UNSW Course Outline

PHCM9471 Comparative Health Care Systems - 2024

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General Course Information

Course Code : PHCM9471
Year : 2024
Term : Term 1
Teaching Period : T1
Is a multi-term course? : No
Faculty : Faculty of Medicine and Health
Academic Unit : School of Population Health
Delivery Mode : Multimodal
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This course is offered in two modes: either face to face (on-campus) and fully online.

This course focuses on the principles and practice of health system analysis, the sources and

utilisation of information relating to the development, organisation and operation of healthcare systems, and frameworks for assessing the performance of different health systems. It draws on material from healthcare systems of both developed and less developed countries to examine the economic, social, epidemiological, and political environments within which healthcare systems operate and the various patterns that emerge. We examine the key building blocks of healthcare systems: financing arrangements including revenue generation, risk pooling and purchasing; health workforce including migration of health workers and health labour market dynamics; health system governance; models of health service delivery and access to essential medicines. The impact of some recent attempts at health system reform in different countries, including reform seeking to achieve universal health coverage, is assessed and proposals for future re-structuring are critically reviewed.

Course Aims

The overall aim of this course is to enable you to build your understanding of the principles and practice of health system analysis and comparison, and to develop a framework for assessing the relative performance of different health care systems. The course aims to provide you with the capacities to draw on material from a wide range of affluent and developing countries and examine the constitutional, legal, economic, social, epidemiological and political environments within which health care systems operate.

Relationship to Other Courses

This is a PLuS Alliance course offered through UNSW. Students at UNSW, Arizona State University and Kings College London who are in a PLuS Alliance program can enrol into this course.

Assistance with progression checking:

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

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

Course Learning Outcomes

Course Learning Outcomes	Health Management (ACHSM), Health Management (RACMA) - Domains
CLO1 : Describe the value and limitations of comparative health studies	• ACHSM3 : Health Systems • RACMA2 : Communication • RACMA4 : Manager
CLO2 : Locate and evaluate sources of information regarding healthcare systems	• ACHSM3 : Health Systems • RACMA2 : Communication • RACMA5 : Health Advocate • RACMA6 : Scholar
CLO3 : Explain analytic frameworks and the performance criteria used in comparative studies	• ACHSM3 : Health Systems • RACMA4 : Manager • RACMA7 : Professionalism
CLO4 : Compare and contrast the healthcare system in your home country with at least one other healthcare system, drawing on the experience of healthcare systems generally.	• ACHSM2 : Impact and influence • ACHSM3 : Health Systems • ACHSM6 : Change Leadership • RACMA6 : Scholar

Course Learning Outcomes	Assessment Item
CLO1 : Describe the value and limitations of comparative health studies	• Online Journal Club on Health Systems Reforms
CLO2 : Locate and evaluate sources of information regarding healthcare systems	• Comparing Health Financing Systems of Two Countries • Analysis of Human Resources for Health Situation in a Selected Country
CLO3 : Explain analytic frameworks and the performance criteria used in comparative studies	• Comparing Health Financing Systems of Two Countries • Analysis of Human Resources for Health Situation in a Selected Country
CLO4 : Compare and contrast the healthcare system in your home country with at least one other healthcare system, drawing on the experience of healthcare systems generally.	• Online Journal Club on Health Systems Reforms • Comparing Health Financing Systems of Two Countries • Analysis of Human Resources for Health Situation in a Selected Country

Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams | Echo 360

Learning and Teaching in this course

All course materials and course announcements are provided on the course learning

management system, Moodle (or Open Access).

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

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Health Management (ACHSM), Health Management (RACMA) - Domains
Online Journal Club on Health Systems Reforms Assessment Format: Group	20%	Start Date: 05/02/2024 12:00 AM Due Date: 08/03/2024 11:59 PM Post Date: 22/03/2024 12:00 AM	• ACHSM3 : Health Systems • RACMA4 : Manager
Comparing Health Financing Systems of Two Countries Assessment Format: Individual	30%	Start Date: 05/02/2024 12:00 AM Due Date: 04/04/2024 11:59 PM Post Date: 18/04/2024 12:00 AM	• ACHSM3 : Health Systems • RACMA4 : Manager • RACMA5 : Health Advocate
Analysis of Human Resources for Health Situation in a Selected Country Assessment Format: Individual	50%	Start Date: 05/02/2024 12:00 AM Due Date: 01/05/2024 11:59 PM Post Date: 15/05/2024 12:00 AM	• ACHSM3 : Health Systems • ACHSM2 : Impact and influence • RACMA2 : Communication • RACMA4 : Manager • RACMA7 : Professionalism

Assessment Details
Online Journal Club on Health Systems Reforms

Assessment Overview

In this group assessment you will collaborate with your team members to prepare a short report on an aspect of health service delivery in a defined geographical region. You will focus on key health service delivery reforms relevant to that region and the impact of those reforms on the performance of the health system(s) and health outcomes. This assessment is due before census. Feedback on your group report will be provided within 10 working days.

<u>Course Learning Outcomes</u>

- CLO1 : Describe the value and limitations of comparative health studies
- CLO4 : Compare and contrast the healthcare system in your home country with at least one other healthcare system, drawing on the experience of healthcare systems generally.

<u>Detailed Assessment Description</u>

From week 1 you will be assigned to an online discussion group. The groups will be allocated randomly in Moodle. The group size will depend on the number of enrolments in the course but won't exceed 5 students. This group serves as both your journal club and a continuing forum for shared discussions among classmates throughout the course.

In week 1, each group member will introduce themselves. Each group will be given a number of countries to choose from by the course convenor. From weeks 1 to 4, every group member must identify one high-quality journal article discussing access to healthcare services in the selected country. This could cover a specific healthcare service such as diabetes care, TB care, HIV/AIDS treatment, or broader services like Primary Health Care services, NCD services, etc. Each member will summarize their article in 300 words or less and discuss it within the group. Along with your forum postings, your summarized article will serve as evidence of your contribution to the group work.

As a group, you will collaboratively prepare a short report (maximum 3 pages, excluding references) addressing the following questions:

- What significant reforms have been implemented in the past 20 years to enhance access to healthcare service(s) in the selected country?
- What impact have these reforms had on access to the health service(s) in question, and equity of the health system in general?

Your bibliography for the group report must include the journal articles that informed the group's submission. Each group member is expected to actively participate in discussions and contribute to the report's preparation. It is recommended that the group outlines the different components of the report and ensure each person has a defined role. Review the assessment criteria thoroughly before starting this task.

Submission instructions for group report

Your group report must be no more than **three pages** (excluding references and must be 1.5 point spacing in font 11 or 12). Submit your group report to **Submit PHCM9471 (T1-24) A1 Group report**, on the main course page. Only one person from each group needs to submit the report- this submission will be applied to the entire group. Note that as this is a group submission, you

will not be submitting to a Turnitin submission point. However, a special submission link has been created for plagiarism score check only, it is not the submission point.

Submit your 300-word article summary using the submission link for plagiarism score check. Instructions on how to submit a Moodle assignment are available at https://student.unsw.edu.au/how-submit-moodle-assignment-file-upload

Assessment Length

3 pages maximum for group report & 300 words maximum for article summary.

Submission notes

Refer to Moodle for submission information. UNSW has standard late submission penalties as outlined in the UNSW Assessment Implementation Procedure, with no permitted variation. All late assignments (unless extension or exemption previously agreed) will be penalised by 5% of the maximum mark per day (including Saturday, Sunday and public holidays). Penalties are calculated on 24-hour blocks from the due date and time.

Assessment information

Assessment criteria

Your mark will comprise of a mark out of 10 for your individual article summary and contributions to the online discussions of your group, and a mark out of 10 for your group submission, totalling 20 marks for this assessment. Each group will submit one report and should choose one member to submit the report on behalf of the group. You must submit your group report via Moodle Assessment tool. You will receive feedback on your group's performance.

Your article summary and online contributions will be assessed using the following criteria:

- Identification of an appropriate journal article for your selected region
- Discussion about the journal article and its relevance to the task of your group
- Evidence of critical thinking and uniqueness of contribution to the group
- Postings that contribute to collectively addressing the journal club questions
- Concise and clear discussion posts
- Timeliness and participation with posts/replies

The group report will be assessed against the overall intellectual coherence of the report using the following criteria:

- The content of the report addresses the journal club question.
- There is a logical flow of ideas.

- Points are supported by evidence.
- There is a synthesis of interpretation using the group's journal article.
- There is evidence of critical thinking in addressing the question.
- All of the group's journal articles are referenced and correctly formatted

<u>Criteria with marking rubric</u>

Criteria: The School of Population Health grading system supports assigning students a mark or a grade. We have listed the grades and grade descriptors below. Please note these are used across all of our courses to judge the quality of your assessments for assigning you a grade. They describe the standard you have reached in addressing the particular requirements of an assignment or project. They provide a framework for reliable assessment and accountability, across courses. These grades and descriptors are set out below. Grades are represented by the following descriptors and corresponding range of marks: Fail (<50%), Pass (50%-64%), Credit (65%-74%), Distinction (75%-84%), and High Distinction (85%-100%).

Fail - This grade is used when the student has misunderstood the point of the assignment or failed to address the most important aspects of the topic. In other words, a substantial failure, which would need major work before it could be passed.

Pass - The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.

Credit - The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).

Distinction - This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new

context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)

High Distinction - This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for postgraduate students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.

<u>Assignment submission Turnitin type</u>

This is not a Turnitin assignment

Comparing Health Financing Systems of Two Countries

<u>Assessment Overview</u>

For this individual assignment you will compare the health financing systems of two countries. You will analyse the sources of funding and key financing reforms implemented in these countries. You will assess the impact of the reforms on performance of the health systems and evaluate the extent to which the financing arrangements protect the poor. This assessment is due in the middle of the term. Individual feedback is provided within 10 working days.

<u>Course Learning Outcomes</u>

- CLO2 : Locate and evaluate sources of information regarding healthcare systems
- CLO3 : Explain analytic frameworks and the performance criteria used in comparative studies
- CLO4 : Compare and contrast the healthcare system in your home country with at least one other healthcare system, drawing on the experience of healthcare systems generally.

<u>Detailed Assessment Description</u>

Task Description

Select one high-income country and one low or middle-income country and prepare a 1500-word essay comparing their health financing systems. Your essay should address the following questions:

- What are the main sources of financing for the healthcare systems? Include the proportion for each financing source.
- What are some of the key health financing reforms undertaken in the last 20 years? An

example of a health financing reform could be an introduction or abolishing of user fees, social health insurance or implementation of activity-based funding.

- Do you think the health financing system offers sufficient protection for the poor? Give reasons for your answer.
- What two recommendations would you give for improving financial protection for the poor - justify your reasoning. (You can give one recommendation for each country)

Assessment criteria

The Assessments will be assessed against the following criteria:

1. The intellectual coherence of your work

- Your presentation addresses the assessment question.
- There is a logical flow of ideas.
- Points are supported by evidence.

2. The intelligibility of your presentations and contributions

- Presentation is clear and concise.
- Presentation is within the specified word and time limit.
- Accurate referencing.

3. Evidence of adequate/critical reading and thinking.

- Demonstrated understanding and application of the linked readings in preparing your presentation.
- For a higher mark, you are expected to use high-quality literature obtained through your own research and to reflect on the quality of that evidence and any knowledge gaps remaining

Assessment Length

1500 words maximum

Submission notes

[3:55 PM] Vanessa Green This tasks does have a short extension option. A short extension of 2 days is available for this task.

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across courses. These grades and descriptors are set out below. Grades are represented by the following descriptors and corresponding range of marks: Fail (<50%), Pass (50%-64%), Credit (65%-74%), Distinction (75%-84%), and High Distinction (85%-100%).

Fail - This grade is used when the student has misunderstood the point of the assignment or failed to address the most important aspects of the topic. In other words, a substantial failure, which would need major work before it could be passed.

Pass - The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.

Credit - The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).

Distinction - This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)

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

Analysis of Human Resources for Health Situation in a Selected Country

Assessment Overview

In this individual assignment you will conduct an in-depth analysis of the human resources for health (HRH) situation in a selected country. Your analysis will highlight the key HRH challenges facing the country and the reforms implemented to address them. You will assess whether the reforms have improved the performance of the health system and potentially health outcomes. This assessment is due at the end of the term. Individual feedback is provided within 10 working days.

Course Learning Outcomes

- CLO2 : Locate and evaluate sources of information regarding healthcare systems
- CLO3 : Explain analytic frameworks and the performance criteria used in comparative studies
- CLO4 : Compare and contrast the healthcare system in your home country with at least one other healthcare system, drawing on the experience of healthcare systems generally.

Detailed Assessment Description

Task Description

Select any one country in the world **but not one that you have included in Assessment 1 or 2** and analyse the human resources for health (HRH) situation in that country. Your analysis should, among other things, cover the following:

- The key HRH challenges facing the health system of the selected country.
- Reforms implemented in the last 20 years to address these challenges.
- Discuss whether these reforms have improved the performance of the health system, and potentially health outcomes.
- Provide at least two recommendations as to how the HRH situation can further be strengthened and justify your reasoning.

Assessment criteria

The assessments will be assessed against the following criteria:

1. The intellectual coherence of your work

- Your assessment addresses the assessment question.

- There is a logical flow of ideas.
- Conclusions are supported by evidence and argument.

2. The intelligibility of your written response

- Presentation of ideas is clear, concise and well structured.
- Word limit is strictly adhered to.
- Accurate referencing.

3. Evidence of adequate critical reading and analysis

- Demonstrated understanding and application of course readings to answering the Assessment question.
- Evidence of accessing and using appropriate research literature beyond the course material.
- Evidence of critical analysis and synthesis of academic literature.
- Evidence-informed recommendations that align with your argument.

Assessment Length

2500 words

Submission notes

[3:55 PM] Vanessa Green This tasks does have a short extension option. A short extension of 2 days is available for this task.

Criteria with marking rubric

Criteria: The School of Population Health grading system supports assigning students a mark or a grade. We have listed the grades and grade descriptors below. Please note these are used across all of our courses to judge the quality of your assessments for assigning you a grade. They describe the standard you have reached in addressing the particular requirements of an assignment or project. They provide a framework for reliable assessment and accountability, across courses. These grades and descriptors are set out below. Grades are represented by the following descriptors and corresponding range of marks: Fail (<50%), Pass (50%-64%), Credit (65%-74%), Distinction (75%-84%), and High Distinction (85%-100%).

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sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.

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Assignment submission Turnitin type

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

General Assessment Information

Detailed instructions regarding assessments for this course are provided on the course Moodle page.

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

Adopting a critical approach to your assignments

It is important that you adopt a critical approach to the material that you source for assignments, to the required readings, and to other resources you are presented with during the course. Think about and evaluate the material which you are reading and which you are presenting in assignments. Attempt to cast aside your assumptions and biases and attempt to assess the logic and consistency of the material in light of the supporting evidence. Wide reading on a topic facilitates this.

Referencing

School of Population Health requires students to use either APA or Vancouver referencing styles for all assignments for this course.

It is your responsibility to learn either APA or Vancouver referencing and use it consistently to acknowledge sources of information (citing references). Failure to reference correctly may limit marks to PS or below. Guidelines for acknowledging sources of information can be found on the following websites:

- UNSW Library: http://subjectguides.library.unsw.edu.au/elise
- UNSW Academic Skills and Support: https://student.unsw.edu.au/skills

Word limits

All word limits are to be strictly adhered to (i.e. there is no 10% leeway). Word limits include all text (e.g. headings, title, main text) and exclude tables and figures, in-text citations (if you are using APA) and reference lists. Exceptions may apply. Please refer to your individual task description for exceptions..

Turnitin

All written assessment tasks in courses in the School of Population Health use Turnitin. Turnitin is a similarity and generative AI detection software that enables assignments to be checked against the submitted assignments of other students using Turnitin, as well as the internet. If you are unfamiliar with the Turnitin software, a demonstration can be found at: https://student.unsw.edu.au/turnitin

Originality and Generative AI reports

In School of Population Health courses, access to the originality report of your submission through Turnitin is available to you. Students do not have access to the Generative AI report.

In School of Population Health courses, you are permitted to resubmit until the assignment due date (each file uploaded overwrites the previous version). This will help you in self-reviewing and revising your submission until the due date. **No resubmissions will be allowed after the due date and time of the assignment.** Therefore, draft assignments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version. IMPORTANT: there are delays in the availability of subsequent Originality reports. For more details, see https://www.student.unsw.edu.au/turnitin

Grading and feedback

You will be provided with feedback on your assignment via Moodle. You will be marked according to the marking assessment criteria listed for that specific assessment task. The aim of any academic feedback for an assessment task is not only to grade your work. Importantly, it is also to help you to identify your strengths and weaknesses, and how you can improve and progress in your studies and professional abilities.

In addition to feedback, you will receive a mark that reflects the overall quality of the work you have submitted across the marking criteria. The marking criteria for assessments in this course are provided on Moodle.

Please note these grading criteria are:

- Not intended to be a **rigid formula** for interpreting your result. The descriptive criteria for each grade provides the basis for consistent standards within and across our courses while still embracing academic judgement on how well you have achieved the standard required.

- Applied to **each assessment** task within a course. That is, the grading policy is used with each assessment task specified for a course. Your final grade for a course is dependent on the combined sum of the grades across the number of specified assessment tasks.

- Based on a **criterion-referenced assessment**. That is grades are awarded on how well a student meets the standard required for a particular assessment task, not on how well they do compared to other students in the course.

Feedback on assessment and review of results

If you believe the mark you've received for an assessment task doesn't reflect your performance you should first check you have grounds to seek a review: https://student.unsw.edu.au/results

In the first instance, you should discuss your performance with your Course Convenor. In your communication, you should clearly outline the reasons you are seeking clarification and do so against the marking criteria for the assessment.

Students may also formally apply to have their results reviewed. An application, which includes a justification for the review must be submitted through The Nucleus (https://student.unsw.edu.au/results) **within 5 days** of receiving the result. A review of results may result in an increase or decrease in marks.

<u>Grading Basis</u>

Standard

<u>Requirements to pass course</u>

In order to pass this course students must:

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

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	Module 1: Introduction – Contemporary health systems and health systems analysis
Week 2 : 19 February - 25 February	Lecture	Module 2: Financing health systems
Week 3 : 26 February - 3 March	Lecture	Module 3: Human resources for health
Week 4 : 4 March - 10 March	Lecture	Module4: Governance of health systems
Week 5 : 11 March - 17 March	Lecture	Module 5: Health systems and access to essential medicines
Week 6 : 18 March - 24 March	Lecture	Module 6: Healthcare systems in Low- & Middle-Income Countries (LMICs)
Week 7 : 25 March - 31 March	Lecture	Module 7: Health systems and Indigenous health
Week 8 : 1 April - 7 April	Lecture	Module 8: Healthcare systems in High Income Countries (HIC)
Week 9 : 8 April - 14 April	Lecture	Module 9: Models of health service delivery
Week 10 : 15 April - 21 April	Lecture	Module 10: Health systems performance evaluation & course wrap up

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

The times and locations of classes can be found on [myUNSW](#) under Class Timetable.

Students enrolled in online courses should also refer to Moodle as some classes are not centrally timetabled (e.g., workshops) and will not appear on the timetable website.

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

Course Resources

Prescribed Resources

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

ENDNOTE: As a UNSW student Endnote is freely available to you. If you don't already use Endnote you are recommended to download it and learn it now: https://www.myit.unsw.edu.au/software-students

You can find details about Endnote training here: https://www.library.unsw.edu.au/research/support-for-your-research/managing-references

Recommended Resources

James A. Johnson, Carleen H. Stoskopf, and Leiyu Shi (Eds) (2018), Comparative Health Systems: Global Perspectives, Second Edition, Jones and Bartlett, Boston.

You don't have to buy this book – but it does have chapters describing the health systems of many countries.

eBook available in UNSW Library: http://er1.library.unsw.edu.au/er/cgi?bin/eraccess.cgi?url=https://ebookcentral.proquest.com/lib/unsw/detail.action?docI D=4830624

Additional Costs

There are no additional costs associated with this course.

Course Evaluation and Development

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

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

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Augustine Asante		240B, Level 2, Samuels Bld	02 9385 8683	Monday to Friday 09:00 to 17:00 (Sydney time) By appointment, requests via email	No	Yes

Other Useful Information

Academic Information

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

Student Code of Conduct

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

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

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

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

Academic Honesty and Plagarism

Academic integrity

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

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

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

Referencing

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

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

Academic misconduct and plagiarism

At UNSW, academic misconduct is managed in accordance with the Student Misconduct Procedure. Allegations of plagiarism are generally handled according to the UNSW Plagiarism Management Procedure. Plagiarism is defined in the UNSW Plagiarism Policy and is not tolerated at UNSW.

Use of Generative AI and other tools in your assessment

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

stage within your program.

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

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

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

Submission of Assessment Tasks

Short extensions and special consideration
Short extension

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

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

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

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

Special consideration

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

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

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

Examinations

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

Timed online assessment tasks

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

Other assessment tasks

Late submission of assessment tasks

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

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

Failure to complete an assessment task

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

Where a hurdle task is applicable, additional information is provided in the assessment

information on your course Moodle page.

Feedback on assessments

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

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

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

Faculty-specific Information

Additional support for students

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

- The Current Students Gateway: https://student.unsw.edu.au

- Academic Skills and Support: https://student.unsw.edu.au/academic-skills

- Student support: https://www.student.unsw.edu.au/support

- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing

Mind Smart Guides are a series of mental health self-help resources designed to give you the psychological flexibility, resilience and self-management skills you need to thrive at university and at work.

- Mind Smart Guides: https://student.unsw.edu.au/mindsmart

- Equitable Learning Services: https://student.unsw.edu.au/els

- Guide to studying online: https://www.student.unsw.edu.au/online-study

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

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

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

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

Course evaluation and development

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

School-specific Information

Additional Resources

Additional resources are available on the SPH website: https://sph.med.unsw.edu.au/current-students/student-resources

Subject guides

Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

UNSW Library Subject Guides: http://subjectguides.library.unsw.edu.au/subjectguides

Public Health Subject Guide: http://subjectguides.library.unsw.edu.au/publichealth

Recording of lectures, tutorials and other teaching activities

Lectures, tutorials and other teaching activities _may_ be recorded. Students should be advised that they are consenting to the recording by their enrolment in the course or participation in the activity. The purpose of audio and video recordings is to enhance the student experience by supporting engaged learning in an online teaching environment and ensure equitable access to all course resources for our students. If you have concerns about accessing course recordings, or being recorded, please contact the Course Convenor.

School Contact Information

School guidelines on contacting staff:

Course questions

All questions related to course content should be posted on Moodle (or Open Learning) or as directed by your Course Convenor.

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

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

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

Administrative questions

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

Complaints and appeals

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

If you have any grievances about your studies, we invite you to address these initially to the

Course Convenor. If the response does not meet your expectations, you may then contact the School Grievance Officer, A/Prof Timothy Dobbins (t.dobbins@unsw.edu.au).