School of Nursing

SNUG301: Managing Deterioration

Subject Outline
NURS Year 3 Autumn 2021
On-Campus
Wollongong/South West Sydney/Southern Sydney /Shoalhaven / Batemans Bay / Bega

Subject Information
Credit Points: 6
Pre-requisite(s): SNUG208 and SNUG205
Co-requisite(s): SNUG304
Restrictions: Students must be enrolled in the Bachelor of Nursing Advanced
Contact Hours: As per subject database

Subject Contacts
Subject Coordinator/Lecturer

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr Kaye Rolls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Liverpool</td>
</tr>
<tr>
<td>Telephone:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:krolls@uow.edu.au">krolls@uow.edu.au</a></td>
</tr>
<tr>
<td>Consultation mode and times:</td>
<td>Details in eLearning site</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>Helen Pratt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Bega Campus</td>
</tr>
<tr>
<td>Telephone:</td>
<td>61 2 64947962</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:hpratt@uow.edu.au">hpratt@uow.edu.au</a></td>
</tr>
<tr>
<td>Consultation mode and times:</td>
<td>Details in eLearning site</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
On successful completion of this subject, students will be able to:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Connect early and late warning signs of the deteriorating person to underlying pathophysiology and psychiatry</td>
</tr>
<tr>
<td>2</td>
<td>Apply a systematic person-centred approach to assessing sudden deterioration</td>
</tr>
<tr>
<td>3</td>
<td>Develop an immediate plan of care to address the sudden deterioration in health</td>
</tr>
<tr>
<td>4</td>
<td>Effectively communicate with members of the interdisciplinary team in a simulated scenario involving a person with sudden health deterioration</td>
</tr>
<tr>
<td>5</td>
<td>Defend the necessity for rapid response and standardised assessment</td>
</tr>
<tr>
<td>6</td>
<td>Critically evaluate and assess a person with sudden health deterioration</td>
</tr>
<tr>
<td>7</td>
<td>Manage an emergency situation or acute deterioration in a simulated setting</td>
</tr>
</tbody>
</table>

Subject Description
This subject builds from content learned throughout the previous two years and strives to equip students with the skills recognise and make effective clinical decisions where individuals across the lifespan experience deterioration, including physical and behavioural changes. Students will develop clinical skills relevant to the management of people who are deteriorating. Students will be introduced to the findings of recent inquiries into healthcare systems, be familiar with ‘between the flags’, the concepts of rapid response, clinical leadership and the role of interdisciplinary health teams in caring for the deteriorating person. Students will explore required skills to think, act and communicate quickly under a pressure in a person centred approach.

Readings, References and Materials

Prescribed Textbooks
There are no prescribed textbooks for this subject.

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.


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

Recent Changes to this Subject
Nil
Inherent Requirements

Inherent requirements are the essential components of a course or unit that demonstrate the abilities, knowledge and skills to achieve the core learning outcomes of the course or unit. Further information on Inherent Requirements can be found on the following link on the UOW School of Nursing webpage:

Laboratory & Simulation Guidelines

The rules below are general rules that are required in the nursing laboratory and simulation areas.

- Please be on time for all simulation laboratories. Admission to the laboratory or simulation class will be closed 10 minutes after the scheduled commencement time. If you arrive late, you may not be able to participate in the laboratory or simulation session.
- It is your responsibility to ensure that you sign your name on your specific class roll book located in the foyer area of the laboratory and simulation area, prior to entering your class.
- If you cannot attend or were excluded from your designated laboratory or simulation session, you must immediately contact your subject coordinator who will advise you about what you must do. Please refer to your subject outline about attendance requirements.
- Appropriate attire must be worn for every laboratory or simulation session. No access will be granted to the laboratory or simulation areas without appropriate footwear.
- Please see the Simulation Technician/Assistant if you need to move any equipment including the manikins, beds, tables or other equipment in the simulation / laboratory environment. Please do not move simulators or manikins from their beds without assistance.
- Any accident, injury or near miss, potentially dangerous, malfunctioning or accident-prone equipment, fixtures or situation has to be reported promptly to the Simulation Technician/Assistant or your demonstrator. The university approved ‘Hazard and incident report form’ must be completed and forwarded to the Head of School- Professor Tracey Moroney
- If you have any allergies to latex, hand soaps, dressings or any other materials you could be exposed to during your laboratory or simulation class, please inform the Simulation Technician/Assistant or your demonstrator.

Lecture Recordings

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

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

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

- Nursing roles, communication, and escalation of care of the deteriorating person and their families
- Leadership/rapid response teams
- Role of the Clinical Excellence Commission, including assessment tools
- Health care inquiries and reports, including significant reports – e.g. Garling, Francis
- Patient safety programs
- Assessment of a person with suspected deterioration and prioritisation of needs
- Using risk assessment and surveillance strategies to minimise potential harm
- Advanced clinical skills including ECG, central venous access devices, fluid resuscitation and tracheostomies
- Medication calculations and applications in deterioration, including blood and blood products
- Common causes deterioration including sepsis (adult and paediatric), dehydration (paediatric), acute respiratory failure (adult), change in level of consciousness (adult), delirium (adult), cardiac (adult)

A Timetable of Topics will be available from the eLearning site in 0 week of session.
## 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>Online quiz x 3</td>
<td>Quiz 1* Opens Thursday 11th February (Week 2) at 0800 hours and closes at 2000 hours. Quiz 2 Opens Thursday 1st April (Week 9) at 0800 hours and closes at 2000 hours. Quiz 3 Opens Thursday 29th April (Week 12) at 0800 hours and closes at 2000 hours. *this is also your formative assessment</td>
<td>On completion</td>
<td>30% (3 X 10%)</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Case Study</td>
<td>Thursday 8th April 2021, 17:00hrs (Week 10)</td>
<td>Within 15 working days of the submission date</td>
<td>40%</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Medication Calculation Competency (Mastery)</td>
<td>Thursday 15th April, 2021 (Week 11)</td>
<td>Upon completion</td>
<td>Satisfactory or unsatisfactory</td>
</tr>
<tr>
<td>Assessment 4</td>
<td>Reflection</td>
<td>Thursday 3rd June 2021, 17:00 hrs (Week 17).</td>
<td>Declaration of results</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment 5</td>
<td>OSCA – communication and patient assessment (Mastery)</td>
<td>OSCA Week 7th to 11th June, 2021</td>
<td>Upon completion</td>
<td>Satisfactory or unsatisfactory</td>
</tr>
</tbody>
</table>

*Total Marks 100%

*This formative assessment occurs before semester consensus date and does 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.

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Online Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due date</strong></td>
<td>Quiz 1 (Formative)* Thursday 11th March, 2021 from 12:00hrs [midday] to Friday 12th March 12:00hrs [midday], 2021 (Week 2). Quiz 2 Thursday 1st April, 2021 from 12:00hrs [midday] to Friday 2nd April 12:00hrs [midday], 2021 (Week 9). Quiz 3 Thursday 29th April, 2021 from 12:00hrs [midday] to Friday 30th April 12:00hrs [midday], 2021 (Week 12).</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
<td>30% (3 X 10%)</td>
</tr>
<tr>
<td><strong>Submission</strong></td>
<td>Online</td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td>Each student will complete a unique quiz Each quiz will be open for a 24 hour period Students will have one (1) attempt only Students should ensure they have a stable Internet connection prior to starting the quiz Students will have 40 minutes to complete the Quiz and should ensure they have this amount of time to complete the quiz uninterrupted Students should refer to the School assessment handbook for the general rules covering completion of online assessments</td>
</tr>
<tr>
<td><strong>Style and format</strong></td>
<td>20 MCQ or True False questions</td>
</tr>
<tr>
<td><strong>Subject Learning Outcomes</strong></td>
<td>1. Connect early and late warning signs of the deteriorating person to underlying pathophysiology and psychiatry 3. Develop an immediate plan of care to address the sudden deterioration in health 4. Effectively communicate with members of the interdisciplinary team in a simulated scenario involving a person with sudden health</td>
</tr>
<tr>
<td><strong>Marking Criteria</strong></td>
<td>not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment 2</th>
<th>Observed Structured Clinical Assessment (OSCA): Managing deterioration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due date</strong></td>
<td>OSCA Week 7th to 11th June, 2021</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
<td>No weighting (minimum satisfactory level must be achieved) <strong>Note:</strong> Students must achieve a satisfactory grade in the OSCA to complete the Subject. Students will be offered two (2) attempts at the OSCA.</td>
</tr>
<tr>
<td><strong>Submission</strong></td>
<td>Please refer to detailed information regarding assessment on the subject's eLearning site.</td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td>A team will receive two case studies and will be expected to detect and manage a clinical deterioration collaboratively.</td>
</tr>
<tr>
<td><strong>Style and format</strong></td>
<td>OSCA - simulation</td>
</tr>
<tr>
<td><strong>Subject Learning Outcomes</strong></td>
<td>2. Apply a systematic person-centred approach to assessing sudden deterioration 3. Develop an immediate plan of care to address the sudden deterioration in health</td>
</tr>
</tbody>
</table>
4. Effectively communicate with members of the interdisciplinary team in a simulated scenario involving a person with sudden health deterioration

6. Critically evaluate and assess a person with sudden health deterioration

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

### Assessment 3
**Medication Calculations competency (mastery)**

**Due date**
Thursday 15th April, 2021 (Week 11)

**Weighting**
No weighting (minimum satisfactory level must be achieved)

**Note:**
Students must achieve a satisfactory grade in the Calculation Exam prior to attending workplace experience. Students will be offered three (3) attempts to complete the Calculation Exam

**Submission**
Online exam

**Type of Collaboration**
Individual Assessment

**Length**
1 hour

**Details**
The online exam will be undertaken via Med+Safe® (located on the SNUG101 moodle site) and will comprise of 20 questions. The exam will cover questions related calculation skills including metric system conversions, fractions, ratios, percentages & decimals.

**Style and format**
Online exam

**Subject Learning Outcomes**
7. Manage an emergency situation or acute deterioration in a simulated setting

### Assessment 4
**Case study**

**Due date**
Week 10 Thursday 10th April 2021

**Weighting**
40%

**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**
2000 words

**Details**
Students will critically examination a case study where the person they are caring for deteriorates.

There will be three (3) to choose from

Students are expected to discuss pathophysiology, monitoring and treatment, incorporating the role of the registered nurse

**Style and format**
Case study

**Subject Learning Outcomes**
1. Connect early and late warning signs of the deteriorating person to underlying pathophysiology and psychiatry
2. Apply a systematic person-centred approach to assessing sudden deterioration
3. Develop an immediate plan of care to address the sudden deterioration in health
4. Effectively communicate with members of the interdisciplinary team in a simulated scenario involving a person with sudden health deterioration
5. Defend the necessity for rapid response and standardised assessment

**Marking Criteria**
The marking criteria for this assessment task are available in eLearning
<table>
<thead>
<tr>
<th>Assessment 5</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due date</td>
<td>Thursday 3rd June 2021, 17:00 hrs (Week 17).</td>
</tr>
<tr>
<td>Weighting</td>
<td>30%</td>
</tr>
<tr>
<td>Submission</td>
<td>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.</td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td>Length</td>
<td>1500</td>
</tr>
<tr>
<td>Details</td>
<td>Students will use a reflective model to explore EITHER: Their understanding of caring for a person experiencing a deterioration in their condition from the student’s own clinical practice. OR: An example provided in eLearning of caring for a person with a deterioration in their condition Students will be expected to critically reflect on the event with a focus on the role of the registered nurse in a health system</td>
</tr>
<tr>
<td>Style and format</td>
<td>Case study</td>
</tr>
<tr>
<td>Subject Learning Outcomes</td>
<td>2. Apply a systematic person-centred approach to assessing sudden deterioration 4. Effectively communicate with members of the interdisciplinary team in a simulated scenario involving a person with sudden health deterioration</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td>The marking criteria for this assessment task are available in eLearning</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:

- attempt all assessment tasks
- meet the minimum requirements for WPE
- meet the minimum requirements for OSCA
- meet the minimum Attendance and Participation requirements set out below.

**Important - This subject is a co-requisite of SNUG304. Students must complete Medsafe (Medication Calculations Exam) prior to the second round of clinical placement**

**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.

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

Laboratory attendance is 100% compulsory and must be met to successfully complete the subject. An application for Academic Consideration via SOLS and the presentation of suitable documentation, for example a Medical Certificate can be made to Student Central as soon as practical. For further details about applying for Academic Consideration visit the Student Central webpage: [http://www.uow.edu.au/student/central/academicconsideration/index.html](http://www.uow.edu.au/student/central/academicconsideration/index.html)
Scaling:
Scaling will not occur in this subject.

Late Submission:
Late submission of an assessment task without an approved extension of the deadline is not acceptable. If you are unable to submit an assessment due to extenuating circumstances (e.g. medical grounds or compassionate grounds), you can make an application of academic consideration. Not all circumstances qualify for academic consideration. For further details about applying for academic consideration visit the Student Central webpage: http://www.uow.edu.au/student/central/academicconsideration/index.html

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

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

For example:
- Student A submits an assignment which is marked out of 100. The assignment is submitted 7 days late. This means that a late penalty of 35 marks will apply (100 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.

Supplementary Assessments
Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary assessment. The precise form of supplementary assessment will be determined at the time the offer of a supplementary assessment is made.

Students can log on to SOLS and click on the link titled “Supplementary Assessment” to view any applicable offers. Further information about Supplementary Assessments is available at: http://www.uow.edu.au/student/exams/suppassess/index.html
System of Referencing Used for Written Work

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

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

• In-text citations, when you refer to another author’s work you must cite your source by providing the last name(s) of the author(s) and the year of publication.

• The reference list which appears at the end of your assignment and includes a full description of each source you have cited, listing them in alphabetical order by the author's last name.

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

Submission of Assignments

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

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

Assessment Return

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

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

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

Feedback on quizzes, examinations and /or presentations:

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

Retention of Submitted Work

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

- **Moodle** Announcements will be the primary platform for communication of general information to students.
  - Students should ensure they regularly check the main announcements forum at the top of each subject’s Moodle site. Information distributed via a Moodle Announcement will not be duplicated on any other forum on the Moodle site.
  - Moodle Discussion forums pertinent to specific assignments will be used but will not replace or be used for overarching subject announcements.
    - Assignment discussion forums for specific assignments will be clearly labelled in the forum description to identify the purpose of the forum (e.g. ‘Please ask any questions you have about Assessment Task 1 in this discussion forum’) – students should check and ask any assignment questions on these forums and not through email.
    - The Moodle assignment discussion forums should always be used in the first instance when inquiring about assessment tasks.
  - It is the student’s responsibility to check all subject Moodle sites regularly for information and notifications.

- **SOLS** messages will be used for all central communication relating to the following:
  - Administrative matters relating to student enrolment
  - Critical information relating to course or subject, e.g. Changes to assignments, policy updates, class cancellations or changes
  - Timetable information
  - Security and emergency information
  - Students are encouraged to check SOLS messages daily as these messages are often of high priority

- **Email**
  - Communication to UOW staff by students should only be via a UOW email account.
  - In relation to assessment questions, Moodle assignment forums should be used rather than email.

- Remember to use the same principles when communicating online as you would face-to-face. Be clear and respectful and communicate with the same consideration you would expect from others.

**Related Policies**

- Online and email etiquette [https://tr.uow.edu.au/uow/file/976ffde2-b892-42cf-b20b-5c7a65bc08cc/1/Overview%20of%20Online%20and%20Email%20Etiquette.pdf](https://tr.uow.edu.au/uow/file/976ffde2-b892-42cf-b20b-5c7a65bc08cc/1/Overview%20of%20Online%20and%20Email%20Etiquette.pdf)
Section C: General Advice

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

Student Consultation and Communication

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

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

**Consider what the communication is about**

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

**Specific email subject title to enable easy identification of issue**

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

**Professional courtesy**

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

Student Etiquette

Guidelines on the use of email to contact teaching staff, mobile phone use in class and information on the university guide to eLearning ‘Netiquette’ can be found at [https://www.uow.edu.au/student/learningcoop/software/emailetiquette/index.html](https://www.uow.edu.au/student/learningcoop/software/emailetiquette/index.html)

eLearning Space

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

Use of Internet Sources

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

On campus/ Remote
All timetable information is subject to variation. Check latest timetabling information on the 'Current Student' webpage on UOW website or log into SOLS to view your personal timetable prior to attending classes.
Timetable information can be accessed from https://www.uow.edu.au/student/timetables/
Key University Dates can be accessed from http://www.uow.edu.au/student/dates/index.html

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

Learning Analytics
Data on student performance and engagement (such as Moodle and University Library usage, task marks, use of SOLS) will be available to the Subject Coordinator to assist in analysing student engagement, and to identify and recommend support to students who may be at risk of failure. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to https://uow.edu.au/dvce/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 University’s policy on acknowledgement practice and plagiarism provides detailed information about how to acknowledge the work of others: http://www.uow.edu.au/about/policy/UOW058648.html

“The University’s Academic Integrity Policy, Faculty Handbooks and subject guides clearly set out the University’s expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement or without the explicit permission of the Subject Coordinator. Plagiarism can be detected and has led to students being expelled from the University.
The use by students of any website that provides access to essays or other assessment items (sometimes marketed as ‘resources’), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the University to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the university is considered academic misconduct and students place themselves at risk of being expelled from the University.”
Student Services and Support
There are a range of services available to students that are provided free of charge. A good place to get to know services that may be of use to you is the Get Started @ UOW web page, accessed here https://getstarted.uow.edu.au/index.html or search for “Get Started @ UOW”.

Services available include:

<table>
<thead>
<tr>
<th>Service</th>
<th>Link to information about the service</th>
</tr>
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<tbody>
<tr>
<td>Aboriginal &amp; Torres Strait Islander</td>
<td><a href="https://www.uow.edu.au/wic/about1/index.html?ssSourceSiteId=getstarted">https://www.uow.edu.au/wic/about1/index.html?ssSourceSiteId=getstarted</a></td>
</tr>
</tbody>
</table>

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

The Learning Co-Op
Provides online resources, access to Peer Coaches and Academic Consultants to support your learning at UOW.

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

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

<table>
<thead>
<tr>
<th>Online – Ask a Librarian</th>
<th>Ask questions and receive a response within 1 business day (Wollongong time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In person – Book a Librarian</td>
<td>30-minute appointment with an Librarian</td>
</tr>
<tr>
<td>Research Consultation Service</td>
<td>1 hour appointment with an information specialist. Available to UOW academics, HDRs, Postgraduate Coursework, Honours and Masters students.</td>
</tr>
<tr>
<td>By phone</td>
<td>+61 2 4221 3548</td>
</tr>
</tbody>
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### 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 Graduate 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: [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)
University Policies

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

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

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

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

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

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

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

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

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

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

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

Teaching and Assessment: Assessment and Feedback Policy
The purpose of this Policy is to set out the University of Wollongong’s approach to effective learning, teaching and assessment, including the principles and minimum standards underlying teaching and assessment practice. The Policy can be found at: [http://www.uow.edu.au/about/policy/alphabetical/UOW222905.html](http://www.uow.edu.au/about/policy/alphabetical/UOW222905.html)

Teaching and Assessment: Code of Practice - Teaching
This Code is a key document in implementing the University’s Teaching and Assessment Policy and sets out the specific responsibilities of parties affected in relation to learning, teaching and assessment, as well as procedures for teaching staff. The Code can be found at: [http://www.uow.edu.au/about/policy/UOW058666.html](http://www.uow.edu.au/about/policy/UOW058666.html)

Teaching and Assessment: Subject Delivery Policy
This Policy sets out specific requirements in relation to the delivery of Subjects. The policy can be found at: [http://www.uow.edu.au/about/policy/alphabetical/UOW222906.html](http://www.uow.edu.au/about/policy/alphabetical/UOW222906.html)

Review and Appeal of Academic Decisions Policy
UOW aims to provide a transparent and consistent process for resolving a student concern about an academic decision that has affected their academic progress, including a mark or grade. Further information is available at: [http://www.uow.edu.au/about/policy/UOW058653.html](http://www.uow.edu.au/about/policy/UOW058653.html)

Student Academic Consideration Policy
The purpose of the Student Academic Consideration Policy is to enable student requests for academic consideration for assessable components of a subject to be evaluated in a fair, reasonable, timely and consistent manner throughout the University. The Policy can be found at: [http://www.uow.edu.au/about/policy/UOW058721.html](http://www.uow.edu.au/about/policy/UOW058721.html)

The Student Charter – Your Rights and Responsibilities
The Student Charter is based on principles that guide all members of the University and that promote responsible partnerships within and beyond the University community. [http://www.uow.edu.au/student/charter/index.html](http://www.uow.edu.au/student/charter/index.html)

Student Assignment of Intellectual Property (IP) Policy
This policy applies to all Students (under-graduate and post-graduate) of the University of Wollongong (UOW). It may also apply to other persons by agreement. This policy sets out the approach taken by UOW in relation to Student assignment of intellectual property. Further information about this policy can be found here: [http://www.uow.edu.au/about/policy/UOW058690.html](http://www.uow.edu.au/about/policy/UOW058690.html)

Student Conduct Rules
These Rules outline the required conduct of students of UOW, and direct staff and students to University Rules, standards, codes, policies, guidelines, procedures and other requirements which specify acceptable and unacceptable student conduct, and the management of alleged student misconduct. [http://www.uow.edu.au/about/policy/UOW058723.html](http://www.uow.edu.au/about/policy/UOW058723.html)

Workplace Health & Safety Policy
The Workplace Health and Safety (WHS) unit at UOW aims to provide structures, system and support to ensure the health, safety and welfare of all at the campus. Further information is available from: [https://www.uow.edu.au/about/policy/alphabetical/UOW016894.html](https://www.uow.edu.au/about/policy/alphabetical/UOW016894.html)

Version Control Table

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<th>Approved By</th>
<th>Amendment</th>
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<td>Kaye Rolls</td>
<td>Sonia Lanzi – L&amp;T Officer</td>
<td>Final SNUG301 Subject Outline</td>
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<td></td>
<td></td>
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Hardcopies of this document are considered uncontrolled please refer to UOW website or eLearning for the latest version
Faculty of Science Medicine and Health

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Last modified: 29 January 2021