**UNSW Course Outline**

# VISN2211 Organisation and Function of the Visual System - 2024

Published on the  10 Sep 2024

## General Course Information

**Course Code :**  VISN2211
**Year :**  2024
**Term :**  Term 3
**Teaching Period :**  T3
**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](Handbook) [Class Timetable](Class Timetable)

## Course Details & Outcomes

### Course Description

Objectives: An understanding of processing in the visual system. Brief curriculum: Spatial vision:

visual acuity, contrast sensitivity, aliasing, alignment thresholds; Colour vision: retinal and cortical processing, colour constancy, colour identification; Binocularity: models of depth perception, correspondence, Panum's area, horopter, stereoacuity, monocular depth perception, summation, stereopsis tests; Motion perception: models of motion perception, adaptation, directional selectivity, first and second order motion; Cognition: shape recognition, face perception, visual illusions, visual hallucinations, visual attention, visual search and pop-out.

# Course Aims

This course aims to develop understanding of the human visual system through examination of a number of core and issues in vision science.

# Relationship to Other Courses

This is a core course offered as part of the Bachelor of Vision Science and Bachelor (3181) of Vision Science/Master of Clinical Optometry (3182) programmes. It is one of a number of vision science courses offered across the first three years of both programmes to provide theoretical knowledge about the visual system.

# Course Learning Outcomes

| Course Learning Outcomes | Optometry Australia competency standards |
|---|---|
| CLO1 : Demonstrate understanding of behavioural vision science, which serves to complement knowledge of optometric practices and contribute to your overall training | • OPT1 : Clinical Care Provider |
| CLO2 : Describe the organisation of the visual system including the neural mechanisms and their functioning and apply this knowledge to broader issues in both optometry and behavioural vision science | • OPT1 : Clinical Care Provider |
| CLO3 : Show familiarity with the mechanisms underlying everyday visual processes such as the perception of motion, form, colour and binocularity | • OPT1 : Clinical Care Provider |
| CLO4 : Recognise visual phenomenon and visual illusions and how they provide clues to the functioning of the visual system | • OPT1 : Clinical Care Provider |
| CLO5 : Conduct research in behavioural vision science and to communicate findings to other vision scientists and to the general public | • OPT3 : Communicator and Collaborator<br>• OPT4 : Scholar and Lifelong Learner |
| CLO6 : Recognise the relevance of vision science to optometric practice, following your research into how these topics are used in practice, and in other types of optometrists work | • OPT4 : Scholar and Lifelong Learner<br>• OPT5 : Quality and Risk Manager |

| Course Learning Outcomes | Assessment Item |
|---|---|
| CLO1 : Demonstrate understanding of behavioural vision science, which serves to complement knowledge of optometric practices and contribute to your overall training | • Research Essay<br>• Final examination |
| CLO2 : Describe the organisation of the visual system including the neural mechanisms and their functioning and apply this knowledge to broader issues in both optometry and behavioural vision science | • Research Essay<br>• Final examination |
| CLO3 : Show familiarity with the mechanisms underlying everyday visual processes such as the perception of motion, form, colour and binocularity | • Research assignment<br>• Research Essay<br>• Final examination |
| CLO4 : Recognise visual phenomenon and visual illusions and how they provide clues to the functioning of the visual system | • Research assignment<br>• Research Essay<br>• Final examination |
| CLO5 : Conduct research in behavioural vision science and to communicate findings to other vision scientists and to the general public | • Research assignment<br>• Research Essay |
| CLO6 : Recognise the relevance of vision science to optometric practice, following your research into how these topics are used in practice, and in other types of optometrists work | • Research assignment<br>• Research Essay |

# 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.

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.

# 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 |
|---|---|---|---|
| Research Essay Assessment Format: Individual Short Extension: Yes (3 days) | 30% | Start Date: 09/09/2024 09:00 AM Due Date: 25/10/2024 11:59 PM Post Date: 25/10/2024 11:59 PM | • OPT1 : Clinical Care Provider • OPT2 : Professional and Ethical Practitioner • OPT3 : Communicator and Collaborator • OPT4 : Scholar and Lifelong Learner • OPT5 : Quality and Risk Manager |
| Research assignment Assessment Format: Individual Short Extension: Yes (3 days) | 20% | Start Date: 09/09/2024 09:00 AM Due Date: Week 4: 30 September - 06 October, Week 10: 11 November - 17 November Post Date: 15/11/2024 11:59 PM | • OPT1 : Clinical Care Provider • OPT4 : Scholar and Lifelong Learner • OPT5 : Quality and Risk Manager • OPT3 : Communicator and Collaborator |
| Final examination Assessment Format: Individual | 50% | Start Date: Centrally time tabled exam Due Date: Not Applicable | • OPT1 : Clinical Care Provider |

## Assessment Details
### Research Essay

<u>Assessment Overview</u>

You will write a research essay on an assigned topic. Topics questions are released at the beginning of the semester and focus on key aspects of the course. You will review and critically analyse a collection and synthesis of related research papers to answer the question.

<u>Course Learning Outcomes</u>

- CLO1 : Demonstrate understanding of behavioural vision science, which serves to complement knowledge of optometric practices and contribute to your overall training
- CLO2 : Describe the organisation of the visual system including the neural mechanisms and their functioning and apply this knowledge to broader issues in both optometry and behavioural vision science
- CLO3 : Show familiarity with the mechanisms underlying everyday visual processes such as the perception of motion, form, colour and binocularity
- CLO4 : Recognise visual phenomenon and visual illusions and how they provide clues to the

functioning of the visual system
- CLO5 : Conduct research in behavioural vision science and to communicate findings to other vision scientists and to the general public
- CLO6 : Recognise the relevance of vision science to optometric practice, following your research into how these topics are used in practice, and in other types of optometrists work

### Detailed Assessment Description

Please see the course outline and task information sheet (and marking rubric) provided that will be provided in week 1.

### Assessment Length

Maximum of 2500 words

### Submission notes

Softcopy submission only

### Assessment information

List of topics released in Week 1. Alternatively, students may nominate their own topic, but this must be approved by the course convenor by week 3-4.

This assessment is due in Week 7.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Generative AI Permission Level

**Generative AI Software-based Assessments**

This assessment is designed for you to use generative AI as part of the assessed learning outcomes. Please refer to the assessment instructions for more details.
For more information on Generative AI and permitted use please see here.

Part of this assessment require the use of generative AI and produce evidence of any major use, and acknowledgement for minor use. Access to MS Copilot with data protection is provided to all students by UNSW, and is the official tool for this purpose (other tools can be used instead- please see Moodle). However, MS Copilot with data protection does not save interactions, so please use screenshots and copy-pasting of texts to save the interactions.

**Major vs Minor AI Use**

Refer to the following guidelines to determine what counts as **major** and **minor** AI use:

**Major AI Use**

Full documentation (text copy of interaction) is required when AI is used in the following ways:

- **Summarising:** When the AI generates summaries of sections (e.g., research aims or methods) that you directly use in your submission.
- **Developing Ideas:** When the AI contributes content or ideas to your answers, such as suggesting research methods or interpreting the research results and findings.
- **Refining Ideas:** When the AI helps you significantly alter or improve the structure, ideas, or depth of your answers beyond minor edits.
- **Explaining Concepts:** If you ask the AI to explain a term or concept from the paper and you incorporate that explanation directly into your final submission.

**Minor AI Use**

Only acknowledgement and prompt examples are required when AI is used in the following ways:

- **Editing:** When the AI helps with grammar, spelling, or rephrasing without changing the underlying ideas or content.
- **Clarification of Concepts:** If you ask the AI to explain something to improve your understanding (such as describing and explaining statistical methods and results), but do not directly use its explanation in your final submission.
- **Minor Adjustments:** Small revisions that don't alter the main content or ideas, such as tweaking sentence flow or word choice.

## Research assignment

<u>Assessment Overview</u>

You will be required to independently conduct two experiments, analyse data by applying descriptive and inferential statistics, and communicate findings in written form as a laboratory report.

<u>Course Learning Outcomes</u>

- CLO3 : Show familiarity with the mechanisms underlying everyday visual processes such as the perception of motion, form, colour and binocularity
- CLO4 : Recognise visual phenomenon and visual illusions and how they provide clues to the functioning of the visual system
- CLO5 : Conduct research in behavioural vision science and to communicate findings to other vision scientists and to the general public
- CLO6 : Recognise the relevance of vision science to optometric practice, following your research into how these topics are used in practice, and in other types of optometrists work

<u>Detailed Assessment Description</u>

This assignment will comprise of two parts with two separate due dates.

Part 1 - Critique a review of an assigned research topic due on the 4th of October (Week 4)

Part 2 - Collect and analyse data on the assigned topic due on the 15th of November (Week 10)

<u>Assessment Length</u>

No more than 10 pages

<u>Submission notes</u>

Softcopy only

<u>Assessment information</u>

Please see the course outline and task information sheet (and marking rubric) provided that will be provided in week 1.

Note this assessment require the use of generative AI and produce evidence of the interaction. Access to MS Copilot with data protection is provided to all students by UNSW, and is the official tool for this purpose (other tools can be used instead- please see Moodle). However, MS Copilot with data protection does not save interactions, so please use screenshots and copy-pasting of texts to save the interactions.

<u>Assignment submission Turnitin type</u>

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

<u>Generative AI Permission Level</u>

**Generative AI Software-based Assessments**

This assessment is designed for you to use generative AI as part of the assessed learning outcomes. Please refer to the assessment instructions for more details.
For more information on Generative AI and permitted use please see [here](here).

Part of this assessment require the use of generative AI and produce evidence of any major use, and acknowledgement for minor use. Access to MS Copilot with data protection is provided to all students by UNSW, and is the official tool for this purpose (other tools can be used instead- please see Moodle). However, MS Copilot with data protection does not save interactions, so please use screenshots and copy-pasting of texts to save the interactions.

**Major vs Minor AI Use**

Refer to the following guidelines to determine what counts as **major** and **minor** AI use:

**Major AI Use**

Full documentation (text copy of interaction) is required when AI is used in the following ways:

- **Summarising:** When the AI generates summaries of sections (e.g., research aims or methods) that you directly use in your submission.
- **Developing Ideas:** When the AI contributes content or ideas to your answers, such as suggesting research methods or interpreting the research results and findings.
- **Refining Ideas:** When the AI helps you significantly alter or improve the structure, ideas, or depth of your answers beyond minor edits.
- **Explaining Concepts:** If you ask the AI to explain a term or concept from the paper and you incorporate that explanation directly into your final submission.

**Minor AI Use**

Only acknowledgement and prompt examples are required when AI is used in the following ways:

- **Editing:** When the AI helps with grammar, spelling, or rephrasing without changing the underlying ideas or content.
- **Clarification of Concepts:** If you ask the AI to explain something to improve your understanding (such as describing and explaining statistical methods and results), but do not directly use its explanation in your final submission.
- **Minor Adjustments:** Small revisions that don't alter the main content or ideas, such as tweaking sentence flow or word choice.

# Final examination

<u>Assessment Overview</u>

Your understanding and ability to clearly explain all topics and information delivered in the course will be assessed in an exam.

<u>Course Learning Outcomes</u>

- CLO1 : Demonstrate understanding of behavioural vision science, which serves to complement knowledge of optometric practices and contribute to your overall training
- CLO2 : Describe the organisation of the visual system including the neural mechanisms and their functioning and apply this knowledge to broader issues in both optometry and behavioural vision science
- CLO3 : Show familiarity with the mechanisms underlying everyday visual processes such as the perception of motion, form, colour and binocularity
- CLO4 : Recognise visual phenomenon and visual illusions and how they provide clues to the functioning of the visual system

<u>Detailed Assessment Description</u>

An Information sheet (including practice questions) regarding the exam will be released in week

7. A review of the exam will be conducted in Week 10.

## Assessment Length

2 hour exam

## Assessment information

Centrally invigilated examination.

## Assignment submission Turnitin type

Not Applicable

## Generative AI Permission Level

**No Assistance**

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see here.

# General Assessment Information

## Grading Basis

Standard

## Requirements to pass course

Overall mark of 50%.

# Course Schedule

| Teaching Week/Module | Activity Type | Content |
|---|---|---|
| Week 1 : 9 September - 15 September | Topic | Course introduction and a review of the organisation of the visual system<br><br>Lecture 1: Course overview & introduction to the organisation of the visual system<br>Lecture 2: Pre-striate cortex |
| | Reading | 1) Anderson, B., & Winawer, J. (2005). Image segmentation and lightness perception. Nature, 434-79-83.<br>2) Livingstone, M.S., Hubel, D.H. (1988) Segregation of form, color, movement, and depth: anatomy, physiology, and perception. Science, 240, 740-749. |
| | Tutorial | Introduction to Generative AI: "ChatGPT" and your assignments |
| Week 2 : 16 September - 22 September | Topic | The organisation of the visual system II<br>Lecture 1: Striate cortex and beyond I<br>Lecture 2: Striate cortex and beyond II |
| | Tutorial | The visual cortex - Virtual dissection  (1 hour)<br><br>Demonstrations of visual illusions - (1 hour)<br>Demonstrations of light summation and receptive field profiles |
| Week 3 : 23 September - 29 September | Lecture | The function of the visual system - Spatial Vision<br>Lecture 1: Spatial vision – Contrast Sensitivity<br><br>Lecture 2: Spatial vision – visual detail |
| | Tutorial | Measuring the contrast sensitivity function and optical blur |
| Week 4 : 30 September - 6 October | Topic | The function of the visual system - Clinical Vision and visual fields<br>Lecture 1:  Visual Fields 1<br>Lecture 2: Visual Fields 2 |
| | Presentation | Watch the recording on visual psychophysics. A pre recorded presentation will be released in week 3. You must view this video before Week 5 exercises |
| | Assessment | Assessment 2, Laboratory Exercise Part 1 (Introduction to Visual Psychophysics) due |
| Week 5 : 7 October - 13 October | Lecture | The function of the visual system - Colour Vision<br>Lecture 1: Colour processing I<br>Lecture 2: Colour processing II |
| | Reading | Reading:<br>1) Vanston, J.E., & Strother, L. (2017). Sex differences in the human visual system. Journal of Neuroscience Research, 95, 617-625<br><br>2) Winawer, J., Wittholf, N., Frank M.C., Wu, L., Wade A.R., & Boroditsky Lera. (2007). Russian blue reveals effects of language on colour discrimination. Proceedings of the National Academy of Sciences. 104(19), 7780-7785 |
| | Tutorial | Visual fields demonstrations and practical (2 hours) |
| Week 6 : 14 October - 20 October | Other | No class - reading week |
| Week 7 : 21 October - 27 October | Topic | The function of the visual system - Depth and Motion<br>Lecture 1: Depth processing & stereoposis<br>Lecture 2: Motion processing |
| | Tut-Lab | View: Correlation and Regression tutorial and exercises (watch tutorial video) – 1 hour<br>Data collection for Assessment 2: Laboratory Exercise, Part 2 |
| | Reading | Zeki, S., & Marini, (1998). Three cortical stages of colour processing in the human brain. Brain, 121, 1669-1685.<br>Zihl, J., von Cramon, D., & Mai, N. (1983). Selective disturbance of movement vision after bilateral brain-damage. Brain, 106, 313-340. |
| | Assessment | Assessment 1, Research Essay due- softcopy submission only |
| Week 8 : 28 October - 3 November | Topic | Understanding Relationships<br>Lecture 1: Introduction to research methods, Comparing means<br>Lecture 2: The t-test<br>Lecture 3: Cultural Competency |
| | Tutorial | Computer Labs: |

|  |  | 1). Introduction to GraphPad Prism environment<br>2). Correlation exercises<br>3). t-test introduction demonstrations and exercises |
|---|---|---|
| Week 9 : 4 November - 10 November | Topic | Testing Relationships I<br><br>Lecture 1: ANOVA 1<br>Lecture 2: ANOVA 2 |
|  | Tut-Lab | Computer Labs: Cultural competency module (delivered by Donna La Hood) |
| Week 10 : 11 November - 17 November | Topic | Testing Relationships II<br>Lecture 1: Non Parametric tests<br>Lecture 2: Content revision and cake |
|  | Tut-Lab | Computer Labs:<br>1). t-test demonstrations and exercises<br>2). ANOVA demonstrations and exercises |
|  | Assessment | Assessment 2, Laboratory Exercise Part 2 (laboratory report) due |

# 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](mailto:d.larden@unsw.edu.au) if you are running late so your partner can be allocated to alternate work.

# Course Resources

## Prescribed Resources

Graphpad Prism (installed on computer lab computers, and also available for download from UNSW IT).

MatLab (installed on computer lab computers, and also available for download from UNSW IT).

MS Copilot AI (commercial version with data protection provided by UNSW).

## Recommended Resources

Norton, T., Corliss, D., & Bailey, J.E. (2002). The Psychophysical Measurement of Visual Function. London, Butterworth-Heinemann..

Kaufman, P.L., & Alm, A. (2002). Adler's Physiology of the Eye 10th edition. St Louis, Mosey.

Palmer, S.E. (1999). Vision Science: Photons to Phenomenology, Cambridge, Mass: MIT Press. Available in the University Bookshop.

Mather, G. (2006). Foundations of Perception, UK: Psychology Press

Field, A. Discovering Statistics using IBM SPSS Statistics, SAGE Publications Ltd; Fourth Edition, 2013.(older editions are also fine) Associated webpage for students:

https://secure.uk.sagepub.com/field4e/study/default.htm

Yantis, S. (2014). Sensation and Perception. New York, Worth Publishers

The following books are useful sources of reference:

Sekuler, R. & Blake, R. (2002). Perception (4th ed), New York: McGraw-Hill

Marr, D. (1982). Vision. San Francisco, W.H Freeman and Company.

Graham, N.V.S. (1989). Visual Pattern Analyzers. New York, Oxford University Press.

De Valois, R.L.L., & De Valois, K.K. (1988). Spatial Vision. New York, Oxford University Press.

Bruce, V., Green, P.R., & Georgeson, M.A., (1996). Visual Perception, Physiology,

Psychology and Ecology, 3rd edition. Exeter UK, Psychology Press.

# 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 | Nayuta Yoshioka | | Rupert Myers Building North, Room 3.055 | | appointments via email | Yes | Yes |

# 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 of your assessment tasks. Inappropriate use of generative AI is considered academic misconduct.

Options for the use of generative AI include: (1) no assistance (for invigilated assessments); (2) simple editing assistance; (3) drafting assistance; and (4) full assistance with attribution; and (5) Generative AI software-based assessments. See your individual assessment descriptions for the level of permitted use of generative AI for each task and see your course Moodle (or Open Learning) page for the full instructions on permitted use of generative AI in your assessment tasks for this course.

Instructions may include a requirement to submit the original generative AI responses, or drafts of your original work, or provide on request.

## Submission of Assessment Tasks

### Short extensions and special consideration

*Short extension*

UNSW has 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 through Special Consideration 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 illness, misadventure or other circumstances beyond your control will prevent you from submitting your assessment by the due date and you require an extension, you need to formally apply for Special Consideration through myUNSW.

UNSW has a **Fit to Sit/Submit rule**, which means that by sitting or submitting an assessment on the scheduled assessment 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 Sieu Khuu (s.khuu@unsw.edu.au).