



School of Nursing

SNUG101: Fundamentals of Nursing

Subject Outline

Autumn 2021

On-Campus

Wollongong/Southern Sydney /Shoalhaven / Batemans Bay / Bega /South Western Sydney

Subject Information

Credit Points: 6

Pre-requisite(s): Nil

Co-requisite(s): SNUG104

Restrictions: Nil

Contact Hours: 2 hours online activities, 2 hours tutorial and 2 hours simulated nursing tutorial per week

Subject Contacts

Subject Coordinator/Lecturer

Name:	Ms Suzi Russell
Location:	Wollongong, Building 41, Room 212
Telephone:	61 0242 981 434
Email:	snug-101@uow.edu.au
Consultation mode and times:	Email for appointment

Name:	Mr Alex Chan
Location:	South Western Sydney, Room 2.24
Telephone:	61 02 8763 6019
Email:	snug-101@uow.edu.au
Consultation mode and times:	Email for appointment

Student Support and Advice

For general enquiries please contact StudentHub 41

Location: Bldg 41 Level 1

Telephone: 61 2 4221 3492

Email: smah-students@uow.edu.au

Copyright

Commonwealth of Australia

Copyright Regulations 1969

© 2020 University of Wollongong

The original material prepared for this guide is covered by copyright. Apart from fair dealing for the purposes of private study, research, criticism or review, as permitted under the Copyright Act, no part may be reproduced by any process without written permission.

Table of Contents

Section A: General Information	3
Subject Learning Outcomes.....	3
Subject Description	3
Readings, References and Materials	3
Prescribed Textbooks	3
Prescribed Readings (includes eReadings).....	3
Recommended Additional Readings.....	4
Recent Changes to this Subject.....	4
Inherent Requirements.....	4
Lecture Recordings	4
Your Privacy – Lecture Recording	4
Simulation Nursing Tutorials Guidelines	5
List of Topics Covered	6
Section B: Assessment	7
Assessment Summary	7
Details of Assessment Tasks.....	7
Minimum Requirements for a Pass in this Subject	11
Minimum Student Attendance and Participation:	11
Scaling:.....	11
Late Submission:.....	11
Late Submission Penalty:.....	12
Supplementary Assessments.....	12
System of Referencing Used for Written Work	12
Submission of Assignments	13
Assessment Return	13
Retention of Submitted Work	13
Section C: General Advice	15
Student Consultation and Communication.....	15
Student Etiquette.....	15
eLearning Space	15
Use of Internet Sources	15
Lecture, Tutorial, Laboratory Times	16
Extraordinary Changes for the Subject after Release of the Subject Outline	16
Learning Analytics.....	16
The Assessment Quality Cycle	16
Academic Integrity Policy	16
Student Services and Support	18
UOW Grade Descriptors	19
University Policies	20

Section A: General Information

Subject Learning Outcomes

On successful completion of this subject, students will be able to:
1. describe person-centred nursing and its impacts on the delivery of care
2. identify personal values and beliefs and consider how they influence care and treatment
3. describe and use the clinical reasoning cycle
4. demonstrate nursing skills in: a. assessment of physical, social, emotional and cognitive health across the lifespan b. nursing assessment, planning, implementation and evaluation of care
5. use reflection to develop strategies for self-awareness
6. communicate in a respectful, effective and culturally safe manner

Subject Description

SNUG101 will introduce nursing students to the person-centred nursing care framework with an emphasis on the prerequisites and care environment. Foundational nursing practice skills will be developed and extended through scenario based learning in the laboratory. Integrated with this will be an introduction to the clinical reasoning cycle, the nursing process and critical thinking. This initial, fundamentals of care subject will specifically focus on nursing assessment and nursing diagnosis. Integral aspects of nursing care will be introduced to challenge nursing students to consider how they enable people they care for to be empowered in the decision-making process. Further, it will model how nursing students contextualise their theoretical knowledge through clinical practice to ensure they practise in a culturally safe way.

Readings, References and Materials

Prescribed Textbooks

It is expected that students will purchase the following text.

Berman, A., Frandsen, G., Snyder, S.J., Levett-Jones, T., Burston, A., Dwyer, T., Hales, M., Harvey, N., Moxham, L., Langtree, T., Reid-Searl, K., Rolf, F., Stanley D. (Eds.). (2020). *Kozier and Erb's fundamentals of nursing* (5th ed.) Pearson

Prescribed Readings (includes eReadings)

The following readings are prescribed for this subject, but students are not expected to purchase these. They are available to students through the library on the subject's eLearning site.

Australian Resuscitation Council. (2016). *ANZCOR Basic Life Support Flowchart* Retrieved from <https://resus.org.au/guidelines/flowcharts-3/#> .

Australian Commission on Safety and Quality in Health Care (ACSQHC). (2017). *National Safety and Quality Health Service: Second edition*. Sydney: ACSQHC.

Clinical Excellence Commission (n.d.). *Clinical handover*. Retrieved from <http://www.cec.health.nsw.gov.au/quality-improvement/team-effectiveness/insafehands/clinical-handover> .

Continence Foundation of Australia. (2018). *Bristol stool chart*. Retrieved from <https://www.continence.org.au/pages/bristol-stool-chart.html> .

McCarthy, B., Trace, A., O'Donovan, M., Brady-Nevin, C., Murphy, M., O'Shea, M., & O'Regan, P. (2017). Nursing and midwifery students' stress and coping during their undergraduate education programmes: An integrative review. *Nurse education today*, 61, 197-209.

Nursing and Midwifery Board of Australia (NMBA) (2018). *Code of conduct for nurses*. Melbourne: Nursing and Midwifery Board of Australia.

Palliative Care Australia. (2018). *I'm a health professional*. Retrieved from <http://palliativecare.org.au/im-a-health-professional> .

The Royal Children's Hospital Melbourne. (2017). *Mental state examination*. Retrieved from https://www.rch.org.au/clinicalguide/guideline_index/Mental_state_examination/ .

Recommended Additional Readings

Additional references that complement the prescribed readings and textbooks are available to students via the eLearning site for this subject.

- Levett-Jones, T. (2017). *Clinical reasoning: learning to think like a nurse*: Pearson Australia.
- Marieb, E. N., & Keller, S. M. (2018). *Essentials of human anatomy & physiology* (12th ed.), Global Edition: Pearson Education Limited.
- McCormack, B., & McCance, T. (2016). *Person-Centred practice in nursing and health care: Theory and Practice*: Wiley.
- Australian Institute of Health and Welfare. (2018). *Australia's health 2018*. Retrieved from <https://www.aihw.gov.au/reports/australias-health/australias-health-2018/contents/table-of-contents>.

Recent Changes to this Subject

Nil

Inherent Requirements

Inherent requirements are the essential components of a course or unit that demonstrate the abilities, knowledge and skills to achieve the core learning outcomes of the course or unit.

Further information on Inherent Requirements can be found on the following link on the UOW School of Nursing webpage:

<http://smah.uow.edu.au/nursing/courses/inherent-requirements/UOW192225.html>

Lecture Recordings

The University of Wollongong supports the recording of lectures as a supplemental study tool, to provide students with equity of access, and as a technology-enriched learning strategy to enhance the student experience.

If you make your own recording of a lecture you can only do so with the explicit permission of the lecturer and those people who are also being recorded.

You may only use recorded lectures, whether they are your own or recorded by the university, for your own educational purposes. Recordings cannot be altered, shared or published on another platform, without permission of the University, and to do so may contravene the University's Copyright Policy, Privacy Policy, Intellectual Property Policy, IT Acceptable Use Policy and Student Conduct Rules. Unauthorised sharing of recordings may also involve a breach of law under the Copyright Act 1969.

Your Privacy – Lecture Recording

In accordance with the *Student Privacy & Disclosure Statement*, when undertaking our normal teaching and learning activities, the University may collect your personal information. This collection may occur incidentally during the recording of lectures in equipped venues (i.e. when your identity can be ascertained by your image, voice or opinion), therefore the University further advises students that:

- Lecture recordings are made available to students, university staff, and affiliates, securely on the university's Echo360 ALP (Active Learning Platform) via the eLearning platform Moodle;
- Recordings are made available only for the purpose for which they were recorded, for example, as a supplemental study tool or to support equity and access to educational resources;
- Recordings are stored securely for up to two years.

If you believe your personal information has been collected in a recorded lecture you can approach your Subject Coordinator and ask to view this information. If your personal information has been collected and you do not want it used or stored you can request the recording be edited.

The University is committed to ensuring your privacy is protected. If you have a concern about how your personal information is being used or managed please refer to the University's Privacy Policy or consult our Privacy webpage <https://www.uow.edu.au/privacy/>

Simulation Nursing Tutorials Guidelines

The rules below are general rules that are required in the Simulated Nursing Tutorials.

- Simulated nursing tutorials are compulsory. So arrive on time and in your School of Nursing student nurse uniform (unless otherwise advised) with appropriate footwear (see "Footwear Requirements Nursing Laboratories/Simulation Environment"). & scan in with your student card (if more than 10 minutes late or not in uniform/inappropriate foot wear you will be required to make this up).
- If you are unable to attend or were excluded from your simulated nursing tutorial, contact your subject coordinator as soon as possible.
- Wait in the foyer area prior to commencement of your simulated nursing tutorial and please be respectful of others by keeping noise levels low.
- Store all your belongings in the designated areas including mobile phones (these are not permitted to be used in simulated nursing tutorials & should be switched to silent).
- Eating or drinking (including chewing gum) in simulated nursing tutorial is not permitted – bottled water is fine and please do not sit on beds or bench tops (OH&S issue).
- In your first simulated nursing tutorial you will be advised on all emergency procedures including first exits and assembly points. The telephones in the simulated nursing tutorial are for emergency use only.
- Use only the equipment required for your class and if you need any other equipment or need to move the manikins please see ask the simulated nursing tutorial staff for assistance.
- If you have an accident, injury or find any safety issues please report these to the simulated nursing tutorial staff who will assist you and show you how to complete a 'SafetyNet Form'.
- Wash your hands or use the alcohol based regularly and wear gloves when required. If you have any allergies to latex, hand soaps, dressings or any other materials you could be exposed to during your laboratory or simulation class, please inform the simulated nursing tutorial staff
- Take care when handling sharps and dispose of these in the sharps bins (no rubbish in these bins).
- Treat all manikins and simulated patients with respect by maintaining privacy, dignity and using culturally safe and respectful language.
- Handle all equipment with care, take of your shoes when lying on beds and leave the areas tidy.

List of Topics Covered

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

- Contemporary health care: health care delivery systems, information and technology in health care
- The nursing process: clinical reasoning cycle, critical thinking, assessing, nursing diagnosis and documentation of care
- Health beliefs and practices: cultural safety
- Lifespan development: promoting health and recovery across the lifespan
- Integral aspects of nursing: person-centred care, concepts of self, engaging authentically, empowerment through shared decision making and planning, creating healthful relationships and communication
- Assessing health: vital signs, physical health assessment, mental health assessment, interviewing skills, pain assessment, using risk assessment and surveillance strategies to minimise potential harm
- Integral components of individualised care: infection control and prevention, safety, mobility, pressure injury assessment and management, hygiene, and skin integrity and wound care
- Promoting psychosocial health: self-concept, stress and coping, loss, grieving and death, wellbeing and flourishing
- Promoting physiological health: nutrition, urinary elimination, faecal elimination and fluid and electrolyte balance
- Promoting social, emotional and mental health: sensory perception and alteration, sexuality and spirituality
- Promoting physiological health: activity and exercise, sleep, pain management, oxygenation and circulation
- Mental State Examination, mental illness and mental disorders
- Health informatics and health technology
- Medication calculations
- National inpatient medication chart and Standard Adult General Observation Chart

A Timetable of Topics will be available from the eLearning site in 0 week.

Section B: Assessment

Assessment Summary

Assessment Item	Form of Assessment	Due Date	Return/Feedback Due Date	Weighting
Formative Assessment*	Online revision quiz	19 th March, 1700hrs (Week 3)	Upon Completion	0%
Assessment 1	Creative representation of values and beliefs	25 th March, 1700hrs (Week 4)	Within 15 working days after the submission date	30%
Assessment 2	Medication Calculation Assessment	14 th April (Week 7)	Upon Completion	Pass/Fail
Assessment 3	OSCA – communication and patient assessment	Week 8	Upon Completion	Pass/Fail
Assessment 4	Reflection	6 th May, 1700hrs (Week 9)	Within 15 working days after the submission date	30%
Assessment 5	Final exam	Exam Week	Release of results	40%
Total Marks				100%

*This formative assessment occurs before semester consensus date and does not contribute to the overall subject mark. It provides students with an opportunity to seek early feedback to determine if they are on track to meet the learning outcomes of the subject.

Details of Assessment Tasks

Specific details about each assessment and the explicit marking criteria used to assess them will be available in the eLearning space for this subject by the first day of session.

Formative Assessment	Online revision quiz
Due date	19 th March, 1700hrs (Week 3)
Weighting	0%
Submission	Moodle
Type of Collaboration	Individual Assessment
Length	Approx. 30 minutes in total
Details	The purpose of this assessment is for students to seek early feedback to determine if they are on track to meet the learning outcomes of the subject by undertaking online revision quizzes in weeks 1, 2 & 3 online learning module.
Style and format	Online learning activities
Subject Learning Outcomes	1. Describe person-centred nursing and its impacts on the delivery of care. 2. Identify personal values and beliefs and consider how they influence care and treatment. 3. Describe and use the clinical reasoning cycle. 5. Use reflection to develop strategies for self-awareness.
Marking Criteria	Not applicable

Assessment 1	Creative representation of values and beliefs
Due date	25th March, 1700hrs (Week 4)
Weighting	30%
Submission	Your assignment will be submitted into a 'Flipgrid' application within the SNUG101 Moodle site. You will have the opportunity to review and re-submit your assignment up to the due date and time.
Type of Collaboration	Individual Assessment
Length	Creative Piece & 3 minute Presentation
Details	<p>It is essential for nurses to develop knowledge of their own beliefs and values and to realise how these impact on the care they provide to others. Clarity of beliefs and values is also a pre-requisite enabling person-centred behaviours and processes.</p> <p>The purpose of this assessment is for students to <u>consider how their values and beliefs may impact on the care of individuals</u>. This will be a creative piece which is in keeping with the Person-Centred Practice Framework.</p> <p>Instructions</p> <ol style="list-style-type: none"> Part 1 - Create a visual representation of your own values (you will undertake a values clarification activity in module 1 that will assist you with this). The visual representation can be presented in variety of formats (Note: the creative piece must be originally created by students. PowerPoint and other similar programs are not to be used). Part 2 – Create a 2.5 to 3 minute video presentation that shows and explains your visual representation. This video should also address: <ul style="list-style-type: none"> ➤ how your values (as depicted in your visual representation) may impact the care that you will provide as a nurse; ➤ how your values are linked to the principles of person-centred practice. You should consider your strengths and areas for growth weakness.
Style and format	Creative representation and Presentation via Flipgrid
Subject Learning Outcomes	<ol style="list-style-type: none"> Describe person-centred nursing and its impacts on the delivery of care. Identify personal values and beliefs and consider how they influence care and treatment.
Marking Criteria	The marking criteria for this assessment task are available in eLearning

Assessment 2	Medication Calculation Assessment
Due date	<p>14th of April (Week 7)</p> <ul style="list-style-type: none"> • 0830-0930, • 1200-1300, • 1500-1600, or • 1800-1900 <p>(Students can choose one of the above sessions to complete the Calculation Exam.)</p>
Weighting	Pass/fail
Submission	Complete using the Med+Safe® programme
Type of Collaboration	Individual Assessment
Length	1 hour (60 minutes)
Details	The online exam will be undertaken via Med+Safe® (located on the SNUG101 Moodle site) and will comprise of 20 questions. The exam will cover questions related calculation skills including metric system conversions, fractions, ratios, percentages & decimals.
Style and format	Medication calculation online

Subject Learning Outcomes	<p>4. Demonstrate nursing skills in:</p> <ol style="list-style-type: none"> a) assessment of physical, social, emotional and cognitive health across the lifespan b) nursing assessment, planning, implementation and evaluation of care
---------------------------	--

Assessment 3	OSCA – communication and patient assessment
Due date	Week 8 (during scheduled Simulated Nursing Tutorials)
Weighting	Pass/fail
Submission	Complete in week 8
Type of Collaboration	Individual Assessment
Length	20 minutes
Details	Students will receive a handover of a single patient and provide safe and quality care based on the handover received. Using effective communication techniques, students will be required to complete a full set of physical observations, document the person's observations and complete an ISBAR handover. Students will need to consider any available documentation, the person's observations, appropriate infection control practices and correct manual handling available to them.
Style and format	Clinical Skills Assessment
Subject Learning Outcomes	<p>3. Describe and use the clinical reasoning cycle</p> <p>4. Demonstrate nursing skills in:</p> <ol style="list-style-type: none"> a) assessment of physical, social, emotional and cognitive health across the lifespan b) nursing assessment, planning, implementation and evaluation of care <p>6. Communicate in a respectful, effective and culturally safe manner.</p>
Marking Criteria	The marking criteria for this assessment task are available in eLearning

Assessment 4	Reflection
Due date	6 th May, 1700hrs (Week 9)
Weighting	30%
Submission	Your assignment will be submitted into a Turnitin submission box within the SNUG101 Moodle site. You will have the opportunity to review and re-submit your assignment up to the due date and time.
Type of Collaboration	Individual Assessment
Length	1000 words
Details	<p>Reflection is defined as a 'critical review of practice with a view to refinement, improvement or change' (Levett-Jones, 2018, p.334).</p> <p>The purpose of this assessment is for students to reflect on one aspect of taking an adult's vital signs that you would like to refine, improve or change for your practice.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Choose one aspect of vital signs measurement that you found personally challenging. This may be obtaining an informed consent from an adult, auscultating the Korotkoff sounds, positioning an adult for the measurement, recording the findings on a SAGO chart, etc. 2. Use the Rolfe, Freshwater and Jasper (2001) reflective model to examine your experience with the topic. You can use first person for this assessment. Your reflection should be supported by literature (minimum of three journal articles). <p>Use the suggested prompts below to guide you with following the Rolfe et al. (2001) model:</p>

	What?	So What?	Now What?
	<ul style="list-style-type: none"> • What was your prior knowledge? ie. What did you already know about the topic? • What did you learn in the nursing laboratory session? • What part of your experience was most challenging? 	<ul style="list-style-type: none"> • What does this experience tell me/teach me? • What did I do that was effective? Why was it effective? • What did I do that seemed to be ineffective? How could I have done it differently? • What values, opinions, decisions have been made or changed through this experience? 	<ul style="list-style-type: none"> • What do I need to do in order to make things better/stop being stuck/improve the situation/feel better/get on better/etc.? • Where do I go from here? What's the next step in the process?
	<p>Notes: The suggested prompts are designed to assist the assignment planning process. Do not include the prompts in your assignment. This is NOT a 'Questions-and-Answers' assignment.</p> <p>Reference:</p> <p>Rolfe, G., Freshwater, D., & Jasper, M. (2001). <i>Critical reflection in nursing and the helping professions: a user's guide</i>. Basingstoke: Palgrave Macmillan.</p>		
Style and format	<p>Essay APA 7 referencing system A summary of the APA 7 can be accessed on the Library website at https://uow.libguides.com/refcite/apa-7</p>		
Subject Learning Outcomes	<p>1. Describe person-centred nursing and its impacts on the delivery of care. 5. Use reflection to develop strategies for self-awareness.</p>		
Marking Criteria	<p>The marking criteria for this assessment task are available in eLearning</p>		

Assessment 5	Final Exam
Due date	Exam Week
Weighting	40%
Submission	Exam papers and answers must be submitted at the conclusion of the exam.
Type of Collaboration	Individual Assessment
Length	120 minutes
Details	The final two-hour closed book exam will assess the student's knowledge of the subject content – particularly the use of clinical reasoning.
Style and format	Exam – multiple choices
Subject Learning Outcomes	<p>1. Describe person-centred nursing and its impacts on the delivery of care.</p> <p>3. Describe and use the clinical reasoning cycle.</p> <p>4. Demonstrate nursing skills in:</p> <ul style="list-style-type: none"> a) assessment of physical, social, emotional and cognitive health across the lifespan b) nursing assessment, planning, implementation and evaluation of care

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
- receive a mark of 50% or more in the final exam
- meet the minimum requirements for OSCA
- meet the minimum requirements for medication calculations exam
- meet the minimum Attendance and Participation requirements set out below.

Important - This subject is a co-requisite of SNUG104. Students must complete and pass all aspects of SNUG101 including OSCA (Observed Structured Clinical Assessment), Medsafe (Medication Calculations Exam) and Lab/Tutorial attendance. Failure to successfully complete SNUG101 will result in not being able to attend clinical placements for SNUG104.

Minimum Student Attendance and Participation:

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

Tutorial attendance is strongly recommended and active involvement in class is expected from students. Students may be absent from 1 tutorial without explanation. Students who are absent from more than 1 tutorial are required to apply for Academic Consideration AND will need to contact the Subject Coordinator to discuss requirements for meeting the missed learning objectives.

Simulated Nursing Tutorial attendance is 100% compulsory and must be met to successfully complete the subject. An application for Academic Consideration via SOLS and the presentation of suitable documentation, for example a Medical Certificate can be made 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.

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>

Students who have an active Reasonable Adjustment should contact the Subject Coordinator to request an extension on an assessment task. An extension can only be granted on formal request by the student and if the Reasonable Adjustment includes the provision of a possible extension for assessment tasks. If the provision of an extension is not included in the Reasonable Adjustment or if the circumstances affecting the student do not relate to the condition set out in the Reasonable Adjustment the student should apply for an Academic Consideration (see above).

Late Submission Penalty:

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

For example:

- Student A submits an 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. Further information about Supplementary Assessments is available at: <http://www.uow.edu.au/student/exams/suppassess/index.html>

System of Referencing Used for Written Work

APA 7 referencing system should, unless otherwise specified for a particular assignment (check Details of Assessment Tasks), be utilised.

The APA Referencing Style is an author-date citation style. It has two main features:

- In-text citations, when you refer to another author's work you must cite your source by providing the last name(s) of the author(s) and the year of publication.
- The reference list which appears at the end of your assignment and includes a full description of each source you have cited, listing them in alphabetical order by the author's last name.

A summary of the APA 7 can be accessed on the Library website at <https://uow.libguides.com/refcite/apa-7>

Submission of Assignments

Assignments are to be submitted via drop box in the eLearning site.

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 assignments in the event that re-submission is required.

Assessment Return

Once your assignment has been marked and your Subject Coordinator releases results for the assessment you will be able to access feedback on your assignment within the assessment submission page on the Moodle site for this subject. This will include feedback within the marking guide, feedback comments and feedback files (where applicable) that provide you with your markers feedback on your written work. You will receive an automated notification that your assignment results are available for download / review within Moodle.

You can access feedback on your marked assignment on the **Assignment submission** page, when marks and feedback have been released to students, please note that the **Feedback** section appears at the bottom of the page.

Your final mark in the assessment task will be posted within SOLS.

Feedback on quizzes, examinations and /or presentations:

Contact your lecturer/tutor/subject coordinator if you would like feedback on your assessment. In accordance with University Policy marked assignments will usually only be held for 21 days after the declaration of marks for that assignment.

Retention of Submitted Work

The University may retain copies of student work in order to facilitate quality assurance of assessment processes, in support of the continuous improvement of assessment design, assessment marking and for the review of the subject. The University retains records of students' academic work in accordance with the University Records Management Policy and the State Records Act 1988 and uses these records in accordance with the University Privacy Policy and the Privacy and Personal Information Protection Act 1998.

Guiding Communication Principles for Students

- **Moodle** Announcements will be the primary platform for communication of general information to students.
 - Students should ensure they regularly check the main announcements forum at the top of each subject's Moodle site. Information distributed via a Moodle Announcement will not be duplicated on any other forum on the Moodle site.
 - Moodle Discussion forums pertinent to specific assignments will be used but will not replace or be used for overarching subject announcements.
 - Assignment discussion forums for specific assignments will be clearly labelled in the forum description to identify the purpose of the forum (e.g. 'Please ask any questions you have about Assessment Task 1 in this discussion forum') – students should check and ask any assignment questions on these forums and not through email.
 - The Moodle assignment discussion forums should always be used in the first instance when inquiring about assessment tasks.
 - It is the student's responsibility to check all subject Moodle sites regularly for information and notifications.
- **SOLS** messages will be used for all central communication relating to the following:
 - Administrative matters relating to student enrolment
 - Critical information relating to course or subject, e.g. Changes to assignments, policy updates, class cancellations or changes
 - Timetable information
 - Security and emergency information
 - Students are encouraged to check SOLS messages daily as these messages are often of high priority
- **Email**
 - Communication to UOW staff by students should only be via a UOW email account.
 - In relation to assessment questions, Moodle assignment forums should be used rather than email.
- Remember to use the same principles when communicating online as you would face-to-face. Be clear and respectful and communicate with the same consideration you would expect from others.

Related Policies

- Online and email etiquette <https://tr.uow.edu.au/uow/file/976ffde2-b892-42cf-b20b-5c7a65bc08cc/1/Overview%20of%20Online%20and%20Email%20Etiquette.pdf>
- Using UOWmail <https://www.uow.edu.au/student/learning-co-op/technology-and-software/uowmail/>
- Inclusive language guideline <https://documents.uow.edu.au/about/policy/students/UOW140611.html>
- The Student Charter <https://www.uow.edu.au/student/charter/>

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.

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/emailetiquette/index.html>

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/ Remote

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

<https://uow.edu.au/dvce/lta/analytics/>

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 University's policy on acknowledgement practice and plagiarism provides detailed information about how to acknowledge the work of others: <http://www.uow.edu.au/about/policy/UOW058648.html>

"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 Services and Support

There are a range of services available to students that are provided free of charge.

A good place to get to know services that may be of use to you is the Get Started @ UOW web page, accessed here <https://getstarted.uow.edu.au/index.html> or search for "Get Started @ UOW".

Services available include:

Service	Link to information about the service
Aboriginal & Torres Strait Islander	https://www.uow.edu.au/wic/about1/index.html?ssSourceSiteId=getstarted
Careers advice	https://www.uow.edu.au/careers/index.html?ssSourceSiteId=getstarted
Counselling	https://www.uow.edu.au/student/counselling/index.html?ssSourceSiteId=getstarted
Disability	https://www.uow.edu.au/student/disability/index.html?ssSourceSiteId=getstarted
Information Tech.	https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted
Study Skills	https://www.uow.edu.au/student/learningcoop/index.html?ssSourceSiteId=getstarted
Heads of Students	https://www.uow.edu.au/science-medicine-health/contact-us/

Student Support Adviser (SSA)

If you have a temporary or ongoing issue or a problem that is affecting your study, including issues that are related to belonging to an equity group, then the Student Support Advisers may be able to help. There are Student Support Advisers available to assist students who are studying at all UOW Campuses and in all UOW Faculties. [Contact details can be found on the UOW website:](https://www.uow.edu.au/student/services/SSA/contact/index.html)

<https://www.uow.edu.au/student/services/SSA/contact/index.html>

The Learning Co-Op

Provides online resources, access to Peer Coaches and Academic Consultants to support your learning at UOW.

Student Advocacy Service

The Student Advocacy Service (SAS) is free, confidential and independent service for all UOW students.

The SAS provides advocacy and referral for a range of academic, procedural and administrative issues. For more information visit: <https://www.uow.edu.au/student/support-services/advocacy/>

<https://www.uow.edu.au/student/learning-co-op/>

Library Services

To save yourself time and enhance your studies: connect with information specialists and resources anytime, anywhere via Ask Us: <https://www.library.uow.edu.au/ask/index.html> or Google "UOW library ask us".

Online – Ask a Librarian	Ask questions and receive a response within 1 business day (Wollongong time)
In person – Book a Librarian	30-minute appointment with an Librarian
Research Consultation Service	1 hour appointment with an information specialist. Available to UOW academics, HDRs, Postgraduate Coursework, Honours and Masters students.
By phone	+61 2 4221 3548

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 Graduate 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

Academic Integrity Policy

Academic integrity involves upholding ethical standards in all aspects of academic work, including learning, teaching and research. It involves acting with the principles of honesty, fairness, trust and responsibility and requires respect for knowledge and its development. The Policy can be found at:

<http://www.uow.edu.au/about/policy/UOW058648.html>

Code of Practice – Research

This Code mandates the current policy and best practice relating to procedures for responsible research. The Code can be found at:

<http://www.uow.edu.au/about/policy/UOW058663.html>

Code of Practice – Honours

This Code sets out the responsibilities of all parties involved in managing students undertaking Honours Programs. The Code can be found at:

<http://www.uow.edu.au/about/policy/UOW058661.html>

The Code of Practice – Work Integrated Learning (Professional Experience)

The Code of Practice – Work Integrated Learning (Professional Experience) sets out what is expected from students, the University and Host Organisations in providing work integrated learning professional experience programs. It applies to professional experience programs that form the whole or part of a subject or course offered at the University. The Code assists in promoting a productive work integrated learning experience for students and in promoting relevant UOW Work Integrated Learning Design Principles.

<http://www.uow.edu.au/about/policy/UOW058662.html>

Copyright Policy

The purpose of this Policy is to outline responsibilities and procedures regarding the use of third party copyright material, with the objectives of reducing staff and UOW exposure to the risks associated with the use of third party copyright material, assisting staff to make full legal use of the materials at their disposal by clearly identifying responsibilities and promoting copyright compliance. The Policy can be found at:

<http://www.uow.edu.au/about/policy/alphalisting/UOW026670.html>

Course Progress Policy

The Course Progress Policy establishes the requirements, definitions and procedures to be used in determining the standards of acceptable course progress. The Policy can be found at:

<http://www.uow.edu.au/about/policy/UOW058679.html>

Examination Rules and Procedures

The UOW rules and procedures outline exam conditions, student conduct in exams, and the procedures for exam management. Further information can be found here:

<https://www.uow.edu.au/about/policy/UOW118158.html>

Ethical or Religious Objection by Students to the Use of Animal and Animal Products in Coursework Subjects

This policy provides a framework for recognition of and responses to students' ethical or religious objection to animal use in coursework subjects at the University of Wollongong. For the purpose of this policy, animal use includes killing of animals in experimental work, dissection of animals that are already dead, use of animal tissues, use of animal-derived products (such as sera). These uses are relevant to teaching and assessment. Further information about this policy can be found here:

<http://www.uow.edu.au/about/policy/UOW058708.html>

Coursework Rules

The Coursework Rules (hereafter the Rules) govern the admission, enrolment, progression through, and qualification for a coursework award offered by the University. Further information can be found here:

<https://documents.uow.edu.au/about/policy/UOW262890.html>

Human Research Ethics

The Human Research Ethics Committee protects the welfare and rights of the participants in research activities. Further information can be found here:

<http://www.uow.edu.au/research/ethics/human/index.html>

Inclusive Language Guidelines

UOW endorses a policy of non-discriminatory language practice in all academic and administrative activities of the University. Further information is available from:

<http://www.uow.edu.au/about/policy/alphalisting/UOW140611.html>

Intellectual Property Policy

UOW's Intellectual Property Policy provides guidance on the approach taken to Intellectual Property (IP), including its ownership, protection and exploitation. Further information about the management of IP is available at <http://www.uow.edu.au/about/policy/UOW058689.html>

Teaching and Assessment: Assessment and Feedback Policy

The purpose of this Policy is to set out the University of Wollongong's approach to effective learning, teaching and assessment, including the principles and minimum standards underlying teaching and assessment practice. The Policy can be found at:

<http://www.uow.edu.au/about/policy/alphalisting/UOW222905.html>

Teaching and Assessment: Code of Practice - Teaching

This Code is a key document in implementing the University's Teaching and Assessment Policy and sets out the specific responsibilities of parties affected in relation to learning, teaching and assessment, as well as procedures for teaching staff. The Code can be found at:

<http://www.uow.edu.au/about/policy/UOW058666.html>

Teaching and Assessment: Subject Delivery Policy

This Policy sets out specific requirements in relation to the delivery of Subjects. The policy can be found at: <http://www.uow.edu.au/about/policy/alphalisting/UOW222906.html>

Review and Appeal of Academic Decisions Policy

UOW aims to provide a transparent and consistent process for resolving a student concern about an academic decision that has affected their academic progress, including a mark or grade. Further information is available at:

<http://www.uow.edu.au/about/policy/UOW058653.html>

Student Academic Consideration Policy

The purpose of the Student Academic Consideration Policy is to enable student requests for academic consideration for assessable components of a subject to be evaluated in a fair, reasonable, timely and consistent manner throughout the University. The Policy can be found at:

<http://www.uow.edu.au/about/policy/UOW058721.html>

The Student Charter – Your Rights and Responsibilities

The Student Charter is based on principles that guide all members of the University and that promote responsible partnerships within and beyond the University community.

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

Student Assignment of Intellectual Property (IP) Policy

This policy applies to all Students (under-graduate and post-graduate) of the University of Wollongong (UOW). It may also apply to other persons by agreement. This policy sets out the approach taken by UOW in relation to Student assignment of intellectual property. Further information about this policy can be found here:

<http://www.uow.edu.au/about/policy/UOW058690.html>

Student Conduct Rules

These Rules outline the required conduct of students of UOW, and direct staff and students to University Rules, standards, codes, policies, guidelines, procedures and other requirements which specify acceptable and unacceptable student conduct, and the management of alleged student misconduct.

<http://www.uow.edu.au/about/policy/UOW058723.html>

Workplace Health & Safety Policy

The Workplace Health and Safety (WHS) unit at UOW aims to provide structures, system and support to ensure the health, safety and welfare of all at the campus. Further information is available from:

<https://www.uow.edu.au/about/policy/alphalisting/UOW016894.html>

Version Control Table

Version Control	Release Date	Author/Reviewer	Approved By	Amendment
1	20210201	Alex Chan – Subject Coordinator	Sonia Lanzi – L&T Officer	Final SNUG101 Autumn 2021 Subject Outline