Behavior, etc). Analyse your programme and comment on its outcomes, in light of the particular approach used (this should incorporate a brief description of the programme, an evaluation of the effectiveness of the programme in terms of promoting health behaviour change, and a discussion of the factors predicting the relative success of the programme). Post your response for your group to view on the elearning site (700 words).

**Section 3: Comparison and Reflection**
Finally, review other postings for your group and write a critique of the health behaviour change programmes for this behaviour overall, comparing and contrasting the material using different approaches and relating back to the original health issue. Reflect on your own attitudes towards the population, approach and health issue (1000 words).

For example, if the health issue selected is unsafe driving, the population might be under 25s and the different programmes analysed might involve environmental changes, Social Cognitive Behaviour Theory and communication theories.

**Note:**
- Use whole sentences, not bullet points.
- Back up all statements with reference to the article or other literature.
- Use appropriate referencing.

**Resources:**
- Topics 1 to 7; eReadings; Referencing Guide.
- Refer to marking guide at the end of this Subject Outline.

**Submission**
Submit an electronic version of your assignment including sections 1, 2, and 3 via upload to eLearning.

---

<table>
<thead>
<tr>
<th><strong>Assessment 3</strong></th>
<th><strong>Health Behaviour Change Intervention Proposal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Essay</td>
</tr>
<tr>
<td><strong>Due date</strong></td>
<td>1/11/2013</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
<td>40%</td>
</tr>
<tr>
<td><strong>Pass mark</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>3000 words</td>
</tr>
</tbody>
</table>

**Details**

Select one (1) health behaviour and design an intervention proposal. This proposal should incorporate:
- a description of the health issue (400 words);
- the proposed solution (400 words);
- a description of the proposed programme (400 words);
- a description of the feasibility of the programme (400 words) and any potential barriers (400 words);
- intervention implementation (400 words) and design for evaluation (400 words);
as well as a brief conclusion (200 words).

Note:
Use whole sentences, not bullet points.
Use appropriate referencing.
Back up all statements with reference to the article or other literature.

Resources:
Topics 1 to 9; eReadings; Referencing Guide.
Refer to marking guide at the end of this Subject Outline.

Submission
Submit an electronic version of your assignment via upload to eLearning

Scaling
Scaling will not occur in this subject.

Submission of Assignments

Specific submission instructions have been included in the assessment section of this outline. Note that some subjects include electronic assignment submission as part of eLearning.

An assignment cover sheet must be attached to all assignments and all sections of the cover sheet must be completed. A copy of the assignment coversheet must be copied to the front of your assignment and completed. A copy of the coversheet can be found on the eLearning site in the ‘Assessments’ section. Please note academic staff will return your assignment unmarked if you do not include this coversheet.

For more information on Turnitin go to
The University of Wollongong’s policy on plagiarism is available at

For hard copy submission, an assignment cover sheet must be attached to all assignments and all sections of the cover sheet must be completed. Receipts will be issued on submission of assignments and students are required to retain this receipt until they have received the final mark for that assessment task. The receipt is the only proof of submission of assignments and 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.

Note that if assignments are submitted in the after-hours slot in SMAH Central or via post, the receipt must be filled out and left attached to the coversheet. The receipt will be stamped and retained under the counter at SMAH Central for later collection during business hours. You must collect your receipt personally and you will be required to show your student card at the counter of SMAH Central to obtain your receipt. Any assignments received without the coversheet attached, receipt section completed in full or receipt missing will not be receipted.

Distance students may post their assignments in to:

SMAH Central (41.152)
University of Wollongong
WOLLONGONG NSW 2522

Distance assignment coversheets, are to be completed and attached to all assignments individually – do not attach more than one assignment to a coversheet. Receipt of assignments from Distance students will be acknowledged by email provided that you include your student email account (eg. js234@uowmail.edu.au) on the assignment coversheet. If you have submitted an assignment that includes your email account details and have not received an email receipt within 5 working days, please contact SMAH Central on 02 4221 3492. Please keep a copy of your assignment in case of loss after mailing. Assignments will be returned by post as quickly as possible after marking. Any other requests to submit assignments by post must be agreed in advance with the Subject Coordinator.

Due Date
Unless otherwise specified, assignments are due by 4:00pm on the due date specified for the assessment task.

The date of submission by post for students will be considered to be the postmark date stamped on the assignment envelope. Note that it is not generally necessary to use Express Post as long as the envelope is clearly postmarked. However, approved late submission or other requirements of the Subject Coordinator may necessitate use of Express Post. If Express Post is used you will need to specifically request that the Post Office postmark your envelope, as Express Post envelopes do not normally carry a postmark.

**Late Submission**
Late submission of an assessment task without an approved extension of the deadline is not acceptable. 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 example:

Student A submits an assignment which is marked out of 100. The assignment is submitted 7 days late. This means that a late penalty of 35 marks will apply (100 x 0.05 x 7). The assignment 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 assignment (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)).

For the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.

No marks will be awarded for work submitted either: a) after the assessment has been returned to the students or b) more than two weeks after the due date, whichever is the sooner. 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.

**Extensions**
An extension of time to submit assignments can only be granted by the subject coordinator in exceptional circumstances. Pressure of work, either from employment or from other studies, is not an acceptable reason for seeking an extension of time. Carefully note the due date for each assignment and plan your work so that deadlines can be met.

Students seeking an extension must submit an application for academic consideration through SOLS with appropriate documentation PRIOR to the deadline for submission of the assessment task.

**Assessment Return**
Marked assignments will be handed out in class or be available for collection during academic consultation hours OR according to the arrangement announced by the Subject Coordinator. In accordance with University Policy marked assignments will usually only be retained by the Subject Coordinator/Tutor for 21 days after the declaration of the marks for that assignment. After that time any uncollected assignments will be destroyed.

**Supplementary Assessments**
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.

This subject has been identified as unsuitable for supplementary assessment, and no supplementary assessment will be offered.
Examination Rules
In 2012, there were a number of changes to the University Examination Rules that affect all current students. You can find this information at the following link: http://www.uow.edu.au/student/exams/index.html.

Supplementary Examinations
You can find the information for supplementary examinations at the following link; http://www.uow.edu.au/student/exams/aboutsupp/index.html.

Student Academic Consideration Policy
Academic Consideration is a process intended to help minimise the impact of serious or extenuating circumstances beyond a student's control which significantly impair a student's ability to complete an assessment task on or by the due date as stipulated in the Subject Outline or to progress academically in a subject relevant to their course of study. Academic consideration may be granted on the basis of medical grounds, compassionate grounds and/or extenuating circumstances.

It is not possible for academic consideration to compensate for every consequence of illness, injury, other serious cause, or extenuating circumstance affecting a student's academic progress. However, academic consideration, where appropriate, may help to minimise the impact of such circumstances by providing a mechanism to vary assessment requirements of a subject or to avoid some of the usual consequences of failure in a subject.

To apply for academic consideration you must submit an application via SOLS, as well as relevant documentation which is submitted in person to Student Central in Bld 17. The Subject Coordinator will be automatically notified of your request once you have submitted documentation and they will approve or decline your application. Students should log on to SOLS to see if their request has been approved. In the event of a genuine emergency, you must notify the Subject Coordinator as soon as possible by whatever means practical at the time, and follow with a formal academic consideration request as soon as you are able to.

The full policy on Student Academic Consideration is found in the Policy Directory on the UOW website.

System of Referencing Used for Written Work
The School uses the Harvard system of referencing, unless otherwise specified for a particular assignment – check Details of Assessment Tasks.


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
Plagiarism means using the ideas of someone else without giving them proper credit. ALL work submitted for assessment MUST BE YOUR OWN. The other person may be an author, a lecturer or another student. The work may previously have been published in print or on the Web.

Plagiarism will not be tolerated and may result in the imposition of severe penalties. The University of Wollongong has the power to reprimand and penalise any student found guilty of such offences. If plagiarism is suspected, this will result in appropriate investigations.

“Students are responsible for submitting original work for assessment, without plagiarising or cheating, abiding by the University’s Academic Integrity and Plagiarism Policy as set out in the University Handbook, the University’s online Policy Directory and in Faculty Handbooks and subject guides. 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 has led to the expulsion from the University.”
To avoid plagiarism when using other people’s work, take care to reference appropriately. For assistance with correct referencing technique, consult with your tutor or lecturer. The Learning Development Centre also provides assistance to students on how to correctly reference.

Please note that you are required to sign a declaration on the assignment cover sheet, stating that you have read and met the requirements for the assignment, that (except for group assignments) you have not collaborated with other students, that you have not plagiarised and that, where you have used the work of others, you have referenced it appropriately. Academic staff will return your assignment unmarked if you have not signed the declaration.

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

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.