

UNSW



THE UNIVERSITY OF NEW SOUTH WALES

Exercise Physiology Program

School of Medical Sciences

Faculty of Medicine

HESC4501

EXERCISE PHYSIOLOGY RESEARCH SEMINARS

Semester 1, 2015
Course Outline

Table of Contents

Staff Contact Details	2
Course Details	2
Course Description	2
Aims of the Course	3
Student Learning Outcomes	3
Graduate Attributes	3
Rationale for the inclusion of content and teaching approach	3
How the course relates to the Exercise Physiology Profession	3
How the course relates to other courses in the Exercise Physiology Program	3
Teaching strategies	3
Assessment	4
Summary of assessments	4
Submission of assessment tasks	4
Academic honesty and plagiarism	4
Assessment Task 1 – <i>Paper Review</i>	5
Assessment Task 2 – <i>Innovation in Exercise Physiology</i>	7
Course schedule	12
Resources for students	13
Course evaluation and development	14
Attendance requirements	14
Special consideration in the event of illness or misadventure	14

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Course details

Credit Points: 6 UOC

Course Prerequisites / Assumed Knowledge

MATH1041 – Statistics for Life & Social Sciences

Course Description

This course is organised in seminar format with discussion of original research. It provides training in critical interpretation of scientific and clinical research linked to the field of exercise physiology. Seminars in this course will be delivered by staff, and also by students working in groups, with an emphasis on understanding the scientific method, ethics in scientific research and the evidence-base for clinical practice.

Aims of the Course

To encourage the development of:

1. critical skills for **appraisal and interpretation** of the scientific evidence-base for exercise physiology practice
2. an understanding of the common techniques used in the broad area of research in Exercise Sciences
3. an awareness of the techniques for an efficient communication of scientific results
4. an appreciation of the online resources available to find published research articles, book or conference abstracts
5. an appreciation of the quality of published articles, critical thinking
6. an awareness of the intellectual property law and the process from innovation to commercialisation

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. For each lecture, seminar and assessment item, the expected learning outcomes will be explicitly stated. 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:

- critically assess the strengths and weaknesses of a research article
- identify significant advances when reading a research publication
- summarize and present research articles in public
- anticipate the commercial valorisation of innovation
- identify the online resources of scientific publications
- apply **critical thinking and presentation skills** to evaluate and communicate the evidence base for clinical practice

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
- Work as a member and a leader of a team
- Display a respect for diversity and a high standard of ethical practice

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 students to build critical thinking and good communication skills necessary for professionals. Good communication skills are necessary to build an effective relationship between the patient and the practitioners. Along with the knowledge base of techniques used in experimental research, an understanding of how research is published and ranked is a prerequisite to appreciate the quality of a piece of research. It is essential that a professional carer has a solid understanding of research in the field of Exercise Sciences to appreciate the novel techniques and progress that has been made; enabling them to prescribe exercise programs backed by evidence that has been rigorously examined.

How the course relates to other courses in the Exercise Physiology program – Together with Research Projects (HESC4551 and HESC 4571), 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

Lectures – Lectures will be every week (from weeks 2 to week 7) and lasting 2 hours.

Tutorials – After each lecture, a tutorial will be done to train on the concepts developed during the lecture. They will consist of one-hour exercises such as *figure description, what methods to use to test a hypothesis?, Short oral presentation practice, etc...* (tutorials are listed in *course schedule*)

Independent study – Alone or in a group, independent studies will represent a significant component of the course, as you will be asked to retrieve publications from databases, synthesise and have critical reading on what you will present.

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.

Assessment

Summary of Assessments

ASSESSMENT TASK 1 – <i>PAPER REVIEW (individual task)</i>	Weight	Due Date
Oral Presentation (PowerPoint Presentation)	30%	Week 8
Online Content (Short summary of the presented publication, ~300 WORDS)	10%	Week 8
Oral Presentation (peer assessed)	10%	Week 8,9,10,11
ASSESSMENT TASK 2 – <i>INNOVATION IN EXERCISE PHYSIOLOGY (group task)</i>		
Oral Presentation (Poster)	20%	Week 12
Online Content (one page description of the invention)	10%	Week 12
Online Content (Completed self assessment form)	10%	Week 13
Oral Presentation (peer assessed)	10%	Week 12,13

Submission of Assessment Tasks

Assignments are to be submitted electronically through Turnitin via Moodle.

Penalties for late submission of assignments – In cases where an extension has NOT been granted, the following penalties will apply:

1. For assignments submitted one day after the due date, **a penalty of 50%** of the maximum marks available for that assignment will be incurred.
2. Assignments received two or more 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 <https://student.unsw.edu.au/plagiarism>. **UNSW has produced a booklet to assist you with [essential information for avoiding plagiarism \(pdf\)](#). Go to: <https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf>**

Assessment Task 1: Paper Review

Oral presentation (Weeks 8, 9, 10, 11; **Individual** task)

For the purpose of these seminars, you will select an original journal article (**not a review article**) related to the field of Exercise Sciences.

You will post a short written summary of the paper online (~300 words) and present the publication to the class in the format of a **7 minute** oral presentation followed by **3 minutes** of discussion.

Students will provide a single mark out of 10 for their peers' presentations; use the criterion below to guide your assessment. The course convenor will mark the presentation according to the **Assessment criteria template** below.

Assessment criteria template:

	Unsatisfactory	Below average	Satisfactory	Good	Excellent
BACKGROUND CONTENT AND CONCLUSIONS /10	Introduction out of scope with the topic. Cannot be understood by a non-expert audience.	Introduction lacks scope with the topic and has inadequate details. Most concepts and terminology not described to allow understanding by a non-expert audience.	Introduction lacks scope with the topic. Many concepts and terminology not described to allow understanding by a non-expert audience.	Introduction well in scope with the topic. Most concepts and terminology described to allow understanding by a non-expert audience.	Introduction very well in scope with the topic. All concepts and terminology described to allow understanding by a non-expert audience.
FIGURES /5	Description of the figures lacks major details, or methodology not described.	Description of the figures is mostly clear. Major inconsistencies in experimental design. No dissociation between description and interpretation.	Descriptions of the figures to allow understanding by non-expert audience, but some details are lacking. Not always dissociation between description and interpretation.	Clear description of the figures to allow understanding by non-expert audience. Dissociation between description and interpretation.	Very clear description of the figures to allow understanding by non-expert audience. Clear dissociation between description and interpretation.
STYLE /10	The font, colour graphics and slide layout used distracted from the presentation. Figures used not labelled with major errors. No logical structure to presentation. Delivery unclear or inaudible. Not confident with poor body language.	The font, colour graphics and slide layout used sometimes distracted from the presentation. Figures used and labelled with some errors. Lacking clear and logical structure throughout. Delivery mostly clear, and technical. Some major lapses in body language observed	The font, colour graphics and slide layout used sometimes distracted from the presentation. Figures used and labelled with some errors. Mostly clear and logical structure throughout. Delivery mostly clear, and technical. Some major lapses in body language observed	The font, colour graphics and slide layout used enhanced the presentation. Figures used and clearly labelled. Minor errors. Clear and logical structure throughout. Delivered clearly, well paced, articulate and technical. Confident stance and body language. Enthusiastic.	The font, colour graphics and slide layout used greatly enhanced the presentation. Figures used and clearly labelled. No errors. Clear and logical structure throughout. Delivered clearly, well paced, articulate and technical. Confident stance and body language. Enthusiastic and interesting.
QUESTIONS /5	Responses demonstrated little or no understanding of complex technical and contextual issues. Significant number of errors made in answers to questions.	Responses demonstrated some understanding of complex technical and contextual issues. A number of major errors made in answers to questions.	Responses demonstrated understanding of complex technical and contextual issues. Accurate answers to questions drawing from related literature.	Responses demonstrated clear understanding of complex technical and contextual issues. Strongly argued and accurate answers to questions drawing from related literature.	All responses demonstrated clear understanding of complex technical and contextual issues. Consistently strongly argued and accurate answers to questions drawing from related literature.

The paper to be reviewed is to be chosen and emailed to the course convenor no later than WEEK 5.

The following Individual task assessment is to be submitted no later than 9 AM Monday in week 8:

The PowerPoint presentation to be used during your Oral is to be posted via Moodle.
A one page (300 words) summary of the publication is to be posted via Moodle.

Marking Template for the one page summary:

<u>Background</u>	Maximum Marks
<i>Overview of field:</i>	
	4
Clear description of field that paper investigates	[1]
Sufficient detail provided to understand paper	[1]
Methods described so can understand results	[1]
<i>Relevance to Exercise</i>	
<i>Physiology:</i>	
Describes the gap filled by this paper	[1]
<u>Results and conclusions</u>	
<i>Results:</i>	
	4
Main results clearly described	[1]
Details of appropriate analysis	[1]
<i>Conclusions:</i>	
How is this paper adding to the field	[1]
Strengths and Flaws	[1]
<u>Presentation</u>	
<i>Readability:</i>	
	2
Able to be understood by a HESC audience	[1]
Grammar, spelling, and concise sentence structure	[1]
TOTAL MARK	10

Assessment Task 2: Innovation in Exercise Physiology

Oral presentation (Weeks 12, 13): Innovation in Exercise Physiology.

This assessment is a **group** assessment; you will be assigned to a group (*The number of students within one team will normally be no more than 4*).

You will be asked to create a tool or a technique with an application to research in Exercise Science. You will check for anteriority and write a short patent (one page). This "patent" simulation will be posted online (via Moodle).

Posters will be presented to the class in the format of a 10 minute presentation followed by 2 minutes discussion.

Students will provide a single mark out of 10 for each of their peers' presentations; use the criterion below to guide your assessment. The course convenor will mark the presentation according to the **Assessment criteria template** below.

Assessment criteria template for the following: Oral Presentation, and Oral Presentation (peer assessed) Online Content (one page description of the invention).

	Unsatisfactory	Below average	Satisfactory	Good	Excellent
BACKGROUND OF INVENTION	Very unclear or no description of the problem that the invention wants to solve.	Poor description of the problem that the invention wants to solve.	Moderately clear description of the problem that the invention wants to solve.	Clear description of the problem that the invention wants to solve.	Very clear description of the problem that the invention wants to solve.
DESCRIPTION OF INVENTION	Poor description of the invention and Lack of creativity and innovation.	Unclear description of the invention. Marginally creative and innovative.	Clear description of the invention Moderately creative and innovative.	Clear description of the invention using adequate communication tools. Creative and innovative.	Very clear description of the invention using adequate communication tools. Highly creative and innovative.
QUESTIONS	Significant number of errors made in answers to questions.	A number of major errors made in answers to questions.	Accurate answers to questions. Some minor errors.	Strongly argued and accurate answers to questions.	Consistently strongly argued and accurate answers to questions.

Marking Template for Group Poster Presentation:

Background	Max Marks = 4	Unsatisfactory (mark = 0)	Below average (0.25)	Satisfactory (mark = 0.5)	Good (mark = 0.75)	Excellent (mark = 1.0)
Adequate justification for invention. Describes the gap filled by this product?	1					
Accurate Review of Current Knowledge i.e Scientific Literature	1					
If for a disease its described, if healthy population reason for use	1					
Able to be understood by a lay audience	1					
Description/Content	Max Marks = 6	Unsatisfactory (mark = 0)	Below average (0.25)	Satisfactory (mark = 0.5)	Good (mark = 0.75)	Excellent (mark = 1.0)
Structure is logical & easy to follow	1					
Information is relevant to topic	1					
A clear description of features	1					
How is this innovative	1					
Use of other patents acknowledged or Evidence of no other similar products/ patents	1					
Summary of strengths & weaknesses	1					
Poster appearance & Presentation Style	Max Marks = 10	Unsatisfactory (mark = 0)	Below average (0.5)	Satisfactory (mark = 1.0)	Good (mark = 1.5)	Excellent (mark = 2.0)
Layout attractive	2					
Font size & colour easy to read	2					
Use of pictures, diagrams & tables	2					
Confident voice, audience engagement & timing (not too short or long)	2					
Ability to interpret & answer questions	2					

Marking template for the Online Content one page description of the invention.

Area of Use:	<u>Background</u>	Maximum Marks
		4
Clear description of the USE		[1]
If for a disease its described, if healthy population reason for use		[1]
Accurate Review of Current Knowledge i.e Scientific Literature		[1]
<i>Need Solved:</i>		
Describes the gap filled by this product?		[1]
<u>Product Description</u>		
<i>Detail of Innovation:</i>		4
A clear description of features		[1]
Able to understood by a lay audience		[1]
<i>Innovation:</i>		
How is this innovative		[1]
Use of other patents acknowledged or Evidence of no other similar products/ patents		[1]
<u>Feasibility</u>		
<i>Marketability:</i>		2
Is this able to be manufactured? Realistic Cost		[1]
Target market Identified and sufficient		[1]
TOTAL MARK		10

Assessment criteria template for the following: Online Content (Completed self assessment form).
The completed form as a whole will be marked using the following criterion.

	Unsatisfactory	Below average	Satisfactory	Good	Excellent
PERSONAL INSIGHT and ABILITY TO DRAW ON EXAMPLES	Very little or no detail given of abilities, Very little or no detail given of weaknesses, Very little or no examples cited.	Some detail given of abilities, Some detail given of weaknesses, Very little or no examples cited.	Lists own role and contributions made, attempt made to discover weaknesses, a few examples cited	Can Articulate own role and contributions made, A number of examples cited, Examples demonstrate strengths, Weaknesses listed.	Can Articulate own role and contributions made, Many examples cited, Examples clearly demonstrate strengths and contribution to the team, Can Articulate weaknesses.
DEMONSTRATES AN UNDERSTANDING OF TEAMWORK	Seems focussed on own goals rather than enhancing the teams effort, no examples of teamwork cited	Mainly focussed on own goals rather than enhancing the teams effort, minimal effort made to link own goals with teams goals, no examples of teamwork cited	Seems to appreciate teamwork, Appears to note the importance of focussing on the TEAMS objectives. One or two examples cited	Seems to appreciate individual strengths and weaknesses can be compensated by teamwork, Appears to note the importance of focussing on the TEAM'S objectives, Takes initiative, a number of examples of teamwork cited	Appears to value multiple perspectives, Apparently seeks to resolve conflicts, Seems to appreciate individual strengths and weaknesses can be compensated by teamwork, Appears to note the importance of focussing on the TEAM'S objectives, Takes initiative. Many examples given that clearly show teamwork

Marking Template Completed self assessment form:

Section	Unsatisfactory	Below average	Satisfactory	Good	Excellent
	Marks				
Communication	0	0.5	1	1.5	2
Task Completion	0	0.5	1	1.5	2
Leadership	0	0.5	1	1.5	2
TeamWork	0	0.5	1	1.5	2
Improving Self	0	0.5	1	1.5	2

Marks will be given according to the Assessment Criterion table above and the following

In each section marks awarded as follows:

A half mark for 1 statement i.e "I communicated in a respectful way"

1 mark for 2 or more statements

1.5 marks for 2 or more statements plus a reflection on weakness

2 marks for 2 or more statements plus a reflection on Strength/weakness and how to improve

The innovation is to be decided and emailed to the course convenor no later than the Friday in WEEK 8.

The Poster to be presented and the Summary of the innovation is to be submitted on line no later than 9AM Monday in Week 11:

The self assessment form below - A Reflection on Working in Groups (an electronic version will be available to fill in), is to be submitted online no later than 9AM Friday in week 13

Self-Assessment Form - A Reflection on Working in Groups

Fill in the table and use it to self-reflect on **your** experiences while working as part of this team. Think about **your** strengths i.e. what you feel are your greatest attributes (I speak clearly, I am organised, I am inclusive, I help resolve conflicts, I am enthusiastic, I share the load, I cooperate, etc.....) and how they enhanced the team work (**GIVE EXAMPLES**: I emailed team members to keep them up to date, I collected journal articles, I had material ready so it could be included, I was a spokesperson for the team, I listened to the ideas of others). We all have weaknesses, as a learner and a team member it is beneficial to acknowledge them so that we can improve e.g. I am a person who has trouble starting large tasks, so initially I was late getting information to the group, I then made sure I did a little bit (something) each day and found I got more done. The form must be filled in using Times New Roman, 10 FONT, 1 page only. These instructions and the lines in the form can be removed to give you room to complete the form.

Reflect on YOUR Strengths and Weaknesses for each category. Cite examples (What did you do? How were strengths applied?).	
<p>COMMUNICATION: How did you communicate with members of your group and to others?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>TASK COMPLETION: How did you complete tasks for the group?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>LEADERSHIP: How did you display leadership?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>TEAMWORK: What was your role in the group, how did you display teamwork skills?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>IMPROVING YOURSELF: What teamwork skills did you learn/Improve? How can you continue to Improve</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Course schedule

Examination procedures and attendance requirements

Attendance at all classes will be recorded.

Attendance is expected at all lectures, tutorials and presentations for this course. 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 and tutorials will be available via Echo 360 (accessed thru the course Moodle page), student participation is encouraged in the lectures and tutorials and these are important to attend.

Week	Date	Lecture	Tutorial	Seminar
2	11/3	Introductory lecture, Understanding Scientific Literature	Reading scientific papers	CM
3	18/3	Pediatric Clinical investigation in Exercise Physiology	How to plan a clinical investigation	CB
4	25/3	Clinical Research to Clinical Practice	Integrating research into practice	JT
5	1/4	Techniques of investigation in Exercise Science research	What technique to perform to test a hypothesis?	MM CM
	8/4	Mid Semester		
6	15/4	Ethics and Intellectual property	How to promote your research	CM, Guest UNSW Innovations
7	22/4	Communication for Science – Oral and Posters Presentations	Short oral presentation practice	CM
8	29/4			Paper Review: Individual Talk
9	6/5			Paper Review: Individual Talk
10	13/5			Paper Review: Individual Talk
11	20/5			Paper Review: Individual Talk
12	27/5			Innovation in Exercise Physiology: Group Talk
13	3/6			Innovation in Exercise Physiology: Group Talk

Guidelines on extra-curricular activities affecting attendance:

<http://medicalsciences.med.unsw.edu.au/sites/default/files/Extra-curricularActivitiesSOMS.pdf>

Resources for students

Moodle

Information about the course and a number of electronic study resources can be accessed via the UNSW Moodle system. Moodle is an internet-based set of Course Tools designed to enable online learning. You can access the system from the following site: <https://moodle.telt.unsw.edu.au/login/index.php>

You can use Moodle 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.

Echo 360

The Echo 360 Echo Centre (accessed thru the course Moodle page) 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. <https://student.unsw.edu.au/lecture-recordings-view-and-download>

Library support for Undergraduate students

Reference Services

For basic reference enquiries come to the Level 2 Service desk, call 9385 2650, or email libraryinfo@unsw.edu.au. If your enquiry is more detailed you will be referred to a subject specialist who can provide a more in-depth response.

Online Tutorials

The ELISE tutorial <http://subjectguides.library.unsw.edu.au/elise> is a beginners tutorial to help give you the basic knowledge about dealing with information appropriately.

The ELISE postgraduate tutorial <http://pgelise.library.unsw.edu.au/> will help you develop your information skills to advanced undergraduate level. The five modules will step you through the fundamental processes of research and information seeking, they cover; selecting and searching, finding and using and critically evaluating all sources of information

Subject Guides

The Subject Guides <http://subjectguides.library.unsw.edu.au/> are designed to be your starting place for research, or for when you have a topic and not much else. These bring together the core web and print resources in one place and provide a one click portal into the online resources.

How to use Guides

The How to use Guides <http://www.library.unsw.edu.au/HowDol/index.html> are excellent step-by-step guides on how to use the main library tools, the databases and catalogue. Guides have screen captures, FAQs and video footage of actual searches.

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. Further information can be collected on the SOMS HS website (<http://medalsciences.med.unsw.edu.au/SOMSWeb.nsf/page/Health+and+Safety> or contact the HS coordinator (Blathnaid Farrell : 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.safety.unsw.edu.au/>

Examination procedures and attendance requirements

Attendance is expected at all lectures, tutorials 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 and tutorials will be available on echo 360, student participation is encouraged in the lectures and tutorials 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: <https://student.unsw.edu.au/special-consideration>). 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/>