UNSW Course Outline

VISN3111 Development and Aging of the Visual System - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : VISN3111
Year : 2024
Term : Term 1
Teaching Period : T1
Is a multi-term course? : No
Faculty : Faculty of Medicine and Health
Academic Unit : School of Optometry and Vision Science
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Undergraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This course reviews the development and ageing of the visual system, covering key embryological periods, developmental changes during early life and physiological ageing. The development and management of refractive errors and amblyopia using evidence-based

practical approaches, and how age-related changes in cognitive and visual pathways interact and impact overall visual function will also be discussed. The course will also provide a public health overview of the ageing including impacts on visual impairment and vision loss.

Course Aims

The aim of this course is to develop understanding of how the human visual system undergoes normal and abnormal age-related changes and the perceptual and functional consequences.

Relationship to Other Courses

Assistance with progression checking:

If you are unsure how this course fits within your program, you can seek guidance on optimising your program structure from staff at the Nucleus Student Hub.

Progression plans for UNSW Medicine and Health programs can be found on the UNSW Medicine & Health website.

Course Learning Outcomes

Course Learning Outcomes	Optometry Australia competency standards
CLO1 : Identify the main concepts underlying our understanding of biological lifespan, ageing and senescence, and death	• OPT1 : Clinical Care Provider • OPT4 : Scholar and Lifelong Learner
CLO2 : Characterise the main processes involved in normal development of the human eye and visual system from the first years of life and the clinical implications for ophthalmic practice.	• OPT1 : Clinical Care Provider • OPT4 : Scholar and Lifelong Learner
CLO3 : Review how disruptions of normal developmental processes can impede maturation of normal vision and visual function in children.	• OPT1 : Clinical Care Provider • OPT4 : Scholar and Lifelong Learner
CLO4 : Describe the normal expected changes of the eye and visual system over time with ageing and how this leads to deterioration of functional vision in later life	• OPT1 : Clinical Care Provider • OPT4 : Scholar and Lifelong Learner
CLO5 : Describe the impact of limitations in cognitive or verbal ability, such as in the young, elderly or those with cognitive impairment, on clinical assessment and testing strategies	• OPT1 : Clinical Care Provider • OPT4 : Scholar and Lifelong Learner
CLO6 : Develop skills in team work, in finding and critically analysing information, and in writing and verbal communication to inform clinical and scientific decision-making process in an intra and inter-disciplinary context.	• OPT1 : Clinical Care Provider • OPT3 : Communicator and Collaborator • OPT4 : Scholar and Lifelong Learner

Course Learning Outcomes	Assessment Item
CLO1 : Identify the main concepts underlying our understanding of biological lifespan, ageing and senescence, and death	• Group Presentation • Written Assignment • Quiz • Final Examination
CLO2 : Characterise the main processes involved in normal development of the human eye and visual system from the first years of life and the clinical implications for ophthalmic practice.	• Group Presentation • Written Assignment • Quiz • Final Examination
CLO3 : Review how disruptions of normal developmental processes can impede maturation of normal vision and visual function in children.	• Group Presentation • Written Assignment • Quiz • Final Examination
CLO4 : Describe the normal expected changes of the eye and visual system over time with ageing and how this leads to deterioration of functional vision in later life	• Group Presentation • Written Assignment • Quiz • Final Examination
CLO5 : Describe the impact of limitations in cognitive or verbal ability, such as in the young, elderly or those with cognitive impairment, on clinical assessment and testing strategies	• Group Presentation • Written Assignment • Quiz • Final Examination
CLO6 : Develop skills in team work, in finding and critically analysing information, and in writing and verbal communication to inform clinical and scientific decision-making process in an intra and inter-disciplinary context.	• Group Presentation • Written Assignment

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Echo 360

Learning and Teaching in this course

All course materials and course announcements are provided on the course learning management system, Moodle (or Open Access).

By accessing and using the ICT resources provided by UNSW, you are agreeing to abide by the 'Acceptable Use of UNSW ICT Resources' policy particularly on respect for intellectual property and copyright, legal and ethical use of ICT resources and security and privacy.

Other Professional Outcomes

Not applicable

Additional Course Information

SCHOOL OF OPTOMETRY AND VISION SCIENCE, UNSW SUPPLEMENTARY EXAMINATION INFORMATION, 2024

SPECIAL CONSIDERATION

On some occasions, sickness, misadventure or other circumstances beyond your control may prevent you from completing a course requirement, such as attending a formal end of semester examination. In these cases you may apply for Special Consideration. **UNSW operates under a Fit to Sit/ Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/ submits an assignment, they are declaring themselves well enough to do so**. The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration. Submit the application (including supporting documentation) to UNSW Student Central.

CHRONIC ISSUES AND PRE-EXISTING CONDITIONS

If you have chronic issues and pre-existing conditions, we recommend you apply for Educational adjustments for disability support through Disability Services.

Register for Disability Services at https://student.unsw.edu.au/disability-registration

Absence from a final examination is a serious matter, normally resulting in a Fail (FL) grade. **If you are medically unfit to attend an examination, YOU MUST CONTACT THE SCHOOL DIRECTLY ON THE DAY OF THE EXAMINATION TO ADVISE OF THIS** (telephone 02 9385 4639,

email: optometry@unsw.edu.au). You must also submit a Request for Special Consideration application as detailed on the UNSW website: https://student.unsw.edu.au/special-consideration.

It is the responsibility of the student to consult the web site or noticeboard to ascertain whether they have supplementary examinations. This information WILL NOT be conveyed in ANY other manner. Interstate, overseas or any other absence cannot be used as an excuse.

This information will be available on the School web site at http://www.optometry.unsw.edu.au (do not confuse the School website with the myUNSW website) and posted on the notice board

on Level 3. This information will be available as soon as possible after the School Examination Committee meeting.

SUPPLEMENTARY EXAMINATIONS FOR 2024 WILL BE HELD AS FOLLOWS: FOR TERM 1:

- STAGE 1-4* COURSES: WEDNESDAY, 15 MAY 2024 – FRIDAY, 17 MAY 2024
- THERE WILL BE NO SUPPLEMENTARY EXAMINATIONS FOR STAGE 5 STUDENTS IN TERM 1 2024

FOR TERM 2:

- STAGE 1-4 COURSES: WEDNESDAY, 28 AUGUST 2024 - FRIDAY, 30 AUGUST 2024
- THERE WILL BE NO SUPPLEMENTARY EXAMINATIONS FOR STAGE 5 STUDENTS IN TERM 2 2024

FOR TERM 3:

- STAGE 5 COURSES ONLY: DURING THE WEEK OF MONDAY, 9 DECEMBER 2024 – FRIDAY, 13 DECEMBER 2024
- STAGE 1-4* COURSES: WEDNESDAY, 11 DECEMBER 2024 - FRIDAY, 13 DECEMBER 2024

Supplementary examinations will be held at the scheduled time only. If students who are granted supplementary examinations do not attend, a failure will be recorded for that course. **Students should not make travel arrangements, or any other commitments, before establishing whether or not they have supplementary examinations. Ignorance of these procedures, interstate, overseas or any other absence will not be accepted as an excuse. But usual Special Consideration still applies.**

If additional assessment is not scheduled, this does NOT indicate whether or not a student has passed or failed the course. Results will be received in the usual way. Please do not contact the School in this regard.

Please note the above applies to OPTM and VISN courses only. Any information on supplementary examinations for servicing courses (e.g. CHEM****) is the responsibility of the School conducting the course.

* Stage 4 includes courses in the first year of the MClinOptom program.

School of Optometry and Vision Science, UNSW, 3 August 2023

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Optometry Australia competency standards
Group Presentation Assessment Format: Group	20%	Start Date: Refer to Moodle page Due Date: Week 8: 01 April - 07 April Post Date: 02/04/2024 09:00 AM	• OPT1 : Clinical Care Provider • OPT3 : Communicator and Collaborator • OPT4 : Scholar and Lifelong Learner
Written Assignment Assessment Format: Individual	10%	Start Date: Refer to Moodle page Due Date: Week 9: 08 April - 14 April Post Date: 08/04/2024 11:50 PM	• OPT3 : Communicator and Collaborator • OPT4 : Scholar and Lifelong Learner • OPT1 : Clinical Care Provider
Quiz Assessment Format: Individual	30%	Start Date: During weeks 5 & 8 Lecture 1 time Due Date: Not Applicable	• OPT1 : Clinical Care Provider • OPT4 : Scholar and Lifelong Learner
Final Examination Assessment Format: Individual	40%	Start Date: Centrally time tabled exam Due Date: Not Applicable	• OPT1 : Clinical Care Provider • OPT2 : Professional and Ethical Practitioner • OPT4 : Scholar and Lifelong Learner

Assessment Details

Group Presentation

Assessment Overview

You will be allocated into groups at the start of the course and given a research article/s/video related to development and/or ageing of the visual system. The article/s will be critically analysed during tutorial session as a group activity. You will be asked to do the group presentation on the selected article/s. You will be required to participate in discussion, and answer questions guided by the lecturer and their peers. General feedback will be provided according to the marking rubric criteria.

Course Learning Outcomes

- CLO1 : Identify the main concepts underlying our understanding of biological lifespan, ageing and senescence, and death
- CLO2 : Characterise the main processes involved in normal development of the human eye and visual system from the first years of life and the clinical implications for ophthalmic practice.

- CLO3 : Review how disruptions of normal developmental processes can impede maturation of normal vision and visual function in children.
- CLO4 : Describe the normal expected changes of the eye and visual system over time with ageing and how this leads to deterioration of functional vision in later life
- CLO5 : Describe the impact of limitations in cognitive or verbal ability, such as in the young, elderly or those with cognitive impairment, on clinical assessment and testing strategies
- CLO6 : Develop skills in team work, in finding and critically analysing information, and in writing and verbal communication to inform clinical and scientific decision-making process in an intra and inter-disciplinary context.

Detailed Assessment Description

Each tutorial session will have 6 groups, each group made of 5-6 students. Each group in the specific tutorial session will be given a research article/video related to one of the five topics on development and aging of the visual system. For the topic given, a 15-minute presentation will be made in week 8 Tutorial class. The presentation will be for 10 minutes + 5 minutes of Q & A session followed by open discussion of the article by all students and answering questions guided by the lecturer moderating the session. Students will use the in-person tutorial sessions in week 3-5 and 7 to prepare for the presentation and discuss with the facilitators or lecturers. List of students in each group in specific tutorial session, allotted articles, instructions for presentation, and marking criteria will be in Moodle site.

Assessment Length

15 minutes presentation

Submission notes

Soft copy of presentation slides

Assessment information

Check Moodle page

Assignment submission Turnitin type

Not Applicable

Written Assignment

Assessment Overview

The written assignment (10%) is an opportunity for each student to further develop critical scientific writing skills. The assignment will be a critical review (400 words +/- 10%) of the article/video selected for their presentation topic related to development and/or aging of the visual system. Individual feedback will be provided within 2 weeks of submission based on the

marking rubric criteria.

Course Learning Outcomes

- CLO1 : Identify the main concepts underlying our understanding of biological lifespan, ageing and senescence, and death
- CLO2 : Characterise the main processes involved in normal development of the human eye and visual system from the first years of life and the clinical implications for ophthalmic practice.
- CLO3 : Review how disruptions of normal developmental processes can impede maturation of normal vision and visual function in children.
- CLO4 : Describe the normal expected changes of the eye and visual system over time with ageing and how this leads to deterioration of functional vision in later life
- CLO5 : Describe the impact of limitations in cognitive or verbal ability, such as in the young, elderly or those with cognitive impairment, on clinical assessment and testing strategies
- CLO6 : Develop skills in team work, in finding and critically analysing information, and in writing and verbal communication to inform clinical and scientific decision-making process in an intra and inter-disciplinary context.

Assessment Length

Maximum of 400 words

Submission notes

Soft copy only

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Quiz

Assessment Overview

The two on-line quizzes (each worth of 15%) will assess course material covered in the lectures from week 1-7. Feedback based on accuracy of responses will be provided on Moodle within 2 weeks of each quiz.

Course Learning Outcomes

- CLO1 : Identify the main concepts underlying our understanding of biological lifespan, ageing and senescence, and death
- CLO2 : Characterise the main processes involved in normal development of the human eye and visual system from the first years of life and the clinical implications for ophthalmic practice.
- CLO3 : Review how disruptions of normal developmental processes can impede maturation of normal vision and visual function in children.

- CLO4 : Describe the normal expected changes of the eye and visual system over time with ageing and how this leads to deterioration of functional vision in later life
- CLO5 : Describe the impact of limitations in cognitive or verbal ability, such as in the young, elderly or those with cognitive impairment, on clinical assessment and testing strategies

Assessment Length

30 minutes each

Submission notes

Online exam in Inspera

Assignment submission Turnitin type

Not Applicable

Final Examination

Assessment Overview

The final exam will assess knowledge of all course materials including lectures, tutorials, group, and on-line discussions, and required readings. The final exam will be online and may include MCQs, short answer questions and extended answer questions. Feedback will be provided by the central UNSW examination section as the final course mark.

Course Learning Outcomes

- CLO1 : Identify the main concepts underlying our understanding of biological lifespan, ageing and senescence, and death
- CLO2 : Characterise the main processes involved in normal development of the human eye and visual system from the first years of life and the clinical implications for ophthalmic practice.
- CLO3 : Review how disruptions of normal developmental processes can impede maturation of normal vision and visual function in children.
- CLO4 : Describe the normal expected changes of the eye and visual system over time with ageing and how this leads to deterioration of functional vision in later life
- CLO5 : Describe the impact of limitations in cognitive or verbal ability, such as in the young, elderly or those with cognitive impairment, on clinical assessment and testing strategies

Assessment Length

2 hours exam

Assignment submission Turnitin type

Not Applicable

General Assessment Information

Detailed instructions regarding assessments for this course are provided on the course Moodle page (or Open Learning).

For student information on results, grades, and guides to assessment see: https://student.unsw.edu.au/assessment

Grading Basis

Standard

Requirements to pass course

In order to pass this course students must:

- Achieve a composite grade of at least 50 out of 100
- Meet any additional requirements specified in the assessment details section and on Moodle.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Module	Lecture 1: Introduction to the course and Overview of Lifespan Lecture 2: Development of the Eye - Part 1
Week 2 : 19 February - 25 February	Lecture	Lecture 1: Development of the Eye - Part 2 Lecture 2: Development of Refractive Errors - Part 1
	Tutorial	In-person Tutorial on research article introdcution
Week 3 : 26 February - 3 March	Lecture	Lecture 1: Development of Refratcive Errors - Part 2 Lecture 2: Amblyopia - Part 1
	Tutorial	In-person Tutorial on research article discussion
	Online Activity	Group discussion/reading time
Week 4 : 4 March - 10 March	Lecture	Lecture 1: Amblyopia - Part 2 Lecture 2: Revision for Quiz 1
	Online Activity	Group discussion/reading time
	Tutorial	In-person Tutorial on research article discussion
Week 5 : 11 March - 17 March	Lecture	Lecture 1: Quiz 1 in Inspera Lecture 2: Evidence based treatment of Amblyopia
	Online Activity	Online group discussion/reading time.
Week 6 : 18 March - 24 March	Other	Flexibility week
Week 7 : 25 March - 31 March	Lecture	Lecture 1 Eye and Visual System - The Ageing Eyes Lecture 2: Eye and Visual System-The Ageing Visual System
	Online Activity	Online group discussion/reading time.
Week 8 : 1 April - 7 April	Lecture	Lecture 1: Quiz 2 in Inspera Lecture 2: Assessing Visual Functions - Young and Elderly individuals
	Tutorial	In-person Tutorial - Group Presentation
Week 9 : 8 April - 14 April	Lecture	Lecture 1: Age-related changes in cognition and impact on overall visual function Lecture 2: Geriatric Optometry successful stories
	Online Activity	Group discussion/reading time.
	Tutorial	In-person group discussion
Week 10 : 15 April - 21 April	Lecture	Lecture 1 Public health ageing population/ impact of visual impairment and vision loss Lecture 2: Final exam overview, review, and sample questions revision.

Attendance Requirements

Students are expected to attend all scheduled clinical, laboratory and tutorial classes. An Unsatisfactory Fail (UF) may be recorded as the final grade for the course if students fail to meet the minimum requirement of 80% attendance for clinical, laboratory and tutorial classes (unless otherwise specified on Moodle). Course attendance expectations are determined by the requirements of the program accrediting body, OCANZ. Where a student is unable to attend, they are advised to inform the course convenor as soon as possible but no later than 3 days after the scheduled class and, where possible, provide written documentation (e.g. medical certificate) to support their absence. Students may submit a request for special consideration in the case of prolonged or multiple absences. Please note that there are severe consequences for submitting fraudulent documents such as false medical certificates. Such cases will be referred to the Student Conduct and Integrity Unit (SCIU) for investigation.

General Schedule Information

The times and locations of classes can be found on myUNSW under Class Timetable.

The expected engagement for all UNSW 6UOC courses is 150 hours per term. This includes lectures, tutorials, readings, and completion of assessments and exam preparation (if relevant).

Swapping practicals

Swapping between practical groups, including practicals that involve cycloplegia or dilation, is not permitted.

Additional attendance requirements for practical classes

All practical classes are compulsory because they act to reinforce theoretical components of the course, while teaching critical practical clinical skills prior to use in the clinic in the final years of the program and are linked to clinical competencies.

Attendance will be monitored by taking the roll. Any absences due to illness must be accounted for by a medical certificate presented to your Course Convenor. Submission to Special Consideration may be required pending the number of absences.

Punctuality is expected. Lateness for practical classes may be recorded as an absence.

Contact the Laboratory Supervisor Dale Larden d.larden@unsw.edu.au if you are running late so your partner can be allocated to alternate work.

Course Resources

Prescribed Resources

Prescribed resources for this course are provided on the course Moodle page.

Recommended Resources

Recommended resources for this course are provided on the course Moodle page.

Additional Costs

Some SOVS courses have additional costs. Please check the course Moodle page for information about additional costs for this course.

Course Evaluation and Development

Student feedback is taken seriously, and continual improvements are made to the course based, in part, on such feedback.

We use student feedback from myExperience surveys to develop and make improvements to the course each year. We do this by identifying areas of the course that require development from both the rating responses and written comments. Please spare a few minutes to complete the myExperience surveys for this course posted at the top of the Moodle page at the end of term.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Revathy Mani		Room no:3.046, Level 3, Rupert Myers Building North Wing, Gate 14, UNSW Kensington Campus	+61 2 9348 0654	Monday to Friday	No	Yes
Lecturer	Michele Madigan		Level 3, Rupert Myers Building North Wing, Gate 14, UNSW Kensington Campus			No	No
	Sieu Khuu		Level 3, Rupert Myers Building North Wing, Gate 14, UNSW Kensington Campus			No	No
	Ingrid Jimenez Barbosa		Level 2, Rupert Myers Building North Wing, Gate 14, UNSW Kensington Campus			No	No

Other Useful Information

Academic Information

As a student of UNSW Medicine & Health you are expected to familiarise yourself with the contents of this course outline and the UNSW Student Code and policies and procedures related to your studies.

Student Code of Conduct

Throughout your time studying at UNSW Medicine & Health, you share a responsibility with us for maintaining a safe, harmonious and tolerant University environment. This includes within the courses you undertake during your degree and your interactions with the UNSW community, both on campus and online.

The UNSW Student Code of Conduct website provides a framework for the standard of conduct expected of UNSW students with respect to both academic integrity and your responsibility as a

UNSW citizen.

Where the University believes a student may have breached the code, the University may take disciplinary action in accordance with the Student Misconduct Procedure.

The Student Conduct and Integrity Office provides further resources to assist you to understand your conduct obligations as a student at UNSW.

Academic Honesty and Plagarism

Academic integrity

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to the principle of academic integrity, and ethical scholarship of learning is fundamental to your success at UNSW Medicine & Health.

Plagiarism, contract cheating, and inappropriate use of generative AI undermine academic integrity and are not tolerated at UNSW. For more information see the Academic Integrity and Plagiarism toolkit.

In addition to the information you are required to review in your ELISE training, UNSW Medicine & Health strongly recommends that you complete the Working with Academic Integrity module before submitting your first assessment task.

Referencing

Referencing is a way of acknowledging the sources of information that you use to research your assignments. Preferred referencing styles vary among UNSW Medicine & Health disciplines, so check your course Learning Management System (e.g. Moodle or Open Learning) page for information on preferred referencing styles.

For further information on referencing support and styles, see the Current Student Referencing page.

Academic misconduct and plagiarism

At UNSW, academic misconduct is managed in accordance with the Student Misconduct Procedure. Allegations of plagiarism are generally handled according to the UNSW Plagiarism

Management Procedure. Plagiarism is defined in the UNSW Plagiarism Policy and is not tolerated at UNSW.

Use of Generative AI and other tools in your assessment

UNSW has provided guiding statements for the use of Generative AI in assessments. This will differ, depending on the individual assessment task, your course requirements, and the course stage within your program.

Your course convenor will outline if and how you can use Generative AI in each your assessment tasks. Options for the use of generative AI include: (1) no assistance; (2) simple editing assistance; (3) planning assistance; and (4) full assistance with attribution.

You may be required to submit the original generative AI responses, or drafts of your original work. Inappropriate use of generative AI is considered academic misconduct.

See your course Moodle (or Open Learning) page for the full instructions for individual assessment tasks for your course.

Submission of Assessment Tasks

Short extensions and special consideration

Short extension

Commencing in Term 1, 2024, UNSW has introduced a short extension procedure for submission of assessment tasks. Not all tasks are eligible, and eligible tasks have a predetermined extension length. UNSW Medicine and Health have set School-level extension lengths for eligible assessment tasks. See your course assessment descriptions for more information.

Students must check the availability of a short extension in the individual assessment task information for their courses.

Short extensions do not require supporting documentation. They must be submitted before the assessment task deadline. No late applications will be accepted.

Late penalties apply to submission of assessment tasks without approved extension.

Special consideration

In cases where short term events beyond your control affect your performance in a specific assessment task you may formally apply for Special Consideration through myUNSW.

UNSW has a **Fit to Sit rule**, which means that by sitting an examination on the scheduled date, you are declaring that you are fit to do so and cannot later apply for Special Consideration. Examinations include centrally timetabled examinations and scheduled, timed examinations and tests managed by your School.

Important information relating to Short Extension and Special Consideration is available here, including eligibility for Special Consideration, circumstances where students with Equitable Learning Plans can apply for Short Extensions and Special Consideration, and the appeals process.

Examinations

Information about the conduct of examinations in your course is provided on your course Moodle page.

Timed online assessment tasks

If you experience a technical or connection problem during a timed online assessment, such as a timed quiz, you can apply for Special Consideration. To be eligible to apply you need to contact the Course Convenor and advise them of the issue immediately. You will need to submit an application for Special Consideration immediately, and upload screenshots, error messages or other evidence of the technical issue as supporting documentation. Additional information can be found on: https://student.unsw.edu.au/special-consideration

Other assessment tasks

Late submission of assessment tasks

UNSW has standard late submission penalties as outlined in the UNSW Assessment Implementation Procedure, with no permitted variation. All late assignments (unless extension or exemption previously agreed) will be penalised by 5% of the maximum mark per calendar day (including Saturday, Sunday and public holidays).

Late submissions penalties are capped at five calendar days (120 hours). This means that a student is not permitted to submit an assessment more than 5 calendar days (120 hours) after the due date for that assessment (unless extension or exemption previously agreed).

Failure to complete an assessment task

You are expected to complete all assessment tasks for your courses. In some courses, there will be a minimum pass mark required on a specific assessment task (a “hurdle task”) due to the need to assure clinical competency.

Where a hurdle task is applicable, additional information is provided in the assessment information on your course Moodle page.

Feedback on assessments

Feedback on your performance in assessment tasks will be provided to you in a timely manner. For assessment tasks completed within the teaching period of a course, other than a final assessment, feedback will be provided within 10 working days of submission, under normal circumstances.

Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Any variation from the above information that is specific to an assessment task will be clearly indicated in the course and assessment information provided to you on your course Moodle (or Open Learning) page.

Faculty-specific Information

Additional support for students

The university offers a wide range of support services that are available for students. Here are some links for you to explore.

- The Current Students Gateway: https://student.unsw.edu.au
- Academic Skills and Support: https://student.unsw.edu.au/academic-skills
- Student support: https://www.student.unsw.edu.au/support
- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing

Mind Smart Guides are a series of mental health self-help resources designed to give you the

psychological flexibility, resilience and self-management skills you need to thrive at university and at work.

- Mind Smart Guides: https://student.unsw.edu.au/mindsmart
- Equitable Learning Services: https://student.unsw.edu.au/els
- Guide to studying online: https://www.student.unsw.edu.au/online-study

Most courses in UNSW Medicine & Health use Moodle as your Learning Management System. Guidance for using UNSW Moodle can be found on the Current Student page. Difficulties with Moodle should be logged with the IT Service Centre.

- Moodle Support: https://student.unsw.edu.au/moodle-support

The IT Service Desk is your central point of contact for assistance and support with remote and on-campus study.

- UNSW IT Service Centre: https://www.myit.unsw.edu.au/services/students

Course evaluation and development

At UNSW Medicine & Health, students take an active role in designing their courses and their overall student experience. We regularly seek feedback from students, and continuous improvements are made based on your input. Towards the end of the term, you will be asked to participate in the myExperience survey, which serves as a source of evaluative feedback from students. Your input to this quality enhancement process is valuable in helping us meet your learning needs and deliver an effective and enriching learning experience. Student responses are carefully considered, and the action taken to enhance educational quality is documented in the myFeedback Matters section of your Moodle (or Open Learning) course page.

School Contact Information

School guidelines on contacting staff:

Course questions

All questions related to course content should be posted on Moodle or as directed by your

Course Convenor.

In cases where email communication with course convenors is necessary, we kindly request the following:

- Use your official email address for any correspondence with teaching staff.
- We expect a high standard of communication. All communication should avoid using short-hand or texting language.
- Include your full name, student ID, and your course code and name in all communication.

Our course convenors are expected to respond to emails during standard working hours of Monday to Friday, 9am-5pm.

Administrative questions

If you have an administrative question about your program of study at the School please submit your enquiry online at UNSW Ask Us.

Complaints and appeals

Student complaints and appeals: https://student.unsw.edu.au/complaints

If you have any grievances about your studies, we invite you to address these initially to the Course Convenor. If the response does not meet your expectations, you may then contact the School Grievance Officer, A/Prof Sean Kennedy (sean.kennedy@unsw.edu.au).