



**UNSW**

## UNSW Course Outline

# PHCM2007 Health Leadership - 2024

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## General Course Information

**Course Code :** PHCM2007

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** Faculty of Medicine and Health

**Academic Unit :** School of Population Health

**Delivery Mode :** Multimodal

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

The course aims to develop students understanding of different approaches to leading and managing at different levels in health services in local and international contexts to improve individual, community and population level outcomes. Students will be introduced to the

common and overlapping skills and features of effective health leadership within public health agency settings requiring coordinated system-wide action through to health care management in more clinically focused patient delivery settings. Topics include management and leadership theories and models; systems perspectives and strategic thinking; influence, power and leading change; managing interprofessional teams and motivating staff; conflict management and improving health worker performance.

## Course Aims

The course aims to develop students understanding of different approaches to leading and managing at different levels in health services in local and international contexts to improve individual, community and population level outcomes. Students will be introduced to the common and overlapping skills and features of effective health leadership within public health agency settings requiring coordinated system-wide action through to health care management in more clinically focused patient delivery settings. Topics include management and leadership theories and models; systems perspectives and strategic thinking; influence, power and leading change; managing interprofessional teams and motivating staff; conflict management and improving health worker performance.

## Relationship to Other Courses

This is a core course in the Bachelor of International Public Health (3880) comprising 6 units of credit towards the total required for completion of the study program.

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 : Discuss the key characteristics and changing influences on the health workforce across a range of health service settings and the implications for health leadership and management practices.
CLO2 : Identify and justify the application of particular health leadership and management theories, approaches and practices for effectively managing others at the individual, team and organisational level.
CLO3 : Review strategies and approaches to leading change and demonstrate application of models and techniques in a health service context.
CLO4 : Analyse and propose solutions to a major health systems issue for improving staff wellbeing and performance.
CLO5 : Reflect on your own health leadership capabilities, assumptions, standpoints and preferences for effective performance in the workplace.

Course Learning Outcomes	Assessment Item
CLO1 : Discuss the key characteristics and changing influences on the health workforce across a range of health service settings and the implications for health leadership and management practices.	<ul style="list-style-type: none"><li>• Quiz 1</li><li>• Discussion forums</li><li>• Leading in public health report</li></ul>
CLO2 : Identify and justify the application of particular health leadership and management theories, approaches and practices for effectively managing others at the individual, team and organisational level.	<ul style="list-style-type: none"><li>• Quiz 1</li><li>• Discussion forums</li><li>• Leading in public health report</li></ul>
CLO3 : Review strategies and approaches to leading change and demonstrate application of models and techniques in a health service context.	<ul style="list-style-type: none"><li>• Elevator Pitch</li><li>• Quiz 1</li></ul>
CLO4 : Analyse and propose solutions to a major health systems issue for improving staff wellbeing and performance.	<ul style="list-style-type: none"><li>• Discussion forums</li><li>• Leading in public health report</li></ul>
CLO5 : Reflect on your own health leadership capabilities, assumptions, standpoints and preferences for effective performance in the workplace.	<ul style="list-style-type: none"><li>• Leading in public health report</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.

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

## Additional Course Information

### Strategies to support Learning

The course has been designed to help you to understand key concepts and attributes related to health leadership. The application of these concepts from a global public health perspective is explored through a set of diverse, rich case studies. Regular engagement with course content is expected, with weekly contributions to the relevant learning and assessment activities. You are encouraged to engage with each week's lecture resources, readings and multimedia as well as actively contribute to your own reflective blog and online discussions.

We have designed the course to move from first focusing on key capabilities needed to lead yourself, to lead others, to lead organisations and then to lead systems within public health settings. Being able to lead effectively is challenging and complex and rarely is there any one right way whether working in local or international public health contexts. The approach here is that public health leaders need to be flexible, and understand the critical capabilities, theories and approaches that can be applied given the specific issues and context they are working within. There are no set formulas, absolute answers, or perfect solutions in public health leadership. Instead, we will focus more on the application of theory, leadership capabilities and judgement. In this way, this Year 2 course in the Bachelor of International Public Health expects a ***high level of critical thinking and application of concepts*** in its learning approach. The course is delivered over a ten-week term, and each week is composed of one module of learning.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Quiz 1 Assessment Format: Individual	10%	Start Date: 27/09/2024 09:00 AM Due Date: 04/10/2024 05:00 PM
Elevator Pitch Assessment Format: Individual Short Extension: Yes (2 days)	15%	Start Date: 11/10/2024 09:00 AM Due Date: 25/10/2024 05:00 PM
Discussion forums Assessment Format: Individual Short Extension: Yes (2 days)	30%	Start Date: Discussion Forum 1 opens 20th September Discussion Forum 2 opens 25th October Due Date: Forum 1 posts due: 27th September Forum 2 posts due: 1st November
Leading in public health report Assessment Format: Individual Short Extension: Yes (2 days)	45%	Start Date: You are encouraged to start planning this assignment early in the course. Due Date: 22/11/2024 05:00 PM

## Assessment Details

### Quiz 1

#### Assessment Overview

This quiz covers content from Weeks 1-3. It will be open for one week. You will only have one opportunity to go online and answer the questions. During that time and you will have 30 minutes to complete the 10 questions.

Individual feedback will be provided at the end of the quiz.

#### Course Learning Outcomes

- CLO1 : Discuss the key characteristics and changing influences on the health workforce across a range of health service settings and the implications for health leadership and management practices.
- CLO2 : Identify and justify the application of particular health leadership and management theories, approaches and practices for effectively managing others at the individual, team and organisational level.
- CLO3 : Review strategies and approaches to leading change and demonstrate application of models and techniques in a health service context.

#### Detailed Assessment Description

##### Quiz 1

30 minutes to complete (with 1 attempt only)

This quiz covers content from Weeks 1-3. It will be open for one week. You will only have one opportunity to go online and answer the questions. During that time and you will have 30 minutes to complete the 10 questions. Detailed information about this assessment will be provided on the course Moodle page.

**Weighting: 10%**

*Note: The marks from Quiz 1 will contribute 10% towards your course result. This quiz will be followed by Quiz 2 and Quiz 3 which are formative in nature (i.e. they are meant to help you assess your progress. While you will receive an auto-generated mark for quizzes 2 and 3, these marks will not count towards your course result)*

#### **Submission notes**

Refer to Moodle for submission information

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

This is not a Turnitin assignment

#### **Generative AI Permission Level**

**No Assistance**

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

#### **Elevator Pitch**

#### **Assessment Overview**

For this activity, you must record and upload an example of your advocacy skills, using the elevator pitch as a delivery method.

You will draw on your learning related to the steps of developing and delivering an effective advocacy strategy. You should structure your elevator pitch around the four steps that were introduced during the course:

#### **1. Set your advocacy goal framework**

2. **Pick your advocacy targets**
3. **Make your case**
4. **Deliver your advocacy message**

Using the above steps as a framework, develop an advocacy message that addresses the key issues identified in the case study as per the guidelines on Moodle and in the course guide.

You are required to record an audio version of your advocacy pitch. The advocacy pitch must be *passionate, compelling* and *concise*. It should be clearly *targeted* and tailored to a particular audience and take no longer than the duration of a short elevator ride (**up to 2 minutes at most**).

Please refer to the Moodle site for more details on this task including the marking rubric and instructions on how to submit via Moodle.

Individual feedback will be provided within 10 working days.

#### Course Learning Outcomes

- CLO3 : Review strategies and approaches to leading change and demonstrate application of models and techniques in a health service context.

#### Detailed Assessment Description

##### **Task Description**

For this activity, you must record and upload an example of your advocacy skills, using the elevator pitch as a delivery method. This activity is based on case study 2 (WASH in rural Bangladesh) from the lessons in Week 5.

Lesson 3 of week 5 explores the steps of developing and delivering an effective advocacy strategy. Review this material and structure this assessment activity around the four steps that were introduced in this lesson:

1. **Set your advocacy goal framework:** Draw on what you did in lesson 3, exploring the health problem, its root causes and results.
2. **Pick your advocacy targets** based on your stakeholder analysis in lesson 2 and their position on the spectrum of allies. (Consider primary and secondary targets).
3. **Make your case** (identify the most suitable communication approach/argument based on your target audience, including your 'smart ask').
4. **Deliver your advocacy message** using CAR Model (Challenge, Action, Result) and an appropriate delivery method.

Using the above steps as a framework, develop an advocacy message that addresses the key issues identified in Case Study 2, week 5 (WASH in rural Bangladesh).

Record an audio version of your advocacy pitch. It should have 3 parts

- **C = Challenge:** Present key arguments in an engaging way.
  - Why is the issue important? State the case you wish to make using powerful details that are important to the listener. Use the communication strategy and kind of argument most suited to your target audience.
- **A = Action:** Be clear about the action you are asking them to take.
  - Suggest how the listener can help solve the problem (your SMART ask)
- **R = Result:** State the positive results of their contribution.
  - Link positive results to their interests, relationships and motivations.

When working as a leader in public health, you may only have brief opportunities like that practiced here to gain support or influence policy or practice.

Remember that the advocacy pitch must be *passionate, compelling* and *concise*. It should be clearly targeted and tailored to a particular audience and take no longer than the duration of a short elevator ride (**up to 2 minutes at most**).

At the beginning of the elevator pitch, include a brief introduction including your name, zID and the intended audience:

- girls attending school OR
- families of girls attending school OR
- a local politician OR
- a local education official OR
- other (indicate clearly who 'other' is).

This introductory component will not be counted towards the 2-minute maximum length of the elevator pitch recording.

#### **Assessment criteria**

1. Articulates a clear advocacy goal
2. Selects an advocacy target who is in a position to affect desired change
3. Selects argument type that corresponds with chosen advocacy target
4. Clearly defines the 'advocacy task' and relates this to the role of the advocacy target

5. Presents an advocacy message that is concise and compelling.

Please refer to the Moodle site for more details on this task including the marking rubric and instructions on how to submit via Moodle. Your file must be either in mp3, wav, m4a or mp4 format.

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

**Assessment Length**

Audio recording 2 minutes maximum length

**Submission notes**

Please refer to the Moodle site for more details on this task including the marking rubric and instructions on how to submit via Moodle. Your file must be either in mp3, wav, m4a or mp4 format.

**Assignment submission Turnitin type**

This is not a Turnitin assignment

**Generative AI Permission Level**

**Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

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

For more information on Generative AI and permitted use please see [here](#).

**Discussion forums**

**Assessment Overview**

Throughout the course, you are expected to participate in discussion forums. This will be

facilitated through discussion questions which will be posted to each of the discussion forums across course. To answer and discuss these questions, you will need to draw on course materials including lessons, readings and viewings, your research of the broader academic literature, as well as your reflections on the course content.

You are expected to adhere to discussion forum protocols which are described on Moodle.

The discussion forums will be opened on the first day of the scheduled fortnight, and it is expected that you will contribute within that fortnight. After a discussion forum has closed, they will become "*read only*", meaning you will be able to read posts but not contribute to new ones. This is important as your discussion posts contribute to your course assessment.

Your discussion forum contributions will be formally assessed by your course convenors after the closing of forum 1 and 2.

Individual feedback will be provided within 10 working days.

### **Course Learning Outcomes**

- CLO1 : Discuss the key characteristics and changing influences on the health workforce across a range of health service settings and the implications for health leadership and management practices.
- CLO2 : Identify and justify the application of particular health leadership and management theories, approaches and practices for effectively managing others at the individual, team and organisational level.
- CLO4 : Analyse and propose solutions to a major health systems issue for improving staff wellbeing and performance.

### **Detailed Assessment Description**

**Due dates:**

**Forum 1: Post by Friday 27<sup>th</sup> September, 5:00 pm Sydney time**

**Forum 2: Post by Friday 1st November, 5:00 pm Sydney time**

Throughout the course, you are expected to participate in discussion forums. Questions and activities to assist you to prepare for discussions are included in the lessons, and discussion questions will be posted to each of the discussion forums across the course. To answer and discuss these questions, you will need to draw on course materials including lessons, and readings and viewings, your research of the broader academic literature, as well as your reflections on the course content.

The recommended length for discussion forum posts is approximately 500 words per forum and this can include more than one post per forum. You are expected to adhere to discussion forum protocols which are described on Moodle.

Your discussion forum contributions will be formally assessed by your course convenors twice during the course: Once after Discussion Forum 1 closes in Week 3 (27<sup>th</sup> Sept), and once after Discussion forum 2 closes in Week 8 (1st Nov). **Please note these two separate due dates for the two forums and each forum will have 15% weight.**

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

#### **Assessment Length**

Approx. 500 words for each forum – may consist of more than one post per forum (x 2 discussion forums across the course)

#### **Submission notes**

Refer to Moodle for submission information

#### **Assessment information**

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

This is not a Turnitin assignment

#### **Generative AI Permission Level**

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

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

For more information on Generative AI and permitted use please see [here](#).

# Leading in public health report

## Assessment Overview

You will be provided with three actual job advertisements for health leadership positions in international work as the basis for this assignment. You will be required to analyse the job advertisements drawing on your understanding of public health leadership capabilities, theories and strategies to demonstrate your understanding of core concepts and skills developed through the course. The following steps are provided as a guide to completing the assignment:

- Analyse the three job advertisements and identify the skills and attributes required by the recruiting organisations. Outline the key competencies that are common across the three advertisements.
- Describe what, if any, important attributes and ways of working are missing from the three job advertisements for being a public health leader. Explain why these should also be included in the profile for a public health leader.
- Explain how the skills and attributes you have identified in 1 & 2 are important for public health leaders in the contemporary global health context. Draw on theories, case studies or readings to explain and justify your reasoning.
- Choose one of the three advertisements to focus on from a personal perspective. What skills and attributes would you need to develop further to fulfil this role? Consider the leadership attributes required and the context within which they are to be applied. Choose a particular competency area that is required for the role (for example cross cultural communication; leading teams; advocacy, participatory leadership). Draw on relevant leadership theories, concepts and/or approaches that would support you to develop this competency area.
- Draw on the submissions that you have made to the Reflective Blog and Discussion forum 3, to reflect on how your understanding of public health leadership has developed over the course. Reflect on your own health leadership capabilities, assumptions, standpoints, and preferences for effective performance in becoming a public health leader.

Individual feedback will be provided within 10 working days.

## Course Learning Outcomes

- CLO1 : Discuss the key characteristics and changing influences on the health workforce across a range of health service settings and the implications for health leadership and management practices.
- CLO2 : Identify and justify the application of particular health leadership and management theories, approaches and practices for effectively managing others at the individual, team and organisational level.
- CLO4 : Analyse and propose solutions to a major health systems issue for improving staff wellbeing and performance.
- CLO5 : Reflect on your own health leadership capabilities, assumptions, standpoints and preferences for effective performance in the workplace.

### Detailed Assessment Description

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

### Assessment Length

2,000 words

### Submission notes

Refer to Moodle for submission information

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Generative AI Permission Level

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

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

For more information on Generative AI and permitted use please see [here](#).

## **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 course, 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 : 9 September - 15 September	Module	Introduction to Public Health Leadership Tutorial 1
Week 2 : 16 September - 22 September	Module	Being a Public Health Leader
Week 3 : 23 September - 29 September	Module	Leading and Interacting with Others Tutorial 2
Week 4 : 30 September - 6 October	Module	Leading Teams Across Boundaries
Week 5 : 7 October - 13 October	Module	Leading Change and Advocacy Tutorial 3
Week 6 : 14 October - 20 October	Other	Wellbeing week
Week 7 : 21 October - 27 October	Module	Climate Change and Leadership Tutorial 4
Week 8 : 28 October - 3 November	Module	Governance and Leadership - Humanitarian Emergencies
Week 9 : 4 November - 10 November	Module	Participatory Leadership Tutorial 5
Week 10 : 11 November - 17 November	Module	Review and Stories from the Field

# 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. Weekly lessons as pre-recorded materials on Moodle
2. Notes related to weekly lessons
3. Course readings (available on Leganto)
4. Tutorial Notes

There are no set text books for this course.

### 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	Sabuj Kanti Mistry					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 of your assessment tasks. Inappropriate use of generative AI is considered academic misconduct.

Options for the use of generative AI include: (1) no assistance (for invigilated assessments); (2) simple editing assistance; (3) drafting assistance; and (4) full assistance with attribution; and (5) Generative AI software-based assessments. See your individual assessment descriptions for the level of permitted use of generative AI for each task and see your course Moodle (or Open Learning) page for the full instructions on permitted use of generative AI in your assessment tasks for this course.

Instructions may include a requirement to submit the original generative AI responses, or drafts of your original work, or provide on request.

## **Submission of Assessment Tasks**

### **Short extensions and special consideration**

#### **Short extension**

UNSW has 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 through [Special Consideration](#) 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 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. 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 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, Katrina Blazek ([k.blazek@unsw.edu.au](mailto:k.blazek@unsw.edu.au)).