

THE UNIVERSITY OF NEW SOUTH WALES

Exercise Physiology Program
School of Medical Sciences
Faculty of Medicine

HESC4551/4571

RESEARCH PROJECT

Course Outline – Semester 2, 2011

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Staff Contact Details

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Course details

Credit Points: 6 UOC

Course Prerequisites / Assumed Knowledge MATH1041

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.

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 to build 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 outputs 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.

It is recommended that students enrolling in HESC4571 following HESC4551 do not do a literature review if they have previously done a literature review in HESC4551. In these cases, students are advised to do a research internship instead in HESC4571.

Teaching strategies

Independent study –. Either with a research internship or 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 – Presentations will be delivered by the student on 2 occasions.

Assessment

The assessment tasks offered in this course are specific to the scheme selected, i.e., whether this course is taken as a research internships or review articles.

1-Research Internship

Assessment will consist of one written report, two oral presentations and a supervisor evaluation described hereunder.

Summary of Assessment tasks for the Internship	Weight	Due Date
<i>ASSESSMENT TASK 1 – ORAL PRESENTATION 1</i> An oral presentation discussing literature overview, and aims and methods of the research project.	10%	Week 5
<i>ASSESSMENT TASK 2 – WRITTEN REPORT</i>	50%	Week 11
<i>ASSESSMENT TASK 3 – ORAL PRESENTATION 2</i> This oral presentation is a defense of the research report.	30%	Week 13
<i>ASSESSMENT TASK 4 – SUPERVISOR EVALUATION</i>	10%	Week 13

1- Research Internship

Assessment Task 1 – ORAL PRESENTATION 1

Of the format 5 minute presentation, 5 minute questions/discussion

Learning Outcomes for the *ORAL PRESENTATION 1*

- To synthesize and present data from critical review of the literature
- To be able to present and discuss aims and methods of own study

Assessment Criteria for the *ORAL PRESENTATION 1*

Presentation	High Distinction	Distinction	Credit	Pass	Fail	Mark
Overview – rationale for research project & selection of appropriate scientific journal articles relevant to the project	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
Body of the Presentation	Very clear description of aims and methodology of own study.	Reports aims and methods of own study with attention to some of the key details.	Report 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
<ul style="list-style-type: none"> ▪ <i>Background & aims</i> ▪ <i>Methods</i> 						
Quality of the presentation	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
<ul style="list-style-type: none"> ▪ <i>Presentation style</i> ▪ <i>Clarity of slides</i> ▪ <i>Allocation of time</i> ▪ <i>Ability to correctly interpret & answer questions</i> 						

Assessment Task 2 - WRITTEN REPORT

The research report should follow the following guidelines:

Title – Up to 150 characters

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

Abstract – Up to 800 characters

Introduction – Up to 2000 characters

Material and Methods - Up to 3000 characters

Results and discussion – Up to 4000 characters

Figures and tables – 2 to 3 figures or tables including legends (up to 2000 characters)

Conclusion – Up to 500 characters, providing perspective and future directions

References – Up to 20 references of original research articles. No review article should be cited.

Space included.

Article should be formatted in times roman, 1.5 line-spacing, Margins 3cm. Body text should be 12 font.

Illustration legend text 10 font. The file should be a word document (.doc or .docx format).

Report	High Distinction	Distinction	Credit	Pass	Fail	Mark
Literature Review - selection of appropriate scientific journal articles and identification of the relevance	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
Body of the Report <ul style="list-style-type: none"> • 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
Quality of the writing and presentation <ul style="list-style-type: none"> • 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 3 – ORAL PRESENTATION 2

Of the format 10 minutes presentation, 10 minutes questions/discussion

Learning Outcomes for the ORAL PRESENTATION 2

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

Assessment Criteria for the ORAL PRESENTATION 2

Presentation	High Distinction	Distinction	Credit	Pass	Fail	Mark
Overview – rationale for research project & selection of appropriate scientific journal articles relevant to the project	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
Body of the Presentation <ul style="list-style-type: none"> ▪ <i>Background & aims</i> ▪ <i>Methods</i> ▪ <i>Results</i> ▪ <i>Conclusions</i> 	Very clear description of methodology and results. Very good critical analysis of results including strengths and limitations of study	Good overview of the articles, Report 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
Quality of the presentation <ul style="list-style-type: none"> ▪ <i>Presentation style</i> ▪ <i>Clarity of slides</i> ▪ <i>Allocation of time</i> ▪ <i>Ability to correctly interpret & answer questions</i> 	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 4 – 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:

	excellent	good	average	poor	does not apply
<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 c.broderick@unsw.edu.au

2 - Review article

Assessment will consist of one written report and two oral presentations described hereunder.

Summary of Assessment tasks for the review articles	Weight	Due Date
ASSESSMENT TASK 1 – ORAL PRESENTATION 1 - LITERATURE OVERVIEW An oral presentation about literature overview, describing 3 of the most relevant original articles.	10%	Week 5
ASSESSMENT TASK 2 – FIRST VERSION OF REVIEW ARTICLE – COMPLETE IN DOT POINTS OUTLINING STRUCTURE & MAIN POINTS	10%	Week 8
ASSESSMENT TASK 3 – COMPLETED REVIEW ARTICLE	50%	Week 11
ASSESSMENT TASK 4 – ORAL DEFENSE This oral presentation is a defense of the literature review.	30%	Week 13

Assessment Task 1 – ORAL PRESENTATION 1 - LITERATURE OVERVIEW

Of the format 5 minutes presentation, 5 minutes questions/discussion

Learning Outcomes for the ORAL PRESENTATION 1 - LITERATURE OVERVIEW

- To synthesise and present data from critical review of the literature
- To be able to organize, present and discuss research data

Assessment Criteria for ORAL PRESENTATION 1 - LITERATURE OVERVIEW

Report	High Distinction	Distinction	Credit	Pass	Fail	Mark
Literature Review – rationale for selection of appropriate scientific journal articles	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
Body of the Presentation <ul style="list-style-type: none"> ▪ <i>Background & aims</i> ▪ <i>Methods</i> ▪ <i>Results</i> ▪ <i>Conclusions</i> 	Comprehensive overview of the articles. Clear reporting of the results and conclusions. Excellent critical analysis	Good overview of the articles. Clear reporting of the results and conclusions	Good overview of the articles. Report s results and conclusions.	Selection of mostly 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 results	/25
Quality of the presentation <ul style="list-style-type: none"> ▪ <i>Presentation style</i> ▪ <i>Clarity of slides</i> ▪ <i>Allocation of time</i> ▪ <i>Ability to correctly interpret & answer questions</i> 	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. 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 - FIRST VERSION OF REVIEW ARTICLE

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

This first version should be in point form and outline key inclusions under the following headings:

Abstract

Introduction

Aims

Methods

Results

**Discussion
References**

Assessment Task 3 - COMPLETED REVIEW ARTICLE

Learning Outcomes for the REVIEW ARTICLE

- To write an article on an imposed format and style
- To be able to write a literature review

Assessment Criteria for the REVIEW ARTICLE

Report	High Distinction	Distinction	Credit	Pass	Fail	Mark
<p>Literature Review - selection of appropriate scientific journal articles and identification of the relevance for exercise physiology clinical practice</p>	<p>Selection of an appropriate original research article. Clear and accurate description of the clinical relevance. Some critical thought.</p>	<p>Selection of an appropriate original research article. Clear and accurate description of the clinical relevance. Possibly critical thought</p>	<p>Selection of an appropriate article (original research article or review). Clear and accurate description of the clinical relevance.</p>	<p>Selection of an appropriate article (original research article or review). Some attempt to identify the clinical relevance.</p>	<p>Selection of an article inappropriate for the assignment (e.g. textbook chapter or not on a clinical condition). No attempt to identify clinical relevance.</p>	/25
<p>Body of the Report</p> <ul style="list-style-type: none"> • Background /aims • Methods • Variables/measures • Results and conclusions • Depth of critical analysis 	<p>Comprehensive overview of the article, reporting the purpose, key measures, key results and the most pertinent conclusions</p>	<p>Good overview of the article, reporting the purpose, measures, results and conclusions accurately and clearly. Some attention to the key details.</p>	<p>Good overview of the article, reporting the purpose, methods, results and conclusions accurately.</p>	<p>Selection of an appropriate article (original research article or review). Some attempt to identify the clinical relevance.</p>	<p>Incomplete and inaccurate overview of the article. Lacking, or inaccurate, details for all or some of the purpose methods, results and conclusions.</p>	/50
<p>Quality of the writing and presentation</p> <ul style="list-style-type: none"> • Spelling • Grammar • Fluency and style • Adherence to prescribed format • Appropriate referencing 	<p>Clear, fluent and concise writing. No errors in written expression. Adheres to the prescribed format. Accurate referencing.</p>	<p>Clearly and concise writing. Nil or minimal errors in written expression. Adheres to the prescribed format. Accurate referencing.</p>	<p>Selection of an appropriate article (original research article or review). Clear and accurate description of the clinical relevance. Mostly accurate referencing</p>	<p>Selection of an appropriate article (original research article or review). Some attempt to identify the clinical relevance. Some inaccuracies in referencing.</p>	<p>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</p> <p>No attempt to identify clinical relevance.</p>	/25

Assessment Task 4 – ORAL DEFENSE

Of the format 10 minutes presentation, 10 minutes questions/discussion

Learning Outcomes for the ORAL DEFENSE

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

Assessment Criteria for the ORAL DEFENSE

Report	High Distinction	Distinction	Credit	Pass	Fail	Mark
Literature Review – rationale for selection of appropriate scientific journal articles	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
Body of the Presentation <ul style="list-style-type: none"> ▪ Background & aims ▪ Methods ▪ Results ▪ Conclusions 	Comprehensive overview of the articles. Clear reporting of the results and conclusions. Excellent critical analysis	Good overview of the articles. Clear reporting of the results and conclusions	Good overview of the articles. Report s results and conclusions.	Selection of mostly 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 results	/25
Quality of the presentation <ul style="list-style-type: none"> ▪ Presentation style ▪ Clarity of slides ▪ Allocation of time ▪ Ability to correctly interpret & answer questions 	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

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	Thurs 21 st July 3-5 pm	Introductory Lecture Webster Theatre 251
2		
3		
4		
5	Wed 17 th Aug 9-11am & Thurs 18 th Aug 9-11am, 11-1pm, 2-4pm, 4-6pm	Oral presentations 1 Red Centre West 4034
6		
7		
8	Thurs 8 th Sept	Review article - 1 st version review article
9		
10		
11	Thurs 29 th Sept	Research internship written report Review article – revised version review article
12		
13	Wed 12 th Oct 9-11am, Thurs 13 th Oct 9-11am, 11-1pm, 2-4pm, 4-6pm	Oral presentations 2 Red Centre West 4034

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.

Occupational Health and Safety

Class activities must comply with the NSW Occupational Health & Safety Act 2000 and the Occupational Health & Safety (OHS) Regulations 2001. For students completing lab-based projects, it is mandatory to complete a minimal OHS 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 intership. Further information can be collected on the SOMS OHS website (Important Occupational Health and Safety (OHS) notice for students completing a lab-based project: <http://www.med.unsw.edu.au/SOMSWeb.nsf/page/OHS>) or contact the OHS coordinator (j.hartley@unsw.edu.au). It is expected that students will conduct themselves in an appropriate and responsible manner in order not to breach OHS regulations. Further information on relevant OHS policies and expectations is outlined at: http://www.hr.unsw.edu.au/ohswc/ohs/ohs_policies.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 (eg 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>