PHCM9701 Health Leadership and Workforce Management - 2024

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General Course Information

Course Code : PHCM9701
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 : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This is a PLuS Alliance course offered through UNSW. Students at UNSW, Arizona State University and Kings College London who are in a PLuS Alliance program can enrol into this course.

This course critically examines a range of theories, models and approaches to leading and managing at different levels in health service organisations. It provides tools to identify and respond to management problems in the context of major changes in priorities and services in health and its workforce. Whether you come from a clinical, public health or other disciplinary background we consider how you can draw upon that understanding and your current organisational setting to strengthen your health leadership capacity and workforce management skills. Topics include: the shifting role of managers in health services; management and leadership theories and models; influence, power and management ethics; managing in resource constrained environments; diversity in health service settings; managing teams and motivating staff; conflict management and improving health worker performance; workforce planning and capacity building.

Relationship to Other Courses

The course is a core course of the Master of Health Leadership and Management. It may be taken as an elective in the Master of Public Health, Master of Infectious Diseases Intelligence and Master of Global Health programs. The course comprises six units of credit. There are no pre-requisites for this course.

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	Health Management (ACHSM), Health Management (RACMA) - Domains
CLO1 : Assess and critically reflect on your own health leadership capabilities, assumptions, standpoints and preferences for effective performance in the workplace.	• ACHSM1 : Health leadership and ethical behaviour • RACMA4 : Manager
CLO2 : Examine the issues in making the transition from clinician to health management and key considerations in effectively navigating this change in professional practice	• ACHSM2 : Impact and influence • ACHSM4 : Self-awareness and self-confidence • RACMA4 : Manager
CLO3 : Discuss the key characteristics and changing influences on the health workforce across a range of health service settings and the implications for health leadership and management practices.	• ACHSM2 : Impact and influence • RACMA4 : Manager
CLO4 : Drawing on recent research literature, critically evaluate and discuss health leadership and management theories and practices for effectively managing others at the individual, team and organisational level.	• ACHSM3 : Health Systems • RACMA6 : Scholar
CLO5 : Identify and analyse workforce issues within your own area of practice and propose relevant evidence-informed leadership strategies to enhance workforce engagement for improved performance.	• ACHSM8 : Relationship management • ACHSM9 : Business literacy – talent management • RACMA3 : Collaborator • RACMA4 : Manager

Course Learning Outcomes	Assessment Item
CLO1 : Assess and critically reflect on your own health leadership capabilities, assumptions, standpoints and preferences for effective performance in the workplace.	• Internal Environment Review • Improvements to Practice
CLO2 : Examine the issues in making the transition from clinician to health management and key considerations in effectively navigating this change in professional practice	• Internal Environment Review
CLO3 : Discuss the key characteristics and changing influences on the health workforce across a range of health service settings and the implications for health leadership and management practices.	• Critical Evaluation Report
CLO4 : Drawing on recent research literature, critically evaluate and discuss health leadership and management theories and practices for effectively managing others at the individual, team and organisational level.	• Critical Evaluation Report • Improvements to Practice
CLO5 : Identify and analyse workforce issues within your own area of practice and propose relevant evidence-informed leadership strategies to enhance workforce engagement for improved performance.	• Critical Evaluation Report • Improvements to Practice

Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams

Learning and Teaching in this course

Live attendance at lectures/tutorials is not compulsory for external students though it is recommended; you are able to watch the recordings. Internal students are expected to attend lectures live online or in person and to attend tutorials online

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

Additional Course Information

The PHCM9701 Course is informed by self-directed learning and self-regulated learning principles (Lovens et al., 2008; Eggers et al., 2021). The Course has been designed with the expectation that learning is a personal and continuous, lifelong process. A scaffolding approach

has been used to design the practice-based assessments to help students build and integrate skills and knowledge over the Course. There are a variety of industry and empirical resources available, with opportunities to consider these resources during lectures, tutorials and self-study activities.

References:

1. Loyens, S.M., Magda, J. and Rikers, R.M., 2008. Self-directed learning in problem-based learning and its relationships with self-regulated learning. Educational psychology review, 20, pp.411-427.

2. Eggers, J. H., Oostdam, R., & Voogt, J. (2021). Self-regulation strategies in blended learning environments in higher education: A systematic review. Australasian Journal of Educational Technology, 37(6), 175-192.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Internal Environment Review Assessment Format: Individual Short Extension: Yes (2 days)	20%	Start Date: Not Applicable Due Date: 12/06/2024 12:00 PM
Critical Evaluation Report Assessment Format: Individual Short Extension: Yes (2 days)	45%	Start Date: Not Applicable Due Date: 08/07/2024 12:00 PM
Improvements to Practice Assessment Format: Individual Short Extension: Yes (2 days)	35%	Start Date: Not Applicable Due Date: 05/08/2024 12:00 PM

Assessment Details

Internal Environment Review

Assessment Overview

In this task, due early in the term, you will use a case study to identify crucial factors within a healthcare team that contribute to the internal environment of a unit within a healthcare facility.

Individual feedback will be provided within 10 working days.

Course Learning Outcomes

- CLO1 : Assess and critically reflect on your own health leadership capabilities, assumptions, standpoints and preferences for effective performance in the workplace.
- CLO2 : Examine the issues in making the transition from clinician to health management and

key considerations in effectively navigating this change in professional practice

<u>Detailed Assessment Description</u>

Detailed information about this assessment, the case study, the marking criteria, a compulsory assessment template, and answers to frequently asked questions are provided on the Course Moodle page.

<u>Assessment Length</u>

800 words

<u>Submission notes</u>

Refer to Moodle for submission information.

<u>Assessment information</u>

Permitted use of generative artifcial intelligence: Drafting assistance

As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas and structure. However, you must develop or edit those ideas to such a signifcant extent that what is submitted is your own work, i.e., what is generated by the software should not be a part of your fnal 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 sufciently modifed 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 Ofce for investigation for academic misconduct and possible penalties.

<u>Assignment submission Turnitin type</u>

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

Critical Evaluation Report

<u>Assessment Overview</u>

In this task, due mid-term, you will use a case study to further examine internal environment factors, by analysing interprofessional team practices including leadership and interprofessional collaboration.

Individual feedback will be provided within 10 working days.

Course Learning Outcomes

- CLO3 : Discuss the key characteristics and changing influences on the health workforce across a range of health service settings and the implications for health leadership and management practices.
- CLO4 : Drawing on recent research literature, critically evaluate and discuss health leadership and management theories and practices for effectively managing others at the individual, team and organisational level.
- CLO5 : Identify and analyse workforce issues within your own area of practice and propose relevant evidence-informed leadership strategies to enhance workforce engagement for improved performance.

Detailed Assessment Description

Detailed information about this assessment, the case study, the marking criteria, a compulsory assessment template, and answers to frequently asked questions are provided on the Course Moodle page.

Assessment Length

2,000 words

Submission notes

Refer to Moodle for submission information.

Assessment information

Permitted use of generative artifcial intelligence: Drafting assistance

As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas and structure. However, you must develop or edit those ideas to such a signifcant extent that what is submitted is your own work, i.e., what is generated by the software should not be a part of your fnal 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 sufciently modifed 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 Ofce for investigation for academic misconduct and possible penalties.

Assignment submission Turnitin type

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

Improvements to Practice

Assessment Overview

In this final task, due at the end of term, you will use health leadership and workforce management concepts to propose evidence-based recommendations for how interprofessional team collaboration practices within internal environments can be improved.

Individual feedback will be provided within 10 working days.

Course Learning Outcomes

- CLO1 : Assess and critically reflect on your own health leadership capabilities, assumptions, standpoints and preferences for effective performance in the workplace.
- CLO4 : Drawing on recent research literature, critically evaluate and discuss health leadership and management theories and practices for effectively managing others at the individual, team and organisational level.
- CLO5 : Identify and analyse workforce issues within your own area of practice and propose relevant evidence-informed leadership strategies to enhance workforce engagement for improved performance.

Detailed Assessment Description

Detailed information about this assessment, the case study, the marking criteria, a compulsory assessment template, and answers to frequently asked questions are provided on the Course Moodle page.

Assessment Length

12 minute Presentation

Submission notes

Refer to Moodle for submission information.

Assessment information

Permitted use of generative artifcial intelligence: Drafting assistance

As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas and structure. However, you must develop or edit those ideas to such a signifcant extent that what is submitted is your own work, i.e., what is generated by the software should not be a part of your fnal 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 sufciently modifed 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 Ofce for investigation for academic misconduct and possible penalties.

Assignment submission Turnitin type

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

General Assessment Information

Detailed instructions regarding assessments for this course, including marking criteria and templates are provided on the course Moodle page.

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

Extension procedure (up to 2 days)

A short extension of two days is available for all assessment tasks. Requests for an extension of greater than 2 days requires a formal Special Consideration application.

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 that you are presented with during the course. Think about and evaluate the material you are reading and 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 supporting evidence. Wide reading on a topic facilitates this.

Referencing

The 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 for PHCM9701 include all text (e.g. headings, title, main text) and <u>include</u> tables and figures, in-text citations (if you are using APA) <u>but not</u> reference lists.

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 the School of Population Health courses, access to the originality report of your submission through Turnitin is available to you. Students do not have access to the Generative AI report. In School of Population Health course, you are permitted to resubmit until the assignment due date (each fle 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 fnal version at the due date if you have not uploaded a subsequent, fnalised 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 individualised feedback on your assignment via Moodle. You will be marked according to the marking assessment criteria listed for that specifc 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 refects 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 specifed for a course. Your fnal grade for a course is dependent on the combined sum of the grades across the number of specifed 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 who believe the mark you've received for an assessment task does not refect your performance you should frst check you have grounds to seek a review: https://student.unsw.edu.au/results.

In the frst instance, you should discuss your performance with the relevant Course Convenor. In your email communication directly to the Course Convenor, you should clearly outline the reasons you are seeking clarifcation 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 justifcation 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.

<u>Grading Basis</u>

Standard

<u>Requirements to pass course</u>

In order to pass this course students must:

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

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Module	Module 1: Introduction to leading and managing healthcare organisations Part 1: The organisation of health organisations
Week 2 : 3 June - 9 June	Module	Module 1: Introduction to leading and managing healthcare organisations Part 2: Perspectives on Leadership and management
	Other	Formative quiz; Self-assessment; Mandatory; Not graded
Week 3 : 10 June - 16 June	Module	Module 2: Individuals and professional identities Part 1: Individual attributes in health organisations
	Assessment	Internal environment review (20%) Due: Wednesday, 12 June 2024, 12:00 noon AEST
Week 4 : 17 June - 23 June	Module	Module 2: Individuals and professional identities Part 2: Professional identity, tribes and silos
Week 5 : 24 June - 30 June	Module	Module 3: Dynamics in groups and teams Part 1: Health care professionals, groups and teams
Week 6 : 1 July - 7 July	Module	Module 3: Dynamics in groups and teams Part 2: Inter-professional and multi-disciplinary dynamics
Week 7 : 8 July - 14 July	Module	Module 4: Development and decision making Part 1: Workforce development and communication in healthcare settings
	Assessment	Critical evaluation report (45%) Due: Monday, 8 July 2024, 12:00 noon AEST
Week 8 : 15 July - 21 July	Module	Module 4: Development and decision making Part 2: Decision making and health organisations
Week 9 : 22 July - 28 July	Module	Module 5: Dynamic forces in healthcare organisations Part 1: Adaptive healthcare management and leadership
Week 10 : 29 July - 4 August	Module	Module 5: Dynamic forces in healthcare organisations Part 2: Course recap
Week 11 : 5 August - 11 August	Other	There are no classes scheduled for this week.
	Assessment	Improvements to practice presentation (35%) Due: Monday, 5 August 2024, 12:00 noon AEST

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

Details of mandatory and optional reading can be found on the course Moodle site, as are the pre-tutorial activities that you will undertake in advance and then discuss during the tutorials.

Typically for each two-week module there are 4-6 mandatory readings dealing with central concepts, that explore related issues, and their application.

The module notes have been developed using a variety of foundational and comtemporary evidence. The references for these are provided for those that are interested in exploring the concepts in further detail, however there is no requirement or expectation that these will be reviewed in any detail.

Recommended Resources

Course readings:

Recommended resources for this course are provided on the course Moodle page. You will find Leganto links to course readings in Moodle.

Optional textbook:

The Australian Health Care System by Stephen Duckett

It is recommended that you read the *The Australian Health Care System* if you are not familiar with the health care system in Australia, or if this is a new field of study for you. If you have a good understanding of the health care system in Australia, it is recommended tthat you read Chapter 1 on Frameworks for Analysis and Chapter 4 The Health Workforce.

The fifth edition (2015) is available to download for free through the UNSW Library: Duckett, S., & Willcox, S. (2015). The Australian Health Care System (Fifth Edition). Oxford University Press.

The sixth edition (2022) is available to purchase and through the UNSW Library High Use Collection: Duckett, S. (2022). The Australian Health Care System (Sixth Edition). Oxford University Press.

Citation software:

As a UNSW student Endnote citation software is freely available to you. If you don't already use a software to manage your citations, you are recommended to download and familiarise yourself with this software 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

A free open-source alternative ccitation software is Zotero, though this is not supported by UNSW: https://www.zotero.org

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 your feedback.

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. 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.

In 2024, we have made significant changes to the structure, content and assessments within PHCM9701 Health Leadership and Workforce Management based on student feedback.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Kathy Eljiz		Kensington; Westmead			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 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).