



UNSW Course Outline

PHCM9605 Global Health and Development - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : PHCM9605

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 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.

This course is designed to provide a sound foundation for study and work practice in global health. The intensive learning experience is based on realistic scenarios of health and development issues and challenges commonly experienced in resource poor countries and in global health settings. Successful completion of this course will require application of pertinent knowledge, practice of skills and reflection on professional practice. It constitutes a core course for students who wish to undertake the Master of Global Health.

Relationship to Other Courses

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
CL01 : Demonstrate understanding of the social, economic and political determinants of health at local, regional and global levels
CL02 : Outline patterns and trends in the global burden of disease and the particular health problems faced in resource constrained settings
CL03 : Identify and critically analyse key indicators and processes used in assessing health problems and services and consider these issues in interpreting and comparing health and development status in two or more countries
CL04 : Critically review health system and policy responses at national and global levels to a range of major health problems confronting global health
CL05 : Discuss and critically analyse core concepts and debates in global health and development

Course Learning Outcomes	Assessment Item
CL01 : Demonstrate understanding of the social, economic and political determinants of health at local, regional and global levels	<ul style="list-style-type: none"> • Assessing Health and Development Status • Discussion Paper
CL02 : Outline patterns and trends in the global burden of disease and the particular health problems faced in resource constrained settings	<ul style="list-style-type: none"> • Quiz • Assessing Health and Development Status • Discussion Paper
CL03 : Identify and critically analyse key indicators and processes used in assessing health problems and services and consider these issues in interpreting and comparing health and development status in two or more countries	<ul style="list-style-type: none"> • Quiz • Discussion Paper
CL04 : Critically review health system and policy responses at national and global levels to a range of major health problems confronting global health	<ul style="list-style-type: none"> • Discussion Paper
CL05 : Discuss and critically analyse core concepts and debates in global health and development	<ul style="list-style-type: none"> • Discussion Paper

Learning and Teaching Technologies

Moodle - Learning Management System

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.

Other Professional Outcomes

By the end of the course, you will be able to:

- Outline levels and trends in the global burden of disease, and the main health problems faced in resource constrained settings.
- Identify and critically appraise key indicators and processes used in assessing health problems and health service delivery in resource constrained settings and consider these issues in interpreting and comparing health status in two or more countries.
- Critically review health system and policy responses at national and global levels to a range of major health and development issues confronting resource constrained settings.
- Discuss and critically appraise core concepts and debates in global health and development.
- Demonstrate understanding of the social, economic and political determinants of health at local, regional and global levels.

Additional Course Information

This course aims to provide students with an insight into the realities and challenges of current major global health and development issues, including an overview of the contemporary approaches and strategies being used to address these issues. The course aims to equip students with the ability to analyse and critically appraise global health and development literature in order to determine the effectiveness of approaches and strategies to address current issues at community, national and global levels using real case scenarios and examples.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Quiz Assessment Format: Individual	20%	Due Date: 08/03/2024 11:59 PM
Assessing Health and Development Status Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: 29/03/2024 11:59 PM
Discussion Paper Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: 26/04/2024 11:59 PM

Assessment Details

Quiz

Assessment Overview

Multiple choice questions in the first half of the term. Individual level feedback will be provided at the conclusion of the quiz period.

Course Learning Outcomes

- CL02 : Outline patterns and trends in the global burden of disease and the particular health problems faced in resource constrained settings
- CL03 : Identify and critically analyse key indicators and processes used in assessing health problems and services and consider these issues in interpreting and comparing health and development status in two or more countries

Detailed Assessment Description

Task description

Students will each independently undertake an online quiz that consists of 20 multiple choice questions based on content from the first three weeks of the course. Students will be given a seven-day period within which they can undertake the quiz, with a one-hour time limit for completion once the quiz is started. The quiz is based on a repository of 50 questions, from which 20 are randomly selected by the computer program for you to answer. When undertaking the quiz, you will not be allowed you to go back once you move onto the next question (regardless of if you have answered the question or not). There are several reasons for this, but one is to reduce collusion (working together with another student) and cheating. For this reason, the quiz questions and the four possible responses are also set to 'shuffle' mode, which means that no two students will receive an identically formatted quiz. Please note that collusion is a form of cheating, and any indication of collusion will be referred to the Program Director for investigation.

This assessment will help to reinforce the key concepts taught during the first three weeks of the course. A practice quiz will be posted on the Moodle course site for anyone who is not familiar with the Moodle quiz software. The questions in the Practice Quiz are not related to the course content.

Please ensure you read 'Problems completing timed online assessments' on page 19 of this Course Outline. Unless you take screenshots of error messages or other evidence of a technical issue whilst undertaking the quiz, no special consideration will be granted, and the grade you received for the quiz will hold.

Learning outcomes assessed

- Outline levels and trends in the global burden of disease, and the main health problems faced in resource constrained settings.
- Identify and critically appraise key indicators and processes used in assessing health problems and health service delivery in resource constrained settings, and consider these issues in interpreting and comparing health status in two or more countries.

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

Submission notes

This task does have a short extension option. Refer to Moodle for submission information.

Assessment information

Use of artificial intelligence

- It is prohibited to use any software or service to search for or generate information or answers. If such use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion”

Assignment submission Turnitin type

Not Applicable

Assessing Health and Development Status

Assessment Overview

1500 - 2000 word report on the health and development status of a chosen country. Assessment is due towards the middle of the term. Individual feedback will be provided within 10 working days.

Course Learning Outcomes

- CL01 : Demonstrate understanding of the social, economic and political determinants of health at local, regional and global levels
- CL02 : Outline patterns and trends in the global burden of disease and the particular health problems faced in resource constrained settings

Detailed Assessment Description

This assessment requires you to focus on one low- or middle-income country (as defined by the World Bank <https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>) of your choice, and undertake an assessment and critical analysis of its health and development status.

You should structure this assessment task like an essay. Start with an **introduction** that provides a background to the country you have selected, including where it is located and some key demographic information about its population (approx. 150-200 words). You should then outline the **social, political and economic situation** in your selected country, focussing on the current situation, but also the historical context as appropriate (approx. 500-600 words). Your essay should then **focus on one Sustainable Development Goal (SDG) target** of your choice from 'Goal 3: *Ensure healthy lives and promote well-being for all at all ages*'. You may select any of the 13 targets under Goal 3 (3.1 through to 3.9 and 3.a, 3.b, 3.c and 3.d). Each target has between one to five indicators that are used to measure progress in that target. You need to clearly present the SGD target you have selected, provide a rationale for why you selected that target in the context of your focus country, and discuss and appraise the meaning, value and limitations of the target and its associated indicators within the context of your focus country as well as the global context. You should then finish your essay with a succinct **conclusion** that highlights the key points you have made (approx. 150-200 words).

In your essay you should demonstrate your ability to go beyond simply presenting and interpreting the SDG target you have selected. Provide an assessment of whether the SDG target and its indicator(s) are being met in your focus country, as well as a concise outline of how this compares to other countries in the region and beyond. You should also consider your focus country's national health policy and other external influences (e.g., the influence of external donors and/or global health initiatives) on the SDG target you have selected.

Key learning outcomes for this assessment include:

- being able to gather and sort relevant data from available sources (such as country-based databases and reports; international agencies like WHO and UNDP; and peer-reviewed journal articles).
- collating data and presenting the most important data clearly using text, as well as tables and figures as appropriate and judicious; and assessing data quality and noting contradictions.
- interpreting data and showing an understanding of contextual influences on health indicators.
- backing up all data presented with clear referencing and acknowledgement of sources.
- demonstrating ability to move beyond description to critique and analysis.

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

Assessment Length

2000 words

Submission notes

Refer to Moodle for submission information. A short extension of 2 days is available for this task. Submissions are to be made through Moodle (Turnitin) by the due date and time and should be saved as a Word or PDF document. If you experience problems submitting your answers online, please inform the course convenor rohina.joshi@unsw.edu.au before the due date and time.

Assessment information

For this task, the level of use of generative Artificial Intelligence (AI) is categorised as "NO ASSISTANCE." It is prohibited to use any software or service to search for or generate information or answers. If such use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

Assignment submission Turnitin type

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

Discussion Paper

Assessment Overview

2000-2500 word essay on a topic, from a list provided. Assessment is due towards the end of the term. Individual feedback will be provided within 10 working days.

Course Learning Outcomes

- CL01 : Demonstrate understanding of the social, economic and political determinants of health at local, regional and global levels
- CL02 : Outline patterns and trends in the global burden of disease and the particular health problems faced in resource constrained settings
- CL03 : Identify and critically analyse key indicators and processes used in assessing health problems and services and consider these issues in interpreting and comparing health and development status in two or more countries
- CL04 : Critically review health system and policy responses at national and global levels to a range of major health problems confronting global health
- CL05 : Discuss and critically analyse core concepts and debates in global health and development

Detailed Assessment Description

This assessment requires that you select one of the four topics below. You are expected to critically examine the question presented and put forward an argument drawing on your conceptual understanding from the course and using the literature to support your response. You

may wish to illustrate aspects of your discussion through country-specific examples, but this should NOT be the main focus of the assignment. A broader discussion of the topic with a global focus is required.

NOTE: You **MUST** state your selected assessment topic in your 'Submission Title' when you are submitting your assessment in Moodle. For example, 'Topic 1: Primary health care.'

Topic 1. Primary Health Care

Describe the place of Primary Health Care (PHC) in health systems strengthening. Consider the Alma Ata Declaration and the Astana declaration, and how attitudes towards PHC have changed over time. Assess whether and in what ways we have appropriately updated and reassessed its relevance, over 40 years since the original Declaration. You may wish to consider relating this to the current emphasis on the SDGs and the impact of the current pandemic.

Topic 2. Maternal and child health

What are the possible explanations for failure to advance maternal and child health in some countries and what needs to be done to improve the situation? You may choose to focus on maternal health and/or child health. Briefly describe whether there is evidence available on what needs to be done, and then discuss whether, or why not, this evidence is being applied in practice. Discuss and critically appraise the emerging debates and next steps in improving maternal and/or child health globally.

**NOTE: If you selected SDG 3.1 or 3.2 for A2, you cannot select this topic.*

Topic 3. Actors in global health and development

There are many relatively new actors in global health and development – from key international NGOs to major global funds such as GAVI and GFATM, to foundations such as the Bill and Melinda Gates Foundation, and a wide variety of public- private partnerships. There are also renewed efforts to bring many of these actors together, for example, through the International Health Partnerships. Select one of these or other actors in global health and development and critically analyse their current and emerging role.

Topic 4. NCDs as a global health agenda

Accumulating evidence and data, and increasing concerns with costs and burden of disease, have led to a global focus on non-communicable diseases (NCDs). What are the factors which

have led to NCDs being placed on the global health agenda, and how and in what ways, are NCDs being addressed at the global level? What are the key challenges that lie ahead, and what can be learned from other major initiatives around a single or group of diseases?

Learning outcomes assessed

- Outline levels and trends in the global burden of disease, and the main health problems faced in resource constrained settings.
- Identify and critically appraise key indicators and processes used in assessing health problems and health service delivery in resource constrained settings, and consider these issues in interpreting and comparing health status in two or more countries.
- Critically review health system and policy responses at national and global levels to a range of major health and development issues confronting resource constrained settings.
- Discuss and critically appraise core concepts and debates in global health and development.
- Demonstrate understanding of the social, economic and political determinants of health at local, regional and global levels.

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

Assessment Length

2500

Submission notes

Refer to Moodle for submission information. A short extension of 2 days is available for this task. Submissions are to be made through Moodle (Turnitin) by the due date and time and should be saved as a Word or PDF document. If you experience problems submitting your answers online, please inform the course convenor rohina.joshi@unsw.edu.au before the due date and time.

Assessment information

Use of Artificial Intelligence

- Simple editing assistance and planning assistance, if needed.
- 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.

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.

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 : 12 February - 18 February	Blended	
	Blended	Session 1: Introduction to the course and to global health and development - Lecture and Group Discussion
Week 2 : 19 February - 25 February	Blended	Session 2: Global Burden of Disease and measurement of health
Week 3 : 26 February - 3 March	Blended	Session 3: Health and development indicators
Week 4 : 4 March - 10 March	Blended	Session 4: Maternal and child health Quiz is due this week
Week 5 : 11 March - 17 March	Blended	Session 5: Infectious diseases
Week 6 : 18 March - 24 March	Blended	Session 6: Non-communicable diseases and injuries
Week 7 : 25 March - 31 March	Blended	Session 7: Primary care and health systems Assessment due this week
Week 8 : 1 April - 7 April	Blended	Session 8: Global Health Initiatives: Key challenges and responders Humanitarian crises and global health
Week 9 : 8 April - 14 April	Blended	Session 9: Environmental health
Week 10 : 15 April - 21 April	Blended	Session 10: Health equity, development and human rights
Week 11 : 22 April - 28 April	Assessment	Final assessment is due this week

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

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/>

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	Rohina Joshi		Kensington Campus			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

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 shorthand 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).