



UNSW Course Outline

PHCM2009 Evaluating Chronic Disease Programs - 2024

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General Course Information

Course Code : PHCM2009

Year : 2024

Term : Term 2

Teaching Period : T2

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 : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

As global populations grow, age and transition away from traditional ways of life, the causes of ill health and death are also changing. Chronic diseases such as heart disease, diabetes and cancer are now the largest causes of death and disability in nearly all countries today. Therefore,

it has become vitally important to ensure that health programs to address chronic diseases are effective at improving and protecting the health of the population so that precious resources and effort is not wasted. Monitoring and evaluation of chronic disease health programs enables us to learn about how we can make improvements in order to improve people's health.

Successful completion of this course will provide students with foundational skills in program evaluation. Students will learn how to plan an evaluation strategy through using a series of chronic disease case studies representing a range of population settings. These case studies have been selected as they represent the main disease burdens currently afflicting global populations.

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

Course Aims

This course presents students with frameworks and methods to identify population-based needs to address public health challenges and develop basic public health intervention programs. Students will also learn how to design and generate evidence to assess the effectiveness of a public health program and provide recommendations for future planning and improvement efforts.

Relationship to Other Courses

In this course, students will acquire foundational concepts and frameworks through different learning modalities, such as readings, lectures, and practice using real-world case studies. These methods aim to equip students with the skills necessary for proficiently planning and evaluating public health programs. **Furthermore, students will apply several skills and knowledge areas, such as epidemiology, biostatistics, research methods, and proposal writing, to achieve optimal learning outcomes.**

This Course is a core course within the Bachelor of International Public Health program (3880), comprising 6 units of credit towards the degree requirements.

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](#)

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply the social-ecological model to analyse need assessments for developing a public health program.
CLO2 : Compare and contrast components in the main stages of program planning and evaluation, including processes, outcomes, assumptions, and contextual factors described in a logic model.
CLO3 : Identify the types of evaluation and construct appropriate evaluation questions and indicators to assess a public health program
CLO4 : Develop an evaluation plan for a public health program

Course Learning Outcomes	Assessment Item
CLO1 : Apply the social-ecological model to analyse need assessments for developing a public health program.	<ul style="list-style-type: none">• Short-answer questions• Logic model presentation• Evaluation plan
CLO2 : Compare and contrast components in the main stages of program planning and evaluation, including processes, outcomes, assumptions, and contextual factors described in a logic model.	<ul style="list-style-type: none">• Short-answer questions• Logic model presentation• Evaluation plan
CLO3 : Identify the types of evaluation and construct appropriate evaluation questions and indicators to assess a public health program	<ul style="list-style-type: none">• Logic model presentation• Evaluation plan
CLO4 : Develop an evaluation plan for a public health program	<ul style="list-style-type: none">• Evaluation plan

Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360 | Microsoft Teams

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
Short-answer questions Assessment Format: Individual Short Extension: Yes (2 days)	30%	Start Date: Not Applicable Due Date: Please refer to the Moodle Page for the specific due date for each question.
Logic model presentation Assessment Format: Group Short Extension: Yes (2 days)	35%	Start Date: Not Applicable Due Date: Please refer to the Moodle page for due dates.
Evaluation plan Assessment Format: Individual Short Extension: Yes (2 days)	35%	Start Date: Not Applicable Due Date: 09/08/2024 12:00 PM Post Date: 23/08/2024 12:00 PM

Assessment Details

Short-answer questions

Assessment Overview

There are three show-answer questions for this assignment task:

1. Apply the social-ecological model to conduct a needs assessment for a public health program.
2. Synthesise key elements of health programs or intervention evaluations from published case studies and provide your comments on the effectiveness of the programs.
3. Identify contextual factors and examine their roles in implementing the health program.

You are required to submit each written assignment of 300 words with support of appropriate evidence. The quality of your short-answer assignments will be assessed against the rubric.

Due: Pre census with feedback provided within 10 days

Course Learning Outcomes

- CL01 : Apply the social-ecological model to analyse need assessments for developing a public health program.
- CL02 : Compare and contrast components in the main stages of program planning and evaluation, including processes, outcomes, assumptions, and contextual factors described in a logic model.

Detailed Assessment Description

Detailed information about this assessment will be provided on the course Moodle page.

Assessment Length

300 words to answer each question

Submission notes

1. Please provide your response to each question in a Word document, using font size 12 and double-spaced. 2. Use either an APA or Vancouver style for your reference. References are not included in the word count of 300 words. 3. Upload your submission using the Turnitin submission link on Moodle. Please name your submission in the following convention: zID_Surname,FirstName_PHCM2009_A1-x (I, II, or III)

Assessment information

Use of generative Artificial Intelligence (AI):

SIMPLE EDITING ASSISTANCE

For this assessment task, you may use AI-based software to research and prepare prior to completing your assessment. You are permitted to use standard editing and referencing functions in word processing software in the creation of your submission.

You must not use any functions that generate or paraphrase [or translate] passages of text, whether based on your own work or not. Please note that your submission will be passed through an AI-generated text detection tool. If your marker has concerns that your answer contains passages of AI-generated text, you may be asked to explain your work.

If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

Assignment submission Turnitin type

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

Logic model presentation

Assessment Overview

For this assignment task, you and your group members are required to work collaboratively to construct a logic model based on an existing public health program or a mock program from the

selected diseases or risk factors.

This task assesses your ability to construct a concise, coherent, and informative logic model for a program of your own choosing. However, you cannot select an example used in the case study discussion in class or the student exemplars provided.

A logic model template will be provided and discussed in class to identify inputs, outputs, outcomes, and impact of the selected program, as well as the assumptions and external factors that may strengthen or act as barriers to the program. More details of the assessment can be found on the Course Moodle site.

There are two parts to this task.

Part I. Construct a working model: Assemble key components to build a basic logic model in consideration of the needs assessment of various stakeholders (15%);

Length: One PowerPoint slide;

Part II. Group Presentation: Based on assessment feedback from

Part I, develop a complete logic model, including evaluation

questions and indicators, assumptions, and contextual factors for

the program. In your presentation, please provide background of

the public health problem and the target population to be

intervened (20%).

Length: Five to ten PowerPoint slides; 10-12 minutes

Due: Mid term with feedback provided within 10 days.

Course Learning Outcomes

- CL01 : Apply the social-ecological model to analyse need assessments for developing a public health program.
- CL02 : Compare and contrast components in the main stages of program planning and evaluation, including processes, outcomes, assumptions, and contextual factors described in a logic model.
- CL03 : Identify the types of evaluation and construct appropriate evaluation questions and

indicators to assess a public health program

Detailed Assessment Description

Detailed information about this assessment will be provided on the course Moodle page.

Both PowerPoint slide submissions must include a cover page including all team members.

Assessment Length

Part I: one PowerPoint slide; Part II: up to ten PowerPoint slides (oral presentation: 10 minutes)

Submission notes

Please submit PowerPoint slides (Part I and II).

Assessment information

Use of generative Artificial Intelligence (AI):

SIMPLE EDITING ASSISTANCE

For this assessment task, you may use AI-based software to research and prepare prior to completing your assessment. You are permitted to use standard editing and referencing functions in word processing software in the creation of your submission.

You **must not use** any functions that generate or paraphrase [or translate] passages of text, whether based on your own work or not. Please note that your submission will be passed through an AI-generated text detection tool. If your marker has concerns that your answer contains passages of AI-generated text, you may be asked to explain your work.

If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

Assignment submission Turnitin type

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

Evaluation plan

Assessment Overview

You are required to develop a program evaluation plan to appraise a selected chronic disease or a risk factor intervention program in a specified population. This report expands on what you have done for the logic model assessment task (A2) to demonstrate your abilities to apply the

frameworks and concepts learned in this course to constructing an evaluation plan.

A template of a program evaluation plan will be provided. Your evaluation plan needs to reflect the purpose of a public health program evaluation, detailing the public health challenges and the unmet needs of the population or the community, what is known in the literature, the aims and objectives of the program, and the description of the intervention, and the methods used to collect credible data to evaluate the program. Finally, what assumptions, contextual factors, and ethical concerns should be considered in the program planning process?

A template of the evaluation plan and full assessment details will be available as a separate document on the Course Moodle page. Each part of the evaluation template will be discussed throughout the term during the tutorials.

Length: 1500- 2000 words

Due: End of term with feedback provided within 10 days.

Course Learning Outcomes

- CL01 : Apply the social-ecological model to analyse need assessments for developing a public health program.
- CL02 : Compare and contrast components in the main stages of program planning and evaluation, including processes, outcomes, assumptions, and contextual factors described in a logic model.
- CL03 : Identify the types of evaluation and construct appropriate evaluation questions and indicators to assess a public health program
- CL04 : Develop an evaluation plan for a public health program

Detailed Assessment Description

Detailed information about this assessment will be provided on the course Moodle page.

Assessment Length

1500-2000 words

Submission notes

Please submit a Word document - see details of the assessment on the Moodle page.

Assessment information

Use of AI

DRAFTING ASSISTANCE

As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial drafts only (not final complete drafts). However, you must develop or edit those initial drafts to a significant extent that what is submitted is your own work, i.e., what is generated by the software should not be a part of your final submission.

Please keep copies of your initial drafts to show your lecturer if there is any uncertainty about the originality of your work.

Please note that your submission will be passed through an AI-text detection tool. If your marker has concerns that your answer contains passages of AI-generated text that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

If students use AI to draft their work, they are required to submit the AI draft as an appendix in the final submission.

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 important to help you 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.

Grading Basis

Standard

Requirements to pass course

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 0 : 20 May - 26 May	Other	Please browse the course Moodle page, introduce yourselves to each other on Padlet (within Moodle), and refresh your knowledge and skills using the Library and other University resources.
Week 1 : 27 May - 2 June	Module	Course orientation and principles of program evaluation
Week 2 : 3 June - 9 June	Module	Contexts, stakeholders' needs, and purpose in program evaluation (Step 1 – define the problem and engage stakeholders)
Week 3 : 10 June - 16 June	Module	Describe the program and program planning using a logic model (Step 2)
Week 4 : 17 June - 23 June	Module	Program planning - Developing a logic model (Step 2)
Week 5 : 24 June - 30 June	Module	Program planning – designing evaluation questions and indicators considering assumptions and contextual factors (Step 3)
Week 6 : 1 July - 7 July	Other	Recess week (self reflection and feedback)
Week 7 : 8 July - 14 July	Module	Program design and implementing interventions (Step 3)
Week 8 : 15 July - 21 July	Module	Gather credible evidence: Data analysis and results (Step 4)
Week 9 : 22 July - 28 July	Module	Results interpretations (Step 5); Communicating evaluation results (Step 6)
Week 10 : 29 July - 4 August	Module	Course wrap-up: Recap program evaluation cycle; future challenges in program evaluation

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

Please refer to the Course Moodle page for reading materials.

Recommended Resources

Recommended 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>

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	Zhaoli Dai-Keller					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 Plagiarism

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

Special Consideration

In cases where illness, misadventure or other circumstances beyond your control will prevent you from submitting your assessment by the due date and you require an extension, you need to formally apply for [Special Consideration](#) through myUNSW.

UNSW has a **Fit to Sit/Submit rule**, which means that by sitting or submitting an assessment on the scheduled assessment date, you are declaring that you are fit to do so and cannot later apply for Special Consideration.

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>

Examinations

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

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 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).