UNSW Course Outline

PHCM1004 Health Promotion - 2024

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General Course Information

Course Code : PHCM1004
Year : 2024
Term : Term 2
Teaching Period : T2
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

<u>Useful Links</u>

<u>Handbook</u> <u>Class Timetable</u>

Course Details & Outcomes

Course Description

This course introduces you to the core theories, principles and concepts in health promotion. You will examine the social determinants of health, the differences between health promotion and health education, and the foundations of health promotion. You will explore health promotion

approaches to address global health issues through contemporary perspectives and will examine some of the international developments in health promotion and its impact on health such as the declarations arising from the various international health promotion conferences including the Ottawa Charter. This course helps you to understand multiple and varied definitions of health, models of health behaviour change, best practice health promotion principles and overarching approaches to health promotion and key health promotion strategies. You will be introduced to the settings approach to health promotion such as schools, workplaces, institutions, cities. The course will equip you with the capacity to engage in public health and population health through the essential health promotion skills and understandings.

NOTE: This course was previously identified as PHCM2003.

Course Aims

The aim of this course is to a) introduce you to the core theories, principles and concepts in health promotion, b) develop student understanding of multiple varied definitions of health, models of health behaviour change, best practice health promotion principles and overarching approaches to health promotion and key health promotion strategies and c) to equip students with the capacity to engage in public health and population health through the essential health promotion skills and understandings.

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 : Differentiate between disease prevention, health promotion and health education
CLO2 : Discuss the social determinants of health that influence health
CLO3 : Identify appropriate health promotion approaches and strategies to facilitate healthy behaviours
CLO4 : Apply models of behaviour change to explain and describe people's decision making in relation to healthy behaviours
CLO5 : Apply behaviour change and communication frameworks and Ottawa Charter action areas to solve real-life health issues
CLO6 : Integrate an understanding of the importance of health literacy in suggesting ways for improving health promotion and health education actions and initiatives

Course Learning Outcomes	Assessment Item
CLO1 : Differentiate between disease prevention, health promotion and health education	• Quiz • Written assignment designing a health promotion initiative and reflection
CLO2 : Discuss the social determinants of health that influence health	• Online discussion forum • Quiz • Written assignment designing a health promotion initiative and reflection
CLO3 : Identify appropriate health promotion approaches and strategies to facilitate healthy behaviours	• Online discussion forum • Quiz
CLO4 : Apply models of behaviour change to explain and describe people's decision making in relation to healthy behaviours	• Online discussion forum • Quiz
CLO5 : Apply behaviour change and communication frameworks and Ottawa Charter action areas to solve real-life health issues	• Written assignment designing a health promotion initiative and reflection • Quiz
CLO6 : Integrate an understanding of the importance of health literacy in suggesting ways for improving health promotion and health education actions and initiatives	• Online discussion forum • Quiz

Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams

Learning and Teaching in this course

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

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

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Quiz Assessment Format: Individual	20%	Start Date: Part 1 (A1.1) opens on 14th June, 9.00 AM Sydney time. Part 2 (A1.2) opens on 12th July, 9.00 AM Sydney time. Due Date: Part 1 (A1.1) due week 4, 19th June 1.00 PM Sydney time. Part 2 (A1.2) is due week 8, 17th July, 1.00 PM Sydney time.
Online discussion forum Assessment Format: Individual Short Extension: Yes (2 days)	30%	Start Date: First post for Forum 1 due 16 June 11.00 PM. Forum 2 due Sunday 14th July 11.00 PM Due Date: Forum 1 due week 5, 26th June at 1.00 PM Sydney time. Forum 2 due week 9, 24th July at 1.00 PM Sydney time.
Written assignment designing a health promotion initiative and reflection Assessment Format: Individual Short Extension: Yes (2 days)	50%	Start Date: Not Applicable Due Date: 07/08/2024 01:00 PM Post Date: 22/08/2024 05:00 PM

Assessment Details
Quiz

Assessment Overview

This is an online quiz. The task aims to assess your understanding of concepts of theory, models and frameworks for health promotion, social determinants of health, Ottawa Charter, health promotion principles, behavior change theories and health promotion strategies. The quiz will have two parts: Part 1 is due first half of the term and part 2 is due in the second half. Duration for each quiz is 45 minutes.

Individual feedback available immediately after the due date for the quiz.

More details on this task are provided on your course Moodle site.

<u>Course Learning Outcomes</u>

- CLO1 : Differentiate between disease prevention, health promotion and health education
- CLO2 : Discuss the social determinants of health that influence health
- CLO3 : Identify appropriate health promotion approaches and strategies to facilitate healthy behaviours
- CLO4 : Apply models of behaviour change to explain and describe people's decision making in relation to healthy behaviours
- CLO5 : Apply behaviour change and communication frameworks and Ottawa Charter action areas to solve real-life health issues
- CLO6 : Integrate an understanding of the importance of health literacy in suggesting ways for improving health promotion and health education actions and initiatives

<u>Detailed Assessment Description</u>

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

<u>Assessment Length</u>

Quiz must be completed within 45 minutes.

<u>Submission notes</u>

This task does not have a short extension option.

<u>Assessment information</u>

Additional information available on Moodle.

<u>Assignment submission Turnitin type</u>

This is not a Turnitin assignment

Online discussion forum

<u>Assessment Overview</u>

This is an individual assessment task and requires you to contribute to an online discussion forum. The aim of the forum is to: facilitate your engagement with the course material and health promotion concepts; develop your skills in applying health promotion concepts and theory to a real-life based case study and provide an opportunity to share ideas and learn collaboratively.

Part 1 of the assessment task is to be completed towards the end of first half of the term. Part 2 is due towards the end of the term.

Formative feedback for group contributions will be provided during the discussion periods.

Individual feedback will be provided within 10 working days from submission of the assessment task.

More details on this task are provided on your course Moodle site.

Course Learning Outcomes

- CLO2 : Discuss the social determinants of health that influence health
- CLO3 : Identify appropriate health promotion approaches and strategies to facilitate healthy behaviours
- CLO4 : Apply models of behaviour change to explain and describe people's decision making in relation to healthy behaviours
- CLO6 : Integrate an understanding of the importance of health literacy in suggesting ways for improving health promotion and health education actions and initiatives

Detailed Assessment Description

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

Assessment Length

No more than 300 words per post.

Submission notes

A short extension of two days is available for the submission of your posts on Turnitin provided there are mitigating circumstances.

Assessment information

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

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI) IN THIS ASSESSMENT

For this assessment task, you may use standard editing and referencing software, **but not generative AI**. You are permitted to use standard editing and referencing functions in word processing software (e.g. 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.

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

Further information on screening procedures to detect inappropriate use of AI is provided on the course Moodle page.

<u>Assignment submission Turnitin type</u>

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

Written assignment designing a health promotion initiative and reflection

<u>Assessment Overview</u>

This is an authentic assessment and requires you to analyze what contributes to a real-life based public health problem and apply health promotion concepts and theory to develop a health promotion initiative to address that problem. The aim of this assessment is to develop: 1) introductory level health promotion knowledge and skills to address public health problems, and 2) skills in reflective learning and writing enabling you to improve your professional practice.

This individual assessment task is a 2200-word structured report that is due at the completion of the course.

Written individual feedback will be provided within ten working days of submitting the assessment.

More details on this task is provided on your course Moodle site.

<u>Course Learning Outcomes</u>

- CLO1 : Differentiate between disease prevention, health promotion and health education
- CLO2 : Discuss the social determinants of health that influence health
- CLO5 : Apply behaviour change and communication frameworks and Ottawa Charter action areas to solve real-life health issues

<u>Detailed Assessment Description</u>

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

<u>Assessment Length</u>

2200 words

<u>Submission notes</u>

This assessment is eligible for a short extension of 2 days provided there are mitigating circumstances.

<u>Assessment information</u>

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI) IN THIS ASSESSMENT

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

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

You should keep copies of the initial prompts and results generated by AI software to provide to the course convenor if there is any uncertainly about the originality of your work.

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

Further information on screening procedures to detect inappropriate use of AI is provided on the course Moodle page.

<u>Assignment submission Turnitin type</u>

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

General Assessment Information

Detailed instructions regarding assessments for this course are provided on the course Moodle page.

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

Adopting a critical approach to your assignments

It is important that you adopt a critical approach to the material that you source for assignments, to the required readings, and to other resources you are presented with during the course. Think

about and evaluate the material which you are reading and which you are presenting in assignments. Attempt to cast aside your assumptions and biases and attempt to assess the logic and consistency of the material in light of the supporting evidence. Wide reading on a topic facilitates this.

Referencing

School of Population Health requires students to use either APA or Vancouver referencing styles for all assignments for this course.

It is your responsibility to learn either APA or Vancouver referencing and use it consistently to acknowledge sources of information (citing references). Failure to reference correctly may limit marks to PS or below. Guidelines for acknowledging sources of information can be found on the following websites:

- UNSW Library: http://subjectguides.library.unsw.edu.au/elise
- UNSW Academic Skills and Support: https://student.unsw.edu.au/skills

Word limits

All word limits are to be strictly adhered to (i.e. there is no 10% leeway). Word limits include all text (e.g. headings, title, main text) and exclude tables and figures, in-text citations (if you are using APA) and reference lists. Exceptions may apply. Please refer to your individual task description for exceptions..

Turnitin

All written assessment tasks in courses in the School of Population Health use Turnitin. Turnitin is a similarity and generative AI detection software that enables assignments to be checked against the submitted assignments of other students using Turnitin, as well as the internet. If you are unfamiliar with the Turnitin software, a demonstration can be found at: https://student.unsw.edu.au/turnitin

Originality and Generative AI reports

In School of Population Health courses, access to the originality report of your submission through Turnitin is available to you. Students do not have access to the Generative AI report.

In School of Population Health courses, you are permitted to resubmit until the assignment due

date (each file uploaded overwrites the previous version). This will help you in self-reviewing and revising your submission until the due date. **No resubmissions will be allowed after the due date and time of the assignment.** Therefore, draft assignments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version. **IMPORTANT**: there are delays in the availability of subsequent Originality reports. For more details, see https://www.student.unsw.edu.au/turnitin

Grading and feedback

You will be provided with feedback on your assignment via Moodle. You will be marked according to the marking assessment criteria listed for that specific assessment task. The aim of any academic feedback for an assessment task is not only to grade your work. Importantly, it is also to help you to identify your strengths and weaknesses, and how you can improve and progress in your studies and professional abilities.

In addition to feedback, you will receive a mark that reflects the overall quality of the work you have submitted across the marking criteria. The marking criteria for assessments in this course are provided on Moodle.

Please note these grading criteria are:

- Not intended to be a **rigid formula** for interpreting your result. The descriptive criteria for each grade provides the basis for consistent standards within and across our courses while still embracing academic judgement on how well you have achieved the standard required.
- Applied to **each assessment** task within a course. That is, the grading policy is used with each assessment task specified for a course. Your final grade for a course is dependent on the combined sum of the grades across the number of specified assessment tasks.
- Based on a **criterion-referenced assessment.** That is grades are awarded on how well a student meets the standard required for a particular assessment task, not on how well they do compared to other students in the course.

Feedback on assessment and review of results

If you believe the mark you've received for an assessment task doesn't reflect your performance you should first check you have grounds to seek a review: https://student.unsw.edu.au/results

In the first instance, you should discuss your performance with your Course Convenor. In your communication, you should clearly outline the reasons you are seeking clarification and do so against the marking criteria for the assessment.

Students may also formally apply to have their results reviewed. An application, which includes a justification for the review must be submitted through The Nucleus (https://student.unsw.edu.au/results) **within 5 days** of receiving the result. A review of results may result in an increase or decrease in marks.

Grading Basis

Standard

Requirements to pass course

In order to pass this course students must:

- Achieve a composite grade of at least 50 out of 100
- Meet any additional requirements specified in the assessment details section and on Moodle.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 20 May - 26 May	Activity	• View video on introduction to course. • Introduce yourselves online.
Week 1 : 27 May - 2 June	Activity	
	Activity	• View Pambani case study - introduction to profile. • View YouTube clip on Health Promotion. • Participate online - Introduce yourself on Moodle in you have not already done so. • Read course outline and required readings. • Online lecture 1 - Introduction to Health Promotion, HP Values and Principles. • F2F tutorial 1 - 28th May, 1300 - 1500 hours, Mathews 104 • Webinar 1 (online) - 30th May, 1400 - 1600
Week 2 : 3 June - 9 June	Activity	• View Pambani case study - introduction to profile, introduction to Pudivasilu village. • Participate online - Contribute to A2 Online forum 1 - discussion questions 1 & 2 AND 3 OR 4; Engage with other student contributions. • Read required readings. • Online lecture 2 - Drivers of health/ social determinants of health.
Week 3 : 10 June - 16 June	Activity	• View Pambani case study slide/video - infographics on risks for health, Meet the Guptilas & Meet the Perimalas. • View YouTube clip on Ottawa Charter. • Participate online - Contribute to A2 Online forum 1 AND engage with other student's contributions. • Read course outline and required readings. • Online lecture 3 - Best Practice Health Promotion Values & Ottawa Charter • F2F tutorial 2 - 11th June, 1300 - 1500 hours, Mathews 104 • Webinar 2 (online) - 13th June, 1400 - 1600 • Optional Drop in Session 1 (not recorded) - 13th June, 1800 - 1900 hours Sydney time.
	Assessment	First post for A 2 (Forum 1) due Sunday 16th June at 2300 hours Sydney time.
Week 4 : 17 June - 23 June	Activity	• View Pambani case study slide/video - Meet the Dr Virat and Mina • Participate online - Contribute to A2 Online forum 1 AND engage with other student's contributions. • Read course outline and required readings. • Online lecture 4 - Health Behaviour • Optional Drop in Session 2 (not recorded) - 20th June, 1200 - 1300 hours Sydney time.
	Assessment	A1 - Quiz (Part 1) Opens 14th June. Due Wednesday 19th June, 1300 hours Sydney time.
Week 5 : 24 June - 30 June	Activity	• View Pambani case study slide/video - Meet Sammy & Rumana & school teacher. Visit garment factory. • Participate online - Contribute to A2 Online forum 1 AND engage with other student's contributions. • Read course outline and required readings. • Online lecture 5 - Behaviour Change Theories • F2F tutorial 3 - 25th June, 1300 - 1500 hours, Mathews 104 • Webinar 3 (online) - 27th June, 1400 - 1600
	Assessment	Assessment A 2 (Forum 1): Submit Moodle contributions as a word document on Turnitin. Due Wednesday 26th June, 1300 hours Sydney time.
Week 6 : 1 July - 7 July	Activity	• Read course outline and required readings.
Week 7 : 8 July - 14 July	Activity	• View Pambani case study slide/video - revisit if needed. • Participate online - Contribute to A2 - Online forum 2 AND engage with other student's contributions. • Read course outline and required readings. • Online lecture 6 -Framework for health promotion action, Health Promotion Strategies & Methods I • F2F tutorial 4 - 9th July, 1300 - 1500 hours, Mathews 104 • Webinar 4 (online) - 11th July, 1400 - 1600 • Optional Drop in Session 3 (not recorded) - 11th July, 1200 - 1300 hours Sydney time.
	Assessment	A2 (forum 2): First contribution to discussion questions due 2300 hours on Sunday 14th July Sydney time.
Week 8 : 15 July - 21 July	Activity	• View Pambani case study if needed. • Participate online - Contribute to A2 - Online forum 2 AND engage with other student's contributions. • Read course outline and required readings. • Online lecture 7 - Health Promotion Strategies & Methods II

	Assessment	A1 (part 2) Due 1300 hours on 17th July, Sydney time.
Week 9 : 22 July - 28 July	Activity	• Participate online - Contribute to A2 Online forum 2 AND engage with other student's contributions. • Read course outline and required readings. • Online lecture 8 - Health Promotion Strategies & Methods III • F2F tutorial 5 - 23rd July, 1300 - 1500 hours, Mathews 104 • Webinar 5 (online) - 25th July, 1400 - 1600 • Optional Drop in Session 4 (not recorded) - 25th July, 1800 - 1900 hours Sydney time.
	Assessment	A2: (forum 2): Due Wednesday 24th July, 1300 hours Sydney time.
Week 10 : 29 July - 4 August	Activity	• Read course outline and required readings. • Online lecture 9 - Course Wrap Up
Week 11 : 5 August - 11 August	Assessment	A3: Written Assignment. Due Wednesday 7th August 1300 hours Sydney time.

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

The following books are recommended and are available from the library. The links for these are available through Leganto on Moodle site for the course.

- Baum, F. (2002). The New Public Health. (2nd ed.). Melbourne: Oxford University Press.
- Kelleher, H., McaDougall, C., Murphy, B. (2007). Understanding health promotion. Melbourne: Oxford University Press.
- Theory in a Nutshell: A Practical Guide to Health Promotion Theories, Don Nutbeam, Elizabeth Harris, McGraw-Hill, 2010.

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	Husna Razee				By appointment	Yes	Yes
	Husna Razee					No	No

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 Plagarism

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

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).