School of Medicine

MEDI113: Physiology of Sport, Exercise and Physical Activity

Subject Outline
Spring, 2018
On-Campus
Wollongong

Subject Information
Credit Points: 6
Pre-requisite(s): MEDI100 or MEDI111 or EDPS101 or SHS111
Co-requisite(s): Nil
Restrictions: Must be enrolled in Bachelor of Health and Physical Education
Contact Hours: 2 case-based learning each fortnight, 2 hours of lectures 2 hour Practical per week x 13 weeks, s

Subject Contacts
Subject Coordinator/Lecturer

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr Herb Groeller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Building 41, Room 330</td>
</tr>
<tr>
<td>Telephone:</td>
<td>61 2 4221 3461</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:hgroell@uow.edu.au">hgroell@uow.edu.au</a></td>
</tr>
<tr>
<td>Consultation mode and times:</td>
<td>Wed 8.30-10.30, Thurs 10.30-12.30</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
Table of Contents

Section A: General Information ............................................................................................................... 3
Subject Learning Outcomes ................................................................................................................... 3
Subject Description ............................................................................................................................... 3
Readings, References and Materials .................................................................................................. 3
  Textbooks ........................................................................................................................................ 3
  Prescribed Readings (includes eReadings) ......................................................................................... 3
  Materials ......................................................................................................................................... 3
  Recommended Readings ................................................................................................................... 3
Recent Changes to this Subject ............................................................................................................. 3
Schedule of Learning* .......................................................................................................................... 4
Section B: Assessment ............................................................................................................................... 5
Assessment Summary ............................................................................................................................. 5
Details of Assessment Tasks ................................................................................................................ 5
Minimum Requirements for a Pass in this Subject ................................................................................ 7
  Minimum Student Attendance and Participation ................................................................................. 8
Scaling .................................................................................................................................................. 8
Late Submission ...................................................................................................................................... 8
Supplementary Assessments (Final Theory) ......................................................................................... 8
System of Referencing Used for Written Work .................................................................................... 8
Submission of Assessments ................................................................................................................ 8
Assessment Return ............................................................................................................................... 8
Section C: General Advice ....................................................................................................................... 9
Student Consultation and Communication ............................................................................................ 9
eLearning Space ................................................................................................................................... 9
Use of Internet Sources ........................................................................................................................ 9
Lecture, Tutorial, Laboratory Times ...................................................................................................... 10
Extraordinary Changes for the Subject after Release of the Subject Outline ......................................... 10
Learning Analytics ................................................................................................................................ 10
The Assessment Quality Cycle ........................................................................................................... 10
Academic Integrity Policy ..................................................................................................................... 10
Student Academic Complaints Policy (Coursework or Higher Degree Research) ................................. 11
Student Support Services and Facilities ............................................................................................... 11
Student Etiquette .................................................................................................................................. 11
UOW Grade Descriptors ....................................................................................................................... 12
University Policies ............................................................................................................................... 13
Version Control Table .......................................................................................................................... 13
Section A: General Information

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

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1.</td>
<td>Understand respiratory, metabolic, cardiovascular, endocrine and muscular systems and their responses to acute submaximal and incremental exercise stimuli;</td>
</tr>
<tr>
<td>2.</td>
<td>Understand physiological adaptations associated with chronic exposure to physical exercise;</td>
</tr>
<tr>
<td>3.</td>
<td>Access specific research via library databases to assist in the preparation of a concise oral and written report;</td>
</tr>
<tr>
<td>4.</td>
<td>Show the ability to perform an independent analysis and interpretation of physiological data;</td>
</tr>
<tr>
<td>5.</td>
<td>Be familiar with the conduct and interpretation of a series of introductory exercise physiology laboratories.</td>
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</table>

Subject Description
This subject extends the study of human structure and function in the domains of sport, physical activity and exercise. In this context, the areas to be studied include energy liberation and metabolism, applied muscle physiology and applied cardiorespiratory physiology.

Readings, References and Materials

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


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.

Materials
Nil

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

Laboratory material published on e-learning. Please print and bring to class each fortnight. Additional material may be provided on e-learning as the session is in progress. Please check e-learning on a weekly basis. Readings will also be provided for tutorial in lecture sessions.

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
i. Nil
## Schedule of Learning*

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Lecture 1</th>
<th>Lecture 2</th>
<th>Lecture 3 Case-based Learning</th>
<th>Demonstration/Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>23/07/2018</td>
<td>Introduction</td>
<td>Exercise/Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>30/07/2018</td>
<td>Cardiovascular</td>
<td>Cardiovascular</td>
<td></td>
<td>Cardiovascular</td>
</tr>
<tr>
<td>3</td>
<td>06/08/2018</td>
<td>Respiratory</td>
<td>Respiratory</td>
<td>Cardiovascular</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>13/08/2018</td>
<td>Metabolism</td>
<td>Metabolism</td>
<td>Metabolism</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>20/08/2018</td>
<td>Signalling</td>
<td>Muscle/Neural</td>
<td>Metabolism</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>27/08/2018</td>
<td>Muscle/Neural</td>
<td>Adaptations</td>
<td>Efficiency</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>03/09/2018</td>
<td>Adaptations</td>
<td>Limits to performance</td>
<td>Adaptation</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/09/2018</td>
<td>No classes</td>
<td>No classes</td>
<td>Muscle</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>17/09/2018</td>
<td>Environmental</td>
<td>Environmental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>24/09/2018</td>
<td>Athlete</td>
<td>Children</td>
<td>Environmental</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mid-Session Recess 29 September 2018 – 7 October 2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>08/10/2018</td>
<td>Presentations</td>
<td>Presentations</td>
<td>Presentations</td>
<td>Thermoregulation</td>
</tr>
<tr>
<td>12</td>
<td>15/10/2018</td>
<td>Presentations</td>
<td>Presentations</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>22/10/2018</td>
<td>Presentations</td>
<td>Presentations</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study Recess 29 October 2018 – 2 November 2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>UOW Exam Period 3 November 2018 – 15 November 2018</td>
<td></td>
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<td></td>
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</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</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| Assessment 1    | Group written submission, Individual reflection | i) Group each CBL  
ii) 19/10/2018 | i) At CBL  
ii) 26/10/2018 | 25% |
| Assessment 2    | Group 10-min oral presentations and written one-page summary | i) Week 11-13 | i) 26/10/2018 | 20% |
| Assessment 3    | Online Multiple choice quizzes | i) Week 6 and 12 | Immediate post exam | 15% |
| Assessment 4    | Final Exam | Exam week | N/A | 40% |

**Total Marks 100%**

### Details of Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Case-based learning</th>
</tr>
</thead>
</table>
| **Due date** | i) Fortnightly at least one hour prior to each case-based learning time  
ii) Individual reflection submitted 19/10/2018 |
| **Weighting** | 25% |
| **Submission** | i) Each fortnight to Turnitin, at least one hour prior to case-based learning session. ii) An Individual reflection submitted to via Turnitin |
| **Type of Collaboration** | i) Group Project: 4 students in a group, ii) Individual submission of reflections |
| **Length** | i) Case-based learning: Maximum 4 pages for the worksheet (group task)  
ii) Individual reflection |
| **Case-based learning tasks**: A worksheet will be provided each fortnight on Moodle, it will require your group to do some reading and research to complete the allocated questions or tasks. The worksheet must be completed PRIOR to attending the relevant case-based learning session. A person in your group is required to submit the completed worksheet via Turnitin. The submission via Turnitin will close one hour prior to commencement of the case-based learning session. Only one person from the group is required to submit the worksheet response into Turnitin. |
| **During the case-based learning:**  
**How do I get the most out of the case-based sessions?**  
- Do your work beforehand: If you come unprepared you are letting down your group and yourself. The case-based sessions are only effective when everyone has put in effort to try and address the particular problems raised within the worksheet for the fortnight. Also note the role of the lecturer in these sessions is to facilitate the session rather than provided answers to each questions on the worksheet. So use the MOODLE lecture material provided, read journal papers and related chapters in the textbook, access website links to answer the questions on the worksheet.  
- Get involved and get your group involved. Make sure your opinion and views have been heard, likewise acknowledge the opinions of others whether they concur or disagree with those of your own or your group. |
**Individual reflection:** After the completion of the case-based learning sessions, each student is required to prepare a reflection (maximum 4 pages) on what was learnt during the sessions. The reflections are an individual assessment task. A marking rubric will be made available on MOODLE for the reflection task.

<table>
<thead>
<tr>
<th>Style and format</th>
<th>Word document; essay style; sub-headings can be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turnitin</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Learning Outcomes</th>
<th>1, 2, 3, 4</th>
</tr>
</thead>
</table>
| Marking Criteria          | i) Group tutorial worksheets : 10 marks  
                           | ii) Individual reflection : 10 marks   
                           | iii) Group participation in case-based learning sessions: 5 marks |

### Assessment 2: Mythbuster Oral Presentations

**Due date**
- Weeks 11-13

**Weighting**
- 20%

**Submission**
- i) Provide a 10-min oral presentation on a common exercise related myth, ii) Submit at least one hour prior to the scheduled tutorial time the one page written summary of the presentation.

**Type of Collaboration**
- Group Project: 4 students in a group

**Length**
- One 10-min group presentation, a one page group summary of the presentation

**Details**

**Mythbuster Oral Presentations Week 11-13:** Each group will receive a unique topic statement with regards to exercise. The statement could be a fact, fallacy or half-truth. Each group will develop an engaging 10-min presentation based upon the available research and to determine if the topic statement is:
- i) Confirmed  
- ii) Plausible  
- iii) Busted

Use the textbook and scientific journal papers to support your group’s conclusion. The presentation should make use of audio-visual presentation tools (e.g. power-point). It should be engaging, and presented so that a coach or Yr12 HSC student could understand the content.

**One page written summary of presentation:**
- Provide a one-page summary (maximum) of the presentation. It should
  - i) List the topic statement  
  - ii) Encapsulate the key points of the presentation  
  - iii) Provide at least 4 references to your scientific source material used to support your presentation  
  - iv) List your groups final determination (Confirmed, Plausible or Busted)

**Style and format**
- i) 10 min Oral presentation,  
- ii) One page written summary of the presentation.

| 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. |

<table>
<thead>
<tr>
<th>Subject Learning Outcomes</th>
<th>1, 2, 3, 4</th>
</tr>
</thead>
</table>
| Marking Criteria          | i) Scientific content of presentation and one-page summary: 10 marks  
                           | ii) Presentation structure, delivery, level of engagement with audience |
and suitability for coach/Yr12 audience: 6 marks
iii) Validity of final determination (Confirmed, Plausible, Busted): 4 marks

<table>
<thead>
<tr>
<th>Assessment 3</th>
<th>Online Multiple choice quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due date</td>
<td>Week 6 and Week 12</td>
</tr>
<tr>
<td>Weighting</td>
<td>15%</td>
</tr>
<tr>
<td>Submission</td>
<td>Submit an electronic copy of your assessment via upload to e-learning</td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td>Length</td>
<td>12 multi-choice questions, 24 minute time limit</td>
</tr>
<tr>
<td>Details</td>
<td>Theory questions based on the online lectures, tutorials, textbook and labs. This assessment is a compulsory element; you are required to successfully complete in order to pass this subject. <strong>Examination 1: Week 6:</strong> All online lectures, tutorials, textbook and labs related to Weeks 1-5 of the subject. <strong>Examination 2: Week 12:</strong> All online lectures, tutorials, textbook and labs related to Weeks 6-11 of the subject.</td>
</tr>
<tr>
<td>Style and format</td>
<td>Online via Moodle Multi-choice examination</td>
</tr>
<tr>
<td>Subject Learning Outcomes</td>
<td>1, 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment 4</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due date</td>
<td>UOW Exam Week</td>
</tr>
<tr>
<td>Weighting</td>
<td>40%</td>
</tr>
<tr>
<td>Submission</td>
<td>Exam papers and answers must be submitted at the conclusion of the exam.</td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td>Length</td>
<td>3 hours</td>
</tr>
<tr>
<td>Details</td>
<td>Multiple choice, short answer, data analysis and interpretation questions. All lecture, tutorial, relevant text book chapters and laboratory work including calculations and material assessed from practical classes is assessable in the final examination. A majority of the marks in this examination will come from short answer, data analysis and interpretation style questions. Compulsory element: A mark of 40% or more in the final examination is required to be considered for a pass in this subject.</td>
</tr>
<tr>
<td>Style and format</td>
<td>Final exam: Short answer, multi-choice or interpretation</td>
</tr>
<tr>
<td>Subject Learning Outcomes</td>
<td>1, 2, 5</td>
</tr>
</tbody>
</table>

**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:

- Obtain at least 40% in the final examination
- Meet the minimum participation requirements set out below.
Minimum Student Attendance and Participation
It is expected that students will allocate 6 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 case-base learning and practical's is compulsory; students must attend 100% of the scheduled 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:

Scaling
Scaling may occur in this subject in the form of z scores.

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:

Supplementary Assessments (Final Theory)
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.

Supplementary Prac examinations will only be offered subsequent to a satisfactory theory exam performance (i.e. a pass or greater).

Students can log on to SOLS and click on the link titled “Supplementary Assessment” to view any applicable offers or use the following link;

System of Referencing Used for Written Work
Not Applicable to this subject

Submission of Assessments
Refer to the submission requirements under the details of the individual assessments. Students should ensure that they receive a receipt acknowledging submission. Students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assessments in the event that re-submission is required.

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

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

Student Consultation and Communication

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

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

Consider what the communication is about

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

Specific email subject title to enable easy identification of issue

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

Professional courtesy

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

eLearning Space

This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column. For information regarding the eLearning spaces please use the following link: 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.
Timetable information can be accessed from http://www.uow.edu.au/student/timetables/info/index.html

Key University Dates can be accessed from http://www.uow.edu.au/student/dates/index.html

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

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

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

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

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

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

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

The use by students of any website that provides access to essays or other assessment items...
(sometimes marketed as ‘resources’), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the University to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the university is considered academic misconduct and students place themselves at risk of being expelled from the University."

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

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

**Student Support Services and Facilities**

Students can access information on student support services and facilities at the following link. This includes information on “Academic Support”, “Starting at University, “Help at University” as well as information and support on “Careers and Jobs”. [http://www.uow.edu.au/student/services/index.html](http://www.uow.edu.au/student/services/index.html)

**Student Etiquette**

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

More details on UOW Grade descriptors can be found on the following link

University Policies
Students should be familiar with the following University policies:

a. Code of Practice – Teaching and Assessment

b. Student Charter

c. Academic Integrity and Plagiarism Policy

d. Student Academic Consideration Policy

e. Course Progress Policy

f. Academic Complaints Policy (Coursework and Honours Students)

g. Inclusive Language Policy

h. Workplace Health and Safety, where relevant

i. Intellectual Property Policy

Version Control Table

<table>
<thead>
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<th>Version Control</th>
<th>Release Date</th>
<th>Author/Reviewer</th>
<th>Approved By</th>
<th>Amendment</th>
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<td>Dr Herb Groeller, Subject Co-ordinator</td>
<td>Sonia Losinno – Learning &amp; Teaching Officer</td>
<td>Minor Timetable changes</td>
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<td>Dr Herb Groeller, Subject Co-ordinator</td>
<td>Monica Ferrari – Learning &amp; Teaching Officer</td>
<td>FINAL MEDI113 Spring 2018 Subject Outline</td>
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