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## **EXSC904: Clinical Exercise Physiology**

### **Subject Outline**

12 credit points

### **Subject Information**

**Autumn, 2026**, Wollongong  
On Campus

**On-Campus Delivery** This subject is delivered in-person and includes on-campus or other location-based learning activities that cannot be undertaken by students studying Online/Distance. Students unable to attend campus or any other nominated physical delivery location should not enrol in this subject.

Subjects with a delivery mode of On Campus and/or Flexible with International Student enrolments will be delivered in accordance with the ESOS National Code. That is, online learning experiences (such as lectures, tuition, and resources) will be supplementary to in-person learning experiences such as scheduled classes and/or scheduled contact hours.

*UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.*

For up-to-date information please refer to your subject's Moodle site.

### **The Faculty of Science, Medicine and Health**

The Faculty of Science, Medicine and Health offers a range of undergraduate and postgraduate programs designed to meet the needs of a diverse student population. We carry out world-leading research which is strongly aligned with our teaching program

As a student of our faculty, you will be actively engaged in learning with extensive clinical, laboratory and/or field work experiences, use of advanced educational technologies and opportunities for enriching work experience. More information about the Faculty of Science, Medicine and Health and our School is available on our web pages: <https://www.uow.edu.au/science-medicine-health/>

Within many of our courses, attending a workplace experience or clinical placement is an exciting part of your course program. Whilst integral to your learning, these health-related placements also let you experience what it's like to work as a professional in real-life workplace settings. More information about requirements for Health Placements is available on our webpage: <https://www.uow.edu.au/student/health-placements/>

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## Teaching Staff

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## Expectations of Students

UOW values are intellectual openness, excellence and dedication, empowerment and academic freedom, mutual respect and diversity, recognition and performance. We will provide a safe, equitable and orderly environment for the University community, and expect each member of our community to behave responsibly and ethically ([Student Conduct Rules](#)).

We expect that students demonstrate these values and professional behaviour, both face to face and online, making genuine efforts to complete their studies successfully, arriving on time to class, taking part constructively in class discussions and activities, demonstrating appropriate professional and ethical conduct in all communication with UOW staff and community members, and submitting assignments on time (or completing a request for Academic Consideration in advance if needed).

### 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 MAY 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

SOLS and Moodle announcements can NOT be responded to.

### Appropriate Online Behaviour

The University is committed to providing a safe, respectful, equitable and orderly environment for the University community, and expects each member of that community to behave responsibly and ethically. Students must comply with the University's [Student Conduct Rules](#) and related policies including the [IT Acceptable Use Policy](#) and [Bullying Prevention Policy](#), whether undertaking their studies face-to-face, online.

For more information on appropriate communication and etiquette in the online environment please refer to the guide [Online and Email Etiquette](#).

# Copyright

Commonwealth of Australia

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Hardcopies of this document are considered uncontrolled please refer to your Moodle site for the latest version.

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# Section A: General Information

## Learning Outcomes

### Subject Learning Outcomes

On successful completion of this subject, students will be able to:

1. Integrate knowledge of the AEP Code of Professional Conduct and Ethical Practice to adhere to medicolegal requirements
2. Choose and apply inclusive, respectful verbal and non-verbal communication to enable risk stratification and client engagement in exercise therapy decision making
3. Create and implement processes to support reflective practice and professional development
4. Interpret and integrate information about non-exercise interventions commonly utilised to treat the conditions presented and accommodate their relationship with, or impact on, exercise interventions
5. Conduct and justify exercise assessments to inform clinical decision making and enable evaluation of progress in the context of complex health status
6. Design evidence-based exercise interventions which consider value based and person-centred care in the context of complex health status

### Subject Description

This subject will provide students with the conceptual knowledge, professional competencies, and skills to develop exercise interventions that optimise health status, function, recovery, independence, and life participation for a wide range of conditions. Students will develop a comprehensive understanding of topics within scope of practice including neurological conditions, cancer, women's health, fatigue conditions, multimorbidity and other complex conditions. Application of evidence-based practice will feature as a central theme across cases and topics to integrate research evidence and clinical reasoning with respectful, inclusive person-centred approach to health care. The subject will allow students to develop skills of professional conduct, communication, client empowerment and knowledge of funding schemes to simulate value-based care. Learning activities will include a combination of online and in person classes including case-based learning, flipped classrooms and simulated patients. This subject will enable students to develop strong professional standards and skills in delivery of exercise in the context of complex health to ensure best practice in a clinical setting.

### Course Handbook

Information about subject pre-requisites, co-requisites and restrictions as well as course completion requirements and Course Learning Outcomes can be found in the [Course Handbook](#).

## Subject Details: Practical Activities, eLearning, Readings and Materials

### Subject eLearning

The University uses the eLearning system Moodle to support all coursework subjects. The subject Moodle site can be accessed via your SOLS page.

### Safety Guidelines

The rules below are general rules that are required when participating in labs or practical activities. Before commencing these activities you are to ensure that you understand specific procedures and policy related to safety.

- All first year students undertaking Chemistry (CHEM101/102/104/105) must complete the Moodle WHS Induction (see the subject Moodle site for more details below)
- Before commencing any activity you are to ensure that you understand specific procedures and policy related to the lab in which you work and safety in general.

- You may need to review a Risk Assessment and complete a Participant Acknowledgement form before commencing any experiments/practical work. These materials will be made available by the lab supervisor/Subject Coordinator.
- You must inform the Subject Coordinator of any medical conditions which may impact upon your ability to participate in these activities before commencing the practical.
- All Reasonable Adjustment cases (Access Plans) must be discussed with the Subject Coordinator prior to commencing the activity.
- Participation in the lab/practical/field/simulation activities may be denied to students who do not abide by these, and other conditions which may be specified by the Subject Coordinator.
- Never use any equipment or attempt any experiment without checking the safety implications with your laboratory supervisor or experienced delegated laboratory worker.
- Undergraduate students are not permitted to work after hours unless there is appropriate approval and supervision.

### **EMBEDDED Work Integrated Learning**

This subject contains elements of 'Embedded WIL'. Students in this subject will experience activities that relate to or simulate professional practice as part of their learning.

### **Additional Subject Details**

**Important Workload Notice:** As a 12-credit point subject, EXSC404/904 is equivalent to **two standard subjects**. UOW equates 1 credit point to 1.5–2 hours of study; therefore, you must commit **18–24 hours per week** to this subject. This includes 7 hours of contact time plus significant self-directed study and assessment preparation. Students should plan their schedules accordingly to manage this workload.

### **Using Generative Artificial Intelligence (GenAI)**

UOW is committed to embracing gen AI as a tool to enhance learning and development of important digital and work-readiness skills.

Your subject coordinator will provide specific guidance on the use of gen AI in your assessment tasks via your Subject Outline and/or your subject Moodle site. If gen AI use is permitted, it should be used thoughtfully, critically, and in ways that support your own learning.

Guidance on appropriate use of AI in assessments, including how to [acknowledge GenAI](#) can be found on the [Using Generative Artificial Intelligence in Assessment website](#)

You are responsible for all work you submit, and ethical use of gen AI is an important part of maintaining academic integrity. Misuse or unauthorised use may breach the [Academic Integrity Policy](#).

### **Major Text(s)**

ACSM's Exercise Management for Persons With Chronic Diseases and Disabilities 4th Edition

If there is a textbook available for purchase, you can find the details at University Bookshop <https://unishop.uow.edu.au/>

### **Recommended Readings and Other Resources**

ACSM's Clinical Exercise Physiology. American College of Sports Medicine. By: Walter R. Thompson

This is not an exhaustive list of references. Students should also use the library catalogue and databases to locate additional resources.

## **Additional Materials**

Practicum Placement shirts and name badges (organised by the placement coordinator)

## **Lectures, Tutorials and Attendance Requirements**

### **Lecture Times \***

*UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.*

For up-to-date information please refer to your subject's Moodle site.

Up to date timetable and delivery information is located at <http://www.uow.edu.au/student/timetables/index.html>

You can access your personal timetable by logging into SOLS and selecting 'My Timetable'

### **Lecture Program \***

A detailed Schedule of learning can be found on Moodle in the 'Subject Information & Student Support' Toggle

## **Recording of Teaching and Learning Activities**

The University of Wollongong supports the recording of UOW educational content 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, class, seminar, workshop or any other educational session provided as part of your course of study you can only do so with the explicit permission of the lecturer and those people who are also being recorded.

You may only use educational content recorded through the delivery of subject or course content, 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.

Most lectures in this subject will be recorded, when they are scheduled in venues that are equipped with lecture recording technology and made available via the subject Moodle site within 48 hours.

## **Your Privacy - Recording of Teaching and Learning**

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

- Lecture recordings are made available to students, university staff, and affiliates, securely via the Learning Platform;
- Recordings are made available only for the purpose for which they were recorded, for example, as a supplemental study tool or to support equity and access to educational resources;

If you have any concerns about the use or accuracy of your personal information collected in a lecture recording, you may approach your Subject Coordinator to discuss your particular circumstances.

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

## Recent Improvements to Subject

The Faculty of Science, Medicine and Health is committed to continual improvement in teaching and learning and takes into consideration student feedback from many sources including, direct student feedback to tutors and lecturers and responses to the Subject and Course Evaluation Surveys. Feedback is also used to inform comprehensive reviews of subjects and courses.

Following the most recent review of this subject, the following improvements have been implemented based on student feedback:

- **Exercise Assessment and Prescription Integration:** In response to student requests for greater clarity and time to practice linking exercise assessments with exercise prescription, the curriculum has been updated to include more integration within general practical sessions.
- **Dedicated Practical Session:** A specific practical class has been established to explicitly focus on the transition from assessment data to clinical prescription.
- **Interview Skill Development:** To support the development of professional communication skills prior to formal assessment, the subject now incorporates **SimConverse**. This AI-driven learning tool provides a safe and modern environment for students to practice interviewing simulated patients with complex medical considerations.

## Extraordinary Changes to 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 amendment, where practicable, prior to the amendment being finalised.

## Learning Analytics

Learning Analytics data (such as student engagement with Moodle, access to recorded lectures, University Library usage, task marks, and use of SOLS) may be used by the Subject Coordinator and your faculty's Head of Students to assist in analysing student engagement, and to identify and recommend support for students identified who may be in need of assistance. 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://www.uow.edu.au/privacy/>

## Section B: Assessment

### Assessment Summary

Assessment Item	Form of Assessment	%
Assessment 1	Exam	30%
Assessment 2	Professional Task	30%
Assessment 3	Assignment	20%
Assessment 4	Lab/Prac/Simulation	20%
	<b>TOTAL MARKS</b>	100%

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

### Assessment 1: Exam - MCQ and Short Answer

<b>Marking Criteria</b>	Graded Exam
<b>Length</b>	45-75 minutes
<b>Weighting</b>	30%
<b>Assessment Due</b>	23 Mar 2026 (Monday in Session Week 4) 29 Apr 2026 (Monday in Session Week 9) 03 Jun 2026 (Monday in Session Week 13)
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	Multiple Choice and Short Answer Questions in an Online in Person Format
<b>Generative AI use</b>	<b>The use of generative AI is strictly prohibited in this assessment item.</b>  This exam is designed to independently assess your understanding of theoretical concepts and your ability to apply knowledge gained from lectures, tutorials, and practical sessions. The use of any AI tool for the generation, translation, or refinement of answers is considered academic misconduct. All responses must be your own original work, completed without the assistance of artificial intelligence.
<b>Assessment submission</b>	Quiz 1: Monday 23rd March @ 8:00am (In Person -On Campus) Quiz 2: Monday 4 May @ 8.am (In Person -On Campus) Quiz 3: Monday 1st June @ 8:00am(In Person -On Campus)
<b>Assessment return</b>	Students will receive individualised assessment feedback within 21 days as per University policy.
<b>Detailed information</b>	This assessment consists of three in person, invigilated exams scheduled throughout the semester. Each closed-book exam includes 15–20 multiple-choice questions and 3-5 short-answer questions. The examinable content is drawn from the lectures, practicals, and tutorials delivered in the preceding weeks.

### Assessment 2: Professional Task - Clinical Interview

<b>Marking Criteria</b>	Marking Rubrics are available on the Moodle site under the “Assessment Hub” Toggle.
<b>Length</b>	Health history form (max 2 pages) Clinical Interview with Simulated Patient (15 minutes) Written reflection (max 1 page)
<b>Weighting</b>	30%

<b>Assessment Due</b>	To Be Announced
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	Combined Initial Consultation Skills Assessment. Including Health History Form Development (written), Interview and Risk Stratification Skills (oral), and Reflective Practice Skills (written)
<b>Generative AI use</b>	<p>The use of Generative AI (Microsoft Copilot) is <b>permitted with strict limitations</b> in this assessment item. You are encouraged to use GenAI for the following specific purposes:</p> <ul style="list-style-type: none"> <li>• <b>Refining Professional Interview Communication:</b> Using AI to check the grammar and flow of your original health history form and interview questions.</li> <li>• <b>Structuring Content:</b> Asking AI to help organize your existing notes into a logical sequence for a clinical interview.</li> </ul> <p><b>The following uses are strictly prohibited and may result in an investigation for Academic Misconduct:</b></p> <ul style="list-style-type: none"> <li>• <b>Automated Document Generation:</b> You must not use GenAI to produce the final Health History form from scratch. As this task assesses your ability to determine clinical priorities, you are required to submit your initial original drafts to demonstrate the development of your own clinical reasoning.</li> <li>• <b>Generating Personal Reflections:</b> AI cannot reflect on your learning experiences. All reflective components must be written in your own voice based on your personal classroom and practical insights.</li> <li>• <b>Privacy Breach:</b> Do not upload sensitive or identifying information (e.g., specific patient details or private clinic data) into any GenAI tool.</li> </ul> <p><b>Mandatory Requirements</b></p> <ul style="list-style-type: none"> <li>• <b>Acknowledgement:</b> If you use GenAI in any capacity, you must include a GenAI Declaration at the start of your submission. This must state which tool was used and exactly how it assisted you (e.g., "Microsoft Copilot used for grammar checking the Interview Script section").</li> <li>• <b>Process Logs:</b> You are required to keep drafts of your original work and logs of any prompts used, as the Subject Coordinator may request these to verify the authenticity of your submission.</li> </ul>
<b>Assessment submission</b>	<p>This assessment involves three distinct components:</p> <p><b>1. Pre-Interview Submission (Health History Form)</b></p> <ul style="list-style-type: none"> <li>• <b>Due: 8:30 am Monday of Week 6</b> via Moodle.</li> <li>• <b>Format:</b> Written (pdf) - All students must submit their prepared Health History on this date so that subject coordinators can have the Volunteer's fill them out before the interview.</li> </ul> <p><b>2. The Clinical Interview (Week 6)</b></p> <ul style="list-style-type: none"> <li>• <b>Due:</b> TBC - Schedule to be released on Moodle Assessment Hub</li> <li>• <b>Format:</b> In-person interview with community volunteer</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Requirements:</b> The session will be video-recorded for later review and notes will be treated as sensitive clinical documentation.</li> </ul> <p><b>3. Reflection (Week 6)</b></p> <ul style="list-style-type: none"> <li>• <b>Due: 4:00 pm, Friday of Week 6</b> via Moodle.</li> <li>• <b>Format:</b> A 1-page written analysis based on a review of your own interview video.</li> </ul> <p>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.</p>
<b>Assessment return</b>	Assessment feedback will be returned within 21 days as per University policy.
<b>Detailed information</b>	<p>A detailed "Task description" can be found on Moodle in the Assessment Hub under Task 2: Clinical Interview.</p> <p>In Summary: This assessment task is designed to develop your clinical communication and professional reasoning through a three-stage process.</p> <p>1) Initially, you will independently develop a 2-page Health History Form (Part A) that incorporates mandatory screening questions and accommodates patients with multiple pathologies. This form must be submitted via Moodle by 8:29 am on Wednesday of Week 8 to ensure it is available for your client to complete prior to your scheduled interview.</p> <p>2) You will undertake a 15-minute initial consultation interview (Part B), where you will apply respectful verbal and non-verbal communication strategies to risk-stratify and plan an assessment for a community volunteer. The session will be recorded for your subsequent review. At the conclusion of the interview, your Health History Form and handwritten notes will be collected as clinical records, though you may photograph them to assist with your final analysis.</p> <p>3) The final component (Part C) is a 1 page written reflection, due by 8:30 am on Tuesday of Week 9, utilizing Gibbs' Model of Reflective Practice. You will evaluate your interview.</p>

### Assessment 3: Assignment - E-Portfolio

<b>Marking Criteria</b>	Marking Rubrics are available on the Moodle site under the "Assessment Hub" Toggle
<b>Length</b>	~1500 words
<b>Weighting</b>	20%
<b>Assessment Due</b>	17 April 2026 (Friday in Session Week 7) 05 Jun 2026 (Friday in Session Week 13) Final submission time: 4:00pm
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	E-portfolio using Microsoft Sway
<b>Generative AI use</b>	<p>The use of Generative AI (Microsoft Copilot) is <b>permitted with strict limitations</b> in this assessment item.</p> <p>You are encouraged to use GenAI for the following specific purposes:</p> <ul style="list-style-type: none"> <li>• <b>Refining Professional Communication:</b> Using AI to check the grammar, flow, or professional tone of your <i>original</i> program descriptions.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Structuring Content:</b> Asking AI to help organize your existing notes into a logical portfolio structure and tips for using Sway most effectively.</li> <li>• <b>Explaining Concepts:</b> Asking AI to explain a complex clinical condition to improve your own understanding before you write your assessment</li> </ul> <p>The following uses are strictly prohibited and may result in an investigation for Academic Misconduct:</p> <ul style="list-style-type: none"> <li>• <b>Generating Personal Reflections:</b> AI cannot reflect on <i>your</i> learning experiences. All reflective components must be written in your own voice based on your personal classroom and practical insights.</li> <li>• <b>Clinical Idea Generation:</b> You must not use AI to design the exercise programs or choose the assessments. The clinical logic and prescription must be your original work.</li> <li>• <b>Copying and Pasting:</b> Presenting any AI-generated text as your own work without explicit acknowledgement.</li> <li>• <b>Privacy Breach:</b> Do not upload sensitive or identifying information (e.g., specific patient details or private clinic data) into any GenAI tool.</li> </ul> <p><b>Mandatory Requirements</b></p> <ul style="list-style-type: none"> <li>• <b>Acknowledgement:</b> If you use GenAI in any capacity, you must include a <b>GenAI Declaration</b> at the start of your portfolio. This must state which tool was used and exactly how it assisted you (e.g., "Microsoft Copilot used for grammar checking the Exercise Prescription section").</li> <li>• <b>Process Logs:</b> You are required to keep drafts of your original work and logs of any prompts used, as the Subject Coordinator may request these to verify the authenticity of your submission.</li> </ul>
<b>Assessment submission</b>	<p>Online via Moodle</p> <p>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.</p>
<b>Assessment return</b>	<p>Assessment feedback will be provided within 21 days as per University policy.</p>
<b>Detailed information</b>	<p>A detailed "Task description" can be found on Moodle in the Assessment Hub under Task 3: Portfolio.</p> <p>This task requires you to build a cumulative e-portfolio using <b>Microsoft Sway</b> to create processes that support your reflective practice and professional development. It is designed to help you document evidence-based interventions and establish a professional habit of self-evaluation essential for clinical practicum readiness.</p> <p>The assessment is divided into two submissions:</p> <ul style="list-style-type: none"> <li>• <b>Part A (Weeks 1–7):</b> Focuses on initial expectations, verification checks (SONIA), and your first three clinical case studies.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Part B (Weeks 8–12):</b> Expands your portfolio to include reflections on your progress, your second quiz performance, and the remaining clinical pathologies.</li> </ul> <p><b>Core Requirements for Each Section:</b></p> <ul style="list-style-type: none"> <li>• <b>Reflective Practice:</b> You will use <b>Gibbs’ Reflective Cycle</b> to evaluate specific learning highlights and the effectiveness of your professional action plans.</li> <li>• <b>Evidence-Based Interventions:</b> You must include screenshots of the exercise programs developed in tutorials, supported by key "lightbulb moments" and current clinical citations.</li> <li>• <b>Mandatory Evidence:</b> High-stakes components including <b>SONIA verification checks</b> and <b>Indigenous Module certificates</b> must be included; failure to provide these will result in a fail mark for the assessment.</li> </ul> <p>It is strongly recommended that you update your Sway <b>weekly</b> as you complete tasks to ensure all evidence is captured in real-time</p>
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#### Assessment 4: Lab/Prac/Simulation - Clinical Skills Assessment

<b>Marking Criteria</b>	Marking Rubrics are available on the Moodle site under the “Assessment Hub” Toggle
<b>Length</b>	30 minutes
<b>Weighting</b>	20%
<b>Assessment Due</b>	To Be Announced
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	Clinical Skills Assessment
<b>Generative AI use</b>	<p><b>The use of generative AI is strictly prohibited in this assessment item.</b></p> <p>This exam is designed to independently assess your understanding and ability to apply knowledge gained from lectures, tutorials, and practical sessions. The use of any AI tool for the generation, translation, or refinement of answers is considered academic misconduct. All responses must be your own original work, completed without the assistance of artificial intelligence.</p>
<b>Assessment submission</b>	Assessments will be conducted in Exam Period. Date and location TBC
<b>Assessment return</b>	Students will receive grades and formal individualised feedback via Moodle or SOLS as per university policy for the clinical skills assessments.
<b>Detailed information</b>	<p>A detailed "Task description" can be found on Moodle in the Assessment Hub under Assessment 4: Clinical Skills Assessment.</p> <p>In Summary: this final practical assessment evaluates your ability to translate theoretical knowledge into safe and effective clinical practice within the fields taught throughout the semester. You must successfully pass this assessment to be eligible for clinical practicum placements.</p> <p>The assessment is conducted in pairs and consists of two distinct stations:</p> <ul style="list-style-type: none"> <li>• <b>Part A – Initial Assessment:</b> Following a 10-minute case review, you have 7 minutes to select and conduct a specific, evidence-based assessment appropriate to your client's presentation.</li> <li>• <b>Part B – Exercise Prescription:</b> You will have 7 minutes to select, instruct, and deliver at least one accompanying exercise (including</li> </ul>

	<p>sets, reps, and intensity) that directly relates to your initial assessment.</p> <p><b>Core Requirements:</b></p> <ul style="list-style-type: none"> <li>• <b>Competency Standards:</b> You are assessed on applied knowledge, effective communication, professionalism, and clinical competency.</li> <li>• <b>Mandatory Pass:</b> You must receive a passing mark in <b>both stations</b> to pass the assessment. Specific criteria for professionalism and clinical safety are mandatory.</li> </ul> <p>This assessment task is a <b>hurdle requirement</b>. Students are required to receive minimum 50% within this exam, in order to be eligible to pass this subject.</p>
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## Minimum Requirements to Pass this Subject

### Minimum Student Attendance and Participation

Student attendance supports learning and achievement and is strongly encouraged in all classes. As a minimum requirement of this subject, students must attend at least 80% of tutorial classes and laboratories whether delivered online or face to face. Attendance will be recorded and where classes are scheduled online, any technical issues should be reported to the subject coordinator within 24 hours of the class. If attendance is affected due to compassionate, compelling, or extenuating circumstances an academic consideration application should be lodged via SOLS and supporting documentation, for example a Medical Certificate, presented 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>

### Minimum Requirements to Pass 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:

- meet the minimum attendance and participation requirements
- pass all assessment tasks, including the final assessment
- pass (minimum 50%) the clinical skills assessment

The clinical skills viva is a **hurdle requirement**. Students are required to receive minimum 50% within this exam, in order to be eligible to pass this subject. Failure to do so will result in a Technical Fail (TF).

### Hurdle Assessment

Subjects may include a hurdle assessment. A hurdle assessment is an assessment that requires a minimum level of performance as a condition for passing the subject. Examples include, achievement of a pass grade or above in a skills-based assessment or final examination. Hurdle assessments are applied to subjects to ensure students:

1. meet learning outcomes
2. demonstrate you can complete a task safely and/or meet professional standards.

For more on hurdle assessments see the Assessment and Feedback Policy [Section 8: Hurdle Assessments \(50-51-52\)](#).

Failure to meet a hurdle assessment requirement may constitute grounds for the award of a Technical Fail (TF) grade in this subject.

Should this subject contain a hurdle assessment, it will be stated under the specific assessment in Section B: Assessments.

### UOW Grade Descriptors

The UOW Grade Descriptors are general statements that communicate what our grades represent, in terms of standards of performance, and provide a frame of reference to ensure that assessment practice across the University is appropriate, consistent and fair. Grade Descriptors are expressed in general terms so that they are applicable to a broad range of disciplines. Grade Descriptors are available here <https://www.uow.edu.au/student/exams/results/>. For more information on the UOW grade descriptors refer to the Teaching and Assessment: Assessment and Feedback Policy: [Teaching and Assessment: Assessment and Feedback Policy](#)

### Assessment Learning Outcome Matrix

Learning Outcomes	Measures - Assessment weighting			
	MCQ and Short Answer <i>(30%)</i>	Clinical Interview <i>(30%)</i>	E-Portfolio <i>(20%)</i>	Clinical Skills Assessment <i>(20%)</i>
Integrate knowledge of the AEP Code of Professional Conduct and Ethical Practice to adhere to medicolegal requirements	✓			✓
Choose and apply inclusive, respectful verbal and non-verbal communication to enable risk stratification and client engagement in exercise therapy decision making		✓		✓
Create and implement processes to support reflective practice and professional development		✓	✓	
Interpret and integrate information about non-exercise interventions commonly utilised to treat the conditions presented and accommodate their relationship with, or impact on, exercise interventions	✓	✓		
Conduct and justify exercise assessments to inform clinical decision making and enable evaluation of progress in the context of complex health status				✓
Design evidence-based exercise interventions which consider value based and person-centred care in the context of complex health status			✓	✓

### Submission, Retention and Collection of Written Assessment

Assessed work must be handed in by the date and time listed under each assessment task. All assessment tasks must represent the enrolled student's own ORIGINAL work and must not have been previously submitted for assessment in any formal course of study.

### Extensions

Students requesting an extension of time to submit an assessment task, deferred exam or exemption of a compulsory attendance requirement, must apply using Academic Consideration through SOLS. Students must apply before, or on the assessment/s due date and where evidence is required, students must provide evidence no

later than three working days after the assessable item's due date for their request to be considered. **For information on the Academic Consideration Policy, eligibility requirements and how to apply, see:** <https://www.uow.edu.au/student/admin/academic-consideration/>

### **Late Submission of Assessment Tasks and Penalties**

Assessed work must be submitted in by the date and time given. If an assessment is submitted late, it will be marked in the normal way, and a penalty will then be applied.

In the absence of an approved request for Academic Consideration in the form of an extension, assessment tasks must be submitted in line with the assessment instructions.

- An assessment task that is submitted late will receive a penalty of 5% of the total possible marks for each 24-hour period, or part thereof, that it is late.
- Work submitted after seven calendar days will not be marked and will be given a mark of 0.
- No assessment task can be handed in for a mark once the assessment task has been returned to students.
- Penalties accrue on each day that the assessment task is late, including Saturday, Sunday and public holidays

Note: Assessments must still be submitted to meet minimum performance requirements even though no mark is to be awarded.

### **Collection**

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.

### **Retention**

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.

### **Scaling**

Marks awarded for any assessment task or part of any assessment task, including an examination may be subject to scaling at the end of the session. Marks will be scaled only when unpredicted circumstances occur and in order to ensure fairness of marking across groups of students. The method of scaling will depend on the type of scaling required by the circumstances. When scaling is deemed necessary, it will follow a detailed consideration by the Unit Assessment Committee and/or the Faculty Assessment Committee of the marks of the group of students concerned. Scaling will not affect any individual student's rank order within their cohort. For more information please refer to [Finalisation of Student Results Policy](#) for details.

### **Supplementary Assessment**

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. For information about eligibility criteria and the form and timing of supplementary assessments see the [Supplementary Assessment Procedure](#)

## **Review and Appeal of Academic Decisions**

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. A student may also seek further explanation for other academic decisions such as Academic Consideration, Supplementary Assessment or Credit for Prior Learning. If a student is not satisfied with the explanation, or have further concerns, they may have grounds for a formal review. For further information refer to [Review and Appeal of Academic Decisions Policy](#)

## **Assessment Quality Cycle**

The UOW Assessment Quality Cycle provides a level of assurance that assessment practices across the University are appropriate, consistent and fair. Quality assurance activities are undertaken to support the continuous improvement of assessment and promote good practices in relation to assessment design, marking and review of the subject prior to subsequent delivery.

## **Academic Integrity**

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

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. 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.

Students should visit the following University website and become familiar with the University's policy on plagiarism [Academic Integrity Policy](#)

## **Referencing**

The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: <http://uow.libguides.com/refcite>

# Section C: General Advice for Students - Policies and Procedures

## 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](#) or search for "Get Started @ UOW". Services available include:

Service	Link to information about the service
Aboriginal & Torres Strait Islander	<a href="https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/">https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/</a>
Careers advice	<a href="https://www.uow.edu.au/student/careers/">https://www.uow.edu.au/student/careers/</a>
Counselling	<a href="https://www.uow.edu.au/student/support-services/counselling/">https://www.uow.edu.au/student/support-services/counselling/</a>
Student Accessibility and Inclusion (SAI)	<a href="https://www.uow.edu.au/student/support-services/sai/">https://www.uow.edu.au/student/support-services/sai/</a>
Information Tech.	<a href="https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted">https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted</a>
Study Skills	<a href="https://www.uow.edu.au/student/support-services/academic-skills/">https://www.uow.edu.au/student/support-services/academic-skills/</a>

## Student Support Coordinator (SSC)

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 Coordinators may be able to help. There are Student Support Coordinators 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/support-services/coordinators/>

## Student Advocacy Service

The Student Advocacy Service (SAS) is free, confidential and independent service for all UOW students. The SAS provides advocacy and referral for a range of academic, procedural and administrative issues. For more information visit: <https://www.uow.edu.au/student/support-services/advocacy/>

## AskUOW

AskUOW is your primary administrative and information contact during your studies.

Our purpose is to ensure students have access to the information they need, at the time they need it. We can help with a wide range of enquiries, including key topics such as:

- Applying for [academic consideration](#)
- Fees and scholarships
- Official documentation and student letter requests
- Student forms such as course transfer and leave of absence applications
- Student ID card issuance and replacement
- Subject enrolment
- Transport concession cards and Opal cards
- Updating personal details

Get instant answers 24/7 online using [AskUOW](#). Log in with your UOW username and password.

For further support contact [askuow@uow.edu.au](mailto:askuow@uow.edu.au) or call on 1300 275 869 (1300 ASK UOW) or +61 2 4221 3927.

## Library Services

Save yourself time and enhance your studies: connect with information specialists and resources anytime, anywhere.

- For Library support connect with [Live Chat](#) or [contact the Library](#).
- For self-help see [Frequently Asked Questions](#) or browse [Library guides](#) to find information, databases and skills tutorials.
- [Research consultations](#) are available to UOW Postgraduate, Honours and Deans Scholar students.

## 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:

<https://policies.uow.edu.au/document/view-current.php?id=26>

## 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: <https://policies.uow.edu.au/document/view-current.php?id=11>

## Honours Policy

This policy sets out the responsibilities of all parties involved in managing students undertaking Honours Programs. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=36>

## 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.

<https://policies.uow.edu.au/document/view-current.php?id=12>

## 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:

<https://policies.uow.edu.au/document/view-current.php?id=135>

## 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:

<https://policies.uow.edu.au/document/view-current.php?id=30>

## Examination Rules and Procedures

The UOW rules and procedures outline exam conditions, student conduct in exams, and the procedures for exam management. Further information can be found here: <https://www.uow.edu.au/student/exams/>

## Ethical 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: <https://policies.uow.edu.au/document/view-current.php?id=154>

### **Coursework Rules**

The Coursework Rules (hereafter the Rules) govern the admission, enrolment, progression through, and qualification for a coursework award offered by the University. Further information can be found here: <https://policies.uow.edu.au/document/view-current.php?id=4>

### **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: <https://www.uow.edu.au/research-and-innovation/researcher-support/ethics/human-ethics/>

### **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: <https://policies.uow.edu.au/document/view-current.php?id=239>

### **Intellectual Property Policy**

UOW's IP Intellectual Property Policy provides guidance on the approach taken to Intellectual Property (IP), including its ownership, protection and exploitation. Further information about the management of IP is available at <https://policies.uow.edu.au/document/view-current.php?id=146>

### **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: <https://policies.uow.edu.au/document/view-current.php?id=40>

### **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. **For information on the Policy, eligibility and how to apply see:** <https://www.uow.edu.au/student/admin/academic-consideration/>

### **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. <https://www.uow.edu.au/student/charter/>

### **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: <https://policies.uow.edu.au/document/view-current.php?id=146>

## **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.

<https://policies.uow.edu.au/document/view-current.php?id=6>

## **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: <https://policies.uow.edu.au/document/view-current.php?id=38>

## **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: <https://policies.uow.edu.au/document/view-current.php?id=9>

## **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:

<https://policies.uow.edu.au/document/view-current.php?id=39>

## **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://policies.uow.edu.au/document/view-current.php?id=177>