



UNIVERSITY
OF WOLLONGONG
AUSTRALIA



Assessment Handbook 2020

SCHOOL OF NURSING

FACULTY OF SCIENCE, MEDICINE & HEALTH

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Introduction

This handbook contains guidelines about writing and submitting an assessment task in the School of Nursing.

Many of the questions that you may have about assessments can be answered by:

- ✓ Information in this handbook
- ✓ Information in the Subject outline
- ✓ Assessment information on the eLearning Moodle site
- ✓ In discussion forums on your eLearning Moodle site (often fellow students have asked the same questions as you may have).

If you cannot find the answer here ask your subject coordinator.

Requirements for Presentation

Most assessments within the School of Nursing should be structured as specified in the table below. See the subject outline or eLearning/Moodle for additional information on expectations.

Format	<ul style="list-style-type: none">• Page Orientation: Portrait• Margins: 2.54 cm at the top, bottom, left and right-hand sides of the page• Font: 11 or 12 point (Times New Roman, Arial or Calibri)• Spacing: Double-line (no extra line spaces between paragraphs/reference entries)• Indent: None• Justification of text: Only the left hand margin of the text needs to be justified, the lines on the right hand margin should end unevenly
Word Count	<ul style="list-style-type: none">• Comply with word limit (+ or - 10%)• In-text references are included within your word count• Reference lists are excluded from your word count• Do not use more than 10% direct quotations in any piece of work
Referencing	<ul style="list-style-type: none">• Use APA7 Referencing- see https://uow.libguides.com/refcite/apa-7• Begin the reference list on a new page• List references in alphabetical order on a separate page titled 'References' in bold and centred• Use a hanging indent for each entry• DOIs in the reference list can be provided as hyperlinks if asked for. Otherwise provide them as text. Either DOI's or URLs are used, not both• Do not include a bibliography only a reference list (unless specifically asked to)
Writing Style	<ul style="list-style-type: none">• Use clear plain English: avoid jargon, clichés and made-up words• Do not use abbreviated text or acronyms (apart from accepted abbreviations)• Apply rules of English grammar• Check syntax (sentence construction), spelling and punctuation before submitting work• Be concise

Analysing the Assessment Task

The first step in responding to an assessment task, whether it is a report, exam, essay or short answer question, is to understand the question or instructions for the task; that is, you need to be able to clearly articulate to yourself what it is you are being asked to do. You can start by identifying instruction words which tell you what your assessment should do. For example a question may ask you to **identify** and **explain** something. Below is a list of common instructional words and their usual meaning.

Assess	Study the importance or value of your topic.
Analyse	Break down the topic/question given and provide an in-depth account.
Contrast	Find the differences and similarities between two or more ideas, concepts, events etc. and focus on their differences and implications.
Describe	Provide a thorough description, emphasising the most important points, ideas or events of a particular topic.
Discuss	Present an opinion about a particular topic that is both informed and supported. This also often requires description and interpretation.
Evaluate	Assess the strengths and weaknesses of the particular topic and give reasons for your assessment.
Explain	Make clear, trace the development, and give reasons for.
Identify	Identify the most important aspects, challenges or points regarding the particular topic.
Illustrate	Explain or clarify a particular topic through concrete examples, events or historical developments etc.
Interpret	Explain the meaning of something and give your own judgement of the particular topic/situation.
Outline	Present the main features or principles of the topic.
Critically	Generally used with other instructional words, such as critically analyse or critically review. It does not mean criticise. It is asking you to give a balanced answer that points out mistakes or weaknesses and any favourable aspects of the subject of the question. The decision or overall judgment you make must be supported with evidence from reliable sources.

Rubrics

Generally all written assessments in the School of Nursing have a corresponding rubric.

A rubric is a clear set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. It ensures that you as a student are aware of all expectations related to the assessment task, and helps you to evaluate your own work as it progresses.

A rubric also helps markers to apply consistent standards when assessing tasks, and promotes consistency in shared marking.

It is advised to refer to the assessment rubric whilst preparing and writing your assessment.

Assistance with Academic Literacy

There is a variety of support services and resources offered to students in the School of Nursing to assist with developing academic literacy. Your subject coordinator can assist you and point you in the right direction. Be sure to review your subject outline and assessment task details and rubric to see specific requirements for each task.

Additional services include:

- Learning Development
 - Learning Development offers a range of free resources, classes and consultations to all enrolled students seeking to improve their academic performance.
<https://www.uow.edu.au/student/services/ld/index.html>
- UOW Library

The UOW has a range of guides, resources and tutorials to assist with academic literacy.
https://www.library.uow.edu.au/index.html?ssSourceSiteId=UOW_Main

Academic Integrity

Academic integrity is a core value at UOW. It involves acting with honesty, fairness, trust and responsibility and requires respect for knowledge and its development. Academic Integrity is important for every student. For student Registered Nurses, this value sits with the Nursing and Midwifery Board Code of Conduct and the ICN Code of Ethics for RNs, and therefore needs to be upheld in all settings and circumstances. Adhering to a high standard of academic integrity is an indication of the ethical values the writer (student) holds and demonstrates consistency between our behaviour and our profession.

Types of Academic Misconduct at UOW

Cheating	For instance, if you buy or exchange an assessment task from a friend or an online site, or if you cheat in an exam or test.
Collusion	For instance, if you collaborate with other students on an assessment task without permission, or if you help another student to cheat.
Fraud	If you are impersonated by someone else for an exam, assessment task or online activity.
Fabrication/ misrepresentation	For instance, if you are misleading about the amount of work you have done for a group task, or if you fabricate information or data in an assessment task, or if you submit a false/counterfeit Turnitin report.
Interference/ obstruction	For instance, if you unfairly prevent other students from accessing study resources or completing their work.
Plagiarism	For instance, if you don't properly acknowledge the source of information used in your work, or if you re-use your own work without permission.

Download the Academic Integrity Quick Guide: Student Checklist for ways you can avoid academic misconduct.

<http://www.uow.edu.au/academic-integrity/students/index.html>

Submitting Assessments

Most assessments are submitted online through Turnitin (see below) – refer to the subject outline and eLearning Moodle site for details.

For subjects that include Workplace Experience please see the subject outline for submission details.

Exams are usually taken during exam week and the timetable including dates and locations is provided through SOLS. Results are released after the end of session (see key dates <https://www.uow.edu.au/student/dates/index.html>).

For in class presentations and in class quizzes see details in the subject outline and eLearning.

Turnitin

Turnitin is a program used by the university that can help teachers provide rich and meaningful feedback on your written work.

<http://www.uow.edu.au/dvca/lrc/tel/resourcehub/students/index.html>

Extensions and Academic Consideration

Sometimes things happen and you may need more time to complete an assessment, be exempt from a tutorial or need to arrange an alternate time for a class or exam. If you have extenuating circumstances you may be able to apply for what is known as Academic Consideration (AC). Have a look at what warrants [Academic Consideration](#) and the supporting documentation required.

Note that the subject coordinator can only approve Academic Considerations that are within the grounds described in the [Academic Consideration Policy](#).

Contact [Student Central](#) for more information.

Late Submissions

In most cases there is a 5% penalty mark for each day an assessment is late (unless you have an extension approved).

Refer to the subject outline for each of your subjects.

Receiving feedback

The purpose of feedback is to significantly influence student learning. It is a process through which learners make sense of information from various sources and use it to enhance their work or learning strategies. So it is far more than teachers informing students about strengths, weaknesses and how to improve. It has at its centre the student and their role in sense-making and using comments to improve subsequent work.

What if I am not happy with my mark?

It is really important that students consider all feedback – written, oral, technology – and use this to build future work. If, after considering your feedback, you are not happy with your mark you should talk to the person that marked your assessment in the first instance, and then the subject coordinator for further clarification. If you are still not happy you may submit a formal request for review of a mark or grade to the Head of School. Please see the [Coursework Student Academic Complaints Policy](#).

It is important to note that a remark may change the marks up, or down or they may remain the same - either way - the remark grade is the final grade and cannot be changed back to the original grade.

If you wish to request a formal review of mark or grade please document your request on the [Formal request for Review of Mark or Grade – Online System](#).