School of Medicine

MEDI251: Nutritional Epidemiology

Subject Outline
Spring, 2017
On-Campus
Wollongong

Subject Information
Credit Points: 6
Pre-requisite(s): MEDI231
Co-requisite(s): STAT251
Restrictions: Nil
Contact Hours: 24 hours x tutorials, 26 hours x lecture

Subject Contacts
Subject Coordinator/Lecturer
Name: A/PR Karen Charlton
Location: Building 41, Room 315
Telephone: 61 2 4221 4754
Email: karenc@uow.edu.au
Consultation mode and times: Email for appointment or Monday 10:00 – 12:00

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
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Section A: General Information

Subject Learning Outcomes

<table>
<thead>
<tr>
<th>On completion of this subject, students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the population perspective, access key sources of demographic and public health data, and describe the magnitude, population distribution, and time trends of public health problems.</td>
</tr>
<tr>
<td>2. Discuss, apply, and interpret basic Epidemiologic concepts and measures of disease occurrence in populations: incidence, prevalence, relative risk, attributable risk, standardization.</td>
</tr>
<tr>
<td>3. Describe and discuss the issues associated with determining causality.</td>
</tr>
<tr>
<td>4. Identify sources of bias in different study designs, and be able to differentiate between bias, confounding and effect modification.</td>
</tr>
<tr>
<td>5. Given relevant data, calculate and interpret measures of disease occurrence and association between exposure (diet) and disease and deal appropriately with confounders and effect modifiers.</td>
</tr>
<tr>
<td>6. Appraise the validity of different dietary assessment methods.</td>
</tr>
<tr>
<td>7. Explain the relative strengths and limitations of epidemiological strategies (e.g., cohort, case-control, cross-sectional, ecological and intervention studies) for studying associations between dietary risk factors/ exposures in populations and rates of disease occurrence or death.</td>
</tr>
<tr>
<td>8. Apply critical analytical skills to interpretation of a published article and interpret levels of scientific evidence.</td>
</tr>
</tbody>
</table>

Subject Description

Epidemiology is traditionally described as a science that uses population studies to understand the causes of disease. A formal definition is: The study of the distribution of determinants of health-related states or events in specified populations and the application of this study to control health problems (Last, Dictionary of Epidemiology). The study of Epidemiology provides the tools to do more than trace disease causes. The techniques we describe in this course are used to gauge the efficacy of a dietary intervention, to identify the contribution of dietary factors to non communicable diseases and to assess the cause of a food poisoning outbreak. Students will learn how to assess health and illness at a population level rather than the level of the individual.

Readings, References and Materials

Textbooks

The following text(s) will need to be purchased by students enrolled in this class.


Lee RD, Nieman DC. Nutritional Assessment. 6th edition. McGraw Hill (This textbook is also required for MEDI231).

Prescribed Readings (includes eReadings)

Readings will be provided on the Moodle site. In most cases, there is required pre-reading of articles for lectures and tutorials. In order to keep up with the subject content it is essential that students download these articles, read them before the relevant lecture or tutorial, and bring the article along to the lecture or tutorial. ActivEpi is an online teaching programme comprising interactive content. Specific lessons from the ActivEpi programme have been selected to form part of this subject content, and accompanies the topics taught in lectures. The timetable below indicates which lessons need to be completed in the session weeks. The Homework section at the end of each of these lessons should be completed prior to the accompanying tutorial that week. This is not assessed, but for your maximum benefit you should attempt the Homework and bring along your calculations and answers to the tutorial where it will be worked through with your tutor. Please note that the content in all of the ActivEpi lessons that are listed in the Timetable below is examinable. The selected ActivEpi lessons

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will complement the lecture content each week.

**Materials**
There are no additional materials that students are required to purchase. However, students will need to request online access and a password to log in to the Activ Epi programme. Instructions are provided in the Tutorials section on the Moodle site.

**Recent Changes to this Subject**
i. New subject offered in 2017

**Schedule of Learning***

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Lecture</th>
<th>Tutorial</th>
<th>Activ Epi (Tutorial preparation) (online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24/7/2017</td>
<td>What is epidemiology?</td>
<td></td>
<td>Activ Epi 1 &amp; 2</td>
</tr>
<tr>
<td>2</td>
<td>31/7/2017</td>
<td>Study design 1: Overview of observational and experimental study designs</td>
<td>Study design examples (Activ Epi 3 homework)</td>
<td>Activ Epi 3</td>
</tr>
<tr>
<td>3</td>
<td>7/8/2017</td>
<td>Measures of disease frequency (incidence, prevalence, risk, rates) Standardisation.</td>
<td>Calculating disease frequency (Activ Epi 4 homework)</td>
<td>Activ Epi 4</td>
</tr>
</tbody>
</table>
| 5    | 21/8/2017      | **In class quiz**  
Study Design 2: Cross-sectional, ecologic studies and case control studies | Food poverty (Cross sectional); Intersalt study (Ecological); Adherence to Mediterranean Diet (Case Control) | [Pre-reading required Rose & Charlton, 2002; Intersalt, 1998; Stojanovic et al, 2017] |
| 6    | 28/8/2017      | Study design 3: Cohort studies, Odds Ratio and Survival Curves          | EPIC study: fruit and vegetable intake and prostate cancer               | [Pre-reading required Perez Cornago et al., 2017] |
| 7    | 4/9/2017       | Study design 4: Intervention (RCT) and quasi-experimental studies        | Community quasi experimental study and Stepped wedge design              | [Pre-reading required: Sanigorski AM et al., 2008; Brimblecombe et al. 2013; 2017] |
| 8    | 11/9/2017      | Error: selection bias, information bias & confounding                   | Assessing causality: Bradford Hill criteria Critical Appraisal worked example | Activ Epi 7 and Activ Epi 10 (only complete Activ Epi 7 homework; selected examples from Activ Epi 10 will be covered in tutorial) |
| 9    | 18/9/2017      | **Critical Appraisal in-class exam (1 hr)**  
Validity of Dietary Assessment methods, including sensitivity and | Validity, Bias, Confounding (Activ Epi 7 Homework): (Note: selection bias and information bias will be covered in) | Pre-reading: Lombard et al., 2015. Bring downloaded papers to Tutorial |
<table>
<thead>
<tr>
<th>Date</th>
<th>Mid-Session Recess 25th Sep – 29th Sep</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 2/10/2017</td>
<td>Bland Altman curves and their interpretation (A/Prof Marijka Batterham) [Pre-reading Batterham et al. 2016]</td>
</tr>
<tr>
<td>11 9/10/2017</td>
<td>Assessment of diet quality, total diet score, and dietary diversity (Dr Joanna Russell) [Pre-reading: Russell et al., 2017] Developing a short dietary questionnaire (example of salt)</td>
</tr>
<tr>
<td>12 16/10/2017</td>
<td>Investigating foodborne disease outbreaks</td>
</tr>
<tr>
<td>13 23/10/2017</td>
<td>Dietary patterns analysis and meta-analyses [Pre-reading: Ndanuko et al., 2016] Revision</td>
</tr>
</tbody>
</table>

Study Recess 30th Oct – 3rd Nov

UOW Exam Period 4th November – 15th November

*The above timetable should be used as a guide only, as it is subject to change. Students will be advised of any changes as they become known.*
Section B: Assessment

Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Form of Assessment</th>
<th>Due Date</th>
<th>Return/Feedback Due Dates</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>MCQ quiz (In class test)</td>
<td>Week 5 22/08/2017</td>
<td>Week 6 in class</td>
<td>10%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Short critical evaluation (In-class examination). Article will be provided for pre-reading one week prior to examination.</td>
<td>Week 9 19/09/2017</td>
<td>Week 11</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Epidemiological case study (Template provided on Moodle)</td>
<td>Week 11 (submit on Moodle)</td>
<td>Week 13 online feedback</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment 4</td>
<td>Final exam (Short Answer and MCQ). Students need to obtain 40% in final exam to pass the subject.</td>
<td>Examination week</td>
<td></td>
<td>40%</td>
</tr>
</tbody>
</table>

Total Marks 100%

Details of Assessment Tasks

Assessment tasks will be marked using explicit criteria that will be provided to students prior to submission.

Assessment 1
- MCQ quiz – In class
- Due date: Week 5 – 22/05/2017
- Weighting: 10%
- Submission: Examination coding sheets to be completed in class
- Exam papers and answers must be submitted at the conclusion of the exam.
- Type of Collaboration: Individual Assessment
- Length: 1 hour/ 20 questions
- Subject Learning Outcomes: 1, 2, 5
- Marking Criteria: 1 mark per correct answer (20 marks in total)

Assessment 2
- Critical Appraisal – in class
- Due date: Week 9 – 19/09/2017 (To be completed in class)
- Weighting: 20%
- Submission: In-class examination. The article to be appraised will be provided on Moodle for pre-reading/studying one week prior to examination. No notes are allowed in class on day of examination. A clean copy of the article will be provided along with the questions and examination book. Exam papers and answers must be submitted at the conclusion of the exam.
- Type of Collaboration: Individual Assessment
- Length: 1 hour
- Details: Questions will be similar to the practice critical appraisal covered in Tutorial of Week 8.
- Style and format: Short answers (total = 50 marks)
- Turnitin: In class examination
- Subject Learning Outcomes: 2, 3, 6, 7, 8
### Marking Criteria

**Assessment 3**
- **Short questions**
- **Case Study**
- **Deadline**
  - Week 11, due Friday 13/10/17 by 16:00
- **Weighting**
  - 30%
- **Submission**
  - Submit an electronic copy of your assessment via upload to elearning
- **Type of Collaboration**
  - Individual Assessment
- **Length**
  - Template for submission will be available on Moodle
- **Details**
  - See Moodle site
- **Style and format**
  - Case study template with associated readings.
- **Subject Learning Outcomes**
  - 2,3,4,5,7
- **Marking Criteria**
  - The marking criteria will be indicated in the template provided on Moodle by week 1 of session.

**Assessment 4**
- **Examination**
- **Deadline**
  - Exam week
- **Weighting**
  - 40%
- **Submission**
  - Exam papers and answers must be submitted at the conclusion of the exam.
- **Type of Collaboration**
  - Individual Assessment
- **Length**
  - 3 hours (100 marks)
- **Details**
  - MCQ and short answers
- **Marking Criteria**
  - MCQ (50 marks)
  - Short answer questions (50 marks)

### 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:

- attempt all assessment tasks
- pass all assessment tasks
- pass the final exam
- pass all assessment tasks, including the final exam
- meet the minimum participation requirements set out below.

### Minimum Student Attendance and Participation

It is expected that students will allocate 8-12 hours per week to this subject, including any required class attendance, completion of prescribed readings, online ActivEpi lessons and Homework, and assessment tasks.

Student attendance at tutorials, practicals, seminars and/or simulations is compulsory and students must attend at least 80% 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](http://www.uow.edu.au/student/central/academicconsideration/index.html)

### Scaling

Scaling may occur in this subject at the end of session by the Unit Assessment Committee and/or Faculty Assessment Committee (FAC). Marks will only be scaled to ensure fairness/parity of marking across groups of students. Scaling will not affect any individual student’s rank order within their cohort. For more information refer to Assessment Guidelines –

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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 – at 5%
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 the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.

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)).

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 Vancouver referencing system is the preferred referencing system for this subject. Provide superscript numbering as the articles appear in the text, and then provide the full reference in the format below. Details of this referencing style are available at: http://guides.lib.monash.edu/ld.php?content_id=14570618

Example:


Submission of Assessments

Refer to the submission requirements under the details of the individual assessments. Students should ensure that they receive a receipt acknowledging 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 assessments in the event that re-submission is required.

Assessment Return

Students will be notified when they can collect or view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.
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.

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.

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](http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf)

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.
Lecture, Tutorial, Laboratory Times

On campus
All timetable information is subject to variation. Check latest timetabling information on the 'Current Student' webpage on UOW website or log into SOLS to view your personal timetable prior to attending classes.
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

Extraordinary Changes for the Subject after Release of the Subject Outline

In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the proposed amendment, prior to the amendment being finalised.

Learning Analytics

Data on student performance and engagement (such as Moodle and University Library usage, task marks, use of SOLS) will be available to the Subject Coordinator to assist in analysing student engagement, and to identify and recommend support to students who may be at risk of failure. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to http://www.uow.edu.au/dvca/bala/analytics/index.html

The Assessment Quality Cycle

The Assessment Quality Cycle provides a level of assurance that assessment practice across the University is appropriate, consistent and fair.

Assessment Quality Cycle Activities are undertaken to contribute to the continuous improvement of assessment and promote good practices in relation to the:
- design of the assessment suite and individual assessment tasks;
- marking of individual assessment tasks;
- finalisation of subject marks and grades; and
- review of the subject prior to subsequent delivery

Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

Academic Integrity Policy

The full policy on Academic Integrity Policy is found in the Policy Directory on the UOW website. “The University’s Academic Integrity 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 or without the explicit permission of the Subject Coordinator. Plagiarism can be detected and has led to students being expelled from the University.”
The use by students of any website that provides access to essays or other assessment items (sometimes marketed as ‘resources’), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the University to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the university is considered academic misconduct and students place themselves at risk of being expelled from the University.”

**Student Academic Complaints Policy (Coursework or Higher Degree Research)**

In accordance with the Coursework Student Academic Complaints Policy, a student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student’s right to appropriate and useful feedback on their performance in an assessment task. Refer to the Coursework Student Academic Complaints Policy for further information.

**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 “Careers and Jobs”. [http://www.uow.edu.au/student/services/index.html](http://www.uow.edu.au/student/services/index.html)

**Student Etiquette**

## UOW Grade Descriptors

The University of Wollongong Grade Descriptors are general statements that describe student performance at each of the University’s grade levels.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark %</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| High Distinction HD | 85-100 | A high distinction grade (HD) is awarded for performance that provides evidence of an outstanding level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a distinction grade plus (as applicable):  
• consistent evidence of deep and critical understanding  
• substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches  
• critical evaluation of problems, their solutions and their implications  
• use of quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work  
• creativity in application as appropriate to the discipline  
• eloquent and sophisticated communication of information and ideas in terms of the conventions of the discipline  
• consistent application of appropriate skills, techniques and methods with outstanding levels of precision and accuracy  
• all or almost all answers correct, very few or none incorrect |
| Distinction D | 75-84  | A distinction grade (D) is awarded for performance that provides evidence of a superior level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a credit grade plus (as applicable):  
• evidence of integration and evaluation of critical ideas, principles, concepts and/or theories  
• distinctive insight and ability in applying relevant skills, techniques, methods and/or concepts  
• demonstration of frequent originality in defining and analysing issues or problems and providing solutions  
• fluent and thorough communication of information and ideas in terms of the conventions of the discipline  
• frequent application of appropriate skills, techniques and methods with superior levels of precision and accuracy  
• most answers correct, few incorrect |
| Credit C    | 65-74  | A credit grade (C) is awarded for performance that provides evidence of a high level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a pass grade plus (as applicable):  
• evidence of learning that goes beyond replication of content knowledge or skills  
• demonstration of solid understanding of fundamental concepts in the field of study  
• demonstration of the ability to apply these concepts in a variety of contexts  
• clear communication of information and ideas in terms of the conventions of the discipline  
• regular application of appropriate skills, techniques and methods with high levels of precision and accuracy  
• many answers correct, some incorrect |
| Pass P      | 50-64  | A pass grade (P) is awarded for performance that provides evidence of a satisfactory level attainment of the relevant subject learning outcomes, demonstrating (as applicable):  
• knowledge, understanding and application of fundamental concepts of the field of study  
• use of routine arguments with acceptable reasoning  
• adequate communication of information and ideas in terms of the conventions of the discipline  
• ability to apply appropriate skills, techniques and methods with satisfactory levels of precision and accuracy  
• a combination of correct and incorrect answers |
| Fail F      | <50    | A fail grade (F) is given for performance that does not provide sufficient evidence of attainment of the relevant subject learning outcomes. |
| Technical Fail TF |        | A technical fail (TF) grade is given when minimum performance level requirements for at least one assessment item in the subject as a whole has not been met despite the student achieving at least a satisfactory level of attainment of the subject learning outcomes. |
| Satisfactory S |        | A satisfactory grade (S) is awarded for performance that demonstrates a satisfactory level of attainment of the relevant subject learning outcomes. |
| Unsatisfactory U |        | An unsatisfactory grade (U) is awarded for performance that demonstrates an unsatisfactory level of attainment of the relevant subject learning outcomes. |
| Excellent E |        | An excellent grade (E) may be awarded, instead of a satisfactory grade (S), within subjects from the School of Medicine that have been completed with a consistent pattern of high standard of performance in all aspects of the subject. |

More details on UOW Grade descriptors can be found on the following link [http://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow194941.pdf](http://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow194941.pdf)
**University Policies**

Students should be familiar with the following University policies:

a. Code of Practice – Teaching and Assessment  

b. Code of Practice – Research, where relevant  

c. Code of Practice – Honours, where relevant  

d. Student Charter  

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

f. Academic Integrity and Plagiarism Policy  

g. Student Academic Consideration Policy  

h. Course Progress Policy  

i. Academic Complaints Policy (Coursework and Honours Students)  

j. Inclusive Language Policy  

k. Workplace Health and Safety, where relevant  

l. Intellectual Property Policy  

m. IP Student Assignment of Intellectual Property Policy, where relevant  

n. Policy on Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects, where relevant  

o. Human Research Ethics Guidelines, where relevant  

p. Animal Research Guidelines, where relevant  

q. Student Conduct Rules and accompanying Procedures or Research Misconduct Policy for research students  
### Version Control Table

<table>
<thead>
<tr>
<th>Version Control</th>
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<td>Lia Gasparro – Teaching &amp; Learning Officer</td>
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