



School of Medicine

DIET966: Food Service Dietetics

Subject Outline

Spring 2018
On-Campus
Wollongong

Subject Information

Credit Points: 6
Pre-requisite(s): DIET967 Dietetics Care 1
Co-requisite(s): Nil
Restrictions: For Master of Nutrition and Dietetics students only
Contact Hours: As per subject database

Subject Contacts

Subject Coordinator/Lecturer

Name:	A/Prof Karen Walton
Location:	Building 41, Room 226
Telephone:	61 2 4221 5197
Email:	kwalton@uow.edu.au
Consultation mode and times:	Email for appointment

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

Section A: General Information

Subject Learning Outcomes

On completion of this subject, students should be able to:
1. Demonstrate a thorough knowledge of food service systems;
2. Describe the roles and functions of commonly used equipment found in a large scale kitchen;
3. Demonstrate an understanding of kitchen layout and workflow consistent with a standard commercial kitchen operation;
4. Develop plans to provide safe and nutritious foods in a food service institution;
5. Plan and review menus for groups including the formulation and modification of suitable recipes and serving methods; and consideration of cultural requirements;
6. Evaluate commercial menus; reflect and articulate their suitability for texture modified diets;
7. Demonstrate an ability to review, evaluate and report on a small food service operation;
8. Plans activities to support delivery of quality nutrition and food standards within a food service institution;
9. Communicate with individuals, groups and organisations in written and verbal formats.
10. On completion of practicals in this subjects students will be able to: <ul style="list-style-type: none">a. Modify domestic standard recipes to be lower in fat, sodium, sugar, higher in fibre, gluten free/low protein in the following food types: meat/poultry/seafood, fruit/vegetables/desserts, cereal foods;b. Trial a range of therapeutic diet ingredients (e.g. gluten free flour types, and soy milk) and discuss their indications for use and effects on the recipes created;c. Develop recipes suitable for large-scale production;d. Apply principles of food hygiene standards to a food service operation;e. Develop a standardised recipe incorporating simple HACCP procedures

Subject Description

This subject introduces food service dietetics, with a particular focus on hospitals and health care settings. It also covers the development of small and large scale cooking skills, menu planning and standard recipe manipulation in keeping with dietetic modifications. Other key topics include food safety, kitchen design and OHS, quality and cultural considerations.

Readings, References and Materials

Textbooks

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

Nil

Prescribed Readings (includes eReadings)

The following readings are prescribed for this subject, but students are not expected to purchase these. Links to these e-readings can be accessed via the Moodle Site for this subject or via the Library webpage.

Duncan P & Jensen J (2011) Professional Foodservice. (2nd ed). Pearson Education, New Zealand.

Gregoire MB (2012) Foodservice Organizations. A Managerial and Systems Approach. (8th ed). Pearson. New Jersey.

Materials

Diet Cookery Classes and Site Visits

Long sleeve shirt, long trousers and covered in, flat, non-slip shoes. Limit jewellery to a plain band ring and any allergy jewellery only, and long hair is to be tied back.

No jeans, shorts or singlet style tops to be worn for site visits. Covered in, flat, non-slip shoes must be worn.

An apron will be required for the diet cookery classes (no lab coats allowed).

Hair nets and gloves will be provided.

Recommended Readings

The following references complement the prescribed readings and textbooks:

Bolman LG, Deal TE (2017) Reframing Organisations. Artistry, Choice and Leadership. (6th ed). Jossey-Bass. San Francisco.

Payne-Palacio J, Theis M (2013) Foodservice Management Principles and Practices (13th ed). Pearson Higher Education. New Jersey.

Puckett RP (2012) Food Service Manual for Health Care Institutions (4th ed). Jossey-Bass. San Francisco.

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

Site visit

Further information and available dates to visit a food service production site will be discussed in the week 1 lectures. The visit is **compulsory** and supplements the lecture material and the teaching DVD that is used to facilitate learning about food service systems and their management. Each student is required to attend one site visit and will be expected to contribute to class discussion about the visit.

Access to FoodWorks

The Galileo laboratory (17.109) is booked for 2 x 1 hour sessions (Mondays 9.30-10.30 and 10.30-11.30) in Weeks 1-13. Only one class is mandatory (week 6). All others are not scheduled classes but as this is the only laboratory with FoodWorks these times are an important opportunity to complete assignments that require the use of FoodWorks. You may choose to purchase a subscription to FoodWorks for your own use. Further information is available at the following link:

http://www.xyris.com.au/foodworks/buy_student.html

Recent Changes to this Subject

- i. New 6cp Subject

Schedule of Learning

Week	Week Commencing	Lecture/Tutorial	Lecture/Tutorial	Demonstration/Lab
1	23/07/2018	Introduction and Overview	Food Service Systems & Nutrient Losses	Practical 1 Group A
2	30/07/2018	Cuisines & Introduction to Electronic Presentations	Menu Planning & Assessment in Hospitals	Practical 1 Group B
3	06/08/2018	Menu Planning Tutorial (Compulsory)	Menu Planning & Assessment in Aged Care	Practical 1 Group C
4	13/08/2018	Standard Recipes, Yields & Costing	Menu Planning in Child Care, Schools & other settings	Practical 1 Group D
5	20/08/2018	Wednesday 22nd August, 8.30-10.30am (19.1064) OHS and Kitchen Design.	No lectures on Friday 24th August due to a changed DAA Board Meeting for the Subject Coordinator.	Practical 1 Group A The diet cookery practical will continue as usual.
6	27/08/2018	2 x 1hr Foodworks 'hands on' tutorials Monday 27 th August 9.30 and 10.30 (Bldg17.109) (Compulsory and within the weekly computer lab times)	No Friday Lectures	Practical 1 Group B
7	03/09/2018	Quality Management	Strategies from the food service dietitians toolbox.	Practical 1 Group C
8	10/09/2018	Food Safety and HACCP	Food Safety & HACCP (Compulsory)	Practical 1 Group D
9	17/09/2018	KPIs Tutorial (Compulsory)	No Class	Practical 1 Group A
10	24/09/2018	Recipe Modification and Interpretation, and Subject Summary	Case studies regarding food service systems & complexities (Compulsory)	Practical 1 Group B
Mid-Session Recess 29 September 2018 – 7 October 2018				
11	08/10/2018	Work on consultancy project	Work on consultancy project	Practical 1 Group C
12	15/10/2018	Work on consultancy project	Work on consultancy project	Practical 1 Group D
13	22/10/2018	All day seminar on Friday 26/10/2018 (bldg. 24:G03) (Compulsory)		No Class
Study Recess 29 October 2018 – 2 November 2018				
UOW Exam Period 3 November 2018 – 15 November 2018				

*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.

** Please note the **compulsory** classes, including the all-day seminar on Friday 26th October and the additional FoodWorks lab based class in week 6.

Section B: Assessment

Assessment Summary

Assessment Item	Form of Assessment	Due Date	Return/Feedback Due Dates	Weighting
Assessment 1	In Class Open Book Quizzes (formative feedback)	10/08/18 (week 3) and 21/09/18 (week 9)	Within 1 week	No marks
Assessment 2	Cuisines Presentation	31/08/18 (week 6)	Within 3 weeks of submission	10%
Assessment 3	Menu Plan and Report	07/09/18 (week 7)	Within 3 weeks of submission	35%
Assessment 4	Diet Cookery Report	Two weeks after your last Diet Cookery Practical	Within 3 weeks of submission	15%
Assessment 5	Group Consultancy Presentation and 2 Reports	3pm on Thursday 25/10/2018 (Week 13) for PowerPoint slides & 4pm on Friday 26/20/2018 (Week 13) for both written reports and group presentation.	After declaration of subject mark	40%
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	In Class Open Book Quizzes (formative feedback)
Due date	First quiz: 10/08/18 (week 3) and second quiz: 21/09/18 (week 9)
Weighting	No marks (formative assessment)
Submission	Submit answer sheet in class
Type of Collaboration	Individual Assessment
Length	20 minutes to complete in class. The questions will cover lecture topics from the weeks before each quiz.
Details	A combination of multiple choice questions and short answer formats (up to 20 questions in total).
Subject Learning Outcomes	1, 2, 3, 4, 6, 7
Marking Criteria	Formative assessment only Answer sheets will be collected and marked. Correct responses will be discussed at the following classes.

Assessment 2	Cuisines Electronic Presentation
Due date	31/08/18 (week 6)
Weighting	10%
Submission	Submit an electronic copy of your group digital presentation via upload to eLearning or other site as outlined in class
Type of Collaboration	Group Project for electronic food and nutrition presentation on allocated country
Length	Maximum of 4 mins for the electronic presentation
Details	Further details will be provided, along with a tutorial on preparing these presentations.
Style and format	Electronic Presentation (stand alone, 4 mins maximum) on staple foods, food customs and dietary considerations of assigned country
Subject Learning Outcomes	1, 4, 5, 9
Marking Criteria	<p>Cuisines presentation in small groups (3-4 people) (10%)</p> <p>A learning contract will be required from each group by Friday of week 4, and 2 of the 10 marks for each individual will be determined by anonymous peer review</p> <p>Consider the country allocated to your group. Prepare a stand-alone electronic presentation (4 mins maximum) based on the following:</p> <ul style="list-style-type: none"> -Location of the country and geographical influences -What are the staple foods? -Outline any relevant food customs -Outline a typical day of meals and snacks -Which foods and/or beverages are most problematic in achieving a healthy diet? -What considerations would need to be made if a person from this country was in an Australian aged care facility? - What would be the main barriers to adequate dietary intakes? -Reflect and report on how you would meet their requirements.

Assessment 3	Menu Plan and Report
Due date	Individual Menu Plan and Report is due 07/9/2018 (Week 7)
Weighting	35%
Submission	Submit a hardcopy of your individual menu planning report in class (with coversheet attached)
Type of Collaboration	Individual Assessment for menu planning
Length	Maximum of 1200 words (not including menu plan or references)
Details	<p>Individual Report Development of a 7 day hospital menu template and 7 day hospital menu before evaluating the menu and considering it's applicability for residential aged care.</p> <p>Further details will be provided, along with a tutorial on preparing these presentations.</p>
Style and format	Individual Report for Menu Planning and Assessment
Subject Learning Outcomes	1, 4, 5, 9
Marking Criteria	<p>Using the NSW Agency for Clinical Innovation (ACI) Nutrition Standards for Adult Inpatients in NSW Hospitals develop a seven day menu template, then plan a seven day patient menu for a 600 bed hospital in a metropolitan area of Sydney. The hospital consists of 250 medical, 150 surgical, 50 oncology beds, 50 psychiatric beds and 100 aged care beds. It operates on a hot-plated cook-chill system. This menu also provides the two main hot choices, soup and dessert for lunch for 100 Meals on Wheels consumers. The average length of stay is 2 days; 20% CALD</p>

(primarily Vietnamese, Thai and Chinese backgrounds); average age is 75 years. (Please present all 7 days of the menu on one page in A3 landscape format).

Assessment 1 will be marked in regard to responses to the following questions. A marking rubric will be available on the Moodle site.

1. A description of other information needed in planning, and an explanation of the other people to communicate with to plan an appropriate menu for this hospital.
2. Develop a Seven Day Menu Template based on the NSW Hospital Standards. Consider minimum choice standards, serving sizes and the bands
3. Provide a Seven Day Menu that you have developed for this hospital
4. Include a sample of a one day menu layout on A4 paper that a patient would receive. You should include on this sample menu all other regular choices that a patient would be offered (e.g. cereals, breads, beverages, condiments).
5. Evaluate your menu using the minimum choice standards, the serving size information and bands of the NSW Agency for Clinical Innovation (ACI) Nutrition Standards for Adult Inpatients in NSW Hospitals. Explain the strengths and weaknesses of your menu for the given hospital.
6. Discuss the principles of a HOT-plated cook-chill system. Provide an explanation about why certain items (due to the food service system and other reasons) were not included on your menu.
7. How suitable is your menu for people living in residential aged care? Assess your hospital menu using the Bartl and Bunney nutrition resource (*Best Practice Food and Nutrition Manual for Aged Care Homes*) for Residential Aged Care Facilities (RACFs) and comment on the findings.
8. Discuss the similarities and differences in planning menus for hospitals and residential aged care facilities.
9. What considerations would be needed for your menu if it was to be considered for a paediatric setting?
10. Compare your hospital menu to the ACI Nutrition Standards for Consumers of Inpatient Mental Health Services. How well does your menu meet these and explain the reasons for any differences? A tabular format may be used to compare and contrast.

Assessment 4	Diet Cookery Report
Due date	Two weeks after your last Diet Cookery Practical
Weighting	15%
Submission	Submit a hardcopy (with cover sheet) to the Subject Coordinator
Type of Collaboration	Individual Assessment
Length	Questions outlined in Practical Manual
Details	The questions relate to the three Diet Cookery Practicals and are outlined in the Diet Cookery Manual
Style and format	Report
Subject Learning Outcomes	9 and 10; a) Modify domestic standard recipes to be lower in fat, sodium, sugar, higher in fibre, gluten free or low protein in the following food types: - meat/poultry/seafood - fruit/vegetables/desserts - cereal foods b) Conduct food experiments and evaluate results. c) Develop recipes suitable for large-scale production. d) Apply principles of food hygiene standards to a food service operation. e) Develop a standardised recipe incorporating simple HACCP procedures. f) Evaluate commercial menus; reflect and articulate their suitability for texture modified diets g) Demonstrate an ability to review, evaluate and report on a small food service operation.
Marking Criteria	Assessment 3 will be marked using the following criteria: 1. Short answer questions Information about the marks available for each of the questions is outlined in the Diet Cookery Manual

Assessment 5	Group Consultancy Presentation and Reports
Due date	3pm on Thursday 25/10/2017 (Week 13) for PowerPoint slides & 4pm on Friday 26/10/2017 (Week 13) for written report and group presentation.
Weighting	40%
Submission	A group learning contract needs to be submitted by the Friday of week 7, where each team member will outline their responsibilities. An anonymous peer review assessment will be submitted by each student, along with the final report. This will determine 5 of the marks for each student, so each student may obtain an individual mark. Submit an electronic copy of your group digital presentation via upload to eLearning or other site as outlined in class AND Submit a hardcopy (with cover sheet) to the Subject Coordinator
Turnitin	This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.
Type of Collaboration	Group Project
Length	Presentation 12 min presentation (each student to speak) and 5 min question and discussion A Maximum of 10 pages of content, including executive summary, conclusions and recommendations in priority order. Appendices and References may be on additional pages.
Details	Group presentation times will be allocated two weeks before. Attendance at all presentations is compulsory. A roll will be taken.
Style and format	Presentation and Report
Subject Learning Outcomes	2, 3, 4, 6, 7, 8, 9,

<p>Marking Criteria</p>	<p>Assessment 5 involves two parts for DIET966.</p> <p>Part A: Authentic Consultancy Review and Report This will be marked using the following criteria:</p> <ol style="list-style-type: none"> 1. Presentation content 5% 2. Presentation skills 2% 3. Peer mark 5% 4. Project report 20% <p>You will need to arrange yourselves into groups of 3-4 students and arrange a food service venue for this assessment. It is advisable that you arrange your group and a venue to review early in session, so that you are ready to conduct visits and interviews later in the session.</p> <p>Project Brief:</p> <ol style="list-style-type: none"> 1. You have been asked to review the food service provided at a particular site. The manager wants you to make some minimal changes that will have the maximum positive impact on the service for very little financial outlay. 2. Your report should review all aspects of the service including: <ul style="list-style-type: none"> • food service system • staffing • menu • budget and meal costs where possible • training • kitchen design • OH&S • quality and consumer service • food safety <p>Your presentation should include the following topics:</p> <ul style="list-style-type: none"> • food service system • menu • kitchen design • OH&S • food safety • quality and consumer service <ol style="list-style-type: none"> 3. Where possible, evaluate the service against the relevant food service standards. 4. It is expected that to complete this assessment students will need to spend up to 3 days of on-site research, including observation and interview times. <p>Part B: Commercial menu review regarding texture modification component</p> <p>Compile a written group report addressing these questions. 8%</p> <p>In your existing small group of 3-4 people you will need to choose 5 restaurants or cafes for which you can obtain a copy of the menu that is available to consumers (online menus acceptable). You will need to review the menu and determine which (if any) of the dishes in their current format are suitable for the following diet types:</p> <ul style="list-style-type: none"> • Smooth Pureed • Minced and Moist
-------------------------	---

	<ul style="list-style-type: none"> • Soft • Thickened fluids (of any of the consistencies in the Aust. Stds*.) <p>You will need to need to enquire with them about their ability to plan meals for any of the three texture modified diet types if a reservation was hypothetically made in advance.</p> <p>What variety (if any) would be available for someone requiring either a smooth pureed, minced and moist or soft diet? Consider the whole meal, including entrée and dessert,</p> <p>Imagine that you need to follow a puree diet and that you are planning to dine out with friends or family at one of these restaurants. How do you feel about the meal options available? What choices do you have? What would you eat?</p> <p>Describe the concerns you might have with eating out?</p> <p>Suggest 3 practical recommendations regarding the preparation of suitably textured puree options.</p> <p>Provide 3 practical recommendations regarding the presentation and plating aspects of the puree meal options.</p> <p>* Cichero J, Atherton M, Bellis-Smith N & Suter M (2007). Texture-modified foods and thickened fluids as used for individuals with dysphagia: Australian standardised labels and definitions</p>
--	---

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
- meet the minimum participation requirements set out below

Minimum Student Attendance and Participation

It is expected that students will allocate 12 hrs based on credit points hours per week to this subject, including any required class attendance, completion of prescribed readings and assessment tasks.

Student attendance at compulsory tutorials, computer laboratory in week 6, practicals, seminars and/or simulations is compulsory and students must attend 100% of classes. **Rolls will be taken.** 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 will not occur in this subject in the form of

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 ($100 \times 0.05 \times 7$). 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 ($(20 \times 0.05 \times 3)$). 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://uow.libguides.com/refcite>

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.

Students may post their assessments to:

StudentHub 41 (41.138B)
University of Wollongong
Wollongong NSW 2522

Assessments will be considered submitted on the date of postage. It is the student's responsibility to ensure they have evidence of their submission date if it arrives at the office after due date.

Distance students who would like to have marked assessments returned must include a stamped self-addressed envelope with the posted assessment.

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:

<https://www.uow.edu.au/student/elearning/index.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.

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.

<http://www.uow.edu.au/student/index.html>

Timetable information can be accessed from

<https://www.uow.edu.au/student/timetables/>

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:

- a. design of the assessment suite and individual assessment tasks;
- b. marking of individual assessment tasks;
- c. finalisation of subject marks and grades; and
- d. 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>

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 <https://www.uow.edu.au/student/learningcoop/software/email Etiquette/index.html>

UOW Grade Descriptors

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

Grade	Mark %	Descriptor
High Distinction HD	85-100	<p>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):</p> <ul style="list-style-type: none"> • 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	<p>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):</p> <ul style="list-style-type: none"> • 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	<p>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):</p> <ul style="list-style-type: none"> • 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 • use of convincing arguments with appropriate coherent and logical reasoning • 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	<p>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):</p> <ul style="list-style-type: none"> • 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	<p>A fail grade (F) is given for performance that does not provide sufficient evidence of attainment of the relevant subject learning outcomes.</p>
Technical Fail TF		<p>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.</p>
Satisfactory S		<p>A satisfactory grade (S) is awarded for performance that demonstrates a satisfactory level of attainment of the relevant subject learning outcomes.</p>
Unsatisfactory U		<p>An unsatisfactory grade (U) is awarded for performance that demonstrates an unsatisfactory level of attainment of the relevant subject learning outcomes.</p>
Excellent E		<p>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.</p>

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>

University Policies

Students should be familiar with the following University policies:

- a. Code of Practice – Teaching and Assessment
<http://www.uow.edu.au/about/policy/UOW058666.html>
- b. Student Charter
<http://www.uow.edu.au/student/charter/index.html>
- c. Code of Practice – Student Professional Experience
<http://www.uow.edu.au/about/policy/UOW058662.html>
- d. Academic Integrity and Plagiarism Policy
<http://www.uow.edu.au/about/policy/UOW058648.html>
- e. Student Academic Consideration Policy
<http://www.uow.edu.au/about/policy/UOW058721.html>
- f. Course Progress Policy
<http://www.uow.edu.au/about/policy/UOW058679.html>
- g. Academic Complaints Policy (Coursework and Honours Students)
<http://www.uow.edu.au/about/policy/UOW058653.html>
- h. Inclusive Language Policy
<http://www.uow.edu.au/about/policy/alphalisting/UOW140611.html>
- i. Workplace Health and Safety
<http://staff.uow.edu.au/ohs/index.html>
- j. Intellectual Property Policy
<http://www.uow.edu.au/about/policy/UOW058689.html>
- k. IP Student Assessment of Intellectual Property Policy
<http://www.uow.edu.au/about/policy/UOW058690.html>
- l. Human Research Ethics Guidelines
<http://www.uow.edu.au/research/ethics/human/index.html>

Version Control Table

Version Control	Release Date	Author/Reviewer	Approved By	Amendment
2	20180807	A/Prof Karen Walton – Subject Co-ordinator	Sonia Losinno– Learning & Teaching Officer	Changes to timetable
1	20180612	A/Prof Karen Walton – Subject Co-ordinator	Monica Ferrari – Learning & Teaching Officer	FINAL DIET966 Spring 2018 Subject Outline