School of Nursing

SNPG935: Philosophies of Mental Health Care

Subject Outline
Spring, 2016
Flexible
Wollongong

Subject Information
Credit Points: 6
Pre-requisite(s): Nil
Co-requisite(s): Nil
Restrictions: Students must be enrolled in Master of Nursing (Mental Health)
Contact Hours: It is expected students will allocate 12 hours per week to this subject, including any required class attendance, completion of prescribed readings and assessment tasks

Subject Contacts
Subject Coordinator/Lecturer

<table>
<thead>
<tr>
<th>Name:</th>
<th>Prof Lorna Moxham</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Wollongong, Building 41, Room 219</td>
</tr>
<tr>
<td>Telephone:</td>
<td>4221 2559</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:lorna_moxham@uow.edu.au">lorna_moxham@uow.edu.au</a></td>
</tr>
<tr>
<td>Consultation mode and times:</td>
<td>Email for appointment</td>
</tr>
</tbody>
</table>

Student Support and Advice
For general enquiries please contact StudentHub 41:

Location: 41.138B
Telephone: 61 2 4221 3492
Email: smah-students@uow.edu.au
Student Consultation and Communication

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

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

Consider what the communication is about

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

Specific email subject title to enable easy identification of issue

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

Professional courtesy

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

Subject Learning Outcomes

On completion of this subject, students should be able to:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe and critically appraise the concept of mental illness concerning its nature, its connection to values or functions and its mythical or real status.</td>
</tr>
<tr>
<td>2.</td>
<td>Describe and critically assess some of the general philosophical models of the mind and their relationship to mental health.</td>
</tr>
<tr>
<td>3.</td>
<td>Outline a philosophically-based research strategy to address a research question in the philosophy of mental health.</td>
</tr>
<tr>
<td>4.</td>
<td>Critically appraise the key concepts in mental health care</td>
</tr>
<tr>
<td>5.</td>
<td>Critically evaluate the success of standard arguments and claims about mental health care</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrate the ability to formulate a researchable problem within the subject area together with valid philosophically-based arguments to address them.</td>
</tr>
<tr>
<td>7.</td>
<td>Describe and critically assess some of the theories and arguments advanced about the role of values in psychiatric diagnosis and mental health more broadly.</td>
</tr>
</tbody>
</table>

Subject Description

This subject provides an introduction to some of the significant conceptual issues at the heart of mental health care and be able to critically assess models of nursing practice. A range of conceptual problems/issues/and questions that lie at the heart of mental health care will be explored. Students will reflect on ways to improve practice through a better understanding of its conceptual foundations and be able critically to assess models of practice.

eLearning Space

This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column. For information regarding the eLearning spaces please use the following link: [http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf](http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf)

Lecture, Tutorial, Laboratory Times

Dates for study days and weeks will be listed online. 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.

Readings, References and Materials

**Prescribed Textbooks**

Nil

**Prescribed Readings (includes eReadings)**

Nil
Materials
The DVD presentations take an assertive consumer perspective and the study material addresses the
primacy of consumer needs. Within this context, the experience in Australia is examined in a number
of contexts including metropolitan, rural and remote areas and within specific groups such as urban
and Aboriginal communities.

Recommended Additional Readings
The following references complement the prescribed readings and textbooks:

For subject

Further readings for each topic are available in eLearning

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

Recent Changes to this Subject
Nil

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
<table>
<thead>
<tr>
<th>Week</th>
<th>Commencing</th>
<th>Tutorial</th>
<th>Assessment Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25/07/2016</td>
<td>History of theories about Mental Illness</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>01/08/2016</td>
<td>The Hippocratic tradition/ nature and nurture</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>08/08/2016</td>
<td>Current theories about the origin of Mental Disorders</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>15/08/2016</td>
<td>Physiological/psychological and social perspectives</td>
<td>Assessment 1</td>
</tr>
<tr>
<td>5</td>
<td>22/08/2016</td>
<td>The Biopsychosocial model of Mental Illness</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>29/08/2016</td>
<td>Values, Psychiatric ethics and Clinical Judgement</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>05/09/2016</td>
<td>Understanding Psychopathology</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>12/09/2016</td>
<td>Theorising about meaning for mental health care</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>19/09/2016</td>
<td>The validity of psychiatric classification</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid-Session Recess</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>03/10/2016</td>
<td>The relation of evidence – based medicine and tacit knowledge in clinical judgement</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>10/10/2016</td>
<td>Recovery and Resilience</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>17/10/2016</td>
<td>Philosophy and nursing</td>
<td>Assessment 2</td>
</tr>
<tr>
<td>13</td>
<td>24/10/2016</td>
<td>What philosophy means to my practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Study Recess</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Form of Assessment</th>
<th>Due Date</th>
<th>Return/Feedback Due Dates</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>Essay</td>
<td>Thursday 25th August 23:55hrs (Week 5)</td>
<td>16/09/2016</td>
<td>50%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Essay</td>
<td>Thursday 20th October 23:55hrs (Week 12)</td>
<td>Release of results</td>
<td>50%</td>
</tr>
</tbody>
</table>

Total Marks 100%

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.

Assessment 1

Historical Analysis of MH Care

Due date Thursday 25th August 23:55hrs (Week 5)

Weighting 50%

Submission
Submit an electronic copy of your assignment via upload to eLearning.
Please refer to detailed information regarding submission of assignments on the subject’s eLearning site.

Type of Collaboration Individual Assessment

Length 2500

Details Specific details about this assessment task are available in eLearning

Style and format Essay

Subject Learning Outcomes 1, 2, 4, 5, 7

Marking Criteria The marking criteria for this assessment task are available in eLearning

Assessment 2

Identify a contemporary mental health nursing practice and elucidate the philosophical underpinnings

Due date Thursday 20th October 23:55hrs (Week 12)

Weighting 50%

Submission
Submit an electronic copy of your assignment via upload to eLearning.
Please refer to detailed information regarding submission of assignments on the subject’s eLearning site.

Type of Collaboration Individual Assessment

Length 2500

Details Specific details about this assessment task are available in eLearning

Style and format Essay

Subject Learning Outcomes 1, 2, 3, 4, 5, 6

Marking Criteria The marking criteria for this assessment task are available in eLearning
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.

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
- meet the Attendance and Participation requirements set out below

Minimum Student Attendance and Participation:
It is expected that students will allocate 12 hours per week to this subject, including any required class attendance, completion of prescribed readings and assessment tasks.

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

Scaling:
Scaling 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

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 \((85 \text{ (original mark)} - 35 \text{ marks (late penalty)} = 50/100 \text{ (final mark)})\).

• 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 \((17 \text{ (original mark)} - 3 \text{ marks (late penalty)} = 14/20 \text{ (final mark)})\).

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.

**System of Referencing Used for Written Work**

The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assignment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: [https://webapps.library.uow.edu.au/refcite/style-guides/html/](https://webapps.library.uow.edu.au/refcite/style-guides/html/)

**Use of Internet Sources**

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

**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 and Plagiarism Policy, Faculty Handbooks and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. This is considered academic misconduct and students place themselves at risk of being expelled from the University."
**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.

**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.
Section C: General Advice

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

University Policies

Students should be familiar with the following University policies:

a. Code of Practice – Teaching and Assessment

b. Code of Practice – Research, where relevant

c. Code of Practice – Honours, where relevant

d. Student Charter

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

f. Academic Integrity and Plagiarism Policy

g. Student Academic Consideration Policy

h. Course Progress Policy

i. Graduate Qualities Policy

j. Academic Complaints Policy (Coursework and Honours Students)

k. Inclusive Language Policy

l. Workplace Health and Safety, where relevant

m. Children in the Workplace and Study Environment Policy

n. Intellectual Property Policy

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

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

q. Human Research Ethics Guidelines, where relevant
r. Animal Research Guidelines, where relevant

s. Student Conduct Rules and accompanying Procedures or Research Misconduct Policy for research students

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 http://www.uow.edu.au/student/elearning/netiquette/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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark (%)</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction HD</td>
<td>85-100</td>
<td>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):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• consistent evidence of deep and critical understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• critical evaluation of problems, their solutions and their implications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use of quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• eloquent and sophisticated communication of information and ideas in terms of the conventions of the discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• consistent application of appropriate skills, techniques and methods with outstanding levels of precision and accuracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• all or almost all answers correct, very few or none incorrect</td>
</tr>
<tr>
<td>Distinction D</td>
<td>75-84</td>
<td>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):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• evidence of integration and evaluation of critical ideas, principles, concepts and/or theories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• distinctive insight and ability in applying relevant skills, techniques, methods and/or concepts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• demonstration of frequent originality in defining and analysing issues or problems and providing solutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• fluent and thorough communication of information and ideas in terms of the conventions of the discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• frequent application of appropriate skills, techniques and methods with superior levels of precision and accuracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• most answers correct, few incorrect</td>
</tr>
<tr>
<td>Credit C</td>
<td>65-74</td>
<td>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):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• evidence of learning that goes beyond replication of content knowledge or skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• demonstration of solid understanding of fundamental concepts in the field of study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• demonstration of the ability to apply these concepts in a variety of contexts</td>
</tr>
</tbody>
</table>
• 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)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-64</td>
<td>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):&lt;br&gt;• knowledge, understanding and application of fundamental concepts of the field of study&lt;br&gt;• use of routine arguments with acceptable reasoning&lt;br&gt;• adequate communication of information and ideas in terms of the conventions of the discipline&lt;br&gt;• ability to apply appropriate skills, techniques and methods with satisfactory levels of precision and accuracy&lt;br&gt;• a combination of correct and incorrect answers</td>
</tr>
</tbody>
</table>

### Fail (F)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;50</td>
<td>A fail grade (F) is given for performance that does not provide sufficient evidence of attainment of the relevant subject learning outcomes.</td>
</tr>
</tbody>
</table>

### Technical Fail (TF)

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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

### Version Control Table

<table>
<thead>
<tr>
<th>Version Control</th>
<th>Release Date</th>
<th>Author/Reviewer</th>
<th>Approved By</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20160614</td>
<td>Dr Terry Froggatt – Subject Coordinator</td>
<td>Sonia Losinno – ADE nominee</td>
<td>FINAL SNPG935 Spring 2016 Subject Outline</td>
</tr>
</tbody>
</table>