



UNSW Course Outline

HDAT9800 Visualisation and Communication of Health Data - 2024

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General Course Information

Course Code : HDAT9800

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Medicine and Health

Academic Unit : School of Biomedical Sciences

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

Health Data Scientists need to present information to audiences across a range of backgrounds

and spanning a spectrum from non-practitioners of a discipline to highly informed and expert audiences. Effective communication across different media types is essential. Appropriate data visualisation techniques can greatly enhance communication and increase the effectiveness of communication. Increasingly the scientific community has become aware of problems regarding lack of transparency and reproducibility.

This course takes a toolbox approach to creating appropriate, reproducible, and transparent analyses and visualisations. The R software ecosystems is used primarily but the course also covers the use of Python and other software platforms for visualisation and communication. The course presents useful best-practice data science analysis and visualisation techniques with a focus on different types of data visualisations.

Theory aspects of the course cover basic understanding of how people process information, and effective communication of technical and quantitative information to different types of audience, including people with perceptual disabilities.

Course Aims

This course aims to develop the spectrum of sound communication skills required by a Health Data Scientist. These skills range from generic written and oral abilities with a specific tailoring relevant to Health Data Science, to the more specialised skills.

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 : Design effective static visualisations for communicating health data and research findings
CLO2 : Design effective static and interactive visualisations of quantitative data including geospatial data
CLO3 : Create effective interactive online data analysis and visualisation tools
CLO4 : Employ best-practice for managing project code and data artefacts

Course Learning Outcomes	Assessment Item
CLO1 : Design effective static visualisations for communicating health data and research findings	<ul style="list-style-type: none"> • Exercises • Extension Exercises
CLO2 : Design effective static and interactive visualisations of quantitative data including geospatial data	<ul style="list-style-type: none"> • Group Project • Exercises • Extension Exercises
CLO3 : Create effective interactive online data analysis and visualisation tools	<ul style="list-style-type: none"> • Group Project • Exercises • Extension Exercises
CLO4 : Employ best-practice for managing project code and data artefacts	<ul style="list-style-type: none"> • Group Project • Exercises • Extension Exercises

Learning and Teaching Technologies

Microsoft Teams | GitHub Classroom; GitHub pages for course web site

Learning and Teaching in this course

All course materials and course announcements are provided on the course web site hosted on GitHub pages. Only enrolled students are able to access this web site. Instructions for gaining access to the course web site will be provided in Moodle.

The course web site is constructed using the same tools and techniques that we teach during the course -- thus the course web site is itself a teaching artefact, and students are encouraged to examine how it is constructed through access to its source code on GitHub.

Additional Course Information

The Health Data Analytics (HDAT) courses are part of the [Health Data Science Program](#) taught by [The Centre for Big Data Research in Health \(CBDRH\)](#).

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Exercises Assessment Format: Individual Short Extension: Yes (2 days)	40%	Start Date: Weeks 2, 4 and 6 Due Date: Weeks 4, 6 and 8
Extension Exercises Assessment Format: Individual Short Extension: Yes (2 days)	30%	Start Date: Weeks 2, 4 and 6 Due Date: Weeks 4, 6 and 8
Group Project Assessment Format: Group	30%	Start Date: Week 7 Due Date: Week 11

Assessment Details

Exercises

Assessment Overview

This assessment consists of three in-course assignments spread evenly throughout the term. For each assignment, you will complete a given set of assignment tasks to demonstrate your ability in the various concepts and skills relating to the core course content presented to that point. Tasks may combine written, oral and programming components (in the R language). These tasks will be reported in the form of a “literate programming” document which interleaves narrative text, program code and visual outputs as an R notebook.

These exercises are reinforcement of the concepts and best practice covered in the course curriculum. No new concepts or materials are introduced in the exercises. A marking schema will be provided with each assignment. You will receive individualised feedback within 10 working days of submission.

Course Learning Outcomes

- CLO1 : Design effective static visualisations for communicating health data and research findings
- CLO2 : Design effective static and interactive visualisations of quantitative data including geospatial data
- CLO3 : Create effective interactive online data analysis and visualisation tools
- CLO4 : Employ best-practice for managing project code and data artefacts

Detailed Assessment Description

Three in-course individual assignments covering core course material need to be completed.

These cover:

- Basic (visual) exploratory data analysis
- Extended (visual) exploratory data analysis
- Building a data dashboard

Submission notes

Short extension & Special consideration: This task does have a short extension option. A short extension of 2 days is available for this task. See 3. Submission of Assessment Tasks in the Other Useful Information tab of your course outline and refer to the course learning management system for additional submission information.

Assessment information

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

Use of generative Artificial Intelligence that is appropriate for these assessments: FULL ASSISTANCE WITH ATTRIBUTION. This means that you may use AI-based software to research and prepare the coding and written parts of your assessment. Note that AI-derived code is frequently incorrect, and AI-derived text is typically generic, unhelpful or just plain wrong.

Use of AI must be acknowledged in your assessment. Please refer to the UNSW referencing page for guidance on how to cite AI tools: <https://www.student.unsw.edu.au/ai-referencing>. If the outputs of generative AI software form part of your submission and is not appropriately attributed, your marker will determine whether the omission is significant. If so, you may be asked to explain your understanding of your submission. 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

Not Applicable

Extension Exercises

Assessment Overview

This assessment consists of three sets of in-course extension exercises, positioned (approximately) equally throughout the course. For each assignment, you will complete a given set of assignment tasks to demonstrate your mastery in the various skills relating to the enrichment course content presented or introduced to that point. Independent investigation is needed to complete these tasks. Tasks may combine written, oral and programming components (in the R language, optionally in python). These tasks will be reported in the form of

a “literate programming” document or artifacts which interleaves narrative text, program code and visual outputs as an R or python notebook.

These exercises are stretch exercises relating to the concepts and best practice covered. A marking schema will be provided with each assignment. Feedback will be provided within 10 working days.

Course Learning Outcomes

- CLO1 : Design effective static visualisations for communicating health data and research findings
- CLO2 : Design effective static and interactive visualisations of quantitative data including geospatial data
- CLO3 : Create effective interactive online data analysis and visualisation tools
- CLO4 : Employ best-practice for managing project code and data artefacts

Detailed Assessment Description

The extension exercises will be done at the same time as the core exercises, and will be due at the same time. They will build on what is required in each core exercise, but will require additional research and allow students to display their creativity and growing skills.

Submission notes

Short extension & Special consideration: This task does have a short extension option. A short extension of 2 days is available for this task.

Assessment information

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

Use of generative Artificial Intelligence that is appropriate for these assessments: FULL ASSISTANCE WITH ATTRIBUTION. This means that you may use AI-based software to research and prepare the coding and written parts of your assessment. Note that AI-derived code is frequently incorrect, and AI-derived text is typically generic, unhelpful or just plain wrong.

Use of AI must be acknowledged in your assessment. Please refer to the UNSW referencing page for guidance on how to cite AI tools: <https://www.student.unsw.edu.au/ai-referencing>. If the outputs of generative AI software form part of your submission and is not appropriately attributed, your marker will determine whether the omission is significant. If so, you may be asked to explain your understanding of your submission. 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

Not Applicable

Group Project

Assessment Overview

You will work in small teams (typically 2–3 students) to develop a single R or python Shiny app to interactively visualise health related data. Each team will be required to demonstrate their application and answer questions regarding its construction and function. Each team will give a written and oral presentation as part of the assessment, due at the end of the course, with the ability to respond to audience and assessor questions included.

A rubric specifically designed for the purposes of this assessment will be provided at the start of the project, to guide marking criteria. Each project will be awarded a group score.

Course Learning Outcomes

- CLO2 : Design effective static and interactive visualisations of quantitative data including geospatial data
- CLO3 : Create effective interactive online data analysis and visualisation tools
- CLO4 : Employ best-practice for managing project code and data artefacts

Detailed Assessment Description

Prior to week 7 of the course you will be asked to form into small groups of 3 or 4 students each, to undertake a group assessment task. The group assignment is an open-ended datathon-style visualisation project using one of a range of health data sources (details will be provided to you). The intention of this assignment is to give each group of students a lot of freedom in what they undertake (as long as it relates to visualisation and/or communication of health data). The course instructors will provide feedback on what each group proposes to undertake.

Submission notes

Short extension & Special consideration: This task does not have a short extension option.

Assessment information

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

The level of Generative AI use is DRAFTING ASSISTANCE. As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial drafts, ideas, structures, etc. 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 software should not

be a part of your final submission. It is a good idea to keep copies of your initial drafts to show your lecturer if there is any uncertainty about the originality of your work. If your marker has concerns that your answer contains passages of AI-generated text that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

Assignment submission Turnitin type

Not Applicable

General Assessment Information

Detailed instructions regarding assessments for this course are provided on the course web site. Assessments will be submitted using git and GitHub (GitHub Classroom) in order to mimic best practice methods in a real-life data science work (or team work in the case of the group assignment). Use of git and GitHub also allows for direct feedback on assignments and troubleshooting of problems prior to final assignment submission, if desired. Marking rubrics are provided,

For student information on results, grades, and guides to assessment see: <https://student.unsw.edu.au/assessment>

Use of generative Artificial Intelligence that is appropriate for these assessments: FULL ASSISTANCE WITH ATTRIBUTION

Introduction to the AI policy for HDAT9800

The recent leaps in the capabilities of Large Language Models (LLMs) and related types of generative AI models have caught everyone by surprise, even researchers working in the field of Transformer and diffusion models. Clearly facilities such as ChatGPT will have major implications for just about every aspect of life in technologically advanced societies, and they have immediate implications for teaching and assessments at all levels of education.

Like most universities, there has been a great deal of internal debate in UNSW about what policies should apply to the use of these AI tools in marked assignments and assessment tasks.

The official and very brief UNSW policy can be found [here](<https://www.student.unsw.edu.au/>

notices/2023/02/academic-integrity-reminder-chatgpt). Basically it says that permitting the use of AI tools like ChatGPT in courses (and their marked assessments) is up to each course convenor, but nonetheless the work you submit must still substantially be your own -- ChatGPT and the like should only assist, not do the entire assignment for you -- and that you must declare its use very clearly in the work you submit.

Implications for data science in general

Generative AI and LLMs will have a major impact on data science over the next few years. Many of the changes will be good, some may be bad. As students of data science, you will be in a good position to help maximise the good and minimise the bad. For a course in Health Data Science, it makes no sense to adopt a policy that disallows or even discourages the use of these generative AI tools -- they are an inevitable part of all our futures. In fact, for this course (HDAT9800) you are encouraged to explore their use, but please engage your critical faculties and carefully assess and scrutinise everything you get from them. These tools are still immature, and often produce incorrect or unreliable answers. Beware!

Policy for HDAT9800

Students are permitted and encouraged to use generative AI tools of their choice as ****assistants**** in completing their assignments, on the following conditions:

- * such use is clearly declared in the assignment submission, preferably in the README file to be submitted with each assignment
- * the original, unmodified code or other content provided by the AI assistant must be committed to the git repository for the assignment, and then modifications or corrections to that code by the student should be made and committed to git subsequently. This allows the person marking the assignment to see exactly what was written or produced by the AI, and what the student's role and contributions were.
- * all prompts or instructions given to any AI assistant used must also be included
- * the name and version of the AI assistant(s) used must be indicated

Thus, using AI will involve an bit of extra documentation, but that seems like a fair trade-off at this stage.

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.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 20 May - 26 May	Other	Week 0 is the week before Term 2 officially starts. Students should use this week to ensure they can access the course web site, have the required (free, open-source) software installed on their computers, and, if they have not done any R programming in the past, start working through the Introduction to R interactive tutorials provided (these are recommended also for those with some previous experience with the R programming language). The introduction to R can be completed in Week 1. Detailed instructions for all these tasks will be available on the course web site, and online assistance via teams will be available.
Week 1 : 27 May - 2 June	Blended	Week 1 core material covers: Course Introduction; What is Data Visualisation; Introduction to R and RStudio; Introduction to git version control. In the online and face-to-face tutorial sessions (on Wednesday evening and Thursday afternoon respectively) we will cover a range of foundational topics and knowledge which are essential underpinnings to data visualisation tasks (and many other data science tasks besides): Personal introductions (including a 30 second talk about your favourite data visualisation); dplyr and the R tidyverse for data manipulation; fundamentals of computer architecture and how computers work, databases, SQL and accessing databases from R; hands-on data manipulation exercise.
Week 2 : 3 June - 9 June	Blended	Week 2 core material covers an introduction to Wilkinson's Grammar of Graphics and an introduction to Constructing Charts in R using ggplot2. In the online and face-to-face tutorial sessions we will cover some visualisation theory and then do some hands-on data visualisation using ggplot2, exploring a range of chart types.
Week 3 : 10 June - 16 June	Blended	Week 3 core material covers an introduction to Literate Programming for scientific communication. In the online and face-to-face tutorial sessions we will look at communication by self-publishing, with a hands-on exercise of setting up your own health data science blog (which you can keep using after the course).
Week 4 : 17 June - 23 June	Blended	Week 4 core material covers collaboration using git and GitHub, including collaborative report writing, as well as looking at creating effective tables for presenting results. In the online and face-to-face tutorial sessions we will look at visualising quantities and distributions, and practice that with some more hands-on ggplot2 coding exercises.
Week 5 : 24 June - 30 June	Blended	Week 5 core material covers part 1 of visualising and mapping, how to display spatial and geographic data, including a review of the text "How to Lie with Maps" for negative examples of what not to do. In the online and face-to-face tutorial sessions we will examine incorporating time into charts – that is, visualising trend data; as well as the uses and misuses of animation in data visualisation, with hands-on coding exercises to explore both.
Week 6 : 1 July - 7 July	Blended	Week 6 is Flex Week, so there is no new core content to allow you to catch up with the first 5 weeks and work on your assignments. However, there will still be online and face-to-face tutorial sessions in which we will look more at data manipulation tools (specifically the tidy package and friends); and consider the visualisation of categorical data.
Week 7 : 8 July - 14 July	Blended	Week 7 core material looks at building interactive data-driven web wpps using Shiny (part 1). In the online and face-to-face tutorial sessions we will have two guest lecturers: Professor Louisa Jorm will give a talk on communicating with non-technical audiences; followed by a guest lecture by Dr James Farrow on communicating with your colleagues and/or team members (tools and workflows for team work in data science).
Week 8 : 15 July - 21 July	Blended	Week 8 core material covers part 2 of visualising and mapping. In the online and face-to-face tutorial sessions we will have another guest lecturer, Dr Mark Hanly, who will talk about communicating COVID-19 models through Markdown documents, web sites, pre-print papers and Shiny apps (and/or additional related topics).
Week 9 : 22 July - 28 July	Blended	Week 9 core material looks at building interactive data-driven web wpps using Shiny (part 2). In the online and face-to-face tutorial sessions we will have another guest lecturer: Dr Georgina Kennedy will talk about Visualisation with Python, with examples for her cancer treatment research; and we will look at charts for communicating statistical model results (and diagnostics).
Week 10 : 29 July - 4 August	Blended	Week 10 core material looks at building interactive data-driven web wpps using Shiny (part 3) as well as some other web application frameworks. In the online and face-to-face tutorial sessions we will examine visualising higher dimensions and visualising really big data – including the uses and misuses of 3D graphics; and dimensionality reduction techniques, with the example of t-SNE dimensionality reduction for visualising NLP models.
Week 11 : 5 August - 11 August	Blended	There is no additional core material to be covered in week 11, allowing time for

		completion of assignments. There will however be online and face-to-face tutorial sessions addressing topics or issues of interest which have come up during the course (exact topics to be determined and informed by student interests).
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Attendance Requirements

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

General Schedule Information

The course is provided in both blended (hybrid) and online formats. Each Chapter, which corresponds to a week in the eleven week course (plus one low-activity Flex Week for reading and catch-up), comprises pre-recorded lectures (with slide decks), recommended readings, and interactive tutorials which students work through themselves, plus a weekly interactive tutorial session. These tutorial sessions are provided in both online and face-to-face form (on the UNSW Sydney Kensington campus) and typically last 2 and a half hours. The content covered in the online and face-to-face tutorials is the same. They comprise a mixture of short presentations, group discussions, hands-on coding and visualisation exercises and, in some weeks, a talk by a guest presenter. The online tutorial is recorded for the benefit of students who are unable to attend that week (either online or face-to-face).

Course Resources

Prescribed Resources

Recommended reading lists for each week are provided on the course web site. All readings are open-source or otherwise freely available, no textbooks need to be purchased.

Recommended Resources

Suggestions for additional readings and exploration for each week are provided on the course web site.

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	Timothy Churches		Centre for Big data Research in Health, level 2, AGSM Building, UNSW Kensington campus	Via UNSW teams	By appointment, request via email or Teams at any time (initial reply by next working day)	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

Special Consideration

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

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

Timed online assessment tasks

If you experience a technical or connection problem during a timed online assessment, such as a timed quiz, you can apply for Special Consideration. To be eligible to apply you need to contact the Course Convenor and advise them of the issue immediately. You will need to submit an application for Special Consideration immediately, and upload screenshots, error messages or other evidence of the technical issue as supporting documentation. Additional information can be found on: <https://student.unsw.edu.au/special-consideration>

Examinations

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

Other assessment tasks

Late submission of assessment tasks

UNSW has standard late submission penalties as outlined in the [UNSW Assessment Implementation Procedure](#), with no permitted variation. All late assignments (unless extension or exemption previously agreed) will be penalised by 5% of the maximum mark per calendar day (including Saturday, Sunday and public holidays).

Late submissions penalties are capped at five calendar days (120 hours). This means that a student is not permitted to submit an assessment more than 5 calendar days (120 hours) after the due date for that assessment (unless extension or exemption previously agreed).

Failure to complete an assessment task

You are expected to complete all assessment tasks for your courses. In some courses, there will be a minimum pass mark required on a specific assessment task (a “hurdle task”) due to the need to assure clinical competency.

Where a hurdle task is applicable, additional information is provided in the assessment information on your course Moodle page.

Feedback on assessments

Feedback on your performance in assessment tasks will be provided to you in a timely manner. For assessment tasks completed within the teaching period of a course, other than a final assessment, feedback will be provided within 10 working days of submission, under normal circumstances.

Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Any variation from the above information that is specific to an assessment task will be clearly indicated in the course and assessment information provided to you on your course Moodle (or Open Learning) page.

Faculty-specific Information

Additional support for students

The university offers a wide range of support services that are available for students. Here are

some links for you to explore.

- The Current Students Gateway:<https://student.unsw.edu.au>
- Academic Skills and Support:<https://student.unsw.edu.au/academic-skills>
- Student support:<https://www.student.unsw.edu.au/support>
- Student Wellbeing, Health and Safety:<https://student.unsw.edu.au/wellbeing>

Mind Smart Guides are a series of mental health self-help resources designed to give you the psychological flexibility, resilience and self-management skills you need to thrive at university and at work.

- Mind Smart Guides: <https://student.unsw.edu.au/mindsmart>
- Equitable Learning Services:<https://student.unsw.edu.au/els>
- Guide to studying online: <https://www.student.unsw.edu.au/online-study>

Most courses in UNSW Medicine & Health use Moodle as your Learning Management System. Guidance for using UNSW Moodle can be found on the Current Student page. Difficulties with Moodle should be logged with the IT Service Centre.

- Moodle Support: <https://student.unsw.edu.au/moodle-support>

The IT Service Desk is your central point of contact for assistance and support with remote and on-campus study.

- UNSW IT Service Centre:<https://www.myit.unsw.edu.au/services/students>

Course evaluation and development

At UNSW Medicine & Health, students take an active role in designing their courses and their overall student experience. We regularly seek feedback from students, and continuous improvements are made based on your input. Towards the end of the term, you will be asked to participate in the [myExperience survey](#), which serves as a source of evaluative feedback from

students. Your input to this quality enhancement process is valuable in helping us meet your learning needs and deliver an effective and enriching learning experience. Student responses are carefully considered, and the action taken to enhance educational quality is documented in the myFeedback Matters section of your Moodle (or Open Learning) course page.

School-specific Information

Laboratory or practical class safety.

For courses where there is a laboratory or practical-based component, students are required to wear the specified personal protective equipment (e.g., laboratory coat, covered shoes, safety glasses) indicated in the associated student risk assessments. The student risk assessments will be provided on the course Moodle page and must be read and acknowledged prior to the class.

Master of Science in Health Data Science courses

Courses in the Master of Science in Health Data Science are hosted through [Open Learning](#). Additional resources are available on the [Health Data Science Student Hub](#).

Recording of lectures, tutorials and other teaching activities (MSc. HDS only)

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:

School Grievance Officer, Prof Nick Di Girolamo (n.digirolamo@unsw.edu.au)

Health Data Science programs: School Grievance Officer, Dr Sanja Lujic (s.lujic@unsw.edu.au)