UNIVERSITY of TASMANIA

Healthcare in Remote and Extreme Environments

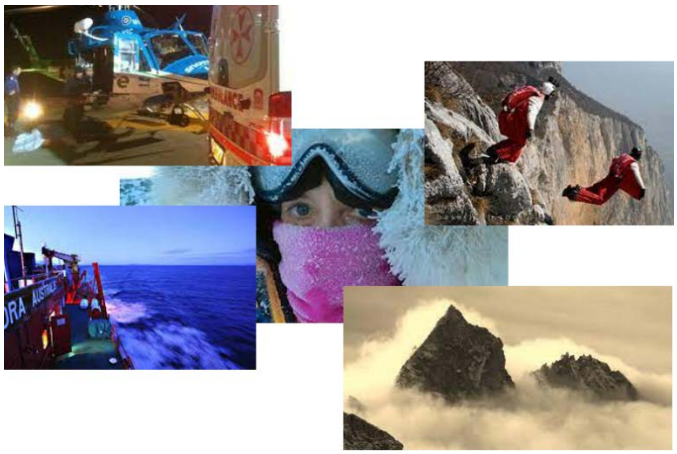
Graduate Certificate in Healthcare in Remote and Extreme Environments (M5A)

Graduate Diploma of Healthcare in Remote and Extreme Environments (M6Y)

Master of Healthcare in Remote and Extreme Environments (M7Y)

Course Handbook for current and prospective students

February 2022



College of Health and Medicine

UNIVERSITY of TASMANIA

Centre for Antarctic, Remote & Maritime Medicine

Contents

Summary

The Healthcare in Remote and Extreme Environments (HREE) program is:

- designed primarily for Doctors, Paramedics and Nurses
- offered as a Grad Certificate, Diploma and Masters
- offered with flexibility in unit choices, timing and study load
- requires a minimum professional experience of two years to enter the program
- is best undertaken by those with practical personal or professional experience in austere environments
- requires the development of an individualised study plan with a member of the faculty following (or prior to) enrolment
- taught by faculty who are all passionate about their subjects and are actually practicing healthcare in remote and extreme environments for real
- available through standalone short courses and /or with single unit enrolment for other professionals

Program Overview

The Healthcare in Remote and Extreme Environments Program is unique in the Southern Hemisphere and was developed at the Tasmanian School of Medicine with industry partners, The Australian Antarctic Division and the Australasian Society for Aerospace Medicine within the Centre for Antarctic Remote and Maritime Medicine collaboration. This handbook covers the formal higher education courses: Graduate Certificate, Graduate Diploma and Masters.

We additionally provide standalone courses in Expedition Medicine and Medical Care on Offshore and Inland waters and these ca be accessed via the Tasmanian School of Medicine's Continuing Professional Development unit .

We are in the process of developing a series of open access on-line short courses and MOOCs and they may be accessed at https://hree.tsom.utas.edu.au/

M5A, M6Y and M7Y are designed for doctors, nurses and paramedics only. The entry requirements specify a minimum of 2 years equivalent full time professional experience and require that you demonstrate some prior experiences in a remote / extreme environment setting. These are minimum requirements and the more that you have done prior to enrolling the more you will get out of the program. Understanding the unique contexts of practising in these settings is something you can only "get" through experience, and having a solid existing clinical practice foundation on which to add the material in these courses is essential to maximising the benefit of this study. The program is deliberately multi-professional as all three professions are involved in this specialty area.

The underlying assumption is that you are, or will, be providing comprehensive healthcare in a resource poor, remote and austere setting, from planning and prevention, through

primary care to emergency and disaster management. The program will not teach you the fundamental knowledge and clinical skills that you should normally learn as part of your training and ongoing conventional continuing education, but rather will focus on the additional skill sets that you will need. These include environmental medicine, logistical and operational issues, extended clinical skill sets and the knowledge and skills required to thrive in difficult circumstances.

Some of the units and courses that we offer are suitable for a wider audience and can be done as either stand-alone courses or through single unit enrolment. Click here for non-award enrolment. CAM632 Humans in Space, KHB701 Human Behaviour in Extreme Environments and CAM634 Extreme Sports Medicine in particular are suitable for a wider audience.

The program has been designed to be offered via mixed delivery methods, so that whilst some of it can be done online, some of it involves intensive residential practical courses that are held in Tasmania. Put simply, you can't learn this stuff solely online and the practical courses allow you to engage meaningfully with faculty and other students as well develop and hone practical skills.

The program is flexible in the sense that you may study at your own pace, you may start in either February (semester 1) or July (semester 2) and you may take breaks if you need to. Generous 4, 5 and 7 year time limits have been set for M5A, M6Y and M7Y respectively, as we know that most students will be working full time whilst they study. Most students will start with one of the core online units, although this is not essential. Some students enter the program by first attending a practical Expedition Medicine or Medical Care on Offshore and Inland Waters course and then enrolling in the program and gaining credit for their course.

These are "nested" courses which means that all of the units studied at Cert level can carry over into Dip, and all the Dip units can carry over into Masters. Enrolment options are flexible in that you can, for example choose to enrol in the Certificate and then subsequently enrol in the Diploma. Equally, you could enrol in the Masters and then choose to exit at Cert or Dip level if you change your mind.

From an educational perspective we utilise experiential learning on the practical courses which are structured using Miller's pyramid (knows, knows how, shows how, does) and a spiral learning approach in that you will come back and visit topics from a different standpoint, hopefully with an enhanced understanding. That is why, to some extent the order of the units isn't that important. The written assessments are deliberately designed to be "real world" assignments that bring in lots of elements and require some self-directed effort, rather than just "read and regurgitate" assessments of isolated components of the unit.

If you wish to discuss the program prior to applying please contact the Course Co-ordinator, Dr Edi Albert at edi.albert@utas.edu.au . Similarly, you should make contact once you have been accepted into the program to discuss your study plan.

What does the program look like?

This section should be read in conjunction with the Course Structure diagram (see appendix 1) and detailed information about each individual unit is given in the next section

Firstly, there are some basic terms and concepts to understand that relate to post graduate study. At UTAS a Certificate is made up of four units, a Diploma of eight units and the Master's an equivalent of twelve units.

Our program predominantly uses 12.5% credit point (CP) units. This means 12.5% of a year's full-time study. In practical terms this means **each unit will require a minimum of 10 hours of study per week for a 13-week semester**. The exceptions are the Masters units that are 25%CP units – in other words 2 units for the full year.

The program includes core (mandatory) units and elective units. At Certificate level the core units are CAM619 Medicine in Extreme Environments (semester 1, fully online), CAM503 Operational Aspects of Healthcare in Remote and Extreme Environments (semester 2, fully online) and Expedition Medicine (offered through a practical residential course). This leaves one elective unit of your choice.

At Diploma level there are a number of units to choose from. Choices are personal and should relate to your needs and interests. CAM720 (Health Research Methods) is deemed an elective unit if you are planning to exit at Diploma level, however if you will progress to Masters, then completion of CAM720 is mandatory.

The Masters component is a nominal year and there are two pathways to choose from:

- Research pathway
- Professional practice pathway

These are dealt with in detail in a separate section below.

Please note that the Course structure diagram provides a simplified overview of the program. It should not be taken to imply that units should be done in any particular order or configuration. We prefer to make early contact with students and put together individualised study plans that take account of their circumstances. For example, we have had some students who have completed their Masters year whilst working in Antarctica, and who have then completed some of the Diploma level units afterward on their return to Australia.

The only **pre-requisites** in the program are:

1. CAM619 must be completed before CAM634
2. CAM720 must be completed immediately prior to CAM723/724

There are **no co-requisites**

What are the units of study?

CAM619 Medicine in Extreme Environments (core, fully online, semester 1, self-enrolment available)

This is often the first unit tackled by those starting in February. It looks at cold, high altitude, hot (desert and jungle), maritime, underwater and aerospace as the five key extreme environments, though given the origin of this program it won't surprise you to discover that we focus more on "cold" and "high" than we do on the others. We start with the challenges of living and working in each environment, and then look at relevant physics and physiology in that environment (you can't care for people effectively if you don't start with that) before moving on to patho-physiology and clinical care of common problems. As always, the focus is that of the clinician in a remote site providing frontline care. There are non-compulsory informal Zoom tutorials spread across the semester. Assessment is all written and has several short answer type questions and two longer written assignments.

CAM503 Operational Aspects of Healthcare in Remote and Extreme Environments (core, fully online, semester 2, self-enrolment available)

This predominantly non-clinical unit provides a foundation for designing and running a healthcare facility in an austere setting. It looks at some concepts and that underpin how healthcare is delivered differently and uses case studies that showcase solutions to some of the difficulties faced. The unit starts by considering the concepts of "remote" and "extreme" and the types of populations to be found there. It then moves on to look at topics such as leadership, management and team work, disaster planning, evacuation, telehealth, and point of care testing, before finishing with additional non-medical knowledge and skills to allow you to thrive in extreme environments. Although it is predominantly non-clinical, every so often you will need to dig into your existing clinical skills and then apply them differently in a new context. There are non-compulsory informal Zoom tutorials spread across the semester. Assessment is all written and has several short answer type questions and two longer written assignments.

CAM631 Expedition Medicine (core, practical residential course, multiple offerings each year as per HREE Course calendar in Appendix 2)

This unit is a combination of an 8-day practical residential course held in northern Tasmania and a post-course written assignment. It provides you with an opportunity to cement the theory with hands on practice. We cover pre-expedition planning, medical kits, emergency response, search and rescue, stretchers and splints, steep terrain rescue, navigation, remote area communications, meteorology and common environmental medical problems. If that list hasn't got you out of breath, then the increasingly long and difficult scenarios and exercises certainly will. The course typically culminates in an extended night time search and rescue exercise that will test everything that you have learnt. Underpinning all of our teaching is a thorough practical emphasis on leadership and team work (CRM) with comprehensive debriefs. Most important of all – it is good fun. Click here for Course

information and pre-course preparation. There are multiple course offerings each year so you should check the HREE Course calendar, select the course that best suits you and register for the that course directly through our Continuing Professional Development Unit.

Course specific inquiries can be directed to cpd.medicine@utas.edu.au . Online registrations are open from the beginning of the year. The following year's calendar is usually available by the end of August and EOIs can be sent to the above email address prior to registrations opening so that you can reserve a place.

Do not just try and enrol in CAM631 – it does NOT work that way. Once you have registered for a course, then we will assist you with enrolment into the correct semester offering of CAM631. This unit provides you with an efficient and flexible way to study outside of the usual semesters, and when it suits you. **For eligible doctors, this course is accredited for the GP Emergency Medicine procedural training grant.** Rural Procedural Grants Program (RPGP)

CAM720 Health Research Methods (core for Masters students, otherwise elective at Diploma level and not available at Certificate level, fully online, semesters 1 & 2)

This unit will equip students with an understanding of the research methods used in health disciplines in order to interpret published research, and design research of their own. The Unit content includes the theoretical underpinning of both qualitative and quantitative research methods, and the links between the two. Students will learn how to search for and critically appraise published research in order to design future research projects, and make evidence-based decisions to improve practice in clinical settings. Through the course of the semester, students will engage in the skills required to produce a research proposal. These steps include formulating a research question, interrogating background literature, considering ethical requirements and selecting an appropriate research design. **For students undertaking the Masters by research pathway, this unit MUST be completed immediately prior to the research year** as it provides the mechanism by which you will develop your research project.

CAM632 Humans in Space (elective, fully online with mandatory attendance at a virtual conference, semester 2, self-enrolment is turned off)

This unit involves both online learning and attendance at the virtual Humans in Space course run by ASAM (htps://www.asam.org.au) at which you will get to rub shoulders with Australasia's leaders in the field of Space Medicine as well as scientists at NASA. This multi-disciplinary unit takes you on a journey starting with the aspiration to become an astronaut through to planning the first Mars mission. It does of course cover all the medical issues, but also exposes you to relevant specialties such as geology, engineering and physics: the role of an astronaut is a multi-faceted one. This unit has limited numbers so as to maintain the quality of the virtual conference. **Students interested in studying the unit should contact the Unit Coordinator via Melissa.Mace@utas.edu.au** to secure a place. This unit is suitable for single enrolment by a wide range of science professionals who are involved, or plan to be involved in space related research and development.

CAM634 Extreme Sports Medicine (elective, online with mandatory camp, semester 2, self-enrolment is turned off)

Extreme and adventure sports have increased in popularity over the last few years and are practiced by many people, often in remote and extreme environment settings. This unit takes a multi-disciplinary approach and looks at training, prevention, risk, bias and decision making, engineering and safety equipment, management of the injured extreme athlete, and medical event coverage. This unit broadens your medical horizons to include BASE jumping, paragliding , mountaineering, rock and ice climbing, extreme skiing and ultra-endurance running and sailing. The unit is predominantly online with one four day residential workshop. The workshop is designed to allow you to learn practical skills and gain insights from some of the country's top athletes and clinicians. The date for the workshop can be found on the HREE Course calendar. The unit has limited numbers to ensure the quality of the practical workshop. **Students interested in studying the unit should contact the Unit Coordinator via Melissa.Mace@utas.edu.au to secure a place.** This unit is suitable for single unit enrolment by a wide range of professionals including sports physicians, physiotherapists, nutritionists, coaches and athletes.

CAM635 Medical Care on Offshore and Inland Waters (elective, practical residential course, multiple offerings each year as per HREE Course calendar in Appendix 2)

This unit is a combination of an 8-day practical residential course held in southern Tasmania and a post-course written assignment. It combines theory and practice and half of the course is held aboard the iconic tall ship, the Lady Nelson. The course covers a range of topics that reflect both on-board and topside support roles and cover environmental medicine as well as shipboard safety and the practicalities of providing care on board different vessels.

Click here for Course information and pre-course preparation. There are multiple course offerings each year so you should check the HREE Course calendar, select the course that best suits you and register for the that course directly through our Continuing Professional Development Unit in the same way as described for Expedition Medicine.

CAM630 Practical Skills for Remote Medicine (elective at Diploma level, not available at Certificate level, non-standard delivery)

This unit reflects the additional skills needed by clinicians in remote environment and focuses on radiography, ultrasound, regional anaesthesia, physiotherapy and dentistry and the curriculum reflects to a large extent some of the additional training undertaken by Australian Antarctic Division doctors prior to deployment. The unit is not "taught" in the conventional sense, but rather you will gather evidence that you meet the requirements and will gain credit for this unit. Further information is available is Appendix 3. **Do not attempt to self-enrol in this unit.**

KHB701 Human Behaviour in Extreme Environments (elective, online, semester 1, self-enrolment available)

Extreme environments are so named due to the unique challenges they pose to human performance. In this online unit you will learn about the factors that characterise an environment as extreme, and how living and/or working in an extreme environment can influence human functioning. In this context, you will consider how individuals and groups can manage distress and enhance resilience. Extreme environments considered include Antarctica, outer space, military operations, disaster sites, and cults. In this unit, you will examine how intrapersonal, interpersonal, and organisational factors influence the challenges posed by extreme environments. This unit would be of benefit to students with an interest in factors which influence human performance and resilience, and to students who work in, or intend to work in, extreme environments. The unit is run by the School of Psychology and the Unit Coordinator, Prof Kimberley Norris (Kimberley.norris@utas.edu.au) can provide additional information if required.

CAA500 Advanced Diagnostic Reasoning in Out of Hospital Practice

This unit, designed primarily for paramedics, draws together theoretical and clinical concepts related to legal and ethical responsibilities, quality and safety measures, advanced diagnostic reasoning and clinical decision-making based on knowledge and evidence, in the care of individuals in a variety of settings. This course enables the development of critical thinking and analysis through evidence-based practice. The student will incorporate previously acquired knowledge and skills in patient assessment, decision making and team communication to enable the delivery of safe and effective care in a variety of out of hospital settings. Clinical decision-making theory and advanced diagnostic reasoning and judgement are examined in relation to providing quality health care to patients that avoids adverse events and patient harm. The unit is run by the School of Paramedicine and the Unit Coordinator, Emma-Kate Thornley (Emma.Thornley@utas.edu.au) can provide additional information if required.

Master's degree pathways and information

The Masters component comprises a nominal year, usually after completion of the Diploma level units and two pathways are available. There is no "coursework only" pathway. For both pathways you should commence discussion with faculty at an early stage. Both pathways will usually involve a fair amount of forward planning.

Research Pathway

The Research pathway is a traditional approach to completing a Master's degree and involves development and completion of a project to Masters standard and comprising 10,000 words. For the HREE program project options are very varied. We maintain a database of potential projects based on the faculty's areas in interest and expertise but you are free to pursue your own interests.

Projects can of course be traditionally styled research projects using quantitative, qualitative or mixed methodology, but they can also include educational interventions with an evaluation, a publishable literature review of topic that has not had a recent review published, secondary analysis of an existing data set or an audit with outcome interventions. Discuss your ideas with the faculty at an early stage. It should of course be self-evident that the research project topic needs to be relevant to remote and extreme environment healthcare.

The supervision and support for this pathway is provided by a supervisor from the HREE faculty, but also in a very structured way through the completion of CAM720 Health Research Methods in which you will develop and refine your research question, learn the methodology required and submit an ethics application.

The units CAM723/4 provide the administrative and enrolment structure for the research year. Note also that you are required to complete an additional unit from the "Masters elective list" shown in the Course structure document in Appendix 1. This can be done prior to starting the Masters year or during it. The choice of elective should match your learning needs related to your project.

Professional Practice Pathway (PPP)

The PPP is designed for those practicing in a remote and extreme environment who do not want to focus their efforts on one single project. The pathway has workplace / placement requirements and involves the completion of several non-clinical activities and the production of a portfolio.

Full details of the PPP are to be found in Appendix 4. Note that due to the stringent requirements for workplace location(s) it is quite reasonable to split these up into more than one placement over a period of time, and similarly to complete some or all of your placement time prior to completing all of your Diploma level units. As always, the best approach is to discuss this with the course co-ordinator at an early stage and put an individualised study plan together that suits your circumstances.

Assessment of Certificate and Diploma level units

Assessment in the HREE program involves both formative and summative components and follows the University policy and guidelines. We have prepared a short summary of the University policy as it applies to the HREE program and this is presented in Appendix 5, with a link to full the document.

The design of the teaching and assessment of CAA500 and KHB701 rests with the Schools of Paramedicine and Psychology respectively.

We have several underlying philosophies in the HREE program that relate to how we assess. We start with the concept that this program is intended to provide post-graduate study for established and motivated professionals who already have a higher education background as well a professional experience. We expect you to be communicative and well organised and we expect that you already come with the standard modern array of IT, report writing and literature searching skills.

We want you to focus more on learning than on marks. Easy for us to say, but we find that students who have over-committed in terms of study tend to become assessment rather than content focused and then paradoxically get lower marks. Slow down, immerse yourself in the content, “read” widely and you will do better.

We aim to engage with students early on in each unit, and thus a short formative assessment or task is presented early on. With the online units this may be in the form of a short task that should be submitted to the discussion board and with the practical units this is a short quiz to be returned prior to the course.

In our sphere of practice assessing knowledge is relatively easy, but has limited benefit, and thus assessment of knowledge is limited to a few short answer questions, for example in CAM503 and CAM619. Application of knowledge is more meaningful to test and for our purposes and we do this by providing “real world” written assignments. A significant amount of the work of a remote / extreme environment clinician relates to preparation, prevention and planning. The written assignments in CAM503, 619, 631, 632, 634 and 635 reflect this. These assignments have all been drawn from real tasks that faculty have undertaken and then modified for assessment purposes.

Thus, written assignments will require a substantial amount of your own research and reading and to integrate this with the frameworks and principles that we teach in each unit. It is difficult to imagine the context of the assignments if you have never been to a similar place, which is why we specify a minimum amount of remote and extreme environment experience.

We have already mentioned spiral learning, and a good example of this are the written assignments in CAM503 and CAM619. The written assignment at the end of CAM503 is easier if you have already done CAM619, and the written assignment at the end of CAM503 is easier if you have done CAM619. It is worth re-visiting previous assignments from time to

time and consider how you might do them differently with your extra knowledge as you progress through the course.

Although our online units are online, there are actually several very real and approachable human beings involved the in the delivery of the unit. If you have any problems or questions or need clarification or guidance, then contact them for help.

The practical units – CAM631 and CAM635 and the "camp" in CAM634 provide a real opportunity to do things differently. Human beings are for the most part social animals and even in isolated remote practice we tend to function in mixed, multi-disciplinary teams. The practical units will see you live, work, eat and play with the other students and course instructors. The reality is that everybody comes on to these courses with a different background and different levels of knowledge and skills in the different topic areas, and similarly everybody leaves with a different but hopefully more advanced and augmented set of skills.

Also, working in teams is a big part of both practical courses. These are fundamental and affect our teaching and assessment approach. We expect you to be able to nail the core skills competently and consistently but we don't expect you to get everything we teach down to a high standard. We expect you to develop your leadership and followership skills and demonstrate these. We do not take the same approach as ALS, EMST, APLS, ALSO type courses with an MCQ paper and several individual protocol driven high stakes scenarios, but rather we use regular formative assessment informally during teaching and more formally as debriefs of all the scenario based teaching we do. The final assessments are mostly team-based, fun and practical. Thus, these units use an ungraded pass.

Course FAQs

Can I do the Expedition Medicine Course or the Medical Care on Offshore and Inland Waters course without being enrolled in the Cert, Dip or Masters?

Yes. These are both standalone short courses. For the Expedition Medicine course, we also welcome additional professions such as guides, outdoor educators and instructors, and we offer a process for recertification of WFR / WFA. Contact cpd.medicine@utas.edu.au

Can I enrol straight into the Diploma or Masters?

Yes, you can. You can enrol in just the Certificate and then if you like it, enrol in the Diploma and then Masters, or you can enrol straight into the Diploma or Masters. If for some reason you choose to exit prior to completion of the Diploma or Masters, you can be credited with whichever qualification matches the number of units you have completed.

I am not a doctor, a nurse or paramedic…is there any opportunity to study these subjects?

Yes… and no. No, in that the whole HREE postgraduate program (M5A, M6Y, M7Y) is open only to established doctors, nurses and paramedics. This is because the course has clinical practice at its heart.

However, there are some options for you.

Single unit enrolment is available. Extreme Sports Medicine (CAM634), Humans in Space (CAM632) and Human Behaviour in Extreme Environments (KHB701) are suited to a broader audience. Visit Non-award enrolment to study a single unit and contact edi.albert@utas.edu.au to discuss suitability.

We are developing MOOCs in Humans in Space, and Extreme Sports Medicine. These are open access and will become available during 2022 at https://hree.tsom.utas.edu.au/ .

I am an undergraduate medical student and would like to study some of these topics. What are my options?

We have established an elective and selective program for final year Utas medical students. Please apply through your elective's coordinator. Utas nursing and paramedic students are also welcome although these courses do not have formal electives. There is a limit of one such student per course. We encourage inquiries from other students and will deal with them on case-by-case basis.

I want to do an MPH. Can I study these units as part of my UTas MPH?

Yes, you can. You may study some of these units as electives in the MPH. Please contact the Director of the Master of Public Health, Professor Roger Hughes or Dr Louise Clark for further information.

I am either studying or considering the Master of Advanced Paramedicine. Can I study one or more of these units as part of that degree?

Yes, probably. Discuss this with the course co-ordinator of the Advanced Paramedicine Program. Decisions are made on an individual basis. Note that the Advanced Paramedicine program is being redesigned in 2022 and access to some HREE units may become standard through the development of new streams.

When can I start the program?

You may start in either semester 1 (February) or semester 2 (July). The only pre-requisite in the program is that you complete CAM619 Medicine in Extreme Environments prior to enrolling in CAM634 Extreme Sports Medicine. An alternative approach is to "try before you buy" and complete an Expedition Medicine or Medical Care on Offshore and Inland Waters course and have it credited after enrolment.

How suitable and how flexible is it for me?

Well, you can choose which semester to start in, and you may vary the number of units per semester, and you may also take breaks in your study (pending approval by the School of Medicine). We like to touch base with each student prior to commencement of studies, at least by email or preferably over the phone to get a sense of where they are at and to come up with a practical study plan. Please note, as a rule you will need to allow 10 hours per week per online unit. The more prior experience you have in remote / extreme environment settings the better this course will be for you. Prospective students with only the minimum required experience may consider deferring enrolment and going "bush" for a while first.

How much does it cost?

Core online units:
CAM619 and CAM503.....$3,291

Elective Units
CAM631, CAM632, CAM634, CAM635.....$5,175

CAA500.....$2,404

KHB701.....$2,445

Master's units:
CAM703 and CAM704 .....$4,804

CAM723 and CAM724.....$2,525

Note that CAM631 and CAM635 fees cover the 8-day practical course and include some food and accommodation, and that CAM632 and CAM634 include workshops with additional international and interstate guest presenters.

Are there Commonwealth Supported Places (CSPs) available

There are no CSPs available in this program. It is full fee paying, although students are provided with a discounted rate for the Expedition Medicine and Medical Care on Offshore and Inland Courses.

Can I put it on HECS?

You can use Fee Help, the post-graduate equivalent of HECS.

> HELP Loans – FEE-HELP (for Full-Fee Paying Places)
>
> A Full Fee Paying place is NOT Commonwealth supported, that is, not subsidised by the Australian Government.
>
> If you are a domestic student in a Full Fee-Paying place, you must pay full tuition fees for your studies. Eligible Full-Fee Paying students (Australian citizens and Permanent Humanitarian Visa holders) may be eligible for a FEE-HELP loan to pay all or part of their tuition fees. The following links will provide further information:
>
> - Australian Government StudyAssist;
> - UTAS HELP Loans

I am studying with another institution and am interested in one or more of these units as an elective. Is that possible?

From our point of view…absolutely. The decision whether to accredit our unit rests with the institution with whom you are doing your degree.

Can I do this all on-line?

Definitely not. Whilst online learning can be efficacious for some aspects of education, and convenient for some students, it is not possible to gain a well-rounded and balanced education in remote and extreme environment healthcare without practical face to face sessions. These practical elements are delivered through residential courses held in Tasmania.

Course Administration and how to get started

Accepting your Offer

eApplication is where you apply and accept your offers. Your eApp login details will be sent to you by email. GO TO eAPP and ***After you have accepted your Offer, you can log into eStudent and enrol in your units***

Login Details

- *eStudent*

  New Student: If you are new to the university, you will receive your new login details (via pop up and/or email to the address you applied with subject line '**Initial Password Notification**'. Use these to access the University systems, including eStudent, and the Student Portal (through which you can access MyLO and your University webmail).

  Already A Student? If you have accepted an offer to study with us in the past, you will already have a University email address to log in with, but you may need to reset your password. If so, please contact the **UTAS Service Desk 03 6226 2600**.

  More information is available at How do I get my University of Tasmania username and password?

- *MyLO*

  You will log into MyLO using your password and UTAS email. MyLO is the online learning environment at the University of Tasmania. MyLO stands for My Learning Online. For all units with an online presence, MyLO is the system which is used to host the Unit's online materials and activities. Click here for further information

Enrolling in Units

Before you enrol in any units, read the unit summary in this handbook first**. Not all of our units are open for self-enrolment.** Once you have accepted your offer, you can then enrol in your units in eStudent:

1. GO TO eSTUDENT then click in 'MyStudy' tab
2. Select 'Manage my Course' and add your major and any other units to your study plan. Use the 'view' option to know when and where each unit will be available.
3. Select 'Plan and enrol' to schedule these units to a study period (e.g. add unit KEA101 to '2021 Semester 1'). If you make a mistake, you can easily drag and drop units back in the unscheduled section. Note: While you can plan out your whole degree, you can only schedule units for currently available study periods.
4. Once you have your units scheduled, click 'Enrol' to enrol in all the units for that study period. You will then be able to select the location of your units.
5. Click 'Manage my Course' again to see, at a glance what you are enrolled in.

If you have missed any key tasks, you will be prompted to complete them before you can enrol. For more detailed assistance follow this step by step eStudent Enrolment Guide

Before you enrol, there are a few things you need to do

- Know your course. Plan out your options for majors and units with the Course and Unit Handbook and first year Unit Selection Guide.
- If you are eligible and want to defer fees to a HELP Loan, you'll need your Tax File Number (TFN). Apply for a TFN if you do not have one already.
- Get your Unique Student Identifier (USI). Create a USI today - it only takes five minutes.
- Complete your pre-enrolment tasks in 'MyTasks' in eStudent.

If you are having trouble enrolling there is also a guide available in the Student Portal.

I have accepted my offer, but I cannot enrol in my units. What is the problem?

If you have logged into eStudent and are unable to select units for enrolment, make sure you have:

- Met any of the conditions on your offer letter - you will not be admitted to your course and be able to enrol until these have been met.
- Completed all of the pre-enrolment actions at the top of your Study Plan.
- Selected a unit that is actually open for self-enrolment. Check the unit summary in this handbook
- Followed the enrolment guide

If you are still unable to select and enrol in units, contact UConnect for assistance.

How to Pay

To generate your invoice:

- Log in to eStudent
- Go to 'Manage My Course' (via My Study), then click 'Transcripts and Invoices'.
- Click the 'Request' button to email yourself your Tax Invoice/Statement of Account, which contains information on how to make payment. You will receive within a matter of minutes.

Payment Methods

You can pay your tuition fees or student contribution using one of the recommended methods listed below.

Payments made by these methods should be displayed on your eStudent within 3 working days of receiving the payment. To access your payment information, login to your eStudent, click on 'My Overview', then 'Financial Summary'.

It is your responsibility to check that your payment has been received. If your payment is not listed on eStudent within the above timeframe, please contact UConnect.

Withdrawal from units

1 Log into eStudent and navigate to the 'MyStudy' tile.

2 Select 'Manage my course' for your course and select 'Withdraw from a Unit' from the menu on the left-hand side of the page.

3 Select the unit or units you wish to withdraw from and **press the red 'Confirm' button**.

4 Review your selection on the pop-up that appears (this gives you the opportunity to check and change your mind), select your reason for withdrawing and **press 'Ok'** at the bottom of the pop-up.

5 You must make sure you then see the message: '<unit/s> has been successfully withdrawn'. If you do not see this confirmation message you will not have been withdrawn correctly - go back to Step 3, above.

6 Double check you have been withdrawn by selecting 'Manage my course' on the left side of the page and confirming the units are no longer listed as 'Enrolled'.
If you have followed the instructions in eStudent and have still been unable to withdraw, contact UConnect to request a manual withdrawal from the units.

Unit Withdrawal Guide eStudent Unit Withdrawal Guide (PDF, 207KB)

Before you withdraw

Are you currently receiving a merit-based Scholarship? Contact the Scholarships Office to discuss your situation before withdrawing from one or more units.

- *International Students:*
  Be aware that withdrawing from one or more units may affect your Student Visa. Please read the details on the Conditions of your Student Visa before proceeding
- *Domestic students:*
  Are you currently receiving a government support payment? Withdrawing from one or more units of study may affect your payments. You may wish to discuss your situation with Centrelink.

What happens if I miss the deadline to withdraw from a unit?

You will need to consider whether to stay enrolled and complete the unit or withdraw.

- If you withdraw after the census date has passed, you will be liable for the unit's fees and charges.
- If you withdraw after the 'last date for withdrawal without fail' (see Key Dates - 'All Study Period Dates...' tab), as well as being liable for fees, you will have a fail grade for the unit.

You are not entitled to a refund of fees after the census date of a unit has passed - even if you intended to withdraw from the unit or advised your lecturer you would no longer be attending classes.

However, if you can demonstrate you withdrew due to circumstances outside of your control that occurred after the census date, you can apply for 'remission' (cancellation or refund) of the tuition fees and academic penalty.

Circumstances may include: Medical reasons; Family/personal reasons; Employment related reasons; Course related reasons

How do I apply for a remission of debt in special circumstances?

Find information about application requirements and the downloadable Remission of Fees Request - Guide and Form on the student forms page. This needs to be submitted within 12 months of the date you withdrew (or of the end of the study period if you did not withdraw).

If the reason you withdrew from (or failed to complete) units was medical, personal / family, employment, or course related, and was both beyond your control and occurred after the census date, you may be eligible for:

- Cancellation of any HECS-HELP or FEE-HELP debt incurred for the units; and/or
- Refund of any Student Contribution or tuition fees paid up front; and/or
- Removal of academic penalties

Make sure you read the **Information on Remission Assessment Criteria Information** carefully to determine if you are eligible and so you know the sorts of supporting information you will need to provide.

Note:

- You will receive confirmation that your application has been received within 15 business days of receipt and the assessment will cover remission of both the academic and financial penalty.
- You will receive an outcome for your application within 45 business days from the notice of receipt (or 60 business days from submission of the application, whichever comes first).
- Student Services and Amenities Fees are **not** able to be remitted - you will remain liable for any unpaid SSAF.

If you have any questions on applying for remission, contact UConnect and if you need assistance and support managing the impact of your circumstances, please talk with a Student Adviser.

I want to take a break – how can I pause my studies?

You can request a 'Leave of Absence' (LOA) that will put your studies on hold.

To apply, complete the Leave of Absence Request form online via the 'Forms' tab in eStudent.

- Only apply for an LOA if you have been enrolled through at least one census day
- Once your request has been assessed the outcome will be emailed to your UTAS email account.
- Time spent on an LOA will still count towards your maximum time you have to complete your course.

If your request is not approved and you decide to take a break from your study, you may need to reapply for your place in the course.

Domestic students:
You may access a maximum of 12 months Leave of Absence.

International students:
Leave of absence is usually granted for 6 months / 1 semester. Up to 12 months leave of absence may be considered for compassionate or compelling grounds or due to course structure. This will be assessed on a case-by-case basis.

We encourage you to make an appointment with your International Student Advisers before applying for a leave of absence.

If you have not ACCEPTED your offer, you may be eligible to 'defer' your offer for 12 months see Am I able to defer my offer at UTAS?

Key Dates page

When starting University, there are some important dates you need to be aware of. These include Orientation Week, the start of the semester, census date, and the release of exam timetables.

Census Date
If you withdraw from units after the census date has passed, you will remain liable for the units' fees, even if you do not complete the unit.

Last date for withdrawal without fail.
If it is after this date, you will remain liable for the units' fees and you will incur an academic penalty ('Fail' grade).

Please click in the following link Key Dates for these specific dates in each teaching period, and to note in your calendar.

Referencing

ENDNOTE

EndNote Desktop is software used to manage your references and format your bibliography. It is produced by Clarivate Analytics and University of Tasmania has a site-wide licence. The latest version at UTAS is EndNote X9

- ✓ Freely available for University of Tasmania staff and students
- ✓ Training and support

EndNote enables you to:

- transfer and store references from electronic databases and library catalogues
- insert citations to Word as you write.
- change styles easily and format a bibliography.
- view and annotate your PDFs.
- find full text.
- sync your library and work across devices and platforms.

HREE Staff

Contacts

- General academic inquiries and strategic program development to edi.albert@utas.edu.au
- Administrative inquiries relevant to M5A, M6Y and M7Y to Melissa.Mace@utas.edu.au
- Expedition Medicine and Medical Care for Offshore and Inland Waters Course – general inquiries to: cpd.medicine@utas.edu.au
- AAD doctors contact Brenton.systermans@utas.edu.au
- Research projects and Extreme Sports Medicine contact larissa.trease@utas.edu.au

Also of use will be:

- UConnect: U.Connect@utas.edu.au / 1300 826 663
- UTAS Service Desk: (03) 6226 2600 (IT and Password queries)

Who will actually be teaching me?

A course can only as good as the calibre of the teaching staff. Oh… and the support staff, but that is another story.

All of the faculty work clinically in medicine, nursing or paramedicine and their Utas role is only fractional. We have no desk bound ivory tower people who have lost touch with reality, and no "wannabees" who haven't actually been out there and done this stuff for real.

The current faculty are:

- Edi Albert; Dave Brown; Amanda Hewson; John Cherry; Rob Dickson; Georgie East; Dan Lack; Glenn Singleman; Brenton Systermans; Lari Trease; Alicia Tucker

Gordon Cable has moved back to his substantive role with the Royal Australian Air Force as Senior Aviation Medical Officer and is no longer part of the formal HREE faculty, but continues to teach on the ASAM Humans in Space Course. His role in developing the Humans in Space unit is acknowledged, and we are very grateful that he has been able to share his expertise with all of us.

For the Expedition Medicine courses we engage additional staff:

- Nick Hancock; Gary Kuehn; Chris Holden; Elen O'Donnell; Clive Strauss and Chris; Gallagher (courtesy of AAD)

For Humans in Space, we are joined by:

- Gordon Cable; Bob Thirsk; Angie Buckley; Giles Clement

Appendix 1 – Course Structure

UNIVERSITY of TASMANIA

Healthcare in Remote and Extreme Environments

College of Health and Medicine

Graduate Certificate in Healthcare in Remote and Extreme Environments (M5A)

50 credit points

- **CAM503** Operational Aspects of Healthcare in Remote and Extreme Environments — *Fully online S2*
- **CAM619** Medicine in Extreme Environments — *Fully online S1*
- **CAM631** Expedition Medicine — *8 day residential course; Plus Online assessment S1,S2,Spring School*
- **Elective** — *Select from GradCert list*

Graduate Diploma of Healthcare in Remote and Extreme Environments (M6Y)

100 credit points

- **CAM503** Operational Aspects of Healthcare in Remote and Extreme Environments — *Fully online S2*
- **CAM619** Medicine in Extreme Environments — *Fully online S1*
- **CAM631** Expedition Medicine — *Online assessment S1,s2, Spring School; Plus 8 day residential course*
- **Elective** — **If progressing to Masters you must select CAM720 Health Research Methods Online/On Campus*
- **Elective** — *Select from GradDip list*
- **Elective** — *Select from GradDip list*
- **Elective** — *Select from GradDip list*
- **Elective** — *Select from GradDip list*

Master of Healthcare in Remote and Extreme Environments (M7Y)

150 credit points

Complete Graduate Diploma and choose 50 cp from one of the TWO pathways

Option 1 - Research Pathway

- **Elective** — *Select from Master list*
- **CAM723** Major Project Part A — *Online/On Campus S1 & S2*
- **CAM724** Major Project Part B (25 cp) — *Online/On Campus S1 & S2*

OR

Option 2 - Professional Placement Pathway

- **CAM705** Professional Practice A (25 cp) — *Fully online Sem 1, 2*
- **CAM706** Professional Practice B (25 cp) — *Fully online Sem 1, 2*

Elective List

GradCert Electives (Select 1 elective from GradCert list)	Sem 1	Sem 2	Spr Sch
CAA500 Adv Clinical Reasoning in Out of Hospital Practice (***Fully online***)	✓		
CAM632 Humans in Space *(a compulsory Residential short course is included in this unit)*		✓	
CAM634 Extreme Sports Medicine *(a compulsory Residential short course is included in this unit). CAM619 is a prerequisite unit*		✓	
CAM635 Medical Care for Offshore and Inland Waters *(a compulsory Residential short course is included in this unit)*	✓		✓
KHB701 Human Behaviour in Extreme Environments (***Fully Online***)	✓		

GradDip Electives (Select 4 electives from GradDip list)	Sem 1	Sem 2	Spr Sch
CAA500 Adv Clinical Reasoning in Out of Hospital Practice (***Fully online***)	✓		
CAM630 Practical Skills for Remote Medicine (***MUST Contact Edi Albert BEFORE ENROLLING***)	✓	✓	
CAM632 Humans in Space *(a compulsory Residential short is included in this unit)*		✓	
CAM634 Extreme Sports Medicine *(a compulsory Residential short course is included in this unit)*		✓	
CAM635 Medical Care for Offshore and Inland Waters *(a compulsory Residential short course is included in this unit)*	✓		✓
KHB701 Human Behaviour in Extreme Environments (***Fully Online***)	✓		

Master Electives (Select 1 elective from Master list)	Sem 1	Sem 2	Spr Sch
CAM520 Global Health Systems	✓	✓	
CAM528 Introduction to Epidemiology	✓	✓	
CAM529 Introduction to Public Health	✓	✓	
CAM530 Systems Thinking in Public Health		✓	
CAM538 Translational Research and Health Service Innovation	✓	✓	
CAM539 Leading in Health and Human Services	✓	✓	
CAM618 Needs Assessment and Evaluation	✓	✓	
CAM621 Risk Management and Governance	✓		
CAM625 Introduction to Biostatistics		✓	
CAM627 Extended Epidemiology and Biostatistics		✓	
CAM629 Life-course Epidemiology	✓	✓	
CAM633 Public Health Intervention Practice	✓		
***CAM720** Health Research Methods	✓	✓	
CAM722 Leading and Managing change in Health and Human Services		✓	

Appendix 2 – HREE Short Course Calendar

Health Care in Remote and Extreme Environments Course Calendar 2022

JANUARY 2022						
Su	Mo	Tu	We	Th	Fr	Sa
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

FEBRUARY 2022						
Su	Mo	Tu	We	Th	Fr	Sa
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	1	2	3	4	5
6	7	8	9	10	11	12

MARCH 2022						
Su	Mo	Tu	We	Th	Fr	Sa
27	28	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2
3	4	5	6	7	8	9

APRIL 2022						
Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
1	2	3	4	5	6	7

MAY 2022						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4
5	6	7	8	9	10	11

JUNE 2022						
Su	Mo	Tu	We	Th	Fr	Sa
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2
3	4	5	6	7	8	9

JULY 2022						
Su	Mo	Tu	We	Th	Fr	Sa
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

AUGUST 2022						
Su	Mo	Tu	We	Th	Fr	Sa
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

SEPTEMBER 2022						
Su	Mo	Tu	We	Th	Fr	Sa
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

OCTOBER 2022						
Su	Mo	Tu	We	Th	Fr	Sa
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

NOVEMBER 2022						
Su	Mo	Tu	We	Th	Fr	Sa
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3
4	5	6	7	8	9	10

DECEMBER 2022						
Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7

COURSE and UNIT ENROLMENT PATHWAY

MCOIW (CAM635)

- ✓ Mar course = Sem 1 enrolment
- ✓ Apr course = Sem 1 enrolment
- ✓ Oct course = Spring School enrolment

Click here to register and make payment
Enquiries? email cpd.medicine@utas.edu.au

EM (CAM631)

- ✓ Apr course = Sem 1 enrolment
- ✓ May / June course = Sem 2 enrolment
- ✓ July / Aug course = Sem 2 enrolment
- ✓ Sept course = Sem 2 enrolment
- ✓ Nov course = Spring School enrolment

Click here to register and make payment
Enquiries? email cpd.medicine@utas.edu.au

ESM (CAM634) = Sem 2 enrolment
To register interest email Melissa.Mace@utas.edu.au

HiS (CAM632) = Sem 2 enrolment
The Humans in Space course is run by ASAM and course dates will be advertised separately.
To register interest email Melissa.Mace@utas.edu.au

Unit enrolment has been switched off in each unit due to limited spaces being available. Students will be provided with instructions on how to enrol once they have registered for a short course (CAM631 / CAM635) or registered their interest (CAM634 / CAM632).

Medical Care on Offshore and Inland Waters

Extreme Sports Medicine

Expedition Medicine

UNIVERSITY of TASMANIA

The Human in Space virtual workshop dates are: 23-24th July and 30-31st July 2022.

Appendix 3 - CAM630 Practical Skills for Remote Medicine

CAM630 is what we call a "ghost" unit in terms of its semester offerings. You can't enrol in it directly as it doesn't exist in the normal way. So, don't try.

When we did our original curriculum design for the program, we were influenced by the AAD collaboration and hence the AAD doctors' pre departure training program. We pulled out a series of practical skills that we do not teach elsewhere in the program and that are part of the remote / extreme environment healthcare professionals' extended skill set.

These curriculum areas are in remote area radiography, ultrasound, dentistry, musculo-skeletal medicine / physical therapy, and regional anaesthesia.

AAD doctors are automatically credited with this unit when they do their pre-departure training. Other students can complete the unit in their own time at their own pace, and indeed some will already have met some of the requirements.

The expectation would be that you complete this over the next year or more, depending upon what you have or haven't already done and your ability to get leave for placements or courses. There is no rush as the credit process will happen as soon as you have completed the requirements. There is no need to wait for a particular year or semester.

UTAS runs courses that meets the requirements for regional anaesthesia and dentistry through its Continuing Professional Development Unit (CPDU)

Any of the 5 days commercial ultrasound education providers' courses will be fine too – as long as you have a broad spread of topics e.g., a course featuring e-FAST, gall bladder, vascular etc would count, whereas a one focussing only on e.g., cardiac wouldn't.

MSK / physical therapy could be done through a practical course or a placement with a physio and / or sports physician.

Radiography (note radiography, not radiology) can be best done by completing the relevant qualification in the state or territory in which you work). From early 2022, that Tasmanian Remote X-ray Operators Course will be accessible via https://hree.tsom.utas.edu.au/ and will contain both online knowledge based and practical placement components.

We plan to have a sixth curriculum area in psychological first aid in the wilderness by 2023, in which case you would complete 5 out of 6 curriculum areas. This is not yet available.

Discuss your ideas / options first to double check that we consider them suitable. **Online courses are NOT suitable for this unit.**

Once you have met the requirements and provided us with written evidence, we will then credit you with the unit. As we are not teaching this unit conventionally, there are no fees – we simply grant advanced standing.

Intended Learning Outcomes

Intended Learning Outcomes have been divided according to the relevant discipline. Demonstrate the ability to perform radiographic studies to the standard of the Rural and Remote X-ray Operator's Course:

- Demonstrate the ability to perform real time ultrasound studies relevant to remote medical practice;
- Demonstrate the ability to perform basic physical therapy management;
- Demonstrate the ability to provide emergency dental treatment, and;
- Demonstrate the ability to provide a range of regional anaesthetic blocks relevant to remote medical practice.

Curriculum Requirements

Assessment task 1:

One of three:

i) Completion of pre-departure training on plain radiography as Antarctic Medical Practitioner. Completion confirmed by Chief Medical Officer.

ii) Completion of Rural and Remote X-ray Operator's course within Australia, or overseas with prior approval from the Unit Co-ordinator

iii) Portfolio of X-rays taken by student as submitted as JPEG with comment on clinical indication, image quality and kVA and mAS settings. Signed confirmation of origin of X-rays from pre-approved radiography supervisor

Assessment task 2:

One of three:

i) Completion of pre-departure training on ultra-sound as Antarctic Medical Practitioner. Completion confirmed by Chief Medical Officer.

ii) Completion of relevant ultrasound course within Australia, or overseas with prior approval from the Unit Co-ordinator

iii) Portfolio of ultra-sound static images submitted as JPEGs. Signed confirmation of origin of images from pre-approved radiography supervisor

Comment: if option 3 is chosen, it is expected the portfolio contains a range of studies including vascular access, e-FAST, gall bladder, obstetric, ECHO and AAA.

Assessment task 3

One of three:

i) Completion of pre-departure training on dentistry as Antarctic Medical Practitioner. Completion confirmed by Chief Medical Officer.

ii) Completion of relevant dental course within Australia, or overseas, with prior approval from the Unit Co-ordinator

iii) Signed confirmation by pre-approved registered dental practitioner that all ILOs have been met during placement.

Comment: if choosing option 3, please click here for ILOs / topics (emergency dentistry)

Assessment task 4

One of three:

i) Completion of pre-departure training on musculoskeletal medicine as Antarctic Medical Practitioner. Completion confirmed by Chief Medical Officer.

ii) Completion of relevant course within Australia, or overseas, with prior approval from the Unit Co-ordinator

iii) Signed confirmation by pre-approved registered physiotherapist, sport's physician or other suitable practitioner that all ILOs have been met during placement.

Comment: the idea behind this curriculum area is that as a solo remote practitioner you will not be able to refer a patient to a physiotherapist. Thus this area is about building not only assessment and diagnostic skills, but more importantly to be able to offer basic post injury / rehabilitation treatment in the commonly injured areas: ankle, knee, shoulder and back. If choosing option 2 or 3 then all of these topics must be covered.

Assessment task 5

One of three:

i) Completion of pre-departure training in anaesthetics as Antarctic Medical Practitioner. Completion confirmed by Chief Medical Officer.

ii) Completion of relevant regional anaesthesia course within Australia, or overseas, with prior approval from the Unit Co-ordinator

iii) Signed confirmation by pre-approved medical practitioner that all ILOs have been met during placement.

Comment: if choosing options 2 or 3 then whilst US guided blocks can (and probably should) be included, there needs to be coverage of non US guided blocks that can usefully be done in a pre-hospital setting when POCUS is not available. These should include facial, dental haematoma and fascia iliaca blocks.

Appendix 4 - Professional Practice Pathway (CAM705 / 706)

The Professional Practice Pathway (PPP) provides an alternative pathway to completion of the Master of Healthcare in Remote and Extreme Environments for those not interested in research. We do not offer a fully taught Master's program, but rather we seek to individualise the final year and to support you to further develop and demonstrate your *mastery* of this discipline.

The PPP consists of 2 units for administrative purposes: CAM705 and CAM706 and you must be enrolled in both. However, there is only one version in MyLO as CAM705/706 for practical purposes. The PPP unit is shared with the Master of Health Leadership and the Master of Clinical Redesign. You will be able to gain access to the learning materials for these programs should they be relevant / or of interest to your own studies.

As the unit is shared, the intended learning outcome (ILO) is very broad:

"Demonstrate professional practice competencies in the workplace"

For the purposes of HREE, the course learning outcomes (CLOs) are those upon which we focus:

1. *Describe and apply an approach to the planning, organisation and delivery of healthcare in remote and extreme environments*
2. *Integrate specialised knowledge and skills relevant to extreme environments in to their clinical practice;*
3. *Describe and apply a range of non-medical skills essential for thriving and operating in extreme environments*
4. *Synthesise novel solutions to emergency situations in remote and extreme environments*
5. *Integrate leadership, research and evaluation into the design and development of service delivery in remote and extreme environments.*

In HREE the PPP is a nominal year, with a large portion of that year spent in one or more remote / extreme environment settings.

For visual and administrative purposes, the PPP is shown structurally as an academic year to be completed after the 8 Diploma units. However, there can be some flexibility granted to suit your own circumstances. In other words, you can plan ahead with the course co-ordinator to split the placement times up over several years if that is more convenient and assign portfolio tasks for each placement. Equally, it may be possible to complete some or all of your placement and portfolio tasks before you have finished all the diploma units. <u>What you can't do is try and retrospectively claim time spent without any portfolio tasks linked to it.</u>

The work to be completed will be negotiated with your supervisor in advance and will be presented as a written portfolio of approximately 10,000 words. There is a *viva voce*

assessment with your supervisor and a second examiner in which you will *defend* your portfolio.

Workplace requirements

The student must be spending at least 8 months in a remote / extreme environment, of which a conventional role in an Australian MMM6 or 7 (https://www.health.gov.au/health-workforce/health-workforce-classifications/modified-monash-model) area may only count for 50%.

Australian Government Health Workforce Locator provides a map that shows you what classification a location is given. The most recent version of the MMM is the one that this program will use. This is currently the 2019 version. Thus, it should be clear that you will need to spend at least four months doing something "different". This is explained in detail below.

The majority of your 8 months in a remote / extreme environment workplace should be spent preferably during the year in which the PPP is undertaken, however, time spent in remote / extreme environments in the preceding 2 years can be considered at the course co-ordinator's discretion if it has been planned for. We understand that the time commitments in these locations are stringent and thus are happy to offer flexibility where appropriate. The golden rule is to discuss your plans with the course coordinator at as early a stage as possible.

Similarly, life plans change and opportunities arise: it may not be as simple as complete 8 units and then do the PPP. Opportunities may arise, or vocational training requirements or family commitments may need to be balanced. Thus, at the course coordinator's discretion you may complete the PPP prior to completing all of the taught units in the Diploma – as long as you have completed sufficient study to complete the PPP competently.

Students may choose one or more separate workplaces that involve at least two different extreme environments (cold, high, hot, maritime, underwater and aerospace). These workplaces can be anywhere on the planet (or in the future, may include space travel!)

For students whose major focus is in aerospace medicine, retrieval medicine, diving and hyperbaric medicine or extreme sports medicine, exceptions to the above may be made at the course co-ordinator's discretion. In other words, you may have your physical workplace in an urban centre for part of this time *IF* the work you are doing involves preparation, planning, and support for extreme environment activities. Similarly, if you are working in a retrieval environment, you may count some time spent based in an urban or regional centre *IF* your retrieval flights take you into remote settings.

Acceptable (non-standard MMM6 and 7) remote and extreme environment workplaces may include, but are not limited to:

- Deployments with the Australian Antarctic Division or Australian Defence Force
- Deployments with Australian Border Force on patrol vessels

- Overseas deployments with charitable / humanitarian agencies to developing countries and / or disaster sites eg AUSMAT, UNICEF, MSF, Himalayan Rescue Association
- Work of a medical nature at ski resorts (including summer time for mountain bike events)
- Preparation and travel to provide medical support at sports events taking place in a remote / extreme environment setting
- Office based medical work providing topside services and / or expeditionary travel planning, risk management and assessment activities for commercial organisations
- Mars Society research and simulation centres
- NASA, European Space Agency, Australian Space Agency placements
- Aero-medical retrieval in remote locations (can count for part of the required time)
- Expeditions where the student has the responsibility to provide the medical capability
- Ship medic on Antarctic, Arctic and other appropriate large hulled vessels – for research, commercial or recreational purposes
- Medical support for Ocean Racing or medic on a Superyacht
- Undertaking teaching, or developing teaching programs on topics relevant to HREE.

Note: attending additional courses as a student / participant does not count as a workplace.

This list is intended to be illustrative rather than prescriptive or exhaustive. Your proposed choices and timings for your remote and extreme environment work experience must be discussed with, and approved by, the course co-ordinator and / or supervisor prior to commencing the PPP. The online magazine wwwtheadventuremedic.com has a jobs and volunteering page and a resources page that are regularly updated and may provide some interesting and unexpected opportunities:

https://www.theadventuremedic.com/jobs/

https://www.theadventuremedic.com/resources/

At the commencement of the PPP you will submit a brief summary of your workplace settings and timings through the MyLO dropbox. The supervisor will acknowledge this. The details and due date are to be found in the unit outline

Portfolio Requirements

The student will negotiate pieces of work with his or her supervisor that allow him or her to demonstrate “mastery” in their chosen workplaces, fields, and environments. These will include elements such leadership, managing significant change, program evaluation, educational practice, quality improvement, service design, clinical redesign, and clinical practice improvement.

These submissions much demonstrate higher order thinking ("Evaluate" and "Create" in Bloom's Taxonomy and be consistent with AQF Level 9 https://www.aqf.edu.au/aqf -levels).

These can include, but are not limited to:

- Peer reviewed, or other appropriate grey literature or FOAMEd publications
- Workplace based projects designed and implemented to manage organisational change, service redesign and development incorporating analysis, evaluation, quality- improvement, and preferably innovation and transformation
- Translation of researched evidence into practice through any of the modalities listed above
- Review of clinical cases (higher order thinking addressing issues such as CRM, logistics, human factors, systems thinking etc are required. A "simple" description of the assessment and management of a clinical case is not sufficient)
- Critical incident and / or "near miss" analyses and reviews
- Education and training activities designed, provided and evaluated by the student
- Office based activities such as event or expedition preparation, planning, risk management, and topside support
- Audit of clinical cases / clinical activity
- Submissions that include video / podcast / webinar / components that you have created are welcomed. Links may be created in the uploaded pdf document.

This list is intended to be illustrative rather than prescriptive or exhaustive. Discuss your ideas with the course coordinator / supervisor.

The portfolio will be built from core and elective topics. The module topics in CAM503 and CAM619 will be used as a core curriculum framework for these assessment pieces.

Students will be expected to choose at least two different environments (from CAM619 modules).

For the elective component, students may choose to focus on topics from their elective units. Examples of a portfolio piece might include: event coverage planning for a race in an extreme environment, review of the medical capability for a large hulled tourist vessel, developing guidelines for space tourism or a novel article written for theadventuremedic.com.

The following curriculum matrix provides a visual representation of how you might build the core component of your portfolio:

Cold, hot, high, maritime, underwater, aerospace	Publications	Audit / evaluation	Education / training	Event or expedition planning	Clinical case review	Critical incident analysis	Workplace based project
POCT							
Disaster planning							
Evacuation							
Telehealth							
Leadership							
Decision making							
Logistics							
Quality, safety and risk							
Population health							
Surviving & thriving							

The portfolio will contain at least two clinical cases, two core topics and two elective topics of the student's choosing. As the term elective suggests you can come up with anything of relevance and interest.

There is no fixed number of portfolio items, but rather the overall workload is looked at and a list of tasks negotiated with the student. It may end up being 6 pieces totalling 10,000 words, or it may end up being 8 or 10 pieces, or more.

In order to ensure breadth, as well as depth, pieces should occupy different places in the above matrix. As an extreme example, we would not accept 4 publications on telehealth in Antarctica as four out of the six minimum pieces. It is of course recognised that many activities will fit multiple boxes and that is just fine. The examples given are just that: examples designed to help you understand what we are after. If you have other ideas that fit the spirit of the PPP, these can be discussed with the course coordinator / supervisor and incorporated.

Supervision and mentoring

You will be assigned a primary supervisor to assist you throughout the PPP. This relationship will be similar to that of a supervisor for a research project. We will aim to align the

supervisor's experience to match the topics and environments that most interest you, however, you may call on the expertise of others in the HREE faculty as required.

It is not envisaged that you beaver away on your own for a year and then submit the portfolio "cold". Rather you and your supervisor should communicate regularly. The supervisor should provide help and hints on how to complete the various tasks, and should review drafts of your work at an early stage.

We use an ungraded pass system. In practice the concept of "pass" and "not yet quite good enough" says it all. Ideas, approaches, written drafts etc should all flow back and forward between you and your supervisor, and it is part of your supervisor's role to help convert any bits of "not quite yet good enough" into "pass" before the portfolio is finally submitted.

It is up to you how you actually structure things, but three-monthly meetings to touch base should be regarded as a minimum. We may be able to connect you with past students who have had different experiences in different environments and who are willing to share this with you.

Building, creating and presenting your portfolio

Like any other high-quality piece of academic or technical writing, your portfolio will start with an **introduction or overview** that provides the reader with some insights into you as a clinician and a person, and ties together all the written pieces into a cohesive whole. We want to get a sense of who you are, what you are doing and why, and where you are going. We acknowledge that this portfolio is a snapshot in time of your career in remote and extreme environment healthcare and accept that some of the work submitted cannot be fully completed within the timeframe of the Masters year, however, we would like to see how you plan to complete it and where it will take you.

We expect a **table of contents** that makes it easy to navigate your work. We also expect you to provide an overview of your portfolio that is structured using the above matrix. The following provides an example of how to do this:

	Publications	Audit/ Evaluation	Education/ Training	Event or expedition planning	Clinical case review	Critical incident analysis	Workplace based project
POCT			18.6				
Disaster planning		6.4	6.2			6.1	
Evacuation					14.1		
Telehealth	11	5.1, 5.2, 11			5.1, 14.2		
Leadership	15.1, 15.2, 15.3, 15.4, 15.5, 15.6	12	12	12	12	12	3.1, 3.2
Decision making	6.5, 6.6, 6.7, 6.8						
Logistics	16			8	14.2		
Quality, safety and risk	7.1, 7.2, 11		3.1, 3.2	7.3			6.3
Population health	11		13.1				
Surviving and thriving	17						

In this case the student has provided chapter headings and sub-headings and mapped the contents of each. It is very easy to assess at a glance what areas the portfolio covers. Your version of this matrix should follow after the introduction. You are not expected to fill every box! But you are expected to address every CLO.

It is perhaps easier to start with what the portfolio pieces should *not* be. The PPP is not a substitute for the academic rigour of a traditional project, but rather needs to have academic rigour built into each piece. The portfolio pieces are not meant to be personal subjective narratives nor unsupported opinion pieces. They are not your memoirs.

There needs to be a clear description of each portfolio piece in terms of its title, type (case review, audit, evaluation, literature review etc) and this should be tied to the curriculum matrix. Each assessment piece will detail which of the Course Learning Outcomes are being addressed and which topics / components from the above matrix are being considered.

Below is a hypothetical example based on an article the course co-ordinator wrote and published:

1. Publication of "*Anatomy of A Preventable Death: Non-technical skills in expedition and wilderness medicine" in* www.theadventuremedic.com

This is a "clinical case review" that overlaps with a "critical incident analysis" and is designed to provide "education and training" that addresses primarily "decision making" but also encompasses "leadership" and "quality, safety and risk" and was set in a high- altitude mountain environment.

CLOs 2 & 3 are addressed.

The article may be found at:

https://www.theadventuremedic.com/coreskills/anatomy-of-a-preventable-death-non-technical-skills-in-expedition-and-wilderness-medicine/

This provides a clear overview of the piece, and perhaps you might reasonably suggest that the article stands on its own: and, indeed for the purposes of publication, it does. The integration of cognitive bias, critical incident analysis methodology and decision making with a clinical case are clear and the lessons to be learned clearly described.

But we would like to dig a bit deeper. Firstly, each piece needs some sort of **methodology.** For an audit, a small evaluation project or literature review that is essential and perhaps more easily conceived. These three types of activity will not be accepted without a clear methodology.

For an article such as this, a description of the rationale and process that lead to the writing of the article and the resources consulted can be described.

It is here also that your own interests, experiences and motivations can be described. This is where we would like you as a clinician and a human to shine through. You can do this through a descriptive **reflection**.

Consider the following questions (noting that not all are necessarily appropriate or relevant for every type of portfolio piece) as examples to help you:

- *What effect has this activity had? Or could have?*
- *In the case of a published article, what feedback did it generate (eg letters to the editor, or informal communication from peers) and how did you respond?*
- *Can you generalise or extrapolate your own experiences for the benefit of others?*
- *Where could you take this in the future? And how would you do that*?

Submission and Assessment of the Portfolio

The portfolio will be written in whatever software program the student chooses, but will then be converted to **one single pdf file** prior to be uploaded into the Portfolio submission

Dropbox in MyLO. Tables, lists, graphs, videos, pictures etc will be embedded in the pdf. No specific requirements will be made in terms of font, point size, line spacing and paragraph spacing or referencing style, however, be aware that dense text gives people a headache and is hard to understand. You wouldn't want to get your supervisor and examiner offside before they have even got their heads around your submission! Make it look attractive and easy to read.

Assessment takes part in two phases. Firstly, your supervisor and another appointed examiner with appropriate knowledge and experience will read through your portfolio. If there are any outstanding concerns that have not been addressed in the above process, detailed written feedback will be provided and the student will have the opportunity to amend and resubmit the portfolio.

The second phase is the *viva voce.* This may be held in person, or it may be held using video-conferencing software and recorded. The examiner will ask questions about elements of the portfolio and will probe the depth and breadth of your knowledge and understanding of the topics about which you have written. The assessment will use the course learning outcomes as an instrument to probe the portfolio.

The *viva voce* may last up to an hour.

Further questions may be addressed to Dr Edi Albert, Course co-ordinator
edi.albert@utas.edu.au

Appendix 5 - Assessments

This is a summary for HREE faculty members and students. For any specific issue, please refer to the full document

Units can include two types of assessment task:

- Examinations: are not currently used in the HREE program
- Assignments: prepared, submitted and managed in accordance with section 3.
- Assignments include (but are not limited to) written assignments, essays, reflective pieces, participation, presentations, tests, quizzes and vivas (held outside of the exam period)

Attendance in itself—marks for simply 'showing up' at a physical or virtual meeting, keynote, or tutorial—must not be included within any assessment schedule, in any unit.

University Grades Schedule

Grades awarded and aligned numerical range in award units:

HD – High Distinction ····· 80–100%

DN – Distinction ····· 70–79%

CR – Credit ····· 60–69%

PP (Pass) ····· 50–59%

UP (Ungraded pass) ····· Performance against ILOs is satisfactory

NN (Fail) ····· Below 50%

AN - Absent deemed failed. Minimum standards have not been achieved. Insufficient assessment tasks attempted

WT - Results withheld due to extension, academic integrity investigation, marking delay, or for students who have a debt to the University

AO - Assessment ongoing, assessment for a unit covers more than one semester

Grades awarded below 50% with an NN or AN If a student has attempted assessment tasks worth:

- at least 75% of the total assessment for the unit and has a mark less than 50%, then an NN (fail) grade will be awarded.
- less than 75% of the total assessment for the unit and has a mark less than 50%, then an AN (absent deemed failed) grade will be awarded with no mark.

Procedure

Assessment Design

- **Intended learning outcomes and constructive alignment**
  ILOs must communicate the core purpose of the unit and clearly state what students must demonstrate to successfully complete the unit. Assessment tasks must align clearly with unit ILOs and support the achievement of the course learning outcomes (CLOs).

- **Types of assessment tasks**
  Units should be designed using multiple assessment types, to provide students with the best opportunity to demonstrate their learning. Units should include early formative tasks or early, lightly-weighted assignments to support student engagement and learning.

  Hurdle Tasks: A hurdle task is a task a student must successfully complete to pass the unit. Hurdle tasks may only be used for safety reasons or to assess threshold professional standards. Attendance must never be used as a hurdle task.

- **Weighting, timing and setting due dates**
  - The maximum weighting for an assessment task (other than exams) is 50%.
  - Teaching staff must not assign 'bonus marks' in any circumstances.
  - The final assessment task for a unit offering may be due in the exam period only if the unit has no exam.

- **Communicating assessment requirements to students**
  All assessment resources **must** be made available within the Learning Management System.
  - including the Unit Outline which must include details of assessment tasks, weightings and due dates.
  - All details of assessment tasks, including marking rubrics with criteria and standards descriptors, must be made available within the Learning Management System at least 15 business days before the assessment task is due.
  - If an assessment task needs to be altered just prior to or during a teaching period the change must be approved by the College Associate Dean (Learning and Teaching Performance), communicated to all students via the Learning Management System, and reported directly to UCUPC.
  - **Minimising opportunities for breaches of academic integrity**
    - UCs must ensure all assignments must use plagiarism detection software
    - Advice on designing assessment to minimise opportunities for breaches is available: here.

Assignments

Assignment submission

- Assignments should be submitted to an assignment submission folder in MyLO.
- Students are to submit assignments by the due date or receive a penalty (unless an extension of time has been approved by the Unit Coordinator).
- A student may re-submit an ungraded assignment at any time up to the due date. A request to re-submit after the due date is to be managed in accordance with Section 6.

Providing feedback

- Constructive feedback, indicating what was done well and areas for improvement, must be provided for all assessment tasks.
- Feedback should be both generic and individual.
- Generic feedback should be used to provide students with insight into how the cohort has performed on the assessment task by identifying common strengths and errors.
- Individual feedback should be specific, personalised and future-focused to provide each student with insight into their performance on the assessment task and how they might improve performance in future tasks (whether within or beyond the unit).
- For assessment tasks worth 10% or less, (at least) generic feedback should be provided.

Return of assignments

- Assignments should be marked and returned to the student with feedback within 15 business days
- If one assessment task informs another it must be returned at least 5 business days before the next assessment task is due.
- Students must raise any concerns over the grade or feedback with the Unit Coordinator within 10 business days of receipt of their marked assessment task.

Extensions for assignments

- A request for an extension should first be discussed with the Unit Coordinator or teaching support team where possible.
- A request for an extension must be submitted by the assessment due date, except where a student can provide evidence that it was not possible to do so (in accordance with section 6).
- Typically, an application for an extension will be supported by documentary evidence: however, it may not always be possible for students to provide evidence

in support of their request for an extension. It is important that in these circumstances, students are treated fairly and with empathy.

- The UC must notify the student of the outcome of an extension request within 3 working days of receiving the request.

Late submissions and late penalties

- Assignments submitted after the deadline will receive a late penalty of 5% (of the original available mark) for each calendar day (or part day) that the assignment is late.
- Late submissions will not be accepted more than 10 calendar days after the due date, or after assignments have been returned to other students on a scheduled date, whichever is shorter.

Marking, Grading and Academic Results Review

Using rubrics and Gradebook

- Marking is to be based on student performance against clear assessment criteria outlined in the marking rubric.
- Markers must be briefed on the details of the assessment requirements, and trained in using marking criteria, identifying academic integrity breaches, and providing students with constructive feedback.
- All assessment marks must be recorded using the Gradebook tool in the Learning Management System in line with the University's Online Delivery Standards.

Academic Results Review

Is a procedure conducted at the end of each semester where you will be required to report your borderline or failing students marks and discuss the circumstances (HREE comment, not in original document)

At the Academic Results Review, results are discussed and:

a. grade distributions are reviewed to ensure accuracy and appropriateness
b. grade distributions are compared with previous offerings of the unit
c. grade distributions are compared with other relevant units in that cohort year.

Marks are **not** to be changed at the Academic Results Review to align to a normal or other predetermined distribution for either individuals or cohorts; namely, no scaling or other marks adjustment is permitted. Marks sitting near a grade boundary should always be reviewed before releasing grades to students.

Granting supplementary assessment tasks

- A student who has been awarded a result of 45%-49% will be awarded a NS grade and granted a supplementary assessment task.

- The supplementary task may be a resubmission of a previously failed task or a new task as determined by the Unit Coordinator.
- The supplementary task should be designed to enable the student to demonstrate that they have achieved the relevant ILOs.
- Supplementary assessment tasks are to be finalised within 15 business days of the final results being released.
- Supplementary assessment tasks will be managed internally by the Unit Coordinator and can be issued immediately after unit results are released to students.
- Students who successfully complete the supplementary task will be awarded a grade of 50% PP.

Special Circumstances and Deferred Assessment

Special circumstances may include, but are not limited to:

- medical illness or injury, whether existing or new, including physical injury or serious illness and episodes of mental illness or cognitive function impairment;
- family violence;
- sad news/sorry business, death of a close relative or close friend;
- adverse experience, including witnessing or being the victim of a serious crime, family violence or sexual assault;
- sudden change in domestic arrangements (e.g., homelessness, eviction), unexpected serious financial difficulties or hospitalisation of a family member;
- major upheaval or natural disaster affecting the student's place of residence or in the student's home country or town that has impacted the student's close relatives and which requires the student to undertake immediate emergency travel;
- employment related reasons such as an employer unexpectedly increasing a student's working hours or an employer-directed transfer of a student to a new location or redeployment to a different position;
- an unexpected sporting commitment at the state, national or international representative level;
- religious observances;
- active Defence Force member, compulsory Defence Reservist or other emergency services mobilisation;
- legal commitments such as court appearances or jury selection;
- constraints outside of a student's control arising from involvement with the justice system.

Additional special circumstances for international students may include, but are not limited to:

- inability to begin study in a course on the agreed starting date due to a delay in receiving an international student visa; and

- circumstances where the student's Confirmation of Enrolment (CoE) needs to be extended because the student has failed occasional units throughout a course but where these failures have not affected the student's academic standing.

Supporting documentation

Applications for consideration due to special circumstances must be supported by a declaration from the student which includes the circumstances, the duration of those circumstances, and explains the impact of the circumstances on their study progress, wellbeing, or ability to meet a submission deadline or sit an exam.

Deferred assessment

See full document for further details

Appendix 6 - Academic Integrity

Breach Types and Examples

PLAGIARISM

Plagiarism is the act of using another person's ideas or manner of expressing them and passing them off as one's own by failing to give appropriate acknowledgement. Plagiarism occurs when the work of another is represented unintentionally or dishonestly as one's own original work, without appropriate recognition of the author, creator or the original source. The University of Tasmania recognises three types of plagiarism: unintentional plagiarism; dishonest plagiarism; and recycling previous work (also sometimes known as self-plagiarism).

Unintentional plagiarism means a student has been unintentionally careless or has shown a genuine lack of understanding of acceptable acknowledgement practice or other academic standards and requirements

Dishonest plagiarism means a student, whilst being aware of acceptable acknowledgement practice or other academic standards and requirements, has made a deliberate attempt to deceive or gain an unfair advantage through passing off someone else's work as their own

Recycling previous work (also known as self-plagiarism) means a student has re-used their own work without appropriate acknowledgement or has not received appropriate permission to re-use work. Recycling previous work may include, but is not limited to:

- recycling previous work in part or in full without a reference
- re-submitting work previously submitted in any form, including:
    - reusing work submitted and marked for the same unit (as in the case of repeating a unit);
    - reusing work submitted and marked for another unit; or
    - reusing work submitted at another institution (secondary or tertiary)
- using work previously published elsewhere, in whole or in part, without acknowledgment.

Plagiarism may occur when a student:

- copies another person's work, in whole or in part, without a reference
- fails to use or inappropriately uses direct quotation marks
- fails to paraphrase or inappropriately paraphrases sections of text (e.g., patchwork paraphrasing)
- uses exactly the same phrases, structure or organisation of ideas without direct quotation marks, appropriate paraphrasing or reference to sources (i.e., inappropriate semantic match)
- presents another person's designs, codes, sounds, images or ideas as their own work
- reproduces provided lecture notes, content or recordings without acknowledgement

- appropriates cultural artefacts without permission and/or appropriate acknowledgement
- uses online paraphrasing tools or other 'cognitive offloading' techniques
- copies any material (e.g., text, code, images, designs, ideas), in whole or in part, from a file sharing site and submits it as their own in an assignment or other assessable work
- copies open or closed book quiz/test/invigilated exam answers or solutions from:
    - a file sharing site;
    - live discussion board/app;
    - live subject-matter expert support site; or
    - other live third parties in person or online.

Plagiarised material may include, but is not limited to:

- text in published or unpublished works
- code
- images
- designs
- video
- audio
- ideas
- web page content
- spoken words
- physical artefacts
- lecture notes, content or recordings
- original terminology or phrases.

COLLUSION

Collusion means inappropriate and/or unauthorised collaboration related to an assignment such as working together with other students on work that is intended to be completed independently. Students should generally not share their work with one another (unless as part of an authorised group project).

Collusion may occur when a student:

- participates in unauthorised collaboration with others on assessable work
- allows material (e.g., text, code, images, designs, ideas) to be copied, in whole or in part, by others for an assessed piece of work.

FACILITATION

Facilitation means enabling cheating behaviours in others, either knowingly or unknowingly and may occur when a student:

- shares or gives others access to their own work
- shares or gives others access to a current/past assignment or quiz/test/invigilated exam questions and/or answers
- uploads a unit coordinator's current/past assessment tasks or quiz/test/invigilated exam questions and/or answers to a file sharing site
- uploads unit or course-related materials produced by a student themselves or other students to a file sharing site (e.g., their own or shared class notes, own current/past assignments, quiz/test/invigilated exam questions and/or answers).

SOLICITATION

Solicitation means encouraging or promoting cheating behaviours in others by willingly and knowingly assisting others to circumvent the intended purpose of assessment through academic wrongdoing such as plagiarism, cheating or misrepresentation.

Solicitation may occur when a student:

- offers to produce, or significantly edit, academic work for another student or individual
- requests, offers, encourages, induces or advertises to another student to contract, commission, pay, procure, or complete on their behalf assessments (e.g., assignments, quiz/test/invigilated exam questions and/or answers or other types of assessment that are likely to result in their use for the purpose of plagiarism, cheating or misrepresentation)
- advertises the availability of their own work or someone else's work.

ENGAGING IN CONTRACT CHEATING OR OUTSOURCING

Contract cheating or outsourcing means another person (e.g., family member, friend, private tutor or other individual) or a service (e.g., commercial assignment writing service, file sharing website, tutoring service or editing/proofreading service) inappropriately completes or helps with an assignment or other piece of academic work in whole or in part. Contract cheating or outsourcing can occur whether or not there is an exchange of money.

Contract cheating or outsourcing may occur when a student:

- engages a provider, or other person to do work that draws on excessive, and unacknowledged assistance in the production and submission of an assignment or other assessed piece of work
- purchases, accesses, exchanges or trades with a third party, any item to be submitted in completion of an assignment in whole or in part. A third party may include a service (e.g., a commercial assignment writing service, file sharing website, tutoring service or editing/proofreading service) or an individual (e.g., another student, family member or private tutor or other individual).

PROVISION OF A CONTRACT CHEATING SERVICE TO OTHERS

Provision of a contract cheating service to others means knowingly being commissioned to complete an assignment, in whole or in part, for a student or other individual whether or not there is an exchange of money.

Provision of a contract cheating service to others occurs when a student:

- produces or creates, in whole or in part, assessable work for another student or individual
- significantly edits or alters, in whole or in part, assessable work for another student or individual.

UNAUTHORISED DISTRIBUTION OF COURSE MATERIALS

Students are not permitted to share, sell or pass on to another individual or entity, external to the University, any course materials unless authorised.

Unauthorised distribution of course materials may occur when a student shares any:

- University intellectual property without prior authorisation
- course materials produced by the University (such as lecture slides, lecture recordings, class handouts, unit outlines, assessment requirements, quiz/test/invigilated exam questions and/or answers). This is an infringement of the Copyright Act and the University Copyright Statement and such conduct may be a copyright law violation subject to legal action.

CHEATING

Cheating in an in-person or online quiz/test/invigilated exam means a student fails to comply with the requirements, conditions and/or instructions specified.

Cheating may occur when a student:

- behaves deceitfully or dishonestly in a quiz/test/invigilated exam (e.g., copying or attempting to copy from a fellow student)
- possesses, uses, consults (or attempts to use or consult) prohibited equipment or materials during a quiz/test/invigilated exam (e.g., any unauthorised: printed or written material; electronic calculating device; information storage device; mobile phone; or other communication/storage device)
- sends, receives or accesses or endeavours to send, receive or access any source information (e.g., electronic or hand-written notes, sound, images, live discussion boards/apps, file sharing site material, live subject-matter expert support site, or other third parties in person/online etc) during a quiz/test/invigilated exam unless specifically authorised
- draws or writes on materials, other than the exam papers provided, during a quiz/test/invigilated exam
- removes or endeavours to remove from the examination room any question or answer paper, other than paper provided for use by the student during the course of

the examination, or property of the University, unless authorised by the examination supervisor

- demonstrates any conduct which constitutes a breach of any University rules relating to a formal quiz/test/invigilated exam or other assessment including failure to comply with any reasonable direction or instruction of an adviser, employee or agent of the University relating to the conduct of a formal quiz/test/invigilated exam or other assessment.

ACADEMIC FRAUD

Academic fraud is a type of cheating that involves false information being submitted by a student in or related to an assignment, unit and/or course.

Academic fraud may occur when a student creates, falsifies, misrepresents, alters and/or submits forged documents or statements that may include but are not limited to:

- academic records or transcripts
- results certificates
- degree certificates
- medical certificates
- professional experience placement reports
- statements of recommendation
- other official documents.

FABRICATION OF RESULTS

Fabrication of results means a student claims to have carried out tests, experiments or observations that have not taken place, makes up results or presents results not supported by evidence.

Fabrication of results may occur when a student:

- intentionally falsifies or invents any information, experimental data, research or citation in an assessable item
- falsely attributes authorship of a text or article to a particular person or claims authorship of a piece of writing/assessment (e.g., claiming authorship of parts of a group assignment prepared by other students)
- represents data, research or information improperly or falsely.

MISREPRESENTATION

Misrepresentation means a student presents an untrue statement about attendance or participation in practical, performance or academic learning activities; or includes citations to non-existent or incorrect sources; or does not disclose any information or matter where there is a duty to disclose such information or matter.

Misrepresentation may occur when a student:

- allows another student/individual to impersonate them in an in-person or online tutorial, practical, performance, quiz/test/invigilated exam
- impersonates another student/individual in an in-person or online tutorial, quiz/test/invigilated exam
- falsely indicates participation, or records attendance on behalf of another student/individual, in an activity where attendance is required for assessment purposes
- submits a piece of work, including an assessable group work item, with the intention of deceiving the assessor regarding individual contributions to the work
- changes the metadata within an electronic file with the intent to deceive
- does not acknowledge through, for example attribution, the work of others used in producing the assessable item
- includes references to false or non-existent sources.

INTERFERENCE/OBSTRUCTION

Interference/Obstruction means a student deliberately obstructs or in any way limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.

Interference/Obstruction may occur when a student:

- dishonestly prevents other students from completing their work or steals/removes other student's work, property etc.
- unfairly prevents other students from accessing study resources (e.g., library materials)
- deliberately passes on misinterpreted and/or incorrect feedback from staff (e.g., through social media).