
EXSC321: Integrated Exercise Prescription

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 page: <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/>

Teaching Staff

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Teaching Staff Additional Information

EXSC321: Integrated Exercise Prescription will be co-delivered in 2026. Over the first half of the semester, Dr James Forsyth will be the primary contact and following the mid-semester break, Associate Professor Herb Groeller will undertake the majority of the teaching and assessment.

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](#).

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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 and apply advanced techniques to teach, demonstrate, and evaluate resistance, endurance, and flexibility-based exercises using appropriate equipment and coaching strategies across applied settings.
2. Design and deliver safe, inclusive, and goal-oriented individual and group exercise sessions tailored to population-specific needs, using evidence-based communication and behaviour change strategies.
3. Develop, adapt and progress structured exercise programs to meet specific task, sport, or occupational needs, transitioning from isolated movements to complex functional activities.
4. Critically evaluate and interpret movement analyses and task demands to inform targeted exercise prescription and improve functional outcomes.
5. Apply and interpret current exercise science literature and training theory to justify prescription decisions and anticipate physiological adaptations across populations and settings.
6. Design and implement valid, reliable, and inclusive assessments of physical performance to inform safe and effective programming and evaluate training outcomes.

Subject Description

This subject applies knowledge from the foundation areas of anatomy, physiology, biomechanics, psychology, and exercise science practice. It requires students to design and implement safe and beneficial exercise programs in the areas of aerobic endurance and resistance training that encourage healthy populations within the community, sports clubs or workplace to participate.

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.

APPLIED Work Integrated Learning

This subject has 'Applied WIL'. Students in this subject will experience both coursework and a work-related opportunity that typically includes interaction and feedback with industry professionals.

Additional Subject Details

During the Clinical Exam you will be filmed to assist the Subject Coordinator with marking and providing appropriate feedback. This footage will be held by the Subject Coordinator and may be used to improve the assessment process, enhance marking and student feedback in future instances of the subject. If you wish to have this footage permanently deleted upon completion of the subject, then you may request this directly from the Subject Coordinator.

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](#).

Prescribed Readings (including eReadings)

The following texts 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 Moodle site.

- ACSM's Guidelines for Exercise Testing and Prescription. Lippincott, Williams & Wilkins, 2006.
- Essentials for Strength Training and Conditioning 4th Edition With Web Resources By NSCA - National Strength and Conditioning Association © 2016 with online resource ISBN-13:9781492501626

Recommended Readings

The following references complement the prescribed readings and textbooks. Please utilise the Subject Readings in Moodle to keep up to date with any changes to these lists as this will be the most up to date.

Readings for Multi-choice exam One: Week 3

1. **Piercy et al (2018)**. The physical activity guidelines for Americans. *JAMA* 320, 2020-2028.
2. **Chang et al (2019)**. How the 2018 US Physical Activity Guidelines are a call to promote and better understand acute physical activity for cognitive function gains. *Sports Medicine* 49, 1625-1627.

3. **Swann et al (2020)**. The potential benefits of non-specific goals in physical activity promotion: Comparing open, do-your-best and as-well-as-possible goals in a walking task. *Journal of Applied Psychology*, 1-25. doi: 10.1080/10413200.2020.181500.
4. **O'Conner et al (2020)**. Behavioural counselling to promote a healthy diet and physical activity for cardiovascular disease prevention in adults with cardiovascular risk factors: Updated evidence report and systematic review for US Prevention Services Task Force. *JAMA* 324, 2076-2094.
5. **Pope et al (2000)**. A randomised trial of pre-exercise stretching for prevention of lower limb injury. *Medicine and Science in Sports and Exercise* 32, 271-277.
6. **Church et al (2001)**. Effect of warm-up and flexibility treatments on vertical jump performance. *Journal of Strength and Conditioning Research* 15, 332-336.
7. **Alfonso et al (2023)**. Revising the 'Whys' and 'Hows' of warm-ups: Are we asking the right questions? *Sports Medicine* 54, 23-30.
8. **Issurin, V (2010)**. New horizons for the methodology and physiology of training periodization. *Sports Medicine* 40, 189-206.
9. **Simão et al (2012)**. Comparison between nonlinear and linear periodized resistance training: Hypertrophic and strength effects. *Journal of Strength and Conditioning Research* 26, 1389-1395.
10. **Mujika et al (2018)**. An integrated, multifactorial approach to periodization for optimal performance in individual and team sports. *International Journal of Sports Physiology and Performance* 13, 538-561.

Readings for Multi-choice exam Two: Week 6

1. **Powell et al (2011)**. Physical activity for health: What kind? How much? How intense? On top of what? *Annual Review of Public Health* 32, 349-365.
2. **Hawley, J (2008)**. Specificity of training adaptation: Time for a rethink? *Journal of Physiology* 586, 1-2.
3. **Meixner et al (2025)**. Durability, fatiguability, repeatability, and resilience" Definitions, distinctions, and implications. *Journal of Applied Physiology* 139, 1703-1709.
4. **Inglis et al (2024)**. Heavy-, severe- and extreme-, but not moderate-intensity exercise increase VO_{2max} and thresholds after 6 weeks of training. *Medicine and Science in Sport and Exercise* 56, 1307-1316.
5. **Buchheit & Laursen (2013)**. High intensity interval training, solutions to the programming puzzle: Part I Cardiopulmonary considerations. *Sports Medicine* 43, 313-338.
6. **Buchheit & Laursen (2013)**. High intensity interval training, solutions to the programming puzzle: Part II Anaerobic energy, neuromuscular load and practical applications. *Sports Medicine* 43, 927-954.
7. **Harrison et al (2020)**. The acute physiological responses of eccentric cycling during the recovery periods of a high-intensity concentric cycling interval session. *Frontiers in Physiology* 11, 1-9.
8. **Gibala et al (2020)**. Physiological basis of brief vigorous exercise to improve health. *Journal of Physiology* 598, 61-69.
9. **Little et al (2019)**. Sprint exercise snacks: A novel approach to increase aerobic fitness. *European Journal of Applied Physiology* 119, 1203-1212.
10. **Mujika et al (2003)**. Scientific bases for precompetition tapering strategies. *Medicine and Science in Sport and Exercise* 35, 1182-1187.

Readings for Multi-choice exam Three: Week 8

1. **Ratamess et al (2009)**. ACSM Position Stand: Progression models in resistance training for healthy adults. *Medicine and Science in Sport and Exercise* 41, 687-708.
2. **Bird et al (2005)**. Designing resistance training programmes to enhance muscular fitness: A review of the acute program variables. *Sports Medicine* 35, 841-851.
3. **McMahon et al (2024)**. Increased neuromuscular activity, force output, and resistance exercise volume when using 5-min compared with 2-min rest intervals between the sets. *The Journal of Strength and Conditioning Research* 38, 1527-1534.
4. **Seynnes et al (2007)**. Early skeletal muscle hypertrophy and architectural changes in response to high intensity resistance training. *Journal of Applied Physiology* 102, 368-373.
5. **Carvalho et al (2020)**. Is stronger better? Influence of a strength phase followed by a hypertrophy phase on muscular adaptations in resistance-trained men. *Research in Sports Medicine* 29, 536-546.
6. **Paavolainen et al (1999)**. Explosive strength training improves 5-km running time by improving running economy and muscle power. *Journal of Applied Physiology* 86, 1527-1533.

7. **Timmins et al (2020)**. Differences in lower limb strength and structure following 12-weeks of resistance, endurance and concurrent training. *International Journal of Sports Physiology and Performance* 15, 1223-1230.
8. **Farthing et al (2009)**. Strength training the free limb attenuates strength loss during unilateral immobilisation. *Journal of Applied Physiology* 106, 830-836.
9. **Areta et al (2013)**. Timing and distribution of protein ingestion during prolonged recovery from resistance exercise alters myofibrillar protein synthesis. *Journal of Physiology* 591, 2319-2331.
10. **Snijders et al (2015)**. Protein ingestion before sleep increases muscle mass and strength gains during prolonged resistance-type exercise training in healthy young men. *Journal of Nutrition* 145, 1178-1184.

Readings for Multi-choice exam Four: Week 11

1. **van Sluijs et al (2021)**. Physical activity behaviours in adolescence: Current evidence and opportunities for intervention. *The Lancet* 398, 429-442.
2. **Till et al (2021)**. A coaching session framework to facilitate long-term athletic development. *Strength and Conditioning Journal* 43, 43-55.
3. **Cussler et al (2003)**. Weight lifted in strength training predicts bone change in postmenopausal women. *Medicine and Science in Sport and Exercise* 35, 10-17.
4. **Mudd et al (2013)**. Health benefits of physical activity during pregnancy: An international perspective. *Medicine and Science in Sport and Exercise* 45, 268-277.
5. **Unhjem et al (2016)**. Lifelong strength training mitigates age-related decline in efferent drive. *Journal of Applied Physiology* 121, 415-423.
6. **Lavin et al (2019)**. The importance of resistance exercise training to combat neuromuscular aging. *Journal of Physiology* 34, 112-122.
7. **Landen et al (2023)**. Physiological and molecular sex differences in human skeletal muscle in response to exercise training. *Journal of Physiology* 601, 419-434.
8. **Dunstan et al (2002)**. High-intensity resistance training improves glycemic control in older patients with Type 2 Diabetes. *Diabetes Care* 25, 1729-1736.
9. **Roelands & Hurst (2020)**. The placebo effect in sport: How practitioners can inject words to improve performance. *International Journal of Sports Physiology and Performance* 15, 765-766.
10. **Weakley et al (2020)**. Show me, tell me, encourage me: The effect of different forms of feedback on resistance training performance. *Journal of Strength and Conditioning Research* 34, 3157-3163.

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

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'

List of Topics Covered

The following are examples of the topics to be covered in this course. This is not an exhaustive list and may be subject to change:

- Introduction to Exercise Prescription & The Exercise Professional
- The Needs Analysis & Physical Assessment
- Motivational Interviewing and Behaviour Change

- Movement Analysis
- Screening & Health Appraisals
- Medications
- Principles of Exercise Prescription
- Principles of Motor Learning for Exercise & Skill Acquisition
- Warm-up, Preparation & Flexibility
- Cardiovascular Adaptations to Exercise
- Neuromuscular Adaptations to Exercise
- Morphological Adaptations to Exercise
- The Trunk: The Link in the Kinetic Chain
- Monitoring Response to Exercise
- Youth & Maturation
- Ageing Populations
- The Role of Nutrition in Exercise Performance & Adaptation
- The Role of Public Policy on Health Determinants
- Physical Activity & Health Psychology

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.

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	40%
Assessment 2	Assignment	25%
Assessment 3	Assignment	20%
Assessment 4	Exam	15%
Assessment 5	Exam	S/US
	TOTAL MARKS	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 - Clinical Exam

Marking Criteria	<p>Marking of the clinical exam will be based on the completion of the tasks as listed in the Clinical Exam Section. The tasks may be assessed in any order or in combination (i.e. case study, combined with movement analysis and loading strategies). An equally weighted mark will be allocated to each of the tasks assessed to produce an aggregate total mark for the clinical exam. The marking form for the clinical exam will be put on Moodle prior to the date of the final exam.</p> <p>Outright fail grade for clinical exam: An outright Fail will be awarded when two or more individual tasks have been marked with a fail grade. Receiving an outright fail will mean failure of the subject. Failure of only one task in the clinical exam may require the student to resit the entire clinical exam again. The student is required to successfully pass all competencies again in order to be considered for a pass in the clinical exam and thus the subject.</p>
Length	Approximately 30 minutes
Weighting	40%
Assessment Due	The final exam will be held during the UOW exam period, and students should ensure they are available during this period. Students will receive a SOLSmail advising when full details of the delivery format, and date of the final exam are available in the SOLS Exam Timetable.
Type of Collaboration	Individual assessment
Style and format	Clinical Viva Exam
Generative AI use	Generative AI may be used to support students to create study resources in preparation for the Clinical Exam. As this is an oral assessment task, there is no additional way in which Generative AI may be used.
Detailed information	<p>THIS IS A HURDLE ASSESSMENT</p> <p>The clinical exam will be based on material covered in all practical elements of this subject, lectures and case-based learning classes. All students attending the exam are required to be dressed in appropriate attire to exercise. If your standard of dress is deemed inappropriate you will not be allowed to sit the exam which could result in failure of the subject. Please note that this assessment is a compulsory element of the subject, you therefore must pass all competencies to be eligible for a passing grade in this subject. Failure in two elements will incur an outright fail. Failure in 1 area will incur an opportunity for a supplementary exam.</p>

	<p>Details</p> <p>i) The 30-min clinical exam will be conducted during the exam period at the Exercise Science laboratory in Building 15.</p> <p>ii) The assessment will occur in pairs (i.e. two students for each 30 minutes), though you will be marked as an individual.</p> <p>iii) To be eligible to commence the clinical exam, students must wear appropriate clothes suitable for exercise. Please bring a towel.</p> <p>iv) Students must arrive immediately outside the exam venue a minimum of 15 min prior to the commencement of the clinical exam.</p> <p>v) During the exam you will be asked to display and respond in a clinically relevant time period to verbal questions, instructions, prompts and problems posed by the examiner.</p> <p>vi) Note you may be asked to critique your partner's response during the exam and may be marked on your response.</p> <p>Clinical Exam Content</p> <p>The clinical exam will require students to perform up to ten tasks and in so doing display competency in each of those tasks examined. Please note the timeliness of your ability to answer questions related to these competencies during the exam is also taken into account (see marking).</p> <p>Task 1 - Gross and isolated exercises: <i>Competency:</i> Display appropriate technique and spotting procedures to utilise any training equipment in the University of Wollongong Building 15 Gym. Knowledge of essential teaching points and progressions.</p> <p>Task 2 - Movement analysis: <i>Competency:</i> Ability to effectively perform a Movement Analysis as per MEDI220: Functional Anatomy of any movement in a clinical setting.</p> <p>Task 3 - Loading strategies: <i>Competency:</i> Display knowledge of loading strategies, able to make exercises harder or easier on the basis of varying loading strategies in a clinical setting. Ability to develop exercises showing safe progressions using loading strategies. Ability to modify exercise on the basis of limitations (e.g. client cannot kneel on the floor).</p> <p>Task 4 - Stretches: <i>Competency:</i> Perform safe and appropriate stretches. Knowledge of essential teaching points of the stretch. Knowledge of the region and function of each muscle. Ability to vary stretches to suit client need.</p> <p>Task 5 - Case study: <i>Competency:</i> Ability in a clinical setting to promptly develop basic exercise prescription strategies moving from specific to functional activities.</p> <p>Task 6 - Trunk stability and function: <i>Competency:</i> Ability to perform or instruct a client to perform exercises which will improve trunk stability. Understanding of loading and teaching strategies to develop trunk stability and function from beginner to advanced with consideration of occupational or sport specific examples where relevant.</p> <p>Task 7 - Exercise training knowledge: <i>Competency:</i> Ability to physically perform or verbally describe training protocols that elicit specific physiological responses (e.g. hypertrophy, strength, power). Ability to apply theoretical aspects of lecture, case-based learning and laboratory material in a clinical setting.</p> <p>Task 8 - Assessment: <i>Competency:</i> Ability within a clinical setting to develop and perform an assessment appropriate to a specific situation.</p> <p>Task 9 - Communication: <i>Competency:</i> Ability to communicate effectively to a client, your partner or examiner, using appropriate terminology, tone, volume and non-verbal cues to assist clients/partner or examiners understanding of exercise requirements, or answer.</p> <p>Task 10 - Motor Learning: <i>Competency:</i> Ability to break down a task to its key components in order to teach and develop new movement skills in a client. Able to use verbal cues and feedback to assist the client in the acquisition of movement skills. Able to modify teaching approach if the client is not making progress.</p>
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Assessment 2: Assignment - Case-based Learning

Marking Criteria	<p>Assessment 2 - Case-based Learning will be marked using the following criteria:</p> <ol style="list-style-type: none"> 1. Group CBL weekly responses, preparedness for CBL: 15% 2. Peer marking for fortnightly tasks: 10%
Length	See fortnightly task sheets for expected lengths.
Weighting	25%
Assessment Due	To Be Announced
Type of Collaboration	Individual assessment and group work
Style and format	Moodle and Word, Tutorial style presentation and class participation.
Generative AI use	<p>Generative AI may be used for idea generation and AI-assisted editing. This includes appropriate use for:</p> <ul style="list-style-type: none"> • brainstorming, • structure creation, • idea generation, and • enhancing writing clarity. <p>Students must not use generative AI to create new content, and all students are accountable for the accuracy of AI-assisted ideas.</p>
Assessment submission	<p>Turnitin, at least 24 hours prior to start of the first CBL tutorial</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>
Assessment return	Group feedback will be provided within two weeks of submission. Informal feedback can be gained through attendance of the CBL review classes.
Detailed information	<p>Case-based Learning Additional Details</p> <p>At the beginning of each fortnight (Wk1, Wk3, Wk5....etc) you and your group will be presented with elements of a clinical/applied scenario of an athlete. This information with a series of questions/tasks will be posted on Moodle. Over the course of the semester this single case will develop to the point where you have written a complete exercise program.</p> <p>Also on Moodle there will be some links to information, additional electronic lectures that might be useful to review. Importantly it will be up to you and your group to determine what the next steps; actions; information required are for you and your group to meet the objectives of the case in that particular fortnight.</p> <p>Group activity (15%):</p> <p>Each fortnight your group will be required to complete the questions or tasks and submit them to Turnitin 24 hours prior to that fortnights CBL session. For each fortnight your group may be asked to lead discussion or present findings on a section relevant to that particular week. This is a group task and your group will be graded on participation and preparedness for the CBL sessions. See Appendix 1 for further details about the CBL sessions.</p> <p>Individual activity (10%):</p> <p>As this is a group activity, you will need to organise yourselves to have appropriate deadlines, roles and responsibilities to ensure that you can submit your work on time. To ensure that you give each submission your best, you will be asked to review your peers in your group whereby the average grade for each submission will be taken and used for 10% of your final CBL mark.</p>

Assessment 3: Assignment - Exercise Coaching and Reflective Practice

Marking Criteria	<p>This assessment is split into two equally weighted components</p> <p>i) Exercise coaching performance during coaching session: 10%</p> <p>ii) Demonstration of reflective practice of subject learnings: 10%</p> <p>Marking rubrics will be posted on Moodle prior to the assessment due dates.</p>
Length	Reflections will be no longer than 4 pages, with double space 12 point font.
Weighting	20%
Assessment Due	To Be Announced
Type of Collaboration	Individual assessment
Style and format	<p>i) A combined face-to-face assessment and submission of exercise counselling notes.</p> <p>ii) A reflective essay.</p>
Generative AI use	Generative AI must not be used for this assessment. Submitted work relies exclusively on the reflections of students as individuals, which cannot be created through generative AI.
Assessment submission	<p>Client notes and the reflective piece will be submitted via separate Turnitin links.</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>
Assessment return	Assessment marks will be returned by the start of the exam period.
Detailed information	<p>Assessment guidelines can be found on the Moodle site.</p> <p>i) Exercise Coaching</p> <p>Across the semester you will attend a series of workshops designed to develop the skills that allow you to deliver an effective exercise coaching session using motivational interviewing. In Week 12 you will be complete an in-person exercise counselling assessment. This must be followed up with your client notes which will be submitted using Turnitin one week after completing your counselling assessment.</p> <p>ii) Reflective Piece</p> <p>This piece is intended to allow you the time and space to reflect on what the subject has provided you with. This would likely include an evaluation of the knowledge and skills gained over the semester and integration of the various components that you were exposed to.</p>

Assessment 4: Exam - MC Theory Exam - Multi-choice exams

Marking Criteria	Assessment tasks will be marked using explicit criteria that will be provided to students prior to submission.
Length	6 random questions in each exam drawn from 10 allocated readings.
Weighting	15%
Assessment Due	<p>20 Mar 2026 (Friday in Session Week 3)</p> <p>10 Apr 2026 (Friday in Session Week 6)</p> <p>01 May 2026 (Friday in Session Week 8)</p> <p>22 May 2026 (Friday in Session Week 11)</p> <p>Final submission time: 5:00pm</p>
Type of Collaboration	Individual assessment
Style and format	Four multi-choice online examinations week 3, 6, 9, and 12.

Generative AI use	Generative AI must not be used in the completion of these assessments. These brief quizzes are designed to assess your comprehension and understanding of key concepts in training science.
Assessment submission	Online via Moodle
Assessment return	Immediately upon completion.
Detailed information	Theory questions based on the prescribed readings allocated to the examination. Read the papers as a practitioner, thus reading to understand and pull out the major findings. This assessment is a compulsory element; you are required to successfully complete all quizzes in order to pass this subject. Examination 1: Week 3 Allocated readings Examination 2: Week 6 Allocated readings Examination 3: Week 8 Allocated readings Examination 4: Week 11 Allocated readings

Assessment 5: Exam - Skills Examination - Physical Assessment

Marking Criteria	Satisfactory/Unsatisfactory Assessment tasks will be marked using explicit criteria that will be provided to students prior to submission.
Grading	Satisfactory / Unsatisfactory
Assessment Due	To Be Announced
Type of Collaboration	Individual assessment
Style and format	Practical Exam
Generative AI use	Generative AI must not be used in this assessment. As this is a practical assessment, it is not feasible for students to use generative AI to support their preparation or completion of the assessment.
Assessment submission	Completed during your allocated practical class.
Assessment return	One week after completion.
Detailed information	Refer to Practical 2: Physical Assessment

Additional Assessment Information

Appendix 1: Case-based learning: Athlete

i) How to get the most out of your Case-based learning (CBL) session?

- Do your work beforehand: The requirement for your group to submit the work to Turnitin prior to CBL session is designed to facilitate this. However, each person should ensure they are across what their group has submitted. So if called upon in the CBL session each student can contribute or lead discussion. If you come unprepared you are letting down your group and yourself. Case-based learning is only effective when everyone has put in effort to try and address the particular issue for the fortnight. Remember, the role of the Subject Coordinator is only to facilitate these sessions to keep the session on track and not to provide specific answers. So use the Moodle material provided, read journal papers and related website links so that you are in the best position to provide input on the case.

- Use your group and your own personal opinion. Facts from journal papers and text books are all very good, but try not to exclusively rely upon them. Remember that this is a case based up on a real person, so it is what you think and do that is more important than repeating facts or opinions from a journal or text book during these sessions.

- Get involved and get your group involved. Make sure your opinion and views have been heard, likewise acknowledge the opinions of others whether they concur or disagree with those of your own or your group. It is important to realise that in the case-based sessions there is no such thing as a silly or wrong question. Indeed it is most likely that your student peers will be thankful you asked the question.

ii) Group participation in the CBL tutorials

It is critical for the success of these tutorials, that your group is ready to present or lead discussion related an element of CBL tutorial when called upon. Please note groups will be asked on multiple occasions to lead discussions, so each group should be prepared PRIOR to attending the CBL tutorial. It is therefore critical that you and your group have done sufficient background work for this to occur seamlessly.

Minimum Requirements to Pass this Subject

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

Student attendance: Case-based Learning (CBL) tutorials and exercise coaching workshops is compulsory, students must attend all classes (100%). Absences will require the submission of an application for Academic Consideration via SOLS and the presentation of suitable documentation, for example a Medical Certificate, to Student Central as soon as practical. For further details about applying for academic consideration visit the Student Central webpage:

<http://www.uow.edu.au/student/central/academicconsideration/index.html>

The following is a list of additional academic performance standards and participation requirements that must be met in order for a student to have satisfactorily completed this subject.

- i) Receive a minimum pass grade for the Clinical Exam.
- ii) Attendance is compulsory for all CBL tutorials, practical classes and exercise coaching workshops.
- iii) You must be deemed skilled in the conduct of physical assessments in Week 13.
- iv) All students must be appropriately attired to exercise safely for all practical classes.
- v) You must behave and dress in a professional manner during the exercise coaching workshops.
- vi) You must bring your own towel to each practical class. You will not be allowed to enter the gymnasium without one. You will not be allowed to enter the gymnasium if you are late.

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				
	Clinical Exam <i>(40%)</i>	Case-based Learning <i>(25%)</i>	Exercise Coaching and Reflective Practice <i>(20%)</i>	MC Theory Exam - Multi-choice exams <i>(15%)</i>	Skills Examination - Physical Assessment <i>(S/US)</i>
Integrate and apply advanced techniques to teach, demonstrate, and evaluate resistance, endurance, and flexibility-based exercises using appropriate equipment and coaching strategies across applied settings.	✓				✓
Design and deliver safe, inclusive, and goal-oriented individual and group exercise sessions tailored to population-specific needs, using evidence-based communication and behaviour change strategies.	✓		✓		
Develop, adapt and progress structured exercise programs to meet specific task, sport, or occupational needs, transitioning from isolated movements to complex functional activities.	✓	✓			
Critically evaluate and interpret movement analyses and task demands to inform targeted exercise prescription and improve functional outcomes.	✓	✓			
Apply and interpret current exercise science literature and training theory to justify prescription decisions and anticipate physiological adaptations across populations and settings.	✓	✓	✓	✓	
Design and implement valid, reliable, and inclusive assessments of physical performance to inform safe and effective programming and evaluate training outcomes.	✓	✓			✓

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	https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/
Careers advice	https://www.uow.edu.au/student/careers/
Counselling	https://www.uow.edu.au/student/support-services/counselling/
Student Accessibility and Inclusion (SAI)	https://www.uow.edu.au/student/support-services/sai/
Information Tech.	https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted
Study Skills	https://www.uow.edu.au/student/support-services/academic-skills/

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 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>