



## UNSW Course Outline

# PHCM9522 Politics, Surveillance and Public Health - 2024

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## General Course Information

Course Code : PHCM9522

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Medicine and Health

Academic Unit : School of Population Health

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course aims to provide a broad understanding of some of the principal discussions in medical sociology that can usefully inform public health practice. The course teaches some key social scientific tools, and considers their use as applied to contemporary public health issues,

with a particular focus on surveillance and global health. We will consider social scientific research on a selection of topics such as public trust, medicalisation, public understandings of disease & contagion, risk, infectious disease surveillance and preparedness, transformations in digital epidemiology, empowerment & health equity as well as biosecurity & biodefense. In examining this research we will be identifying some of the different (and sometimes competing) theories of power, risk, globalisation and embodiment being employed by medical sociologists and anthropologists. We will be examining what social science can contribute to key developments in public health and health governance.

## Course Aims

The course aims to develop your capacities to: identify and critically evaluate social scientific concepts operating (explicitly or implicitly) in public health; and to identify social scientific concepts and research domains that are, or might be, usefully applied to public health problems. You will learn to develop skills to critically appraise social scientific concepts and research, and their application to public 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
CLO1 : Identify and examine key debates in social scientific research on health
CLO2 : Identify the implications of these debates for public health practice and research
CLO3 : Develop a well-informed position on these debates
CLO4 : Demonstrate an understanding of social and cultural research with relevance to public health and health governance practice and research

Course Learning Outcomes	Assessment Item
CLO1 : Identify and examine key debates in social scientific research on health	<ul style="list-style-type: none"><li>• Seminar Participation</li><li>• Talk</li><li>• Major Essay</li></ul>
CLO2 : Identify the implications of these debates for public health practice and research	<ul style="list-style-type: none"><li>• Seminar Participation</li><li>• Talk</li><li>• Major Essay</li></ul>
CLO3 : Develop a well-informed position on these debates	<ul style="list-style-type: none"><li>• Talk</li><li>• Major Essay</li></ul>
CLO4 : Demonstrate an understanding of social and cultural research with relevance to public health and health governance practice and research	<ul style="list-style-type: none"><li>• Seminar Participation</li><li>• Talk</li><li>• Major Essay</li></ul>

## 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).

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.

### Teaching strategies

This course is taught as a series of seminars/webinars following lectures all of which focus on assigned readings. **You need to do the reading prior to the lectures and seminars.**

There is no need to form a consensus on the material we are discussing, you may find that you share a position with some of the others involved in our discussions, or maybe you will be the only person voicing a particular position. Either way, the aim of the seminars/webinars is to share ideas and approaches to these sociological debates and to develop a rigorous understanding of the different positions being put forward (including the ones with which you disagree).

It is unlikely that you will fully understand every word of everything you read – the material and approach will be new to most. If there are things that you do not follow, it is useful to mark them and try to formulate questions about them. **Well formulated questions can be as useful to progressing our common discussion as fully formed, brilliant ideas.**

In summary, the teaching strategies are designed to facilitate the development of particular skills, including:

- Demonstrating your critical engagement with social research both in discussion and in writing (all assignments)
- Discussing your evaluations, interpretations and ideas with others (A2, seminar participation)
- Discussing other people's evaluations, interpretations and ideas with them (seminar participation)
- Selecting and analysing relevant literature in a way that explains the relevance and the development of your own position as you plan and write your essay (essay)
- Presenting and arguing your ideas and position (A2)
- Explaining the implications of your position for public health practice and research (essay)

You will be expected to contribute to and participate in discussions regularly. **You need to have read and thought about the assigned material before participating in the seminar/webinar discussion.** Also, the additional reading lists are provided as tools for you to use in undertaking further reading, for your essay this term or some time in the future.

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Seminar Participation Assessment Format: Individual	25%	Start Date: 12/02/2024 12:00 PM Due Date: Not Applicable
Talk Assessment Format: Individual	25%	Start Date: Not Applicable Due Date: 21/03/2024 12:00 PM
Major Essay Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: 24/04/2024 12:00 PM

# Assessment Details

## Seminar Participation

### Assessment Overview

Weekly seminar participation (both as internal and external students) is an integral part of this course, enabling you to discuss key readings, and to practice using concepts and sharing ideas that before developing them more fully for your talk and your final essay. This is a continuous assessment.

Please see Moodle for further details.

Feedback will be given prior to submission of your final essay.

### Course Learning Outcomes

- CL01 : Identify and examine key debates in social scientific research on health
- CL02 : Identify the implications of these debates for public health practice and research
- CL04 : Demonstrate an understanding of social and cultural research with relevance to public health and health governance practice and research

### Detailed Assessment Description

#### Weeks 1-8

You are not being assessed on simply turning up to the seminars or simply making a post in the discussion threads. The assessment criteria are quite specific (see below) and pertain to your contributions to discussions about weekly questions based on your prior reading of assigned readings.

**Internal students:** come to the weekly tutorial/seminar on campus, scheduled straight after the online lecture, see timetable: <https://www.unsw.edu.au/medicine-health/our-schools/population-health/student-life/student-resources/postgraduate/timetables>

**External students:** You can choose to participate in one of 2 ways:

1) Weekly evening Webinars (on Microsoft Teams) in real time.

OR

2) Weekly discussion threads (on Microsoft Teams) for asynchronous seminar participation. This mode of engagement **extends on** the live Webinar. First watch or listen to the live webinar and then make a contribution that **builds on** that discussion and on the posts already made in

that week's discussion thread. Keep your contributions short (200 words or less, or 2 or 3 shorter posts). If occasional contributions are longer this is fine (350 words max), but the more succinct the more likely they are to be read and responded to by others. Weekly discussions close each Sunday evening.

**All students** You are being assessed on the following criteria:

- **BUILDING DISCUSSION:** Do you make regular substantive contributions (at least 4 weeks, pass; at least 5, credit; at least 6, distinction; at last 7, HD)? [5%]
- **COMING PREPARED:** Do you bring your thinking and questions about the prior reading and the week's lecture to your seminar/discussion thread participation – and (if participating via text-based discussion threads) also about the recorded weekly teams webinar? [5%]
- **THINKING WITH OTHERS:** Do you relate your ideas to those being articulated by others in the group? Do you facilitate the articulation of other people's ideas, by listening, asking them to explain what you cannot follow, and by making connections between what you are hearing and the course material? [5%]
- **UNDERSTANDING & CONNECTIONS:** Do your contributions help the group to develop an understanding of WHAT the author is saying (through sharing your understanding, through asking clear questions about the parts you do not understand, through thinking through possible answers to those questions and the implications of those answers). Do you explain your understanding of the relevance of the paper and do you explore possible connections with other readings [5%]
- **CRITICAL EVALUATION:** Do you identify strengths and weaknesses in the papers being discussed AND explain your reasons for identifying those strengths/weaknesses. [5%]

### **Formative feedback**

At the end of Week 4 formative feedback will be given to each group pertaining to the clarity of the group's articulation of ideas and concepts being discussed, the ways people are relating course material to public health practice and research, and to people's engagement with each other's thinking and questions.

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

### **Assessment Length**

See above

### **Submission notes**

This task does not have a short extension option. Refer to Moodle for submission information.

### **Assessment information**

**USE OF AI: SIMPLE EDITING ASSISTANCE** (if you are doing the text-based version of this

assessment)

If you are doing the text-based seminars, you may use standard editing and referencing software, **but not Generative AI for this assessment task.**

If the use of generative AI such as ChatGPT is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

**If you use any AI, including editing or translation assistance, you need to state this.** It is not permitted to use AI to generate any text that you submit in this assignments, meaning if you use translation software you will then need to rewrite the text it gives you.

#### Assignment submission Turnitin type

Not Applicable

## **Talk**

#### Assessment Overview

This assessment invites you to practice communicating with your public health colleagues about one of the key concepts being taught in the course, a concept you may go on to use in your final essay. It involves a short oral presentation to your peers about a key concept taught in the course, as well as some discussion of others' talks.

The assignment is due in the middle of the term.

Please see the course Moodle site for further details.

Feedback will be given within 10 working days.

#### Course Learning Outcomes

- CL01 : Identify and examine key debates in social scientific research on health
- CL02 : Identify the implications of these debates for public health practice and research
- CL03 : Develop a well-informed position on these debates
- CL04 : Demonstrate an understanding of social and cultural research with relevance to public health and health governance practice and research

#### Detailed Assessment Description

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

#### Assessment Length

3 mins/500 words (excludes reference list, also excludes in-text citations if using APA)

### Submission notes

Talks (videos and turnitin submissions) due by midday March 21, questions to others due by Midday 25 March. This task does not have a short extension option. Refer to Moodle for submission information.

### Assessment information

#### **USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI) IN THIS ASSESSMENT**

UNSW Pro-Vice Chancellor Education and Student Experience (PVCESE) provides guidance on the [use of generative Artificial Intelligence](#) in assessments.

As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas (**Planning Assistance**). However, you must develop and edit those ideas to such a significant extent that what is submitted is your own work, i.e. only occasional AI generated words or phrases may form part of your final submission.

**If you use AI you must declare this, i.e. include a statement at the start of your submission saying what AI you used and how you used it.**

You should keep copies of the initial prompts used to provide to the course convenor if there is any uncertainty about the originality of your work.

If the outputs of generative AI such as ChatGPT form a part of your submission, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

#### **SCREENING PROCEDURES TO DETECT INAPPROPRIATE USE OF AI**

UNSW courses screen assignments to detect the use of AI tools, such as ChatGPT, using [Turnitin's AI detection tool](#). Unlike the Similarity tool currently in use for plagiarism, students cannot see the results of the AI detection tool. The tool provides teachers with indications of AI generated text and highlights the relevant passages.

In this course we are trialling a second mode of screening: [Brief oral conversation](#). Oral explanations of students' written work are a common practice in many academic settings. They are a great opportunity to discuss your thinking process in preparing your assessment, with a teacher, in a supportive environment.

After the assessment deadline, a small number of submissions will be selected from all grade



brackets. If your work is selected, a course convenor will contact you to schedule a time to meet on Microsoft Teams. **This meeting will take place approximately one week after the assessment deadline.** At the meeting you will be given an opportunity to explain how you approached the assessment. You may also be asked to share draft documents that you worked on.

The purpose of this meeting is for teaching staff to assess whether there has been a misuse of AI tools. If you are unable to explain how you undertook the assessment your paper may be referred to the Conduct & Integrity Office. Further information: [UNSW Courageous Conversations | Planning & Assurance - UNSW Sydney](#).

The unauthorised or unacknowledged use of AI in assessments is considered to be student misconduct at UNSW. Further information: [Use of AI for assessments | UNSW Current Students](#).

#### **Assignment submission Turnitin type**

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

## **Major Essay**

#### **Assessment Overview**

You are asked to choose between assigned essay questions. The questions will ask you to use one or more the concepts taught in the course to analyse a contemporary development in public health (there is also an option to modify the topics or introduce a different topic, in discussion with the course convenor). Essays are written in the style of papers published in medical sociology journals.

Please see Moodle for further details and specific essay topics each year.

Feedback will be given within 10 working days.

#### **Course Learning Outcomes**

- CLO1 : Identify and examine key debates in social scientific research on health
- CLO2 : Identify the implications of these debates for public health practice and research
- CLO3 : Develop a well-informed position on these debates
- CLO4 : Demonstrate an understanding of social and cultural research with relevance to public health and health governance practice and research

#### **Detailed Assessment Description**

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

### Assessment Length

2500 words, excluding references (also excludes in-text citations if using APA)

### Submission notes

This task does have a short extension option. A short extension of 2 days is available for this task. Refer to Moodle for submission information.

### Assessment information

#### **USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI) IN THIS ASSESSMENT**

UNSW Pro-Vice Chancellor Education and Student Experience (PVCESE) provides guidance on the [use of generative Artificial Intelligence](#) in assessments.

As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas (**Planning Assistance**). However, you must develop and edit those ideas to such a significant extent that what is submitted is your own work, i.e. only occasional AI generated words or phrases may form part of your final submission.

**If you use AI you must declare this, i.e. include a statement at the start of your submission saying what AI you used and how you used it.**

You should keep copies of the initial prompts used to provide to the course convenor if there is any uncertainty about the originality of your work.

If the outputs of generative AI such as ChatGPT form a part of your submission, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

#### **SCREENING PROCEDURES TO DETECT INAPPROPRIATE USE OF AI**

UNSW courses screen assignments to detect the use of AI tools, such as ChatGPT, using [Turnitin's AI detection tool](#). Unlike the Similarity tool currently in use for plagiarism, students cannot see the results of the AI detection tool. The tool provides teachers with indications of AI generated text and highlights the relevant passages.

In this course we are trialling a second mode of screening: [Brief oral conversation](#). Oral explanations of students' written work are a common practice in many academic settings. They are a great opportunity to discuss your thinking process in preparing your assessment, with a teacher, in a supportive environment.

After the assessment deadline, a small number of submissions will be selected from all grade brackets. If your work is selected, a course convenor will contact you to schedule a time to meet on Microsoft Teams. **This meeting will take place approximately one week after the assessment deadline.** At the meeting you will be given an opportunity to explain how you approached the assessment. You may also be asked to share draft documents that you worked on.

The purpose of this meeting is for teaching staff to assess whether there has been a misuse of AI tools. If you are unable to explain how you undertook the assessment your paper may be referred to the Conduct & Integrity Office. Further information: [UNSW Courageous Conversations | Planning & Assurance - UNSW Sydney](#).

The unauthorised or unacknowledged use of AI in assessments is considered to be student misconduct at UNSW. Further information: [Use of AI for assessments | UNSW Current Students](#).

#### **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	Seminar	Public health's "gold currency" of trust
Week 2 : 19 February - 25 February	Seminar	"Problematising" trust
Week 3 : 26 February - 3 March	Seminar	Can we get beyond polarising appraisals of surveillance as "good" or "bad"?
Week 4 : 4 March - 10 March	Seminar	Case study
Week 5 : 11 March - 17 March	Seminar	Analysing power relations 1: "Problematisation"
Week 6 : 18 March - 24 March	Seminar	How representations of "the problem of health security" open or close pathways for action
Week 7 : 25 March - 31 March	Seminar	Analysing power relations 2: Imaginaries/socio-technical imaginaries
Week 8 : 1 April - 7 April	Seminar	How visions of the future can shape public health work today
Week 9 : 8 April - 14 April	Seminar	Experimenting with different tools for analysing power relations
Week 10 : 15 April - 21 April	Seminar	Review & final essays

## Attendance Requirements

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

## General Schedule Information

Please see the course Moodle site for a detailed course schedule with weekly lecture/seminar topics and key readings.

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

All key readings accessible via Leganto, in the course Moodle site.

## 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	Niamh Stephenson		Samuels 226	(02) 9385 1281	by appointment	Yes	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 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](mailto:t.dobbins@unsw.edu.au)).