



## UNSW Course Outline

# SOMS3232 Cellular Mechanisms of Health and Disease - 2024

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## General Course Information

**Course Code :** SOMS3232

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2

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

**Faculty :** Faculty of Medicine and Health

**Academic Unit :** School of Biomedical Sciences

**Delivery Mode :** In Person

**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

This course in molecular medicine bridges the gap between the fundamental sciences of cell biology, biochemistry, immunology and their therapeutic applications. It conveys the dynamic process of scientific discovery in areas of research strengths in biomedical science at UNSW.

The course focuses on cutting edge techniques bringing about paradigm shifts in our understanding of cell function and our ability to diagnose and treat diseases. You will engage closely with active researchers, and will develop research skills to prepare you for research-oriented careers in academia and industry.

## Course Aims

This course aims to provide you with a detailed understanding about some of the molecular and cellular processes that drive normal cell function and how changes in these processes can lead to disease. These concepts will be presented in the context of cutting-edge research to highlight how research outcomes can inform the development of technologies, drugs and clinical practice ("bench to bedside").

The course also aims to convey the recent transformation of biomedical research to a quantitative discipline through the incorporation of approaches from the physical sciences (biophysics, chemistry, mathematics, engineering) and the invention of new methodologies that have opened new fields (e.g. transgenic animals, gene editing, imaging and microscopy). The course aims to raise your curiosity about how a cell works, what the big questions are, how these can be addressed experimentally and how these discoveries relate to human health and disease. Presenting researchers will convey the excitement of cutting edge research including its challenges and controversies. The course provides you with an opportunity to interact with these researchers to give you an understanding of the scientific process, to help develop your critical thinking skills, and to participate in scientific discussions.

## 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](#).
- Progression plans for UNSW Science programs can be found on the [UNSW Science website](#).

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain the molecular and cellular mechanisms that underlie a range of diseases such as cancer, metabolic disorders, infection, and immune diseases
CLO2 : Critique the process of scientific research and the appraise the role of transforming technologies in advancing our knowledge
CLO3 : Explain strategies for translation of research into technologies and treatments
CLO4 : Analyse scientific literature, integrate and contrast scientific data from different sources to synthesise new models and hypotheses; participate in scientific discussions.
CLO5 : Use reflective practice to integrate knowledge, skills and experience of scientific research

Course Learning Outcomes	Assessment Item
CLO1 : Explain the molecular and cellular mechanisms that underlie a range of diseases such as cancer, metabolic disorders, infection, and immune diseases	<ul style="list-style-type: none"><li>• ePortfolio/reflective journal</li></ul>
CLO2 : Critique the process of scientific research and the appraise the role of transforming technologies in advancing our knowledge	<ul style="list-style-type: none"><li>• Literature Oral Presentation</li><li>• Literature Discussion</li><li>• Project Assignment</li></ul>
CLO3 : Explain strategies for translation of research into technologies and treatments	<ul style="list-style-type: none"><li>• Project Assignment</li></ul>
CLO4 : Analyse scientific literature, integrate and contrast scientific data from different sources to synthesise new models and hypotheses; participate in scientific discussions.	<ul style="list-style-type: none"><li>• ePortfolio/reflective journal</li><li>• Literature Oral Presentation</li><li>• Literature Discussion</li></ul>
CLO5 : Use reflective practice to integrate knowledge, skills and experience of scientific research	<ul style="list-style-type: none"><li>• ePortfolio/reflective journal</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360 | Microsoft Teams

## Learning and Teaching in this course

All course materials and course announcements are provided on the course learning management system, Moodle.

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

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
ePortfolio/reflective journal Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: See Moodle for submission timetable
Literature Oral Presentation Assessment Format: Group	25%	Start Date: Not Applicable Due Date: Varies for each group
Literature Discussion Assessment Format: Individual	15%	Start Date: Not Applicable Due Date: Weekly during the Journal Club
Project Assignment Assessment Format: Individual Short Extension: Yes (2 days)	10%	Start Date: Not Applicable Due Date: 10/09/2024 05:00 PM Post Date: 10/09/2024 05:00 PM

## Assessment Details

### ePortfolio/reflective journal

#### Assessment Overview

You will keep an ePortfolio (reflective journal). Entries will be guided by the material (online and/or literature) and a set of questions. The entry for each topic in the course will consist of a combination of (1) Pre-seminar blog post: answers to questions on the online material posted by the lecturer prior to the corresponding lecture and (2) Post-seminar reflection: comments and discussion of one's own and each other's blog posts after the lecture.

Peers provide feedback via comments on blog posts. Seminar speakers provide written feedback as part of the assessment of weekly entries.

#### Course Learning Outcomes

- CLO1 : Explain the molecular and cellular mechanisms that underlie a range of diseases such as cancer, metabolic disorders, infection, and immune diseases
- CLO4 : Analyse scientific literature, integrate and contrast scientific data from different sources to synthesise new models and hypotheses; participate in scientific discussions.
- CLO5 : Use reflective practice to integrate knowledge, skills and experience of scientific research

## **Detailed Assessment Description**

The ePortfolio consists of blog on Moodle. Your weekly blog entry consists of two components

### **(1) Pre-seminar blog post (limit of 750 words)**

You will post a blog entry on Moodle to answer the questions on the online material provided by the lecturer *before* the corresponding seminar.

### **(2) Post-seminar reflection (limit of 250 words)**

You will post an entry to your blog to reflect on what you have learned after you have read blog posts from your peers. The blog posts from your peers will be visible after the seminar. This is an opportunity to either correct answers provided in your pre-seminar blog post, and/or to comment on the content posted by your peers.

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

## **Assessment Length**

Pre-seminar blog post: 750 words. Post seminar reflection: 250 words.

## **Submission notes**

Refer to Moodle for submission information.

## **Assessment information**

### **Use of Generative Artificial Intelligence (AI) in the assessment.**

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

PLANNING ASSISTANCE is permitted for this assessment task.

As this assessment task involves some planning or creative processes, you are permitted to use software for initial research into a topic. However, you must develop and verify AI-generated ideas to such a significant extent using educational resources and scientific literature 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. The use of AI must be declared in an appendix (provided below the reference list), which specifies the software, search phrase(s) and AI generated outputs.

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.

Please refer to the Moodle site for additional information and the due dates for each week's ePortfolio submission.

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

This is not a Turnitin assignment

### **Literature Oral Presentation**

#### **Assessment Overview**

As part of a student group you will prepare slide presentation that summarises a research article, highlighting the main research question, key result(s) and conclusions. Your group will present to the class during the Journal Club component of the course. The presentation and subsequent class discussion will be moderated by the lecturer.

Detailed oral feedback from peers and lecturers during class time immediately after the presentation.

#### **Course Learning Outcomes**

- CLO2 : Critique the process of scientific research and the appraise the role of transforming technologies in advancing our knowledge
- CLO4 : Analyse scientific literature, integrate and contrast scientific data from different sources to synthesise new models and hypotheses; participate in scientific discussions.

#### **Detailed Assessment Description**

Groups of students will present a *Literature Oral Presentation* consisting of a summary and analysis of a research article. Student groups will be able to choose from a selection of journal articles provided by the guest lecturer/course convenor. The presentation should highlight the main research question, key result(s) and conclusions as well as implications for research translation. The presentation will be delivered by the group in person using slides (power point or similar format) for the entire class during the Journal Club ("Other") component of the course. Each group presents once during the course.

Marking consists of two components:

- Literature Oral Presentation: 20 marks (Group)
- Literature Oral Presentation – Peer Assessment: 5 marks (Individual)

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

#### Assessment Length

20 minutes

#### Submission notes

Oral presentation during class. Refer to Moodle for submission information.

#### Assessment information

##### **Use of Generative Artificial Intelligence (AI) in the assessment.**

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

PLANNING ASSISTANCE is permitted for this assessment task.

As this assessment task involves some planning or creative processes, you are permitted to use software for initial research into a topic and to generate ideas for content and design. However, you must develop and verify AI-generated ideas and content to such a significant extent using educational resources and scientific literature 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. The use of AI must be declared in a statement included on a slide at the end of the presentation, which specifies the software, search phrase(s) and AI generated outputs.

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.

Please refer to the Moodle site for additional information and the due date for each student group.

### Assignment submission Turnitin type

Not Applicable

## Literature Discussion

### Assessment Overview

You will contribute to the discussion and feedback after literature oral presentations during the Journal Club component of the course. General oral feedback will be provided in class by the lecturer.

### Course Learning Outcomes

- CLO2 : Critique the process of scientific research and the appraise the role of transforming technologies in advancing our knowledge
- CLO4 : Analyse scientific literature, integrate and contrast scientific data from different sources to synthesise new models and hypotheses; participate in scientific discussions.

### Detailed Assessment Description

You will submit a question for the *Literature Discussion* that follows each Journal Club presentation with participation from the entire class. Submission occurs during the face-to-face Journal Club using your laptop or a mobile device.

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

### Assessment Length

250 character limit

### Submission notes

Electronic submission during class time. Refer to Moodle for submission information.

### Assessment information

#### **Use of Generative Artificial Intelligence (AI) in the assessment.**

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

SIMPLE EDITING ASSISTANCE is permitted for this assessment task.

For this assessment task, you may use AI-based software to use standard editing functions in word processing software 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 may 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.

Please refer to the Moodle site for additional information.

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

Not Applicable

### **Project Assignment**

#### **Assessment Overview**

You will be part of a group of students visiting the laboratory of a lecturer in the course, where you will be teamed up with a lab member who will show you the laboratory and introduce you to the main techniques and experimental approaches used in that lab.

You will submit a written response to a question related to the research area of your lab provided ahead of your visit.

Feedback: Oral feedback during the lab visit. Written feedback provided by lecturers and markers at the end of the course.

#### **Course Learning Outcomes**

- CLO2 : Critique the process of scientific research and the appraise the role of transforming technologies in advancing our knowledge
- CLO3 : Explain strategies for translation of research into technologies and treatments

#### **Detailed Assessment Description**

750 word limit. Please refer to the course Moodle page for submission instructions.

#### **Assessment Length**

750 word limit.

#### **Submission notes**

Word document or pdf. Refer to Moodle for submission information.

#### **Assessment information**

##### **Use of Generative Artificial Intelligence (AI) in the assessment.**

UNSW Pro-Vice Chancellor Education and Student Experience (PVCESE) provides guidance on

the use of generative Artificial Intelligence in assessments.

PLANNING ASSISTANCE is permitted for this assessment task.

As this assessment task involves some planning or creative processes, you are permitted to use software for initial research into a topic. However, you must develop and verify AI-generated ideas and content to such a significant extent using educational resources and scientific literature 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. The use of AI must be declared in a statement included on an appendix, which specifies the software, search phrase(s) and AI generated outputs.

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.

Please refer to the Moodle site for additional information and the due date for each student group.

Please refer to the Moodle course page for additional information.

#### Assignment submission Turnitin type

This is not a Turnitin assignment

## **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>

#### 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 : 27 May - 2 June	Seminar	Course Introduction.
	Other	Journal Club: Introduction.
Week 2 : 3 June - 9 June	Seminar	Infection and Immunity I: Pandemic viruses.
	Other	Journal Club: Infection and Immunity I: Pandemic viruses.
	Assessment	(1) ePortfolio/reflective journal: Pre-seminar blog entry answering this week's questions and post-seminar reflection. (2) Literature oral presentation: Only for groups presenting in this week, see Moodle for schedule) (3) Literature discussion: Submission of a question (using your laptop or a mobile device) to contribute to the discussion during the face-to-face Journal Club.
Week 3 : 10 June - 16 June	Seminar	Infection and Immunity II: T cell receptor function – from first principles to synthetic biology.
	Other	Journal Club: Infection and Immunity II: T cell receptor function – from first principles to synthetic biology.
	Assessment	(1) ePortfolio/reflective journal: Pre-seminar blog entry answering this week's questions and post-seminar reflection. (2) Literature oral presentation: Only for groups presenting in this week, see Moodle for schedule) (3) Literature discussion: Submission of a question (using your laptop or a mobile device) to contribute to the discussion during the face-to-face Journal Club.
Week 4 : 17 June - 23 June	Seminar	Infection and Immunity III: Molecular arms race between HIV and host cells.
	Other	Journal Club: Infection and Immunity III: Molecular arms race between HIV and host cells.
	Assessment	(1) ePortfolio/reflective journal: Pre-seminar blog entry answering this week's questions and post-seminar reflection. (2) Literature oral presentation: Only for groups presenting in this week, see Moodle for schedule) (3) Literature discussion: Submission of a question (using your laptop or a mobile device) to contribute to the discussion during the face-to-face Journal Club.
Week 5 : 24 June - 30 June	Seminar	Cell Biology I: Immune cell search and kill strategies.
	Other	Journal Club: Cell Biology I: Immune cell search and kill strategies.
	Assessment	(1) ePortfolio/reflective journal: Pre-seminar blog entry answering this week's questions and post-seminar reflection. (2) Literature oral presentation: Only for groups presenting in this week, see Moodle for schedule) (3) Literature discussion: Submission of a question (using your laptop or a mobile device) to contribute to the discussion during the face-to-face Journal Club.
Week 7 : 8 July - 14 July	Seminar	Cell Biology II: Heterogeneity in Cancer.
	Other	Journal Club: Cell Biology II: Heterogeneity in Cancer.
	Assessment	(1) ePortfolio/reflective journal: Pre-seminar blog entry answering this week's questions and post-seminar reflection. (2) Literature oral presentation: Only for groups presenting in this week, see Moodle for schedule) (3) Literature discussion: Submission of a question (using your laptop or a mobile device) to contribute to the discussion during the face-to-face Journal Club.
Week 8 : 15 July - 21 July	Seminar	Cell Biology III: Microtubules and motor proteins in health and disease.
	Other	Journal Club: Cell Biology III: Microtubules and motor proteins in health and disease.
	Assessment	(1) ePortfolio/reflective journal: Pre-seminar blog entry answering this week's questions and post-seminar reflection. (2) Literature oral presentation: Only for groups presenting in this week, see Moodle for schedule) (3) Literature discussion: Submission of a question (using your laptop or a mobile device) to contribute to the discussion during the face-to-face Journal Club.
Week 9 : 22 July - 28 July	Seminar	Cell Biology IV: Regulation of gene expression.
	Other	Journal Club: Cell Biology IV: Regulation of gene expression.

	Assessment	(1) ePortfolio/reflective journal: Pre-seminar blog entry answering this week's questions and post-seminar reflection. (2) Literature oral presentation: Only for groups presenting in this week, see Moodle for schedule (3) Literature discussion: Submission of a question (using your laptop or a mobile device) to contribute to the discussion during the face-to-face Journal Club.
Week 10 : 29 July - 4 August	Seminar	Neurodegeneration: Molecular aspects of Parkinson's disease - from pathophysiology to biomarker development.
	Other	Journal Club: Neurodegeneration: Molecular aspects of Parkinson's disease - from pathophysiology to biomarker development.
	Assessment	(1) ePortfolio/reflective journal: Pre-seminar blog entry answering this week's questions and post-seminar reflection. (2) Literature oral presentation: Only for groups presenting in this week, see Moodle for schedule (3) Literature discussion: Submission of a question (using your laptop or a mobile device) to contribute to the discussion during the face-to-face Journal Club.
Week 11 : 5 August - 11 August	Assessment	(4) Project assignment: Due 10/09/2024 05:00 PM

## Attendance Requirements

Seminars: Students are strongly encouraged to attend all seminars and review lecture recordings.

Journal Club: Students are expected to attend all Journal Club meetings (listed as "Other" in the timetable). Assessment tasks are submitted during class time.

Lab visit: Students are required to attend the lab visit (timing by negotiation).

Where a student is unable to attend, they are advised to inform the course convenor.

## General Schedule Information

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

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

### Recommended Resources

Recommended resources for this course are provided on the course Moodle page.

### 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	Till Boecking		Level 3, Lowy Cancer Research Center Building	+61 2 9065 5603	Mon-Fri	Yes	Yes
	David Jacques		Level 3, Lowy Cancer Research Center	+61 2 9065 2798	Mon-Fri	No	No
Lecturer	Jesse Goyette		Level 3, Lowy Cancer Research Center Building		by appointment	No	No
	Maté Biro		Level 3, Lowy Cancer Research Center Building		by appointment	No	No
	John Lock		Wallace Wurth Building		by appointment	No	No
	Vaishnavi Ananthanarayanan		Level 3, Lowy Cancer Research Center Building		by appointment	No	No
	Scott Berry		Level 3, Lowy Cancer Research Center Building		by appointment	No	No
	Emma Sierecki		Level 3, Lowy Cancer Research Center Building		by appointment	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 Plagiarism

### Academic integrity

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

Plagiarism, contract cheating, and inappropriate use of generative AI undermine academic integrity and are not tolerated at UNSW. For more information see the [Academic Integrity and Plagiarism toolkit](#).

In addition to the information you are required to review in your [ELISE training](#), UNSW Medicine & Health strongly recommends that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task.

### Referencing

Referencing is a way of acknowledging the sources of information that you use to research your assignments. Preferred referencing styles vary among UNSW Medicine & Health disciplines, so check your course Learning Management System (e.g. Moodle or Open Learning) page for information on preferred referencing styles.

For further information on referencing support and styles, see the Current Student [Referencing](#)

## Academic misconduct and plagiarism

At UNSW, academic misconduct is managed in accordance with the [Student Misconduct Procedure](#). Allegations of plagiarism are generally handled according to the [UNSW Plagiarism Management Procedure](#). Plagiarism is defined in the [UNSW Plagiarism Policy](#) and is not tolerated at UNSW.

## Use of Generative AI and other tools in your assessment

UNSW has provided guiding statements for the [use of Generative AI in assessments](#). This will differ, depending on the individual assessment task, your course requirements, and the course stage within your program.

Your course convenor will outline if and how you can use Generative AI in each your assessment tasks. Options for the use of generative AI include: (1) no assistance; (2) simple editing assistance; (3) planning assistance; and (4) full assistance with attribution.

You may be required to submit the original generative AI responses, or drafts of your original work. Inappropriate use of generative AI is considered academic misconduct.

See your course Moodle (or Open Learning) page for the full instructions for individual assessment tasks for your course.

## Submission of Assessment Tasks

### Special Consideration

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

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

### Timed online assessment tasks

If you experience a technical or connection problem during a timed online assessment, such as a

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

## Examinations

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

## Other assessment tasks

### Late submission of assessment tasks

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

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

### Failure to complete an assessment task

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

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

### Feedback on assessments

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

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

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

## Faculty-specific Information

### Additional support for students

The university offers a wide range of support services that are available for students. Here are some links for you to explore.

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

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

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

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

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

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

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

## Course evaluation and development

At UNSW Medicine & Health, students take an active role in designing their courses and their overall student experience. We regularly seek feedback from students, and continuous improvements are made based on your input. Towards the end of the term, you will be asked to participate in the [myExperience survey](#), which serves as a source of evaluative feedback from students. Your input to this quality enhancement process is valuable in helping us meet your learning needs and deliver an effective and enriching learning experience. Student responses are carefully considered, and the action taken to enhance educational quality is documented in the myFeedback Matters section of your Moodle (or Open Learning) course page.

## School-specific Information

### Laboratory or practical class safety.

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

### Master of Science in Health Data Science courses

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

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

Lectures, tutorials and other teaching activities may be recorded. Students should be advised that they are consenting to the recording by their enrolment in the course or participation in the activity. The purpose of audio and video recordings is to enhance the student experience by supporting engaged learning in an online teaching environment and ensure equitable access to all course resources for our students. If you have concerns about accessing course recordings,

or being recorded, please contact the Course Convenor.

## School Contact Information

School guidelines on contacting staff:

### Course questions

All questions related to course content should be posted on Moodle (or Open Learning) or as directed by your Course Convenor.

In cases where email communication with course convenors is necessary, we kindly request the following:

- Use your official email address for any correspondence with teaching staff.
- We expect a high standard of communication. All communication should avoid using shorthand or texting language.
- Include your full name, student ID, and your course code and name in all communication.

Our course convenors are expected to respond to emails during standard working hours of Monday to Friday, 9am-5pm.

### Administrative questions

If you have an administrative question about your program of study at the School please submit your enquiry online at [UNSW Ask Us](#).

### Complaints and appeals

Student complaints and appeals: <https://student.unsw.edu.au/complaints>

If you have any grievances about your studies, we invite you to address these initially to the Course Convenor. If the response does not meet your expectations, you may then contact:

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

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