School of Nursing

SNPG925: Effective Leadership

Subject Outline
Spring 2019
Flexible
Wollongong/South Western Sydney

Subject Information
Credit Points: 6
Pre-requisite(s): Nil
Co-requisite(s): Nil
Restrictions: Nil
Contact Hours: 4 x Study Days and online

Subject Contacts
Subject Coordinator/Lecturer

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr Rebekkah Middleton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Wollongong Campus, Building 41 Room 221</td>
</tr>
<tr>
<td>Telephone:</td>
<td>+61 2 42213724</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:rebekkah_middleton@uow.edu.au">rebekkah_middleton@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: Bldg 41 Level 1
Telephone: 61 2 4221 3492
Email: smah-students@uow.edu.au
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Section A: General Information

Subject Learning Outcomes

<table>
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<tr>
<th>On completion of this subject, students should be able to:</th>
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</thead>
<tbody>
<tr>
<td>1. Appraise theoretical and conceptual frameworks as they relate to the leadership of self, leading others and leading in healthcare organisations</td>
</tr>
<tr>
<td>2. Evaluate leadership practices for facilitating change in healthcare organisations</td>
</tr>
<tr>
<td>3. Analyse and articulate principles and practices in leadership scholarship that influence the provision of health service delivery and foster a positive work environment</td>
</tr>
<tr>
<td>4. Reflect on personal leadership attributes in order to plan for professional leadership growth and development</td>
</tr>
<tr>
<td>5. Creatively communicate own professional values and perceptions of leadership development</td>
</tr>
<tr>
<td>6. Apply contemporary leadership models to inform and develop personal leadership skills in healthcare environments</td>
</tr>
</tbody>
</table>

Subject Description

This subject focuses on leadership that creates the climate in which people work together to achieve successful outcomes from the challenges they confront. Each topic is designed to increase the learners’ understanding and knowledge of the characteristics of effective leadership and the various organisational environments in which leaders operate. Learners will be exposed to various models of leadership and encouraged to explore their own antecedent leadership characteristics. Leadership requires an understanding of organisational culture, interpersonal relationships, processes and systems. The Health Services environment presents unique leadership challenges which will be explored and analysed. Specifically, the subject examines five practices of leadership identified by Kouzes and Posner, namely: model the way, inspire a shared vision; challenge the process; enable others to act and encourage the heart.

Lecture, Tutorial, Laboratory Times

Dates for study days and weeks are listed in SOLS online.

Readings, References and Materials

Prescribed Textbooks


Prescribed Readings (includes eReadings)

Nil

Materials

Nil

Recommended Additional Readings

Additional references that complement the prescribed readings and textbooks are available to students at the workshops and through Moodle.

Recent Changes to this Subject

The subject learning outcomes have been revised.
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:

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.

<table>
<thead>
<tr>
<th>Day 1 – Leading self</th>
<th>Day 2 – Leading others</th>
<th>Day 3 – Leading in organisations</th>
<th>Day 4 – Application of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leadership theory</td>
<td>• Values Clarification</td>
<td>• Enabling cultures</td>
<td>• Celebrating Success</td>
</tr>
<tr>
<td>• Leadership Behaviours</td>
<td>• Organisational Values</td>
<td>• Enabling questions</td>
<td>• Emancipatory Practice</td>
</tr>
<tr>
<td>• Goal Setting</td>
<td>• Teams and Team working</td>
<td>• Feedback</td>
<td>• Future development</td>
</tr>
<tr>
<td>• Personal Development Planning</td>
<td>• Team Culture</td>
<td>• Change theory</td>
<td></td>
</tr>
<tr>
<td>• Reflection</td>
<td>• Influences and Concerns</td>
<td>• Stakeholder engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Networking</td>
<td></td>
</tr>
</tbody>
</table>
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>Formative Assessment *</td>
<td>Action plan in class</td>
<td>In workshop</td>
<td>In class</td>
<td>0%</td>
</tr>
<tr>
<td>Assessment 1</td>
<td>Reflection</td>
<td>Week 4 Thursday 22\textsuperscript{nd} August 2019, 1700hrs</td>
<td>Within 15 working days of the submission date</td>
<td>25%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Assignment</td>
<td>Week 8 Thursday 19\textsuperscript{th} September 2019, 1700hrs</td>
<td>Within 15 working days of the submission date</td>
<td>25%</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Assignment</td>
<td>Part A: Week 10 workshop</td>
<td>Release of results</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B Written analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Marks</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

*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.

Assessment 1

<table>
<thead>
<tr>
<th>Reflection and action plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due date</td>
</tr>
<tr>
<td>Weighting</td>
</tr>
<tr>
<td>Submission</td>
</tr>
<tr>
<td>Type of Collaboration</td>
</tr>
<tr>
<td>Length</td>
</tr>
<tr>
<td>Details</td>
</tr>
<tr>
<td>Style and format</td>
</tr>
</tbody>
</table>

Subject Learning Outcomes

3. Analyse and articulate principles and practices in leadership scholarship that influence the provision of health service delivery and foster a positive work environment
4. Reflect on personal leadership attributes in order to plan for professional leadership growth and development
5. Creatively communicate own professional values and perceptions of leadership development
6. Apply contemporary leadership models to inform and develop personal leadership skills in healthcare environments

Marking Criteria

The marking criteria for this assessment task are available see Moodle
### Assessment 2

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th><strong>Assignment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due date</strong></td>
<td>Week 8 (Thursday 19th September 2019, 1700hrs)</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
<td>25%</td>
</tr>
<tr>
<td><strong>Submission</strong></td>
<td>Submit an electronic copy of your assignment through Turnitin in Moodle.</td>
</tr>
<tr>
<td><strong>Type of Collaboration</strong></td>
<td>Individual Assessment</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>2000 words</td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td>Specific details about this assessment task are available in Moodle</td>
</tr>
<tr>
<td><strong>Style and format</strong></td>
<td>Assignment</td>
</tr>
</tbody>
</table>

**Subject Learning Outcomes**

1. Appraise theoretical and conceptual frameworks as they relate to the leadership of self, leading others and leading in healthcare organisations
2. Evaluate leadership practices for facilitating change in healthcare organisations
3. Analyse and articulate principles and practices in leadership scholarship that influence the provision of health service delivery and foster a positive work environment
4. Apply contemporary leadership models to inform and develop personal leadership skills in healthcare environments

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

### Assessment 3

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th><strong>Assignment</strong></th>
</tr>
</thead>
</table>
| **Due date**   | Part A – Week 10 workshop  
Part B – Week 11 (Thursday 17th October, 1700hrs) |
| **Weighting**  | 50% |
| **Submission** | Submit an electronic copy of Part B of your assignment through Turnitin in Moodle. Submit a photo of Part A of your assignment in Moodle. |
| **Type of Collaboration** | Individual Assessment |
| **Length**     | 2000 and Creative Work |
| **Details**    | Specific details about this assessment task are available in Moodle |
| **Style and format** | Creative representation and Assignment |

**Subject Learning Outcomes**

1. Appraise theoretical and conceptual frameworks as they relate to the leadership of self, leading others and leading in healthcare organisations
2. Evaluate leadership practices for facilitating change in healthcare organisations
3. Analyse and articulate principles and practices in leadership scholarship that influence the provision of health service delivery and foster a positive work environment
4. Reflect on personal leadership attributes in order to plan for professional leadership growth and development
5. Creatively communicate own professional values and perceptions of leadership development
6. Apply contemporary leadership models to inform and develop personal leadership skills in healthcare environments

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

### 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 minimum participation requirements set out below.
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.

The Flexible delivery version of this subject has a number of workshop days (also known as study days) on campus. Typically there are 5 x half day workshops per subject scattered throughout the session. The purpose of these workshop days is to provide essential information, permit small group work and allow questions and answers. Often content covered in a workshop session is relevant to subsequent assessments. Attendance and active participation in the workshop is strongly recommended.

Students are expected to participate in online discussions and forums and engage with subject material within the eLearning space. Please contact your Subject Coordinator to clarify the expectations related to your participation.

Students who are enrolled in the Distance delivery instance of this subject do not have any workshop days, & the content is delivered entirely on-line.

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 x 0.05 x 7). The assignment is marked as per normal out of 100 and is given a mark of 85/100, and then the late penalty is applied. The result is that the student receives a final mark of 50/100 for the assignment (85 (original mark) – 35 marks (late penalty) = 50/100 (final mark)).
- Student B submits a report which is marked out of 20. The report is submitted three days late. This means that a late penalty of 3 marks will apply ((20 x 0.05 x 3). The report is marked as per normal out of 20 and is given a mark of 17/20, and then the late penalty is applied. The result is that the student receives a final mark of 14/20 for the report (17 (original mark) – 3 marks (late penalty) = 14/20 (final mark)).

No marks will be awarded for work submitted either after the assessment has been returned to the students or more than two weeks after the due date, whichever is the sooner. This does not apply to situations where a particular assessment task is undertaken by students at different times throughout the session, but where the assessment is based on experiments or case studies specific to a student. In this case no marks will be awarded for work submitted more than two weeks after the due date.

Notwithstanding this, students must complete all assessment tasks to a satisfactory standard and submit them, regardless of lateness or loss of marks, where submission is a condition of satisfactorily completing the subject.
System of Referencing Used for Written Work

APA 6 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 6 can be accessed on the Library website at [http://uow.libguides.com/refcite/apa6](http://uow.libguides.com/refcite/apa6)

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.

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.
**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/ltc/analytics/](https://uow.edu.au/dvce/ltc/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 full policy on Academic Integrity Policy is found in the Policy Directory on the UOW website.

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

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as ‘resources’), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the University to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the university is considered academic misconduct and students place themselves at risk of being expelled from the University.”
Student Academic Complaints Policy (Coursework or Higher Degree Research)
In accordance with the Coursework Student Academic Complaints Policy, a student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student’s right to appropriate and useful feedback on their performance in an assessment task. Refer to the Coursework Student Academic Complaints Policy for further information.

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

Student Etiquette
Guidelines on the use of email to contact teaching staff, mobile phone use in class and information on the university guide to eLearning ‘Netiquette’ can be found at https://www.uow.edu.au/student/learningcoop/software/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>
</table>
| High Distinction HD | 85-100 | A high distinction grade (HD) is awarded for performance that provides evidence of an outstanding level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a distinction grade plus (as applicable):  
  • consistent evidence of deep and critical understanding  
  • substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches  
  • critical evaluation of problems, their solutions and their implications  
  • use of quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work  
  • creativity in application as appropriate to the discipline  
  • eloquent and sophisticated communication of information and ideas in terms of the conventions of the discipline  
  • consistent application of appropriate skills, techniques and methods with outstanding levels of precision and accuracy  
  • all or almost all answers correct, very few or none incorrect |
| Distinction D | 75-84 | A distinction grade (D) is awarded for performance that provides evidence of a superior level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a credit grade plus (as applicable):  
  • evidence of integration and evaluation of critical ideas, principles, concepts and/or theories  
  • distinctive insight and ability in applying relevant skills, techniques, methods and/or concepts  
  • demonstration of frequent originality in defining and analysing issues or problems and providing solutions  
  • fluent and thorough communication of information and ideas in terms of the conventions of the discipline  
  • frequent application of appropriate skills, techniques and methods with superior levels of precision and accuracy  
  • most answers correct, few incorrect |
| Credit C     | 65-74 | A credit grade (C) is awarded for performance that provides evidence of a high level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a pass grade plus (as applicable):  
  • evidence of learning that goes beyond replication of content knowledge or skills  
  • demonstration of solid understanding of fundamental concepts in the field of study  
  • demonstration of the ability to apply these concepts in a variety of contexts  
  • 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 of 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 - Teaching

b. Teaching and Assessment: Assessment and Feedback Policy

c. Teaching and Assessment: Subject Delivery Policy

d. Code of Practice – Research, where relevant

e. Code of Practice – Honours, where relevant

f. Student Charter

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

h. Academic Integrity and Plagiarism Policy

i. Student Academic Consideration Policy

j. Course Progress Policy

k. Copyright Policy

l. Academic Complaints Policy (Coursework and Honours Students)

m. Inclusive Language Policy

n. Workplace Health and Safety, where relevant

o. Intellectual Property Policy

p. IP Student Assessment of Intellectual Property Policy, where relevant

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

r. Human Research Ethics Guidelines, where relevant

s. Animal Research Guidelines, where relevant
t. Student Conduct Rules and accompanying Procedures or Research Misconduct Policy for research students

**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>20190624</td>
<td>Rebekkah Middleton – Subject Coordinator</td>
<td>Sonia Losinno – Learning and Teaching Officer</td>
<td>Final Spring 2019 SNPG925</td>
</tr>
</tbody>
</table>