

Subject Delivery Policy

Section 1 - Purpose

- (1) This Policy sets out specific requirements in relation to the delivery of subjects.
- (2) This Policy should be read in conjunction with the following associated policy documents:
 - a. [Assessment and Feedback Policy](#); and
 - b. [Code of Practice - Learning and Teaching](#).

Section 2 - Application and Scope

- (3) This Policy applies to the delivery of all undergraduate and postgraduate coursework subjects at the University of Wollongong that are taught onshore and offshore, including coursework subjects where the primary or only assessment task is a research or creative project or an Honours Project.

Section 3 - Subject Delivery Principles

- (4) The following principles apply to the delivery of subjects at UOW:
 - a. learning, teaching and assessment strategies and activities must support student achievement of subject learning outcomes and, where relevant, to course and major study learning outcomes;
 - b. subject learning outcomes must appropriately embed relevant course and major study learning outcomes and, where relevant, support assurance of learning for the course and/or major study;
 - c. subjects are to be delivered with regard to the Principles of Equivalence located in the [Course Design Procedures](#);
 - d. learning activities and the assessment of student learning must be undertaken as specified in the Subject Outline;
 - e. learning, teaching and assessment strategies and activities should, where relevant, align with appropriate curriculum priorities (see [Course Design Procedures](#)); and
 - f. the learning and teaching activities and materials will be developed with regard to the [Disability Policy - Students](#), or for subjects delivered at UOW Dubai, the Policy for the Inclusion of Students of Determination/Disability.

Section 4 - Digital Subject Design: The Online Learning Environment

- (5) Digital subject design and the online learning environment should, where relevant, align with appropriate University strategic plans and curriculum priorities.

(6) Learning, Teaching and Curriculum are responsible for providing guidance and resources to design and deliver digital learning environments, and learning and teaching experiences at the subject level.

(7) Learning, Teaching and Curriculum will maintain these resources via the [L&T Hub webpage](#).

(8) To support students learning online, subject coordinators, or other teaching staff will maintain contact with students throughout the session. This may be via scheduled online learning experiences, online or telephone appointments or communications via email/SOLS or the online learning platform.

(9) A summary of the key considerations when preparing for the delivery of a subject is contained in the Online Learning Environment Design Guide (Schedule 1).

Section 5 - Lecture Recording

(10) The University supports the recording of lectures, and where appropriate, other teaching and learning experiences, as a supplemental study tool, to provide students with equity of access, and as a technology-enriched learning strategy to enhance the student experience.

(11) As a standard practice, all lectures must be recorded when timetabled in a venue on a University campus that is equipped for recording lectures.

(12) If there is a compelling reason not to record a lecture(s), as per the [Lecture Recording Procedures](#), this must be approved by the delegated authority and communicated to students in the subject outline.

(13) Where a decision not to record, or not to publish a recorded lecture(s), is made after the commencement of the session and the release of the subject outline, this must be communicated to students via email, a student system notification e.g., SOLS, or the relevant eLearning platform e.g., Moodle.

(14) The [Lecture Recording Procedures](#) provide the guiding principles for lecture recording at UOW including: teaching and learning experiences to be recorded; non-recording of lectures; availability and use of recordings; management of recordings; privacy considerations; copyright considerations; and roles and responsibilities.

Section 6 - Subject Information and General Advice

(15) The University has obligations under the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) in relation to the provision of publicly available, accurate, relevant and timely information for students to enable informed decision making about educational offerings and experiences.

(16) At a subject level, these obligations involve the provision of information to assist in decisions about subject selection, including prerequisites, assumed knowledge, and when and where subjects are offered.

(17) In addition to meeting the subject information obligations of the [Higher Education Standards Framework \(Threshold Standards\) 2021](#), the University and Faculties support the provision of core subject information and general advice to support student success. The minimum requirements for the provision of subject information and general advice are set out in this Policy.

Section 7 - Subject Outlines

(18) Subject outlines are the means by which core subject information and general advice, as per Section 6, are provided to students.

(19) The minimum requirements for subject outlines are set out in Section 8 and Schedule 2.

(20) The mechanism and format of subject outlines are determined and managed by the Future Education Division in consultation with Faculties.

(21) Schools and Faculties must engage in the process set out by the Future Education Division for quality assuring and approving subject outlines.

(22) Faculties are responsible for providing accurate and appropriate subject information that has been approved in accordance with the [Course and Subject Approval Procedures – Amendments to Existing Courses](#) and the [Course and Subject Approval Procedures – New Offerings and Discontinuations](#). This information is to be:

- a. used by Future Education Division for the generation of subject and general information in a quality assured subject outline; and
- b. provided to students via approved subject outlines, subject Moodle sites and any other subject information resources.

Section 8 - Subject Outline Checklist and General Advice

(23) Subject outlines are a record of the information provided to students for each delivery of the subject. As such, subject outlines must be generated and provided to students in a manner that allows a record of the contents and publication details of each subject outline to be retained for future reference.

(24) The commitments and requirements of the subject outline are to be adhered to by staff and students.

(25) Subject outlines will be made available to students digitally, via the subject's eLearning site.

(26) Subject outlines must be made available to students enrolled in the subject by the start of session in which the subject is offered.

(27) A Subject outline must be developed for each undergraduate and postgraduate coursework subject offered by the University.

(28) Subject outlines must, where possible, be formatted and presented in a manner that is consistent and with regard to student usability and accessibility.

(29) Subject outlines must include the information prescribed in Schedule 2 and any other special requirements of the subject. The schedule will be maintained by the custodian of this Policy.

(30) The information in Schedule 2 under General Advice must be provided to every student at least once each session. General Advice can be provided as part of the subject outline, or in handbook, guide, information package, or webpage. General advice must be distributed in the same way as subject outlines as per clauses 23, 24 and 25.

(31) Subject outlines must be developed with reference to the [Inclusive Language Guidelines](#).

(32) Subject outlines may be varied to accommodate local differences, for example to provide lists of prescribed reading or key references, where a subject is taught offshore, consistent with the Principles of Equivalence set out in the [Course Design Procedures](#) and the [Collaborative Delivery - Subject Quality Assurance Procedures](#).

(33) After release of the subject outline to students as per clauses 24 and 25 above, any material changes to the subject outline must only be made in exceptional circumstances. The following procedures must be undertaken prior

to making the changes:

- a. approval in writing must be obtained jointly from the Head of School and the Associate Dean Education;
- b. affected teaching staff must be notified of the intended change; and
- c. all students enrolled in the subject must be notified and have the opportunity to provide feedback.

Section 9 - Subject Monitoring

(34) To support quality enhancement of subjects, the following provisions apply.

(35) The Subject Coordinator is responsible for considering available subject performance data and other relevant information, as per clause 37, to reflect on the subject and identify actions to maintain and enhance the quality of the subject.

(36) The Subject Coordinator shall document their reflections and any related actions, and make this information available to relevant teaching staff, to ensure an ongoing cycle of review and improvement.

(37) The Subject Coordinator and the following additional staff (as appropriate) shall be responsible for ensuring that recommended actions are undertaken as necessary:

- a. Head of Discipline (where appointed);
- b. Academic Program Director (Course Leader or similar position);
- c. Head of School or Dean of School; and
- d. the Associate Dean Education.

(38) Performance data and other relevant information considered includes:

- a. data on student marks and grades (as used for Assessment Committees);
- b. Assessment Committee meeting minutes (where relevant);
- c. previous reflections on the subject;
- d. student subject evaluations, surveys and other relevant student experience data;
- e. student performance data, including comparative student performance data;
- f. any recommendations from the last completed subject and/or relevant course review; and
- g. other feedback from teaching team members and students.

Section 10 - Subject Delivery Constraints

(39) To efficiently and effectively manage the University's learning and teaching resources, a constraint may be imposed on a subject or subject instance/s that is otherwise ordinarily approved for delivery and available for enrolment.

(40) The following constraints may be imposed:

- a. imposition of a subject quota;
- b. decision to not offer a subject; and/or
- c. decision to cancel a subject instance.

(41) The following provisions are to be considered when imposing a subject delivery constraint, for subjects delivered onshore at the University and subjects comprising the University's award courses that are offered offshore and are

maintained on the UOW Subject Database.

(42) A subject delivery constraint may only be proposed on the basis of acceptable reasons, such as:

- a. availability of laboratory, clinical training, or other teaching facilities is limited and cannot be increased;
- b. availability of professional experience opportunities is limited and cannot be increased;
- c. availability of supervision is limited and cannot be increased;
- d. availability of staff to manage activities is limited and cannot be increased;
- e. resources for particular assessments are significant and require limits on student numbers;
- f. alternative modes of delivery are not suitable; and/or
- g. availability of teaching resources is scarce and cannot be increased.

(43) The decision to impose a subject constraint should have regard to the University's obligations to international students under the [Education Services for Overseas Students Act 2000](#).

Consultation and Approval

(44) A subject delivery constraint must be approved by the relevant Head of School. If the constraint is likely to have an adverse effect on students' course progress, or on other Schools, the matter should also be referred to the relevant Head of School for comment (including within any other faculties owning courses or Majors in respect of which the subject is a core).

(45) The following factors should be considered when determining whether a subject delivery constraint should be imposed:

- a. whether students need to complete the subject to fulfil the requirements of a declared Major and/or core degree requirements; and
- b. whether there are other subject enrolment options available to affected students.

Approval Timeframes

(46) A proposal to constrain the delivery of a subject must be approved within a timeframe that allows adequate notice to students.

(47) The Head of School may approve the imposition of a subject constraint up to two weeks before the start of the session in which the subject is being offered, or up until the last date to enrol in the session if there are no students enrolled in the subject instance/s.

(48) The Associate Dean Education may approve the imposition of a subject constraint up to the start of the session in which the subject is being offered, if there are students enrolled in the subject instance/s.

(49) In extraordinary circumstances, the Deputy Vice-Chancellor and Vice-President (Academic and Student Life) may approve a subject constraint up until the census date of the session in which the subject is being offered.

Notice and Impact of Subject Delivery Constraints

(50) Where a subject delivery constraint is imposed, students must be supported in re-arranging their course plans to fulfil requirements for majors, specialisations, minors, core and/or elective subjects. The subject-owning Faculty is responsible for the following actions in relation to decisions to constrain the delivery of a subject:

- a. notification to affected students and faculties, which must be provided in accordance with clause 45 above; and
- b. provision of advice and support to affected students in identifying alternative subjects for them to enrol in,

including flexibility in relation to subject quotas to accommodate affected students in an alternative subject.

(51) Notification should be by way of:

- a. direct notification to all students enrolled in the relevant subject or subject instance, together with appropriate academic advice; and
- b. updating the subject constraint details in the subject instance in COSMOS.

Criteria for Determining Student Selection for Subject Quotas

(52) Where a subject quota is imposed, the Head of School must determine which students should be offered entry to the subject based upon the following criteria:

- a. a student's need to complete the subject to fulfil the requirements of a declared major and/or core requirements;
- b. other subject enrolment options available to the student;
- c. any special needs relating to a student with a registered disability; and
- d. any special requirements arising from the needs of a student who is a member of another Commonwealth [Department of Education](#) defined equity category.

(53) The School may adopt additional criteria in addition to those set out above.

Section 11 - Collaborative Delivery

(54) The [Collaborative Delivery of a UOW Course Policy](#) and related procedures govern the quality assurance of all courses delivered in collaboration with a partner institution and include specific requirements in relation to subject delivery.

Section 12 - Principles of Equivalence

(55) Appendix 14 of the [Course Design Procedures](#) provides for Principles of Equivalence of learning and teaching activities across all delivery locations and modes and includes specific requirements in relation to the delivery of subjects.

Section 13 - Schedule 1: Online Learning Environment Design Guide

(56) Online learning environments are online sites within which digital learning and teaching information and practices take place for UOW subjects. The University's online learning environment platform for degree award courses and subjects (at the time of writing) is Moodle. The University's online learning environment in the context of this guide therefore refers to the Moodle site environment of a subject.

(57) The following resources (including a tool, template, and checklist) and recommendations provide a guide for the design and delivery of quality subject online learning environments.

(58) The Digital Uplift Check (DUC) Tool and Subject Moodle Template were developed as part of the [Blended Learning Enhancement Initiative](#) to facilitate quality online learning environment design - an enhancement domain of the blended learning curriculum priority in the [Course Design Procedures](#). The design and implementation of these

resources has been informed by staff and student feedback (from consultation and pilots) and is aligned to the [ASCILITE TELAS \(Technology Enhanced Learning Accreditation Standards\)](#).

(59) Academic Senate has endorsed the use of these online learning environment tools for implementation in alignment with [UOW's 2020-2025 Strategic Plan's](#) transformative priority of digitalisation and the curriculum priority of blended learning (established via the Academic endorsed [Blended Learning Enhancement Initiative](#) and [Course Design Procedures](#)).

Digital Uplift Check (DUC) Tool

(60) The University's [DUC tool](#) outlines subject online learning environment design considerations (applicable to all subject delivery modes). The tool poses a range of questions that prompt reflection on aspects of Moodle site design and assists with identifying opportunities for incremental enhancement and access to relevant resources and support across the following categories:

- a. online learning environment design;
- b. organisation of online content and activities;
- c. communication channels;
- d. online assessment and feedback information.

(61) It is recommended that Subject Coordinators regularly utilise the DUC as a planning tool to reflect on the design of the subject Moodle site and access the resources and services available for supporting digital uplift where required.

Moodle Subject Template

(62) The University's [Subject Moodle Template](#) is a customisable resource designed to assist with the development of quality, consistent and user-friendly online learning environments in Moodle. It features pre-populated design elements informed by best practice, standards and staff and student feedback. It can be adopted as is or modified accordingly to meet specific pedagogical or discipline needs.

(63) It is recommended that Subject Coordinators work alongside Academic Program Directors and teaching staff to ensure that all subjects within a program/course utilise:

- a. a Moodle template such as the UOW [Subject Moodle Template](#) (as is, or modified accordingly to meet pedagogical or discipline needs), or an alternative site design that conforms to equivalent learning environment standards (and learning platform requirements); and
- b. a consistent template and design for all subjects in a course to create a unified look and feel that enhances student familiarity and ease of navigation (in response to student feedback received).

The Preparing Your Subject for Start of Session Checklist and Guide

(64) [The Preparing your subject for start of session](#) checklist and guide has been developed (collaboratively by LTC, IMTS & the Library, and in consultation with academic staff) to assist academic staff with technical and design platform preparations for subject Moodle sites before each academic session. Information is categorised into getting started, preparing your online learning environment, communications, assessment and technical, as well as answering some frequently asked questions.

(65) It is recommended that Subject Coordinators and teachers of subjects refer to the checklist for information and support services related to requesting and preparing subject Moodle sites and assessing the readiness of sites prior to a teaching session.

Section 14 - Schedule 2: Subject Outline Minimum Requirements

Part A - Subject Information to be included with each Subject Outline

- a. Name of the Faculty and the School.
- b. Subject code and name in full.
- c. The number of credit points allocated to the subject.
- d. Session name and year (e.g., Spring 2023)
- e. Mode/s of delivery.
- f. The following statement for subjects with On Campus and/or Flexible/Mixed Mode delivery modes:
 - i. "Subjects with delivery modes of On Campus and/or Flexible/Mixed-Mode with International Student enrolments will be delivered in accordance with the ESOS National Code. That is, online learning experiences (such as lectures, tuition, and resources) will be supplementary to in-person learning experiences such as scheduled classes and/or scheduled contact hours."
- g. Location/s of delivery.
- h. Any Pre-requisites, Co-requisites, Restrictions for the subject.
 - i. Subject Coordinator's name, email address, and consultation modes and, where possible, times (consistent with consultation requirements specified in the [Teaching and Assessment - Code of Practice - Teaching](#)).
 - j. Where possible, the office location, email addresses, telephone numbers, and consultation modes and times of Lecturers, Tutors, and Demonstrators.
- k. Subject Description.
 - l. The Subject Learning Outcomes and where relevant, professional or accreditation standards and course learning outcomes aligned to the subject.
- m. Work Integrated Learning type/classification.
- n. Tutorial/laboratory times, where possible. A link to Subject Timetables may be provided.
- o. Mandatory minimum attendance requirements, where relevant (in accordance with the [CourseworkRules](#)) embedded within the following statement:

"Student attendance supports learning and achievement and is strongly encouraged in all classes. As a minimum requirement of this subject << insert attendance requirements>>. Attendance records are kept for classes. Where attendance is affected due to compassionate and compelling circumstances an academic consideration application should be lodged. Failure to comply with mandatory minimum attendance requirements may constitute grounds for the award of a Technical Fail (TF) grade in this subject."
- p. Schedules of teaching and learning activities. E.g., A weekly schedule of topics and readings.
- q. A statement advising students:
 - i. All lectures in suitability equipped venues will be recorded and made available via the subject Moodle site within 48 hours; or
 - ii. If all lectures or any particular lecture will not be recorded and the rationale for this decision, in accordance with the compelling reasons outlined in the [LectureRecording Procedures](#).
- r. The below statement advising students that they may be recorded when participating in classes scheduled in recording enabled venues and/or delivered online.

Recording of Teaching and Learning Activities

"The University of Wollongong supports the recording of lectures and where appropriate, other teaching and learning experiences, as a supplemental study tool to provide students with equity of access, and as a technology-enriched learning strategy to enhance the student experience. In accordance with the [Student](#)

[Privacy & Disclosure Statement](#), when undertaking our normal teaching and learning activities, the University may collect your personal information. This collection may occur incidentally during the recording of lectures or other learning experiences in recording-equipped venues or online delivery (i.e. when your identity can be ascertained by your image, name, voice or opinion), therefore the University further advises students that:

Lecture and/or online recordings are made available to students, university staff, and affiliates, securely on the university's Echo360 ALP (Active Learning Platform) and via the subject Moodle eLearning site.

Recordings are made available only for the purpose for which they were recorded, for example, as a supplemental study tool or to support equity and access to educational resources.

Recordings are stored securely for up to four years.

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

The University is committed to protecting your privacy. If you have a concern about how your personal information is being used or managed, please refer to the University's [Privacy Policy](#) or consult our [Privacy webpage](#).

If you make your own recording of a lecture or other learning experience you can only do so with the explicit permission of the subject coordinator, lecturer and those people who are also being recorded.

You may only use recordings, whether they are your own or recorded by the university, for your own educational purposes. Recordings cannot be altered, shared or published on another platform, without permission of the University, and to do so may contravene the University's [Copyright Policy](#), [Privacy Policy](#), [IP Intellectual Property Policy](#), [IT Acceptable Use Policy](#) and [Student Conduct Rules](#). Unauthorised sharing of recordings may also involve a breach of law under the Copyright Act 1969".

- s. A list of prescribed reading and where relevant, major text/s.
- t. A list of key references, including the statement (where relevant) that recommended readings are not intended as an exhaustive list and that students should use the Library catalogue and databases to locate additional resources.
- u. Any materials that should be purchased.
- v. The following statement:
"The School is committed to continual improvement in teaching and learning and takes into consideration student feedback from many sources, including direct feedback to tutors and lecturers and responses in Subject Evaluation Surveys. Feedback is also used to inform comprehensive reviews of subjects and courses".
- w. Any recent changes made to the subject in response to feedback from student surveys or external reviews.
- x. The following statement regarding the use of Learning Analytics by the University:
"Where Learning Analytics data (such as student engagement with Moodle, access to recorded lectures, University Library usage, task marks, and use of SOLS) is available to the Subject Coordinator, this may be used to assist in analysing student engagement, and to identify and recommend services and support for students identified who may be in need of assistance. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to the [Privacy webpage](#).
- y. Clear advice on where students will find other relevant Faculty or University information, such as in a Faculty handbook or guide, as set out in the General Advice requirements of this Schedule.
- z. The following statement in relation to extraordinary changes to the subject after release of the Subject Outline:
"In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been published. All students enrolled in the subject must be notified and have the

opportunity to provide feedback in relation to the amendment, where practicable, prior to the amendment being finalised.”

- aa. A version control table that lists details of version 1 and any version changes that have been made since the release of the Subject Outline. Details should include the version number, release date, author, approver, and a summary of version changes.

Part B - Assessment Information to be included in each Subject Outline

- a. Details of the assessment task requirements of the subject, including a description of each task and how they assure the Subject Learning Outcomes.
- b. All assessment tasks must be completed in English unless otherwise stated in the subject outline.
- c. A link to the UOW Grade Descriptors or where relevant, a statement explaining the grading of the subject and the grade students will need to successfully complete the subject. E.g., Satisfactory/Unsatisfactory.
- d. Where relevant, the clearly stated minimum performance requirement for an assessment task/s or other requirements such as a practical placement or external testing requirements, to pass the subject. And a statement that students who do not meet the minimum performance requirement as set out in the Subject Outline may be given a TF (Technical Fail) grade for the subject, in accordance with the [Teaching and Assessment - Assessment and Feedback Policy](#).
- e. Weight to be given to each assessment task in determining the final result.
- f. Details of criteria used to assess each assessment task, including any requirements on student contributions to tutorials and/or seminars and details of criteria for assessing such contributions.
- g. Dates, times, and means of submission or presentation of any assessment task.
- h. A statement that indicates whether and how generative artificial intelligence tools can be used in the subject, including in relation to each assessment task.
- i. If relevant, dates, time and location or means of in-session tests.
- j. Details of how and when feedback will be given to students in the subject, including feedback on at least one early formative or summative assessment activity, a requirement for level 100 and level 800 subjects, before the census date, in line with the [Assessment and Feedback Policy](#).
- k. Whether the assessment task is set up to be checked by Turnitin and, if so, whether students can submit their assessment task prior to the due date and obtain an originality report. If this is the case, the recommended wording of this statement is as follows:

“This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.”
- l. Arrangements for the return and retention of assessed work.
- m. Where marks in a subject are routinely scaled, the method of scaling used consistent with the Scaling Guidelines set out in the [Finalisation of Student Results Policy](#).
- n. Clearly stated penalties for late submission of assessment tasks.
- o. Arrangements for acknowledging submission of written work, including the details of the type of referencing system to be used as:
 - a. the Author-Date (Harvard) referencing system, the University’s default referencing system, which is to be used in the absence of a documented <http://uow.libguides.com/refcite/uowharvard>; or
 - b. faculty/school preferred referencing style, include details and this link <http://uow.libguides.com/refcite/getting-started>.
- p. Use of internet resources and any restrictions placed on use of internet sources.
- q. A reference to the University’s [Academic Integrity Policy](#). The recommended wording is as follows:

“The University’s policy on acknowledgement practice and plagiarism provides detailed information about how

to acknowledge the work of others: <https://policies.uow.edu.au/document/view-current.php?id=26>.

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

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the University to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the university is considered academic misconduct and students place themselves at risk of being expelled from the University."

- s. A reference to [Review and Appeal of Academic Decisions Policy](#) along with the statement below:
"A student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student's right to appropriate and useful feedback on their performance in an assessment task. A student may also seek further explanation for other academic decisions such as Academic Consideration, Supplementary Assessment or the application of an academic policy including the [Assessment and Feedback Policy](#). If a student is not satisfied with the explanation, or have further concerns, they may have grounds for a formal review. For further information refer to the [Review and Appeal of Academic Decisions Policy](#)."
- t. Details of any quality assurance and improvement activities that will be undertaken within the subject (refer to the [Assessment and Feedback Policy](#)).
- u. A reference to the retention of graded student work samples for quality assurance activities such as moderation and external peer review of assessment. The recommended wording is as follows:
"The University may retain copies of student work in order to facilitate quality assurance of assessment processes, in support of the continuous improvement of assessment design, assessment marking and for the review of the subject. The University retains records of students' academic work in accordance with the University [Records Management Policy](#) and the [State Records Act 1998](#) and uses these records in accordance with the University [Privacy Policy](#) and the [Privacy and Personal Information Protection Act 1998](#)."
- v. The following advice relating to academic consideration:
"If you believe that your submission of, performance in or attendance at an assessment activity, including an examination, has been affected on compassionate grounds, by illness or by other serious extenuating circumstances beyond your control, you can apply for academic consideration in Student On Line Services (SOLS). Do not assume that an application for academic consideration will be automatically granted. For more information please refer to the [Student Academic Consideration Policy](#). In some circumstances you may be offered a deferred exam. For more information about Deferred and Supplementary Exams refer to: <https://www.uow.edu.au/student/exams/>."
- w. Written advice if a subject has been deemed unsuitable for supplementary assessments, in accordance with the [Supplementary and Deferred Assessment Procedure](#), or the following statement:
"Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary assessment. The Subject Coordinator will determine the form of supplementary assessment when the offer of a supplementary is made. In some circumstances you may be offered a supplementary exam. For more information about Supplementary Assessment refer to the [Supplementary and Deferred Assessment Procedure](#)".
- x. The following statement about the scaling of marks:

“Marks awarded for any assessment task (including examinations) may be subject to scaling at the end of the session by the Assessment Committee and/or the Faculty Assessment Committee. Marks may be scaled in accordance with University policy. Scaling will not affect any individual student’s rank order within their cohort. For more information refer to [Finalisation of Student Results Policy](#)”.

Part C - General Advice

- a. The general advice in this section must be provided to students at least once every session in which the student is studying. The Subject Outline must direct students to where they can find this advice (such as a Faculty handbook or guide).
- b. References to the following University policies and relevant faculty procedures must be included with web links:
 - i. [Academic Integrity Policy](#);
 - ii. [Academic Misconduct \(Coursework\) Procedures](#);
 - iii. [Copyright Policy](#);
 - iv. [Course Progress Policy](#);
 - v. [Coursework Rules](#);
 - vi. [English Language Policy](#);
 - vii. [Inclusive Language Guidelines](#);
 - viii. [IP Intellectual Property Policy](#);
 - ix. [Procedures for the Review of a Mark or Grade and Other Academic Decisions](#);
 - x. [Review and Appeal of Academic Decisions Policy](#);
 - xi. [Student Academic Consideration Policy](#);
 - xii. [Student Charter](#);
 - xiii. [Student Conduct Rules](#) and accompanying Procedures;
 - xiv. [Supplementary and Deferred Assessment Procedure](#);
 - xv. [Assessment and Feedback Policy](#);
 - xvi. [Teaching and Assessment: Code of Practice – Teaching](#); and
 - xvii. [Subject Delivery Policy](#).
- c. Where relevant:
 - i. [Code of Practice: Responsible Conduct of Research](#);
 - ii. [Honours Policy](#);
 - iii. [Code of Practice – Work Integrated Learning \(Professional Experience\)](#);
 - iv. [IP Student Assignment of Intellectual Property Policy](#);
 - v. [Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects Policy](#);
 - vi. Human Research Ethics Guidelines;
 - vii. [Workplace Health and Safety Policy](#);
 - viii. Animal Research Guidelines; and
 - ix. [Research Integrity Policy](#)/Guidelines.
- d. Reference to where students can access information on student support services and facilities.
- e. Where relevant, guidelines on the use of email to contact teaching staff, mobile phone use in class, or eLearning etiquette.
- f. For subjects regulated by the completion of the Honours Project of less than 24cp, forming part of a Professional Honours degree, the inclusion of:
 - i. any information specified in Part B of Appendix 2 of the [Honours Policy](#) not otherwise included in the Subject Outline, in lieu of the provision of Part B of the Honours guide; and

- ii. a link to the Honours Project Grade Descriptors.

Section 15 - Definitions

Term	Definition
Assurance of learning	The quality assurance processes by which the University ensures that graduates of a course achieve stated educational outcomes.
Core Subject Information	Information required to be included in the Subject Outline as outlined in Section 14 - Schedule 2: Subject Outline Minimum Requirements, Parts A and B.
Co-requisite subject	A subject which must be passed previously or taken concurrently with the subject for which it is prescribed.
Delivery mode	A description of the delivery means and format through which learning and teaching methods and activities are enacted.
General advice	Information that is required to be provided to students at least once every session in accordance with Section 14 - Schedule 2: Subject Outline Minimum Requirements, Part C.
Learning outcomes	The expression of the set of knowledge skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.
Lecture	For the purpose of this policy, a lecture is defined as the traditional mode of instruction - 'teaching by telling' - where an instructor (lecturer) delivers information, which is often accompanied by visual aids, to a classroom of students. A lecture may involve some elements of interactivity, but this is not the substantial mode of instruction. The lecture is typically delivered to large groups of students. Under this definition, student activity is generally limited to taking notes and/or asking the occasional, unprompted question.
Major	An approved combination of subjects related to a particular area or discipline offered by one or more academic units that have a minimum value of one third of the total undergraduate degree credit point requirements. The title of the major appears on the testamur.
Pre-requisite subject	A subject which must be completed satisfactorily before a specified other subject or subjects may be attempted.
Principles of equivalence	Two courses or two areas of major study or specialisations are equivalent when the course, major study or specialisation is designed and delivered in conformity with the Principles of Equivalence as set out in Appendix 14 of the Course Design Procedures .
Quota	A quota is a specified maximum number of students allowed to enrol in a subject instance.
Session	A period in which subjects may be offered. Standard sessions are defined as Autumn, Spring, Summer, Annual and Trimesters 1, 2 and 3.
Subject constraint	A constraint imposed on a subject or subject instance/s by the Delegated Authority that is otherwise ordinarily approved for delivery and available for enrolment.
Subject Coordinator	A staff member of UOW that is responsible for the delivery of a subject as described in the Code of Practice - Learning and Teaching .
Subject outline	The document in hard copy or electronic format governing content, delivery and assessment of material for a subject.

Status and Details

Status	Current
Effective Date	1st January 2025
Review Date	1st January 2028
Approval Authority	Vice-Chancellor and President
Approval Date	12th August 2024
Expiry Date	Not Applicable
Responsible Executive	Sue Bennett Deputy Vice-Chancellor and Vice-President (Academic and Student Life)
Responsible Officer	Dominic Riordan Director, Academic Quality and Standards
Enquiries Contact	Academic Quality and Standards Division