



UNSW Course Outline

PHCM9381 Policy Studies - 2024

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General Course Information

Course Code : PHCM9381

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 : 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.

Public health policy is political. This course teaches what policy is and how to make and influence policy to advance public health. It focusses on how and why issues become matters of policy concern, how policy actors (and which ones) engage in policy activity, how institutions

shape policy-making, and how policies are developed and have impact. You will be invited to describe and examine your own experience of policy and policy-making, and develop skills in policy analysis which will help you to navigate and influence the policy environments in which you are a stakeholder. The course is suitable for both Australian and international students.

Course Aims

The overall aim of this course is to enable you to develop your understanding of policy as a concept and as part of health practice, and to enhance your skills in being able to critically analyse, evaluate and formulate health-related policy.

Relationship to Other Courses

This course is an elective course of the Master of Public Health, Master of Global Public Health, and Master of Health Leadership and Management programs, comprising six units of credit towards the total required for completion of the program. There are no pre-requisites for this course. This course has been designed to complement and enhance the breadth of courses focused on public health aspects of infectious disease prevention and control being offered to School of Population Health postgraduate coursework students.

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
CLO1 : Explain what policy is and how policy is made in public health and health-related fields
CLO2 : Analyse how significant actors engage in policy development and the institutional rules and practices that influence and generate policy
CLO3 : Critique how different ideas and interests are mobilised in the development of policy and how to frame ideas that progress health and wellbeing
CLO4 : Describe the development and implementation of policy for public health, considering the strategic context, debates about a particular policy, and how policy practice occurs
CLO5 : Create and deliver a policy pitch
CLO6 : Demonstrate reflection on your own values and positions about policy

Course Learning Outcomes	Assessment Item
CLO1 : Explain what policy is and how policy is made in public health and health-related fields	<ul style="list-style-type: none">• Policy Problem• Participation• Policy Analysis
CLO2 : Analyse how significant actors engage in policy development and the institutional rules and practices that influence and generate policy	<ul style="list-style-type: none">• Policy Problem• Participation• Policy Analysis
CLO3 : Critique how different ideas and interests are mobilised in the development of policy and how to frame ideas that progress health and wellbeing	<ul style="list-style-type: none">• Participation• Policy Analysis
CLO4 : Describe the development and implementation of policy for public health, considering the strategic context, debates about a particular policy, and how policy practice occurs	<ul style="list-style-type: none">• Participation• Policy Analysis
CLO5 : Create and deliver a policy pitch	<ul style="list-style-type: none">• Participation
CLO6 : Demonstrate reflection on your own values and positions about policy	

Learning and Teaching Technologies

Moodle - Learning Management System | 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).

Microsoft Teams will be used for online lectures, tutorials and lecture recordings. Details of this

will be communicated via Moodle. 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.

The learning and teaching philosophy underpinning this course is centred on student learning and aims to create an environment which interests and challenges students. The teaching is designed to be engaging and relevant in order to prepare students for future careers.

The primary source of information for this course is the written course materials, supplemented by additional resources such as videos, research articles, published reports and discussion posts. There will be opportunities to learn from the experiences of not only lecturers but also from peers and industry experts through discussion sessions about the real-life projects, practical exercises and online activities.

Additional Course Information

This course provides you with essential knowledge and tools to understand and be able to influence how policy impacts public health. Public health practice is defined in many ways by politics and policy. Public health, by definition, is concerned with wellbeing and (in)equities in and across populations. One of the core values driving Public Health as a discipline is a desire for change. Making change to improve the health of many people requires political acumen and the ability to influence policy. Putting these together, this course unpacks the core dimensions of policy and politics so that you will be able to, with confidence, develop or influence policy over your career to improve public health.

The course is structured over 10 weeks to detail what policy is, how policy is made or influenced, and how then to apply that knowledge. We take a learner centred approach that encourages you to engage with your fellow students and the teaching team about the concepts being taught. We also introduce you throughout the term to media articles and other current or recent on line information that is relevant to the course. Your learning is supplemented with three assessments – unpacking a policy problem, using your weekly learnings to navigate a national public health strategy and then make a pitch about what is important and why to a fictional minister, and a detailed analysis of a specific policy initiative.

The course should be of value whether you are on the frontline of policy making in the policy-making tent or trying to influence policy as an advocate or researcher seeking to feed your insights into the policy process, or an analyst seeking to assess achievements (and even

failures!).

This Course Outline gives an overview of the course requirements.

The main textbook referred to across the course is

Buse K, Mays N and Walt G. Health Policy. Second edition. Maidenhead, Open University Press 2012.

This text is available at UNSW Bookshop or electronically through UNSW library: <http://ebookcentral.proquest.com/lib/unsw/detail.action?docID=990486>

The most recent Third edition of the book is available for purchase but as of May 2024 the publisher has not allowed an online version, so we are sticking with the 2012 version. However, the structure (and content) of the books are the same, although there is more up to date references and detail in the latter book, so accessing the hard copy may be your preference. That book is

Buse K, Colombini, M., Fraser, A., Khan, M. Mays N and Wals. H. Making Health Policy. 3rd edition. Maidenhead, Open University Press, McGraw Hill 2024.

It is available online through the UNSW Library or can be purchased from the University bookshop either in:

Print - <https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9780335251681>.

Or

Digital - <https://unswbookshop.vitalsource.com/products/-v9780335251698>

Supplementary Books are

Clavier, C, and de Leeuw, E. eds. *Health promotion and the policy process*. OUP Oxford, 2013.
<http://er1.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://dx.doi.org/10.1093/acprof:oso/9780199658039.001.0001>

Harris, P. (2022) *Illuminating Policy for Health: Insights from a decade of researching urban and regional planning*. Palgrave McMillan. ISBN 978-3-031-13198-1. <https://link.springer.com/book/10.1007/978-3-031-13199-8>

Supplementary readings are provided throughout to provide additional thinking and ideas about policy. Please note that the course structure is different to the textbook. We will be holding seminars during the semester to discuss readings including the text book and how that knowledge aligns with the weekly topic areas. We provide links to the relevant sections in the book throughout the course.

The course aims to be useful to people engaged in policy-making for health, or affected by such policy-making (and that is all of us). The course should be of value whether you are on the frontline of policy making – either in the policy-making tent – or trying to influence policy as a researcher seeking to feed your insights into the policy process or an analyst seeking to assess achievements (and even failures!).

We have designed the course to be of value to both Australia-based and international students.

Policy is an exciting and volatile field. In some languages (e.g., French and German) there are no distinct words for policy and politics, as the English language has. In French, they are both ‘politique’, and in German ‘Politik’. The fact that English seems to be able to distinguish the two obscures the volatile connection. Therefore, the purpose of this course is to unpack the core elements of policy with a political lens. We use insights and experiences from policy studies and public health policy, mixed in with insights from your lecturers (us) and internationally renowned experts. Public health practice is defined in many ways by policy and politics. This course explains policy making so that you as public health practitioners can more effectively engage in and influence policy.

Our main focus is what is known as *Policy Institutions*. We introduce and detail the various institutional layers that influence the way policy is made and implemented. Module 1 (Wks 1-5) covers the core concepts behind policy making and policy institutions. Module 2 (Wks 6-10) covers the dynamics of policy making by putting those core concepts into practice.

The course textbook and supplementary readings seek to bring together the ideas of relevant thinkers and writers. We will be encouraging you to think, read, and indeed write, about contemporary policy issues. As well as emphasising learning about issues which have been elaborated upon in the literature, we particularly encourage course participants to share their own insights and experiences – you all have been exposed to policy somehow and have insights to share. The course will seek (and seek to facilitate) your active participation in the class and online using a mix of individual and group activity.

This course is an elective course of the Master of Public Health, Master of Health Management and Master of International Public Health Programs, comprising 6 units of credit towards the total required for completion of the study program.

You will see that Prof Evelyne De Leeuw gives lectures and is involved in many of the supplementary readings. Prof De Leeuw has recently moved to Universite De Montreal and is no longer teaching at UNSW. We are sure you will find her work fascinating but please do not reach out to her without contacting the current course convenors first.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Policy Problem Assessment Format: Individual Short Extension: Yes (2 days)	30%	Due Date: 21/06/2024 05:00 PM
Participation Assessment Format: Individual Short Extension: Yes (2 days)	30%	Start Date: Not Applicable Due Date: Due date: Exercises: Friday, 5th of July at 5pm (Sydney time) Elevator Pitch: Friday, 26th of July at 5pm (Sydney)
Policy Analysis Assessment Format: Individual Short Extension: Yes (2 days)	40%	Due Date: 09/08/2024 05:00 PM

Assessment Details

Policy Problem

Assessment Overview

In this task, you will examine an Australian policy debate, covering three areas:

1. Comparison of the policy with comparable countries
2. Consideration of how the policy issues are framed by different stakeholders or interest groups
3. Discuss the power and influence each chosen group has in achieving their desired outcome

Due dates: week 5

Feedback: within two weeks of submission

Course Learning Outcomes

- CLO1 : Explain what policy is and how policy is made in public health and health-related fields
- CLO2 : Analyse how significant actors engage in policy development and the institutional rules and practices that influence and generate policy

Detailed Assessment Description

Background to Task

Currently, there is an extremely contentious policy debate worldwide concerning policy on drug checking services to prevent deaths due to recreational drugs use. For example recent 2024 media about drug testing in New South Wales:

<https://www.theguardian.com/australia-news/2024/apr/08/drug-checking-service-opens-at-sydney-injecting-room-but-nsw-still-blocking-festival-pill-testing>

The drug checking service (pill testing) is a harm reduction service that analyses the contents of drugs to help users avoid the unknown and potentially dangerous substances in illicit drugs. Pill testing facilities have been used internationally since the 1990's and are currently available in 20 countries within Europe and the Americas, as well as New Zealand.

Here is a study of drug checking services globally: <https://ndarc.med.unsw.edu.au/sites/default/files/ndarc/resources/>

[Global%20review%20of%20drug%20checking%20services%20operating%20in%202017.pdf](https://ndarc.med.unsw.edu.au/sites/default/files/ndarc/resources/Global%20review%20of%20drug%20checking%20services%20operating%20in%202017.pdf)

And here is presentation about drug checking in Australia:

<https://ndarc.med.unsw.edu.au/resource/drug-checking-australia-how-far-do-we-have-go>

And an article from The Conversation:

<https://ndarc.med.unsw.edu.au/blog/six-reasons-australia-should-pilot-pill-testing-party-drugs>

Often when a policy issue reaches the agenda of the government, informative material is made available to parliamentarians via the parliamentary library. *Flagpost* is a blog from the parliamentary library on issues of interest to members of the Australian Parliament and contains some relevant information for you.

https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/FlagPost/2018/May/The_pros_and_cons_of_pill_testing

The Queensland Government recently announced pill testing will be allowed. An Australian-first trial of a pill testing service was conducted at the Canberra leg of the *Groovin the Moo* festival on 29 April 2018. A second trial was conducted in 2019, along with an evaluation. The debate is very similar to the “harm minimisation”* debate we saw on injecting drugs.

The links below provide more information on pill testing and has a link the ACT pill testing evaluation report:

<https://www.health.act.gov.au/about-our-health-system/population-health/pill-testing>

<https://adf.org.au/insights/pill-testing-australia/>

*If you are unsure about what harm minimisation is, see this link

<https://www1.health.gov.au/internet/publications/publishing.nsf/Content/drugtreat-pubs-front9-wk-toc~drugtreat-pubs-front9-wk-secb~drugtreat-pubs-front9-wk-secb-2~drugtreat-pubs-front9-wk-secb-2>

The state coroner undertook an inquest into the death of six young people at NSW music festivals. The findings, which were released in November 2019, are discussed here:

<http://theconversation.com/when-the-coroner-looked-at-how-to-cut-drug-deaths-at-music-festivals-the-evidence-won-but-what-happens-next-126669>

To hear more about the controversy, listen to the video clip embedded in this link:

<https://www.smh.com.au/national/for-three-months-i-lived-and-breathed-pill-testing-research-20191108-p538r0.html>

Task description

In this assignment, you will examine the debate on the issue of legalising pill testing in Australia. There are three short answer questions as follows:

1. Describe the trend in the last two decades with regards the issue of harm due to recreational drugs as a policy problem in Australia. How do we compare with similar (OECD) countries? What are the trends in countries that have legalised drug checking services? (around 300 words is suggested)
2. Think about the issues regarding legalising pill testing in Australia. Choose *three* different stakeholders or interest groups in this debate. How are the issues being framed (presented or

- put forward) by each of these groups? (around 500-600 words is suggested)
3. Discuss the power each of your chosen groups have in terms of their ability to get their desired outcome. (around 300 - 400 words is suggested)

The total number of words for this assignment is 1200. Ensure you support all statements of fact with references – you are recommended to search for the most up to date information and academic research to support your answers. The use of headings and dot points is encouraged to help students keep within the word limits.

Learning outcomes addressed

- analyse how significant actors engage in policy development and the institutional rules and practices that influence and generate policy;
- critique how different ideas and interests are mobilised in the development of policy and how to frame ideas that progress health and wellbeing.

Assessment criteria

Assignment 1 will be assessed against the specific requirements listed below as follows:

- Relevance of answers to the questions.
- Evidence of an understanding and ability to source, interpret and reflect on relevant public health information.
- Demonstrated depth of analysis, critical thinking and conclusions supported by evidence.
- Clear expression and ability to write scientifically. Please avoid bullet points and concentrate on the narrative.
- Referencing which is undertaken accurately and as necessary. Please use Vancouver as your default referencing style.
- Adherence to word limit (Please note: The word limit will be checked during marking).

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

Assessment Length

1200 words

Submission notes

Refer to Moodle for submission information.

Assessment information

Rubric is available in moodle

Criteria with marking rubric

Criteria: * Relevance of answers to the questions. * Evidence of an understanding and ability

to source, interpret and reflect on relevant public health information. * Demonstrated depth of analysis, critical thinking and conclusions supported by evidence. * Clear expression and ability to write scientifically. Please avoid bullet points and concentrate on the narrative. * Referencing which is undertaken accurately and as necessary. Please use Vancouver as your default referencing style. * Adherence to word limit (Please note: The word limit will be checked during marking).

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Assignment submission Turnitin type

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

Participation

Assessment Overview

This task uses the StoryWall approach to online discussion forums. You will progress through discussion forum tasks across the term, which provides students with the opportunity to link the concepts you have learned each week to real-world cases and decision problems. The task culminates with students developing a two minute "elevator pitch" put forward to a Minister on a chosen preventative health policy topic.

Due dates: throughout term (including pre-census feedback) + week 10 for elevator pitch

Feedback: throughout term + within two weeks of final submission

Course Learning Outcomes

- CLO1 : Explain what policy is and how policy is made in public health and health-related fields
- CLO2 : Analyse how significant actors engage in policy development and the institutional rules and practices that influence and generate policy
- CLO3 : Critique how different ideas and interests are mobilised in the development of policy

- and how to frame ideas that progress health and wellbeing
- CLO4 : Describe the development and implementation of policy for public health, considering the strategic context, debates about a particular policy, and how policy practice occurs
 - CLO5 : Create and deliver a policy pitch

Detailed Assessment Description

Background

StoryWall is a learner-centred pedagogical approach that leverages existing online discussion forum architecture (e.g.*Moodle Forums*) with specific conditional actions to build assessment tasks to support student learning.

Assignment 2 uses the StoryWall approach based around **six exercises** with the final one being the delivery of a 2 minute elevator pitch. The assignment will provide you with the opportunity to link the concepts you have learned each week to real-world cases and decision problems. The exercises are designed as a low-stake assessments (i.e. what counts is that you make a sincere attempt, reflect and learn as much as possible from the discussions).

The "fundamental objective" of this design is to use the assessment to drive better, deeper, and more sustainable learning via enabling you to identify your strengths and weaknesses and target areas that need work, encouraging your self-reflection and peer learning, and providing ongoing feedback that can help you improve learning.

Format: We recommend the first 5 exercises are completed close to the week of that task in the semester (with the exception of evidence as that lecture comes once these assessments are submitted). Please submit these online by 5 pm 7th July.

You will then bring together what you have learned as a two minute 'Elevator Pitch' to a fictional health minister about a preventive health policy issue of concern to you. Please submit these recordings online by 5pm 28th July.

Task Description

You are required to contribute to the StoryWall activities in such a way as to demonstrate that you have critically considered the topic and any related reading/audio/video material.

Wk 1: Read the National Preventive Health Strategy (NPHS)

E1, (corresponding to the focus of Wk2): The focus is to identify the types of stakeholders and whether each type supports the policy, opposes the policy, and for you to begin to consider the

strategies that might be needed to maximise support of the NPHS.

E2, (corresponding to Wk 3 and 4): This week's assessment exercise introduces you to the institutional dynamics that are core to understanding policy

E3, (corresponding to Wk 5 and 6): You should now turn your attention to picking a particular policy area identified in the strategy. This policy area will be the topic of your presentation at the end of the term (20 marks, the pitch).

E4: The task is to choose the policy area for your elevator pitch.

E5, (corresponding to Wk 9): Use your research skills to find a killer fact to include in your pitch.

E6, The Pitch (corresponding to Wk 10): Argue in two minutes why dealing with your policy problem should be the top priority.

Course outcomes

- explain what policy is and how policy is made in public health and health-related fields;
- analyse how significant actors engage in policy development and the institutional rules and practices that influence and generate policy;
- critique how different ideas and interests are mobilised in the development of policy and how to frame ideas that progress health and wellbeing;
- consider the development and implementation of policy for public health, including the strategic context, debates about a particular policy, and how policy practice occurs;
- create and deliver a policy pitch;
- reflect on your own values and positions about policy.

Assessment criteria

Assignment 2 will be assessed against the specific requirements listed below as follows:

- Relevance of answers to the exercises
- Evidence of an understanding and ability to plan, source, interpret and reflect on relevant public health information.
- Demonstrated ability to think critically about complex concepts
- Clarity of presentation about complex concept

Assessment Length

Exercises and a 2 minute elevator pitch

Submission notes

Refer to Moodle for submission information.

Assessment information

Additional detail on tasks, exercise templates, and rubric is available in moodle

Criteria with marking rubric

Criteria: * Relevance of answers to the exercises * Evidence of an understanding and ability to plan, source, interpret and reflect on relevant public health information. * Demonstrated ability to think critically about complex concepts * Clarity of presentation about complex concepts

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Assignment submission Turnitin type

This is not a Turnitin assignment

Policy Analysis

Assessment Overview

This task requires you to review the development and impact of an existing policy against frameworks provided in the course.

Due dates: end of term

Feedback: within two weeks of submission

Course Learning Outcomes

- CLO1 : Explain what policy is and how policy is made in public health and health-related fields
- CLO2 : Analyse how significant actors engage in policy development and the institutional rules and practices that influence and generate policy
- CLO3 : Critique how different ideas and interests are mobilised in the development of policy and how to frame ideas that progress health and wellbeing
- CLO4 : Describe the development and implementation of policy for public health, considering

the strategic context, debates about a particular policy, and how policy practice occurs

Detailed Assessment Description

Background

“No Jab, No Pay” is an Australian Government initiative to help ensure all children are fully immunised in line with the National Immunisation Program (NIP) Schedule. The national “No jab, no pay” policy, introduced on 1 January 2016, extended the existing vaccination requirements for receiving federal family assistance payments. At a State/Territory level the requirements extend to No Jab No Play, which stipulates that children must be fully immunised or have an approved catch up program or have a medical reason not to be vaccinated in order to attend child care. This policy extension does not include ACT, NT, and Tasmania.

The aim of the policy was to improve childhood immunisation coverage, by removing the option for religious or philosophical objections to vaccination from the eligibility criteria for financial benefits linked to immunisation. At the time that the policy was introduced there were concerns that linking vaccination to welfare and tax benefits may disproportionately influence certain groups, such as working women and low-income families. Concerns were also raised about workforce challenges in implementing the No Jab No Pay measures especially in settings with large refugee numbers. Lastly, questions were raised about whether the policy was proportional to the threat posed by vaccine refusal in Australia. As highlighted by Frank Beard and colleagues in a perspective piece in the Medical Journal of Australia, the *“importance of vaccine refusal as a potential contributor to disease transmission is mainly limited to relatively small geographic areas where levels of vaccine refusal are high”*. They felt that there was limited evidence to base the policy on.

Task Description

For this assignment, you are asked to undertake a retrospective review of the No Jab No Pay/play policy in Australia. As your textbook notes *‘the quality of your policy analysis will depend on the accuracy, comprehensiveness and relevance of the information that you are able to collect. These in turn, depend on the time and resources available to you.’* (p. 202). We expect you to use the rubric provided to help you structure your assignment.

Given that this is an assignment task, you may base your review largely on the resource documents below; and your emphasis will be on the policy as it developed in 2015, then 2018, and the ramifications of this since then. You will need to do a little further researching for additional detail, but most of what you will need to know for your policy analysis has been

provided to you in the references below.

References used

Haire, B., Komesaroff, P., Leontini, R. et al. Raising Rates of Childhood Vaccination: The Trade-off Between Coercion and Trust. *Bioethical Inquiry* 15, 199–209 (2018).

Trent, M. J., et al. (2019). "Parental opinions towards the "No Jab, No Pay" policy in Australia." *Vaccine* 37(36): 5250-5256.

Paxton GA, Tyrrell L, Oldfield SB, Kiang K, Danchin MH. No Jab, No Pay - no planning for migrant children. *The Medical Journal of Australia*. 2016 Oct;205(7):296-298.

Beard FH, Leask J, McIntyre PB. No Jab, No Pay and vaccine refusal in Australia: the jury is out. *The Medical Journal of Australia*. 2017 May;206(9):381-383.

Learning outcomes

- explain what policy is and how policy is made in public health and health-related fields;
- analyse how significant actors engage in policy development and the institutional rules and practices that influence and generate policy;
- critique how different ideas and interests are mobilised in the development of policy and how to frame ideas that progress health and wellbeing;
- consider the development and implementation of policy for public health, including the strategic context, debates about a particular policy, and how policy practice occurs;

Assessment criteria

Assignment 3 will be assessed against the specific requirements listed below as follows:

- Evidence of understanding of policy-making
- Ability to present an analysis of policy-making including institutional and process dynamics
- Demonstrated depth of analysis, critical thinking and conclusions supported by evidence
- Clear expression and ability to write scientifically. Please avoid bullet points and concentrate on the narrative.
- Referencing which is undertaken accurately and as necessary. Please use Vancouver as your default referencing style.
- Adherence to word limit (Please note: The word limit will be checked during marking).

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

Assessment Length

2500 words

Submission notes

Refer to Moodle for submission information.

Assessment information

Rubric provided in Moodle

Criteria with marking rubric

Criteria: * Evidence of understanding of policy-making * Ability to present an analysis of policy-making including institutional and process dynamics * Demonstrated depth of analysis, critical thinking and conclusions supported by evidence * Clear expression and ability to write scientifically. Please avoid bullet points and concentrate on the narrative. * Referencing which is undertaken accurately and as necessary. Please use Vancouver as your default referencing style. * Adherence to word limit (Please note: The word limit will be checked during marking)

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Assignment submission Turnitin type

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

General Assessment Information

We will provide exemplars for each assessment during the semester.

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.

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 1 : 27 May - 2 June	Topic	Policy Frameworks Lecture Readings Course IntroH: 10-11 am, 27 May Tutorial (O – TBC)
Week 2 : 3 June - 9 June	Topic	Power and Policy Lecture Readings Guest lecture: Terry Slevin, CEO PHAA A1 Q&AH: 10-11 am, 3 June formativir non-marked assessment - Census date June 9
Week 3 : 10 June - 16 June	Topic	Institutions: Actors, Structures and Ideas (pt 1) Lecture Readings Guest lectures: Prof Kat Smith, Strathclyde University; Prof Peter Sainsbury, University of Notre Dame Tutorial (O – TBC)
Week 4 : 17 June - 23 June	Topic	Institutions: Actors, Structures and Ideas Lecture Readings Guest lectures: Prof Kat Smith, Strathclyde University; Prof Peter Sainsbury, University of Notre Dame A1: 5pm, 21 June
Week 5 : 24 June - 30 June	Topic	Implementation Lecture Readings A2 Q&AH: 10-11 am, 24 June Tutorial (O – TBC)
Week 6 : 1 July - 7 July	Topic	Governance Lecture Readings A2 [Exercises]: 5pm, 5 July
Week 7 : 8 July - 14 July	Topic	Doing Policy Analysis Lecture Readings Tutorial (O – TBC)
Week 8 : 15 July - 21 July	Topic	Globalisation Lecture Readings
Week 9 : 22 July - 28 July	Topic	Evidence and Policy Lecture Readings Guest lecture: Prof Paul Cairney, University of Stirling A3 Q&AH: 10-11 am, 22 July Tutorial (O – TBC) A2 [Elevator Pitch]: 5pm, 26 July
Week 10 : 29 July - 4 August	Topic	Advocacy Lecture Readings Guest lecture: Dr Marianne Jauncey, MD, Sydney Medically Supervised Injecting Centre, NSW

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

Learning resources for this course consist of the following and are available on Moodle:

1. Course notes
2. Course readings (available on Leganto)
3. Lectures slides
4. Lecture recordings
5. Relevant course resources for each Module

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	Patrick Harris		Liverpool Hospital	0414940817	Most days, no weekends	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).