



**UNSW**

## UNSW Course Outline

# PHCM3004 Women's and Children's Health - 2024

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## General Course Information

**Course Code :** PHCM3004

**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

In this course, we will explore important issues in women's and children's health globally and examine their contextual determinants. You will develop a deep understanding of the importance of addressing priority health concerns for these populations and analyse public health

approaches to the provision of health information and services for women and children in diverse contexts. A focus on the relationship between course content and application to practice is embedded, as are reflections on the Sustainable Development Goals and achieving Universal Health Coverage through equity and rights-based approaches.

We will take an intersectional and life-course approach to understanding the health of women and children (in all their diversity), moving from maternal and reproductive health, through newborn and child health and development, to adolescent health, and finally to priority women's health issues.

Each week, we will work through an overview of key health concerns relevant to that week's topic area, conduct an exploration of the social, cultural and structural determinants of these health issues, and follow this with a discussion of public health approaches to address determinants of health and their outcomes. Throughout this course, we will apply social justice, equity and rights-based frameworks to our learning and discussion.

## Course Aims

This course aims to:

- Provide an understanding of the health status of women and children in national and global contexts
- Examine causes of major health problems and approaches to improving the health of women and children worldwide
- Provide an overview of thematic topics in women's and children's health to address current programs and policies through an appropriate social determinants approach in a national and global context
- Provide a critical overview of current policies relating to women's and children's health particularly for the Sustainable Development Goals (SDGs)

## 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 : Demonstrate an understanding of historical developments in global initiatives to reduce maternal and child mortality
CLO2 : Discuss the importance of women's and children's health in the international context drawing on key theoretical approaches
CLO3 : Interpret relevant data and key indicators describing the health status of women and children in a population
CLO4 : Outline the leading causes of death and morbidity among mothers, newborns and children under-five globally and nationally
CLO5 : Identify the key stakeholders and organisations and agencies that impact on women's and children's health internationally
CLO6 : Describe the determinants of health that influence women's and children's health status during the life course with reference to the continuum of care and the challenges to reducing women and child mortality and morbidity in resource-poor settings
CLO7 : Examine assumptions inherent in cultural practices affecting women's and children's health
CLO8 : Appraise current public health strategies addressing poor health outcomes for women and children internationally
CLO9 : Reflect on the women's and children's health priorities in the Sustainable Development Goals, and think critically and creatively about how to reduce maternal and child mortality and morbidity and to advance women's and children's health by 2030.

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate an understanding of historical developments in global initiatives to reduce maternal and child mortality	<ul style="list-style-type: none"> <li>• Online discussion</li> </ul>
CLO2 : Discuss the importance of women's and children's health in the international context drawing on key theoretical approaches	<ul style="list-style-type: none"> <li>• Online Blog</li> <li>• Major essay</li> <li>• Online discussion</li> </ul>
CLO3 : Interpret relevant data and key indicators describing the health status of women and children in a population	<ul style="list-style-type: none"> <li>• Online Blog</li> <li>• Major essay</li> <li>• Online discussion</li> </ul>
CLO4 : Outline the leading causes of death and morbidity among mothers, newborns and children under-five globally and nationally	<ul style="list-style-type: none"> <li>• Online Blog</li> <li>• Major essay</li> <li>• Online discussion</li> </ul>
CLO5 : Identify the key stakeholders and organisations and agencies that impact on women's and children's health internationally	<ul style="list-style-type: none"> <li>• Online Blog</li> <li>• Major essay</li> <li>• Online discussion</li> </ul>
CLO6 : Describe the determinants of health that influence women's and children's health status during the life course with reference to the continuum of care and the challenges to reducing women and child mortality and morbidity in resource-poor settings	<ul style="list-style-type: none"> <li>• Online Blog</li> <li>• Major essay</li> <li>• Online discussion</li> </ul>
CLO7 : Examine assumptions inherent in cultural practices affecting women's and children's health	<ul style="list-style-type: none"> <li>• Major essay</li> <li>• Online discussion</li> </ul>
CLO8 : Appraise current public health strategies addressing poor health outcomes for women and children internationally	<ul style="list-style-type: none"> <li>• Online Blog</li> <li>• Major essay</li> <li>• Online discussion</li> </ul>
CLO9 : Reflect on the women's and children's health priorities in the Sustainable Development Goals, and think critically and creatively about how to reduce maternal and child mortality and morbidity and to advance women's and children's health by 2030.	<ul style="list-style-type: none"> <li>• Major essay</li> <li>• Online discussion</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

All course materials and course announcements are provided on the course learning management system, Moodle (or Open Access).

By accessing and using the ICT resources provided by UNSW, you are agreeing to abide by the ['Acceptable Use of UNSW ICT Resources'](#) policy particularly on respect for intellectual property and copyright, legal and ethical use of ICT resources and security and privacy.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Online Blog Assessment Format: Individual Short Extension: Yes (2 days)	40%	Start Date: Not Applicable Due Date: Original Blog Post: Mon 21st October 4pm Sydney Time. Comment on Peer's Blog Post: Mon 28th October 4pm Sydney Time
Major essay Assessment Format: Individual Short Extension: Yes (2 days)	40%	Start Date: Not Applicable Due Date: 18/11/2024 04:00 PM
Online discussion Assessment Format: Individual Short Extension: Yes (2 days)	20%	Start Date: Not Applicable Due Date: Weeks 2-9. Report log and 2 best posts due Mon 11th November 4pm Sydney Time.

## Assessment Details

### Online Blog

#### Assessment Overview

In blog post format, you are to outline and analyse an example of a community-based program or campaign addressing a current issue in **women's health** in a selected country or population. You must also provide comment on a blog post written by one of your peers. Your peer's blog post will be provided to you by the course convenor.

Individual written feedback will be provided.

#### Course Learning Outcomes

- CLO2 : Discuss the importance of women's and children's health in the international context drawing on key theoretical approaches
- CLO3 : Interpret relevant data and key indicators describing the health status of women and children in a population
- CLO4 : Outline the leading causes of death and morbidity among mothers, newborns and children under-five globally and nationally
- CLO5 : Identify the key stakeholders and organisations and agencies that impact on women's and children's health internationally
- CLO6 : Describe the determinants of health that influence women's and children's health status during the life course with reference to the continuum of care and the challenges to reducing women and child mortality and morbidity in resource-poor settings
- CLO8 : Appraise current public health strategies addressing poor health outcomes for women and children internationally

## Detailed Assessment Description

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

## Assessment Length

1500 words + 200 word comment on peer's blog

## 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 additional submission information.

## Assignment submission Turnitin type

This is not a Turnitin assignment

## Generative AI Permission Level

### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

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

For this assessment task, you may use AI-based software to research and prepare prior to completing your assessment. You are permitted to use standard editing and referencing functions in word processing software, limited to spelling and grammar checking and reference citation generation in the creation of your submission. You must not use any functions that generate or paraphrase passages of text, whether based on your own work or not.

Please note that your submission will be passed through an AI-generated text detection tool. If your marker has concerns that your answer contains passages of AI-generated text you may be asked to explain your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

# Major essay

## Assessment Overview

You are required to write an essay addressing a specific *children's health* problem or issue in a selected low/middle-income country or population.

Individual written feedback will be provided.

## Course Learning Outcomes

- CLO2 : Discuss the importance of women's and children's health in the international context drawing on key theoretical approaches
- CLO3 : Interpret relevant data and key indicators describing the health status of women and children in a population
- CLO4 : Outline the leading causes of death and morbidity among mothers, newborns and children under-five globally and nationally
- CLO5 : Identify the key stakeholders and organisations and agencies that impact on women's and children's health internationally
- CLO6 : Describe the determinants of health that influence women's and children's health status during the life course with reference to the continuum of care and the challenges to reducing women and child mortality and morbidity in resource-poor settings
- CLO7 : Examine assumptions inherent in cultural practices affecting women's and children's health
- CLO8 : Appraise current public health strategies addressing poor health outcomes for women and children internationally
- CLO9 : Reflect on the women's and children's health priorities in the Sustainable Development Goals, and think critically and creatively about how to reduce maternal and child mortality and morbidity and to advance women's and children's health by 2030.

## Detailed Assessment Description

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

## Assessment Length

2000 words

## 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 additional submission information.

## Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can 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](#).

As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial drafts. 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.

Please note that your submission will be passed through an AI-text detection tool. 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.

### **Online discussion**

#### Assessment Overview

You will be allocated to an online group. Working with your group, you will contribute to an ongoing discussion forum concerning a controversy or debate related to the weekly subject area. Topics for discussion will be provided on Moodle and you will have an opportunity to choose an area of interest at the start of the course.

Individual written feedback will be provided.

### **Course Learning Outcomes**

- CLO1 : Demonstrate an understanding of historical developments in global initiatives to reduce maternal and child mortality
- CLO2 : Discuss the importance of women's and children's health in the international context drawing on key theoretical approaches
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- CLO9 : Reflect on the women's and children's health priorities in the Sustainable Development Goals, and think critically and creatively about how to reduce maternal and child mortality and morbidity and to advance women's and children's health by 2030.

### **Detailed Assessment Description**

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

### **Assessment Length**

250 words/ post

### **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 additional submission information.

### **Assignment submission Turnitin type**

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

### **Generative AI Permission Level**

#### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other

media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

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

For this assessment task, you may use AI-based software to research and prepare prior to completing your assessment. You are permitted to use standard editing and referencing functions in word processing software, limited to spelling and grammar checking and reference citation generation in the creation of your submission. You must not use any functions that generate or paraphrase passages of text, whether based on your own work or not.

Please note that your submission will be passed through an AI-generated text detection tool. If your marker has concerns that your answer contains passages of AI-generated text you may be asked to explain your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

## 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 : 9 September - 15 September	Module	Introduction to Women's and Children's Health
Week 2 : 16 September - 22 September	Module	Maternal and Reproductive Health
Week 3 : 23 September - 29 September	Module	Newborn Health
Week 4 : 30 September - 6 October	Module	Nutritional Issues Affecting Women and Children
Week 5 : 7 October - 13 October	Module	Early Childhood Development
Week 6 : 14 October - 20 October	Module	Flexibility Week
Week 7 : 21 October - 27 October	Module	Child Health
Week 8 : 28 October - 3 November	Module	Adolescent Health
Week 9 : 4 November - 10 November	Module	Women's Health I
Week 10 : 11 November - 17 November	Module	Women's Health II Review and Summary

## **Attendance Requirements**

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

## **General Schedule Information**

The times and locations of classes can be found on [myUNSW](#) under Class Timetable.

Students enrolled in online courses should also refer to Moodle as some classes are not centrally timetabled (e.g., workshops) and will not appear on the timetable website.

The expected engagement for all UNSW 6UOC courses is 150 hours per term. This includes lectures, tutorials, readings, and completion of assessments and exam preparation (if relevant).

# Course Resources

## Prescribed Resources

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

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

*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	Kristen Beek		Samuels Building, Kensington Campus			No	Yes

## Other Useful Information

### Academic Information

As a student of UNSW Medicine & Health you are expected to familiarise yourself with the contents of this course outline and the UNSW Student Code and policies and procedures related to your studies.

### Student Code of Conduct

Throughout your time studying at UNSW Medicine & Health, you share a responsibility with us for maintaining a safe, harmonious and tolerant University environment. This includes within the courses you undertake during your degree and your interactions with the UNSW community, both on campus and online.

The [UNSW Student Code of Conduct](#) website provides a framework for the standard of conduct expected of UNSW students with respect to both academic integrity and your responsibility as a UNSW citizen.

Where the University believes a student may have breached the code, the University may take disciplinary action in accordance with the [Student Misconduct Procedure](#).

The [Student Conduct and Integrity Office](#) provides further resources to assist you to understand your conduct obligations as a student at UNSW.

### Academic Honesty and Plagiarism

#### Academic integrity

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to the principle of academic integrity, and ethical scholarship of learning is fundamental to your success at UNSW.

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, A/Prof Timothy Dobbins ([t.dobbins@unsw.edu.au](mailto:t.dobbins@unsw.edu.au)).