

# **THE UNIVERSITY OF NEW SOUTH WALES**

**Exercise Physiology Program  
School of Medical Sciences  
Faculty of Medicine**

## **HESC4551/4571**

### **RESEARCH PROJECT**

Course Outline Semester 1, 2012

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**Staff Contact Details**

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**Course details**

**Credit Points:** 6 UOC

**Course Prerequisites / Assumed Knowledge**

MATH1041 – Statistics for Life & Social Sciences

**Course Contact Hours:**

Lecture: Wednesday Week 1  
Seminar: 29<sup>th</sup> Feb 2012

### Course Description

Short theoretical or experimental research project, supervised by a member of academic staff. The project may encompass a literature review, resource or project development, clinical or laboratory experiments, statistical analyses, and oral and written reporting. Projects may also involve 'placements', possibly outside UNSW, in the form of externally funded research programs, industrial placements or other programs either during the usual session or in the session breaks. In these cases students will require an academic member of staff to supervise the internship.

**Note: students cannot do both 4551 and 4571 as a review of the literature**

### Aims of the Course

- To provide skills in effective scientific communication
- To develop critical thinking in relation to the scientific literature
- To foster independence in undertaking small scale research projects, such as reviews of the literature or collecting and analysing scientific and clinical data

### Student Learning Outcomes

This term is used to describe what it is that you should be able to do, explain or understand if you have learned effectively in the course. The assessment in the course will be matched as closely as possible to the stated learning outcomes. That is, the assessment will test how well you have achieved the learning outcomes of the course. The general learning outcomes for the course are as follows:

*At the end of the course you should be able to:*

- Synthesize and present data from critical review of the literature
- Be aware of current techniques used in biomedical research
- Be able to write a literature review
- Write an article of an imposed format and style
- Generate original scientific illustrations
- Be able to organize, present and discuss research data

### Graduate Attributes

- Engage in independent and reflective learning for the betterment of professional clinical practice, following an evidence-based approach
- Communicate effectively with patients, colleagues and other health professionals

### Rationale for the inclusion of content and teaching approach

**How the course relates to the Exercise Physiology profession** – The information and ideas presented in this course will enable development of the critical thinking and good communication skills necessary to professionals. Good communication skills are necessary to build an effective relationship between the patient and the practitioners. Along with the base knowledge of techniques used in experimental research, understanding how science is published and ranked is a prerequisite to appreciate scientific output quality. A solid understanding of research in the field of Exercise Sciences is essential to appreciate the progress and evolution of techniques and knowledge in the course of a professional carrier.

**How the course relates to other courses in the Exercise Physiology program** – Together with Research Seminar (HESC4501), this fourth year course builds upon the knowledge accumulated throughout the whole program. It uses previously understood fundamental concepts to build the necessary critical thinking towards professional independence.

### Teaching strategies

**Independent study** – Either with a research internship or through writing a review article, independent study will take a major portion of the course.

**Assessments** – These tasks have been chosen as tools to enhance and guide your learning as well as a way of measuring performance, and are therefore a central teaching strategy in this course.

**Presentations** – An oral presentation will be delivered by each student in week 4.

## Assessment

The content within assessment tasks offered in this course will be tailored to the scheme selected, i.e., whether this course is taken as a research internship or a review of literature.

Assessment will consist of an oral presentation, an abstract, a written report and a poster presentation. A research internship will also have a supervisor evaluation.

Summary of Assessment tasks for the Internship	Weight	Due Date
<p><b>ASSESSMENT TASK 1 – ORAL PRESENTATION</b> An oral presentation introducing the topic of the literature review its importance to exercise physiology or the topic of the research project its aims, hypothesis and methods to be used or developed.</p>	20%	Week 5
<p><b>ASSESSMENT TASK 2 – ABSTRACT (300 WORDS)</b> A concise summary of the background, introduction to previous literature, rationale for the review/experiment and any hypotheses/aims of the review/experiment</p>	10%	Week 8
<p><b>ASSESSMENT TASK 3 – WRITTEN TASK</b> <b>REVIEW ARTICLE:</b> A review of the literature detailing its importance and relevance to exercise physiology, the current understanding and the future of this area of research. Or <b>RESEARCH INTERNSHIP:</b> A detailed scientific description of the study containing an introduction, the aims, hypothesis (if appropriate), methods, discussion and conclusions/ recommendations</p>	50%	Week 11
<p><b>ASSESSMENT TASK 4 – POSTER PRESENTATION</b> A summary of the research undertaken, be it a review or a project in a format that could be presented at a conference/workshop or at a public information session.</p>	20%	Week 13
<b>INTERNSHIP ONLY – SUPERVISOR EVALUATION</b>	<b>Satisfactory/Unsatisfactory</b>	<b>Week 13</b>

## **Assessment Task 1 – ORAL PRESENTATION**

Of the format 8 minutes presentation, 3 minutes questions/discussion followed by 2 minutes of Feedback/ direction from the markers

### **Learning Outcomes for the ORAL PRESENTATION**

- To be able to organise, present and discuss a research topic
- To generate original scientific illustrations

### **Assessment Criteria for the ORAL PRESENTATION**

<b>Presentation</b>	<b>High Distinction</b>	<b>Distinction</b>	<b>Credit</b>	<b>Pass</b>	<b>Fail</b>	<b>Mark</b>
<b>Overview – rationale for research project &amp; selection of appropriate scientific journal articles relevant to the project</b>	Selection of appropriate original research articles. Clear and accurate description of the clinical relevance. Some critical thought.	Selection of appropriate original research articles. Clear and accurate description of the clinical relevance. Possibly critical thought	Selection of appropriate articles (original research articles or reviews). Clear and accurate description of the clinical relevance.	Selection of appropriate articles (original research articles or reviews). Some attempt to identify the clinical relevance.	Selection of articles inappropriate for the assignment (e.g. textbook chapters). No attempt to identify clinical relevance.	/25
<b>Body of the Presentation</b> <ul style="list-style-type: none"> <li>▪ <i>Background, If appropriate</i></li> <li>▪ <i>Hypothesis</i></li> <li>▪ <i>Aims</i></li> <li>▪ <i>Methods to be used</i></li> <li>▪ <i>Discussion</i></li> </ul>	Very clear description of topic area, research plan and methodology to be used.  Very good critical analysis of topic including strengths and limitations of study design	Good overview of the topic area, articles, Reports purpose and methods of own study. Some attention to the key details.	Good overview of the articles. Report purpose and methods of own study.	Selection of appropriate articles (original research articles or review). Some attempt to identify the clinical relevance.	Incomplete and inaccurate overview of articles. Lacking, or inaccurate, details for all or some of the purpose and methods	/25
<b>Quality of the presentation</b> <ul style="list-style-type: none"> <li>▪ <i>Presentation style</i></li> <li>▪ <i>Clarity of slides</i></li> <li>▪ <i>Allocation of time</i></li> <li>▪ <i>Ability to correctly interpret &amp; answer questions</i></li> </ul>	Clear, fluent and concise presentation with good eye contact. Clear slides without overcrowding. Clear figures and diagrams. Adheres to the prescribed format. Keeps to time & appropriate allocation of time. Accurate answers to questions	Good presentation style with eye contact. Clear slides. Good use of figures and diagrams. Adheres to the prescribed format. Keeps to time. Understands questions and answers them with reasonable accuracy	Good presentation style with some eye contact. Mostly clear slides. Uses figures and diagrams. Keeps to time. Answers most questions with reasonable accuracy	Presentation style reasonable but read most of presentation with little eye contact. Slides not always clear. Slides overcrowded. Little use of figures and diagrams. Presentation goes over/significantly under time. Has difficulty with some questions.	Presentation style poor. Reads presentation with no eye contact. Slides not clear. Slides overcrowded. Presentation goes over/significantly under time. Unable to interpret and answer most questions.	/50

## Assessment Task 2 – ABSTRACT

### Learning Outcomes for the ABSTRACT

- To clearly define the research question, provide a brief background and rationale for the study
- Provide an overview of the methods and the hypothesis
- To synthesize and present data from a critical review of the literature

**Research Internship:** The Abstract is to be a concise overview of the research topic, any hypotheses and any protocols or procedures being used, with a discussion on potential outcomes

**Literature Review:** The Abstract is to be a concise overview of the topic area clearly defining the material to be covered so that a reader can quickly know the limits of the review (what it encompasses) it can include a discussion on potential outcomes

### General Assessment Guidelines for the ABSTRACT

Word Count – 300 word limit

	High Distinction	Distinction	Credit	Pass	Fail	Mark
<b>BACKGROUND</b>	Very concise and clear account of the scientific background	Concise and clear account of the scientific background	Clear account of the scientific background	A good introduction of the scientific background	Introduction lacking detail	/3
<b>RATIONAL</b>	Very concise, clear and logical rationale for the review/research area	Clear and logical rationale for the review/research area	Good rationale provided and sound logic demonstrated	Sound rationale for the review but logic not entirely clear	Poor rationale for the review and poor logic	/3
<b>DISCUSSION</b>	Discussion very clear and logical with reference to the seminal scientific studies	Discussion clear and logical and with clear reference to seminal scientific studies	Discussion clear and logical with reference to some seminal studies	Discussion sound with reference to previous studies	Poor discussion and referencing to previous studies	/5
<b>POSSIBLE CLINICAL SIGNIFICANCE</b>	Very clear links between the possible clinical significance and the background and discussion	Clear links between the possible clinical significance and the background and discussion	Links between the possible clinical significance and the background and discussion	Association between the possible clinical significance and the background and discussion	Poor association between the possible clinical significance and the background and discussion	/3
<b>STYLE/ PRESENTATION</b>	Very clear and logical flow of ideas. Sentences very well constructed and professional expression and style used. Delivery very clear and technical. No grammatical or spelling errors	Clear and logical flow of ideas. Sentences well constructed and professional expression and style used. Delivery clear and technical. No grammatical or spelling errors	Clear flow of ideas. Sentences well constructed and professional expression and style used. Delivery clear. Minor grammatical but no spelling errors	A good flow of ideas. Sentences well constructed but lacking professional expression and style. Delivery not entirely clear. Minor grammatical or spelling errors	Disjointed flow of ideas. Sentences poorly constructed. Non professional expression and lacking style. Delivery not entirely clear. Some grammatical or spelling errors	/4

## **RESEARCH INTERNSHIP: Assessment Task 3 - WRITTEN REPORT**

### **Learning Outcomes for the WRITTEN REPORT**

- To read, assess, and synthesis the literature of a chosen area
- To be able to write a report of a research study

The research report should follow the following guidelines:

**Title** – Up to 20 words

Student number and name, address of department and contact detail of supervisor

**Abstract** – Up to 300 words (should be updated to include data gathered)

**Introduction** – Up to 500 words

**Material and Methods** - Up to 600 words

**Results and Discussion** – Up to 1000 words

**Figures and Tables** – 2 to 3 figures or tables including legends

**Conclusion** – Up to 100 words, providing perspective and future directions

**References** – Up to 20 references of original research articles (>10 references). No review article should be cited.

Article should be formatted in times new roman, 1.5 line-spacing, Margins 2.5cm. Body text: 12 font. Illustration legends text: 10 font. The file should be a word document (.doc or .docx format).

In some instances results will not be available from the research internship and more words can be dedicated to introduction or methods.

### **Assessment Criteria for the WRITTEN REPORT**

<b>Report</b>	<b>High Distinction</b>	<b>Distinction</b>	<b>Credit</b>	<b>Pass</b>	<b>Fail</b>	<b>Mark</b>
<b>Literature Review - selection of appropriate scientific journal articles and identification of the relevance</b>	Selection of an appropriate original research article. Clear and accurate description of the clinical relevance. Some critical thought.	Selection of an appropriate original research article. Clear and accurate description of the clinical relevance. Possibly critical thought	Selection of an appropriate article (original research article or review). Clear and accurate description of the clinical relevance.	Selection of an appropriate article (original research article or review). Some attempt to identify the clinical relevance.	Selection of an article inappropriate for the assignment (e.g. textbook chapter or not on a clinical condition). No attempt to identify clinical relevance.	/25
<b>Body of the Report</b> • Background /aims • Methods • Variables/measures • Results and conclusions • Depth of critical analysis	Comprehensive overview of the article, reporting the purpose, key measures, key results and the most pertinent conclusions	Good overview of the article, reporting the purpose, measures, results and conclusions accurately and clearly. Some attention to the key details.	Good overview of the article, reporting the purpose, methods, results and conclusions accurately.	Selection of an appropriate article (original research article or review). Some attempt to identify the clinical relevance.	Incomplete and inaccurate overview of the article. Lacking, or inaccurate, details for all or some of the purpose methods, results and conclusions.	/50
<b>Quality of the writing and presentation</b> • Spelling • Grammar • Fluency and style • Adherence to prescribed format • Appropriate referencing	Clear, fluent and concise writing. No errors in written expression. Adheres to the prescribed format. Accurate referencing.	Clearly and concise writing. Nil or minimal errors in written expression. Adheres to the prescribed format. Accurate referencing.	Selection of an appropriate article (original research article or review). Clear and accurate description of the clinical relevance. Mostly accurate referencing	Selection of an appropriate article (original research article or review). Some attempt to identify the clinical relevance. Some inaccuracies in referencing.	Selection of an article inappropriate for the assignment (e.g. textbook chapter or not on a clinical condition). Referencing inaccurate and does not conform to style. No attempt to identify clinical relevance.	/25

## LITERATURE REVIEW: Assessment Task 3 - REVIEW ARTICLE

### Learning Outcomes for the REVIEW ARTICLE

- To read, assess, and synthesis the literature of a chosen area
- To be able to write a literature review

The review article should follow the following guidelines:

**Title** – Up to 20 words

Student number and name

**Abstract** – Up to 300 words (should be updated to include interpretation of literature reviewed)

**Key words** – Up to five key words defining the topic developed in the review

**Introduction**

**Body of text**

**Conclusion**

Up to 2,500 words

It is advisable to use appropriate sub headings to section off distinct areas of the literature being reviewed

**Figures and Tables** – if appropriate include no more that 2 to 3 figures or tables including legends

**References** – Up to 20 references of original research articles (> 15 references). No **review articles** should be cited.

Article should be formatted in times new roman, 1.5 line-spacing, Margins 2.5 cm. Body text: 12 font. Illustration legend text 10 font. The file should be a word document (.doc or .docx format).

### Assessment Criteria for the REVIEW ARTICLE

Report	High Distinction	Distinction	Credit	Pass	Fail	Mark
<b>Literature Review - selection of appropriate scientific journal articles and identification of the relevance</b>	Selection of an appropriate original research articles. Clear and accurate description of the clinical relevance. Some critical thought.	Selection of an appropriate original research article. Clear and accurate description of the clinical relevance. Possibly critical thought	Selection of an appropriate article (original research article or review). Clear and accurate description of the clinical relevance.	Selection of an appropriate article (original research article or review). Some attempt to identify the clinical relevance.	Selection of an article inappropriate for the assignment (e.g. textbook chapter or not on a clinical condition). No attempt to identify clinical relevance.	/25
<b>Body of the Report</b> • Background /aims • Methods • Variables/measures • Results and conclusions • Depth of critical analysis	Comprehensive overview of the article, reporting the purpose, key measures, key results and the most pertinent conclusions	Good overview of the article, reporting the purpose, measures, results and conclusions accurately and clearly. Some attention to the key details.	Good overview of the article, reporting the purpose, methods, results and conclusions accurately.	Selection of an appropriate article (original research article or review). Some attempt to identify the clinical relevance.	Incomplete and inaccurate overview of the article. Lacking, or inaccurate, details for all or some of the purpose methods, results and conclusions.	/50
<b>Quality of the writing and presentation</b> • Spelling • Grammar • Fluency and style • Adherence to prescribed format • Appropriate referencing	Clear, fluent and concise writing. No errors in written expression. Adheres to the prescribed format. Accurate referencing.	Clearly and concise writing. Nil or minimal errors in written expression. Adheres to the prescribed format. Accurate referencing.	Selection of an appropriate article (original research article or review). Clear and accurate description of the clinical relevance. Mostly accurate referencing	Selection of an appropriate article (original research article or review). Some attempt to identify the clinical relevance. Some inaccuracies in referencing.	Selection of an article inappropriate for the assignment (e.g. textbook chapter or not on a clinical condition). Referencing inaccurate and does not conform to style. No attempt to identify clinical relevance.	/25

## **Assessment Task 4 – POSTER PRESENTATION**

Of the format 4 minutes presentation, 3 minutes questions/discussion/feedback

### **Learning Outcomes for the POSTER**

- To generate original scientific illustrations
- To be able to organize, present and discuss a chosen research area

This poster presentation is a defence of the literature review/ research work

The poster should follow the following guidelines:

**Title** – Up to 20 words

Student number and name, (Research Internship: add address of department and contact detail of supervisor)

The poster should have the following sections

Research Internship:

**Abstract, Background, Material and Methods, Results, Discussion/Conclusions and Future Directions  
Figures and/or Tables and References.**

Literature review:

**Abstract, Background, Overview of Literature in chosen area, Discussion/Conclusions and Future Directions  
Figures and/or Tables and References.**

In some instances results will not be available from the research internship and more words can be dedicated to introduction or methods.

### **Assessment Criteria for the Poster Presentation**

<b>Presentation</b>	<b>High Distinction</b>	<b>Distinction</b>	<b>Credit</b>	<b>Pass</b>	<b>Fail</b>	<b>Mark</b>
<b>Brief Overview – rationale for research project &amp; selection of appropriate scientific journal articles relevant to the project</b>	Selection of appropriate original research articles. Clear and accurate description of the clinical relevance. Some critical thought.	Selection of appropriate original research articles. Clear and accurate description of the clinical relevance. Possibly critical thought	Selection of appropriate articles (original research articles or reviews). Clear and accurate description of the clinical relevance.	Selection of appropriate articles (original research articles or reviews). Some attempt to identify the clinical relevance.	Selection of articles inappropriate for the assignment (e.g. textbook chapters). No attempt to identify clinical relevance.	/25
<b>Body of the Presentation</b> <ul style="list-style-type: none"> <li>▪ <i>Aims, and Hypothesis (if appropriate)</i></li> <li>▪ <i>Methods Results, Conclusion, and Discussion</i></li> </ul>	Very clear succinct description of design, aims and methodology of, and Conclusions of own study.	Reports aims and methods of own study with attention to some of the key details.	Reports purpose and methods of own study.	Description of own aims and methods a little unclear	Lacking, or inaccurate, details for all or some of the aims and methods	/25
<b>Quality of the presentation</b> <ul style="list-style-type: none"> <li>▪ <i>Presentation style</i></li> <li>▪ <i>Clarity of Poster</i></li> <li>▪ <i>Allocation of time</i></li> <li>▪ <i>Ability to correctly interpret &amp; answer questions</i></li> </ul>	Clear, fluent and concise presentation with good eye contact. Clear poster without overcrowding. Clear figures and diagrams. Adheres to the prescribed format. Keeps to time & appropriate allocation of time. Accurate answers to questions	Good presentation style with eye contact. Clear poster. Good use of figures and diagrams. Adheres to the prescribed format. Keeps to time. Understands questions and answers them with reasonable accuracy	Good presentation style with some eye contact. Mostly clear poster. Uses figures and diagrams. Keeps to time. Answers most questions with reasonable accuracy	Presentation style reasonable but read most of presentation with little eye contact. Poster not very clear overcrowded. Little use of figures and diagrams. Presentation goes over/significantly under time. Has difficulty with some questions.	Presentation style poor. Reads presentation with no eye contact. Poster not clear, overcrowded. Presentation goes over/significantly under time. Unable to interpret and answer most questions.	/50

**Assessment Task – SUPERVISOR EVALUATION**

**EVALUATION FORM FOR  
HESC4551/4571 RESEARCH PROJECT**

*(To be completed by the supervisor)*

*The supervisor is encouraged to discuss this evaluation with the student before sending the evaluation to the course convenor.*

*Student Name:* \_\_\_\_\_

*Supervisor Name:* \_\_\_\_\_

*This internship started on (date) \_\_\_\_\_ and was completed on (date) \_\_\_\_\_*

*At (location) \_\_\_\_\_*

*Please give a brief summary of the internship:*

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	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Does not apply</b>
<i>Enthusiasm for the experience</i>					
<i>Accuracy and precision in experiments</i>					
<i>Decision-making, judgments, setting priorities</i>					
<i>Attention to detail</i>					
<i>Willingness to ask for guidance</i>					
<i>Persistence to complete tasks</i>					
<i>Data analysis skills</i>					
<i>Ability to synthesize information and communicate it effectively</i>					
<i>Ability to work cooperatively with others</i>					
<i>Ability to create and communicate possible solutions to problems</i>					

*Additional comments:*

*Grade:*            /10

*Signature of Supervisor and date of evaluation:* \_\_\_\_\_

*Electronic copies of completed evaluations to be sent to john.booth@unsw.edu.au*

### Submission of Assessment Tasks

Assignments are to be submitted electronically through Turnitin via Blackboard.

**Penalties for late submission of assignments** – In cases where an extension has NOT been granted, the following penalties will apply: For assignments submitted after **9:00am** on the due date, a penalty of 50% of the maximum marks available for that assignment will be incurred. A further 25% of the maximum possible allocated marks (i.e., a total of 75%) will be deducted from assignments which are two (2) days late.

Assignments received more than two (2) days after the due date **will not be allocated a mark**, however, these assignments **must** still be submitted to pass the unit.

### Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft and is regarded by the university as academic misconduct. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. The University has adopted an educative approach to plagiarism and has developed a range of resources to support students. The Learning Centre can provide further information via <http://www.lc.unsw.edu/plagiarism>.

### Course schedule

Week	Date	Item
1	Wednesday Feb 29	<b>Introductory Lecture</b>
2		
3		
4		
5	Starts	<b>Oral Presentation</b>
6		
7		
8		<b>Abstract</b>
9		
10		
11		<b>Written Report</b>
12		
13		<b>Poster Oral Presentation</b>

## Resources for students

### Blackboard

Information about the course and a number of electronic study resources can be accessed via the UNSW Blackboard system. Blackboard is an internet-based set of Course Tools designed to enable online learning. You can access the system from the following site:

<http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp>

You can use Blackboard to download lecture notes, access your grades, find reference material in the course (such as this document), and communicate with the lecturer and your peers. Please see the lecturer if you would like more information to help you to make the most of this resource.

### Lectopia

The Lectopia system (iLecture) provides digital audio recordings of lectures that can be accessed via streaming media over the web or as a podcast (if permitted by the lecturer). Lecture slides may be embedded in these presentations. <http://telt.unsw.edu.au/lectopia/content/default.cfm?ss=1>

### UNSW Library

The University Library provides a range of services to assist students in understanding how to identify what information is required for assignments and projects; how to find the right information to support academic activities; and how to use the right information most effectively.

<http://www.library.unsw.edu.au>

### Reserve (MyCourse)

Many items (books and journal articles) set as recommended reading for courses will be located in Reserve, which is on Level 2 of the Main Library. Some of the journal articles will be available in electronic format via MyCourse. To search for these items, go to the library website catalogue and search for the course code.

## Course evaluation and development

Every year, feedback from the student is collected through the Course and Teaching Evaluation and Improvement (CATEI) organised online by UNSW. This evaluation and feedback are used to constantly improve the course content and make it more relevant to the students. Significant changes are then communicated to the following cohort of students.

### Health and Safety

Class activities must comply with the NSW Health & Safety Act 2011 and the Health & Safety (HS) Regulations 2011. For students completing lab-based projects, it is mandatory to complete a minimal HS training. The training courses that you have to undertake also depend of the nature of the techniques you will be using or the environment itself. To get a list of your specific mandatory training, contact your supervisor at least one month before the commencement of your internship. Further information can be collected on the SOMS HS website (Important Health and Safety (HS) notice for students completing a lab-based project: <http://medicalsciences.med.unsw.edu.au/SOMSWeb.nsf/page/Health+and+Safety> or contact the HS coordinator (Blathnaid Farrell: [b.farrell@unsw.edu.au](mailto:b.farrell@unsw.edu.au)). It is expected that students will conduct themselves in an appropriate and responsible manner in order not to breach HS regulations. Further information on relevant HS policies and expectations is outlined at: [http://www.ohs.unsw.edu.au/ohs\\_policies/index.html](http://www.ohs.unsw.edu.au/ohs_policies/index.html)

### Examination procedures and attendance requirements

Attendance is expected at all lectures and presentations for this course. Attendance at all classes will be recorded. Students who do not participate in these sessions for any reason other than medical or misadventure, will be marked absent and will be awarded a grade of FAIL for the entire course. If absent for medical reasons, a medical certificate must be lodged with the lecturer within 7 days of the time period of the certificate's expiry. No consideration will be given after this time. Although lectures will be available on iletecture, student participation is encouraged in the lectures and these are important to attend.

**Deferred Exams**

If you miss an exam for medical reasons you must supply adequate documentation (including a medical certificate). Your request for consideration will then be assessed and a deferred exam may be granted. You cannot assume you will be granted supplementary assessment. The deferred exam may include a significant oral element.

**Special consideration in the event of illness or misadventure****Please note the following Statement regarding Special Consideration.**

If you believe that your performance in a course, either during session or in an examination, has been adversely affected by sickness, misadventure, or other circumstances beyond your control, you should notify the Registrar and ask for special consideration in the determination of your results. Such requests should be made as soon as practicable after the problem occurs. **Applications made more than three working days after the relevant assessment will not be accepted except in TRULY exceptional circumstances.**

When submitting a request for special consideration you should provide all possible supporting evidence (e.g. medical certificates) together with your student number and enrolment details. Consideration request forms are available from Student Central in the Chancellery or can be downloaded from the web page linked below.

Note that normally, if you miss an exam (without medical reasons) you will be given an absent fail. If you arrive late for an exam no time extension will be granted. It is your responsibility to check timetables and ensure that you arrive on time.

Students who apply for consideration to Student Central must also contact the Course Convenor immediately.

All applications for Special Consideration will be processed in accordance with UNSW policy (see: <http://my.unsw.edu.au/student/atoz/SpecialConsideration.html>). If you miss an assessment and have applied for Special Consideration, this will be taken into account when your final grade is determined. You should note that marks derived from completed assessment tasks may be used as the primary basis for determining an overall mark. Where appropriate, supplementary examination may be offered, but only when warranted by the circumstances.

**Student equity and diversity issues**

Students requiring assistance are encouraged to discuss their needs with the course convenor prior to, or at the commencement of the course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (EADU) (9385 4734). Further information for students with disabilities is available at <http://www.studentequity.unsw.edu.au/disabil.html>