



# CHIR918

## Physical and Functional Assessment

S1 Day 2017

*Dept of Chiropractic*

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#### **Disclaimer**

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## General Information

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Credit points

4

Prerequisites

Admission to MChiroprac and (CHIR311 or CHIR316 or (CHIR602 and CHIR603 and CHIR604 and CHIR605 and CHIR606 and CHIR607))

Corequisites

CHIR873

Co-badged status

Unit description

This unit concerns itself with gathering clinically relevant information about a patient through interview, observation, and palpation. The students will gain theoretical knowledge and practical skills for history taking, physical examination, and functional analysis. Clinical reasoning will be facilitated through integration and interpretation of the diagnostic findings. Additionally, the students are exposed to paradigms related to active care, the biopsychosocial model, and the use of outcome measures.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

1. Conduct an efficient and meaningful patient history
2. Define functional rehabilitation and compare passive from active care
3. Know how to perform physical examination procedures for each System of the body
4. Perform functional postural and movement assessments
5. Interpret the findings from physical examination findings
6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
7. Rationalize the use of each physical and functional examination procedure
8. Describe the Biopsychosocial model and explain how it affects patient management
9. Explain the role of outcome measures; describe their use and interpretation
10. Demonstrate appropriate use of and performance of post – isometric relaxations

## General Assessment Information

Integrated Competency Assessments will be as follows:

Week 3 Vitals

Week 5 Cardiovascular

Week 7 Respiratory

Week 9 Gastrointestinal

Week 11 Genitourinary

A minimum of 60% accumulated from the assessments in Weeks 3,5,7 and 9 must be achieved in order to pass this unit. The competency held in Week 11 (Genitourinary) is a satisfactory/fail component and will not be graded.

The initial marks awarded at the initial assessment will not be changed, however if a student does not meet competency, then they will be offered a retake in Week 13. A maximum number of retakes is 2 for any given assessment. The assessment of each system must be demonstrated to be at a level of competency.

The Rehabilitation workbook assignment will be submitted during your enrolled tutorial 1 in week 7.

Late submissions will be addressed through the "Disruption of Study" process and may result in a reduction of marks. If a reduction of marks were to occur, it would be 10% per working day.

### Examination(s)

The University Examination period in for First Half Year 2017 is from 13th to 30th of June 2017.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations. <http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at **Policy Central**: <http://www.mq.edu.au/policy/>

If a Supplementary Examination is granted as a result of the Disruption of Study process the examination will be scheduled after the conclusion of the official examination period. You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is, the final day of the official examination period.

***If you apply for Disruption to Study for your final examination, you must make yourself available for the week of July 24 – 28, 2017. If you are not available at that time, there is***

***no guarantee an additional examination time will be offered. Specific examination dates and times will be determined at a later date.***

### Assessment Feedback:

Feedback on practical skills will be formative and will occur throughout the semester through continual feedback as well as through voluntary mock testing. Feedback from the Functional assignment task will occur throughout the semester. The final mark will be posted on iLearn in week 13. Feedback from the Physical assignment will occur by the 11th week of the semester via iLearn. The final practicals and the final theory exams are summative whose results will be posted on iLearn.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Rehab Workbook Assignment</u></a>	10%	Yes	week 7
<a href="#"><u>Functional Practical</u></a>	20%	Yes	Week 13
<a href="#"><u>Physical Theory Exam</u></a>	30%	Yes	Exam Period
<a href="#"><u>Functional Theory Exam</u></a>	20%	Yes	Exam period
<a href="#"><u>Phys Integrated Competency</u></a>	20%	Yes	Weeks 3,5,7,9,11

### Rehab Workbook Assignment

Due: **week 7**

Weighting: **10%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Will assess a student's ability to document procedures, perform and interpret functional assessments, and diagram a rational aetiology. The assignment will also assess a student's knowledge of anatomy and muscle function. The practical activity will occur throughout the tutorials and will conclude in week 7

On successful completion you will be able to:

- 1. Conduct an efficient and meaningful patient history
- 4. Perform functional postural and movement assessments
- 7. Rationalize the use of each physical and functional examination procedure
- 9. Explain the role of outcome measures; describe their use and interpretation

## Functional Practical

Due: **Week 13**

Weighting: **20%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Final practical for rehab/functional component of the unit and will consist of performing procedures as taught in the unit and will have a component that assesses clinical decision making skills.

On successful completion you will be able to:

- 4. Perform functional postural and movement assessments
- 7. Rationalize the use of each physical and functional examination procedure
- 10. Demonstrate appropriate use of and performance of post – isometric relaxations

## Physical Theory Exam

Due: **Exam Period**

Weighting: **30%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

This will cover the discipline specific content of the entire semester. Question format will be mixed and may include Multiple choice, True and False, Matching, and short answer questions..

On successful completion you will be able to:

- 1. Conduct an efficient and meaningful patient history
- 3. Know how to perform physical examination procedures for each System of the body
- 5. Interpret the findings from physical examination findings
- 6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- 7. Rationalize the use of each physical and functional examination procedure

## Functional Theory Exam

Due: **Exam period**

Weighting: **20%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

This will cover the discipline specific content of the entire semester. Question format will be mixed and may include Multiple choice, True and False, Matching, and short answer questions.

On successful completion you will be able to:

- 2. Define functional rehabilitation and compare passive from active care
- 4. Perform functional postural and movement assessments
- 8. Describe the Biopsychosocial model and explain how it affects patient management
- 9. Explain the role of outcome measures; describe their use and interpretation
- 10. Demonstrate appropriate use of and performance of post – isometric relaxations

## Phys Integrated Competency

Due: **Weeks 3,5,7,9,11**

Weighting: **20%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Assessment of students will be taken in weeks 3,5,7,11 during the tutorial times. **Tutorials in these weeks will commence 30 minutes earlier** than normal tutorial scheduled times to accommodate the assessments. The assessments will be as follows:

Week 3 Vitals

Week5 Cardiovascular

Week 7 Respiratory

Week 9 Gastrointestinal

Week 11 Genitourinary

On successful completion you will be able to:

- 3. Know how to perform physical examination procedures for each System of the body
- 5. Interpret the findings from physical examination findings

## Delivery and Resources

### Delivery mode

Will be comprised of a combination of face-to-face lectures, pre-recorded lectures, self-directed learning, and hands-on tutorials:

1. 1 two hour functional assessment lecture per week
2. 1 one hour physical assessment lecture per week
3. 2 two hour tutorials/practicals per week; 1 tutorial for physical assessment, 1 tutorial for functional assessment
3. 2-3 hours per week self instructional learning



**Class times and locations**

**Lectures:** will be held in C5C T2

**Tutorials:** will be held in E5A 330

**NB:** Check with the University’s timetable webpage to confirm room locations

**Required and recommended resources**

- Required texts:

- Liebenson. Rehabilitation of the Spine: a practitioner’s manual 2<sup>nd</sup> ed. Raven Press
- Bickley. Bates’ Guide to Physical Examination and History Taking 10<sup>th</sup> ed. Lippincott Williams & Wilkins.

- Required Course Notes: (available in co-op)

- CHIR918 Workbook

- Recommended texts:

- Morris. Low Back Pain: Integrated. McGraw-hill
- Bougie. Ageing Body. Appleton Lange (limited stock)
- Kendall F, McCreary E, Provance P. Muscle testing and function, 4<sup>th</sup> ed. Williams & Wilkins, Baltimore

**Unit Schedule**

WEEK	TUTORIAL 1 FNCTN (Mon)	LECTURE 1 PHYSICAL (Tue)	Bates chptr	TUTORIAL 2 PHYSICAL (Tue)	LECTURE 2 FNCTN (Fri)
Week 1  23-27/ 2	Group Formations  Postural Analysis	Introduction to unit;  History taking	1 (3-12)  3 (55-74)	History taking	<b>Rehabilitation in Chiropractic</b>  (Chapter 1) <b>CTR</b>
Week 2  2-6/3	Posture & Gait Analysis	History taking	2  3 (75-95)	History taking	<b>The Functional Approach</b>  (Chapter 1, 2, 10) <b>CTR</b>
Week 3  9-13/3	Posture & Gait Analysis  Abdominal assessment	In-Class Assessment task	4  5  6	General observation;  Vitals	<b>T4</b>  <b>HJ</b>

Week 4 16-20/ 3	Functional Assessment/ MP	Assessing the lymphatic and haematopoietic systems	<b>7</b> (238-240) <b>10</b> (391-392, 407-408) <b>11</b> (443-445) <b>12</b> (475-477, 494-495)	Assessing the lymphatic and haematopoietic systems	<b>Biopsychosocial</b> (chapter 4 & 9) <b>CTR</b>
Week 5 23-27/ 3	Functional Assessment/ MP  Objective assessments	Assessing the cardiovascular system	<b>9</b> <b>11</b> (447) <b>12</b> (471-474, 477-499)	Assessing the cardiovascular system	<b>Assess/ Document/ Outcome Measures</b> (Chapter 8, 10) <b>CTR</b>
Week 6 30/ 3-3/4	Functional Assessment /MP  Upper quarter	Assessing the respiratory system	<b>7</b> (228-230) <b>8</b>	Assessing the respiratory system	<b>PNF</b> (chapter 19) <b>CTR</b>
Week 7 20-24/ 4	<b>Patient Assessment</b>	Assessing the integumentary system		<b>Vitals Assessment (Competency)</b>	<b>Good Friday</b>
Week 8 27/ 4-1/5	PIR	Assessing the digestive system	<b>7</b> (231-235) <b>11</b> (415-443, 448-451) <b>15</b>	Vitals Assessment on simulation mannequin	<b>Acute vs Chronic</b> (chapter 7) <b>HJ</b>
Week 9 4-8/5	PIR	Assessing the endocrine system	<b>7</b> (236-238, 240-243)	Assessing the endocrine system	<b>Muscle Pathologies &amp; Myofascial Pain Syndrome</b> (Chapter 2, 7) <b>MF</b>

Week 10 11-15/ 5	PIR	Assessing the urinary and reproductive systems	10 11 (445-447) 13 14 15	Assessing the digestive systems	<b>Neurological Development/ Respiration</b> (Chapter 17)  <b>CTR</b>
Week 11 18-22/ 5	Respiration Assessment	Case studies		Assessing the urinary and reproductive systems and Revision	<b>Clinical Decision Making/Dx</b>  Chapter 33 <b>MF</b>
Week 12 25-29/ 5	Revision	Revision/ Prep for next semester		<b>Practical examination</b>	<b>Management Plan</b>  Chapter 33 <b>MF</b>
Week 13 1-5/6	<b>Final Practical</b>	No Lecture		No tutorial	<b>Revision</b>  <b>CTR</b>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

## Learning outcomes

- 1. Conduct an efficient and meaningful patient history
- 3. Know how to perform physical examination procedures for each System of the body
- 4. Perform functional postural and movement assessments
- 5. Interpret the findings from physical examination findings
- 7. Rationalize the use of each physical and functional examination procedure
- 9. Explain the role of outcome measures; describe their use and interpretation
- 10. Demonstrate appropriate use of and performance of post – isometric relaxations

## Assessment tasks

- Rehab Workbook Assignment
- Functional Practical
- Physical Theory Exam
- Functional Theory Exam
- Phys Integrated Competency

## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## Learning outcomes

- 1. Conduct an efficient and meaningful patient history
- 2. Define functional rehabilitation and compare passive from active care
- 3. Know how to perform physical examination procedures for each System of the body
- 4. Perform functional postural and movement assessments
- 5. Interpret the findings from physical examination findings
- 6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- 7. Rationalize the use of each physical and functional examination procedure
- 8. Describe the Biopsychosocial model and explain how it affects patient management
- 9. Explain the role of outcome measures; describe their use and interpretation
- 10. Demonstrate appropriate use of and performance of post – isometric relaxations

## Assessment tasks

- Rehab Workbook Assignment

- Functional Practical
- Physical Theory Exam
- Functional Theory Exam
- Phys Integrated Competency

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

1. Conduct an efficient and meaningful patient history
2. Define functional rehabilitation and compare passive from active care
3. Know how to perform physical examination procedures for each System of the body
4. Perform functional postural and movement assessments
5. Interpret the findings from physical examination findings
6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
7. Rationalize the use of each physical and functional examination procedure
8. Describe the Biopsychosocial model and explain how it affects patient management
9. Explain the role of outcome measures; describe their use and interpretation
10. Demonstrate appropriate use of and performance of post – isometric relaxations

### Assessment tasks

- Rehab Workbook Assignment
- Functional Practical
- Physical Theory Exam
- Functional Theory Exam
- Phys Integrated Competency

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- 2. Define functional rehabilitation and compare passive from active care
- 3. Know how to perform physical examination procedures for each System of the body
- 4. Perform functional postural and movement assessments
- 5. Interpret the findings from physical examination findings
- 6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- 7. Rationalize the use of each physical and functional examination procedure
- 9. Explain the role of outcome measures; describe their use and interpretation

## Assessment tasks

- Rehab Workbook Assignment
- Functional Practical
- Physical Theory Exam
- Functional Theory Exam
- Phys Integrated Competency

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## Learning outcomes

- 1. Conduct an efficient and meaningful patient history
- 2. Define functional rehabilitation and compare passive from active care
- 3. Know how to perform physical examination procedures for each System of the body
- 4. Perform functional postural and movement assessments
- 5. Interpret the findings from physical examination findings
- 6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- 7. Rationalize the use of each physical and functional examination procedure
- 8. Describe the Biopsychosocial model and explain how it affects patient management
- 9. Explain the role of outcome measures; describe their use and interpretation
- 10. Demonstrate appropriate use of and performance of post – isometric relaxations

## Assessment tasks

- Rehab Workbook Assignment
- Functional Practical
- Physical Theory Exam
- Functional Theory Exam
- Phys Integrated Competency

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcomes

- 1. Conduct an efficient and meaningful patient history
- 2. Define functional rehabilitation and compare passive from active care
- 3. Know how to perform physical examination procedures for each System of the body
- 4. Perform functional postural and movement assessments
- 5. Interpret the findings from physical examination findings
- 6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- 7. Rationalize the use of each physical and functional examination procedure
- 8. Describe the Biopsychosocial model and explain how it affects patient management
- 9. Explain the role of outcome measures; describe their use and interpretation

## Assessment tasks

- Rehab Workbook Assignment
- Functional Practical
- Physical Theory Exam
- Functional Theory Exam

## Changes from Previous Offering

New to this unit is the teaching of Postisometric Relaxation.

## Attendance Policy

### Attendance Requirements



You are to attend the tutorial in which you are enrolled. Permission to attend an alternative tutorial requires permission from the unit's convener. CCEA requires 80% attendance. Failing to meet this minimum attendance will have a negative impact on your grade.

## Disruption to Study

**Serious and unavoidable disruption:** The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of a final examination.

Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support is governed by other policies and may be sought and coordinated through [Campus Wellbeing and Support Services](#).

If a supplementary examination is granted as a result of the disruption to studies process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculty Supplementary exams are normally scheduled.)

***If you are granted a supplementary exam via the Disruption to Studies process, you will be required to write a supplementary exam in the supplementary exam period. In this scenario, only your supplementary exam mark will count towards your final exam mark, irrespective of whether or not you attended the final exam in the normal examination period.***

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. You are expected to ensure that you are available until the end of the teaching semester that is the final day of the official examination period.

## Grading Policy

### Grades

**Achievement of grades will be based on the following criteria:**

**High Distinction:** provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical

evaluation of problems, their solutions and their implications; creativity in application.

**Distinction:** provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

**Credit:** provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; plus communication of ideas fluently and clearly in terms of the conventions of the discipline.

**Pass:** provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; and communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

**Fail:** does not provide evidence of attainment of all learning outcomes.

There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; and incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

**Sometimes it helps to ‘translate’ these descriptions into numbers. So, what we expect from you in this unit, in order for you to attain a specific grade, is outlined below:**

GRADE	EXPECTATION
Pass	A minimum of 60% in each unit component (Physical & Functional); PLUS a minimum 60% total raw mark
Credit	A minimum of 60% in each unit component (Physical & Functional); PLUS a minimum 70% total raw mark
Distinction	A minimum of 60% in each unit component (Physical & Functional); PLUS a minimum 80% total raw mark
High Distinction	A minimum of 60% in each unit component (Physical & Functional); PLUS a minimum 85% total raw mark

Please see refer the **Hurdle Requirements and Serious Attempt Defined** section for passing requirements and eligibility for "second chance" examinations.

## Hurdle Requirements and Serious Attempt Defined

In order to pass this unit, you must reach each of the following 4 hurdles. There are 2 hurdle requirements for each component of this unit.

Hurdle 1): The student must obtain an average of 60% of the Physical Assessment theory component

Hurdle 2): The student must obtain an average of 60% of the Physical Assessment practical component

Hurdle 3): The student must obtain an average of 60% of the combined Functional Assessment theory component (workbook and theory exam)

Hurdle 4): The student must obtain an average of 60% of the combined Functional Assessment practical component

**Serious Attempt:** A serious attempt is defined as earning within 10% of the assessment hurdle. A corresponding supplementary exam will be offered if an individual meets the serious attempt criteria. That is, if a student obtains a 50% average marks within each component, he or she will be eligible to sit an additional exam; a second chance exam. This second chance exam will resemble a final theory exam for the theory components and a final practical (OSCE) exam for the practical components.