



## UNSW Course Outline

# SWCH9009 Ethics and Law In Reproductive Medicine - 2024

Published on the 12 May 2024

## General Course Information

Course Code : SWCH9009

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Medicine and Health

Academic Unit : School of Clinical Medicine

Delivery Mode : Online

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

The focus of this course is primarily upon ethical, social and legal aspects of reproductive medicine, with particular reference to new reproductive technologies. The first part of the course focuses mainly upon ethical issues, relating to conceptuses, and fetuses, genetic engineering,

pre-natal testing, genetic discrimination and commercialisation. The second part of the course looks at the legal issues associated with the regulation of reproductive technologies, with particular reference to access to assisted reproductive services, the use and disposal of gametes, surrogacy and posthumous reproduction.

## 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
CL01 : Identify major ethical theories and principles related to reproductive medicine.
CL02 : Apply skills of ethical reasoning and analysis to current issues in reproductive medicine and medical research.
CL03 : Examine and relate to your own moral commitments and decisions, in addition to those of others.
CL04 : Describe the laws regulating assisted reproduction.
CL05 : Discuss the social and political aspects of the law regulating reproductive technologies.
CL06 : Formulate critical responses to the existing regulatory framework.

Course Learning Outcomes	Assessment Item
CL01 : Identify major ethical theories and principles related to reproductive medicine.	<ul style="list-style-type: none"><li>• Online discussion forum</li><li>• Summative essay 1</li><li>• Summative essay 2</li><li>• Summative essay 3</li></ul>
CL02 : Apply skills of ethical reasoning and analysis to current issues in reproductive medicine and medical research.	<ul style="list-style-type: none"><li>• Online discussion forum</li><li>• Summative essay 1</li><li>• Summative essay 2</li><li>• Summative essay 3</li></ul>
CL03 : Examine and relate to your own moral commitments and decisions, in addition to those of others.	<ul style="list-style-type: none"><li>• Online discussion forum</li><li>• Summative essay 1</li><li>• Summative essay 2</li><li>• Summative essay 3</li></ul>
CL04 : Describe the laws regulating assisted reproduction.	<ul style="list-style-type: none"><li>• Summative essay 1</li><li>• Summative essay 2</li></ul>
CL05 : Discuss the social and political aspects of the law regulating reproductive technologies.	<ul style="list-style-type: none"><li>• Online discussion forum</li><li>• Summative essay 3</li><li>• Summative essay 1</li><li>• Summative essay 2</li></ul>
CL06 : Formulate critical responses to the existing regulatory framework.	<ul style="list-style-type: none"><li>• Summative essay 1</li><li>• Summative essay 2</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

## Learning and Teaching in this course

All course materials and course announcements are provided on the course learning management system, Moodle. Blackboard Collaborate (accessed from within Moodle) may also

be used during this course for online catch-ups with the course convenor.

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

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Online discussion forum Assessment Format: Individual	25%	Due Date: 23/06/2024 11:59 PM
Summative essay 1 Assessment Format: Individual Short Extension: Yes (2 days)	25%	Due Date: 07/07/2024 11:59 PM
Summative essay 2 Assessment Format: Individual Short Extension: Yes (2 days)	25%	Due Date: 21/07/2024 11:59 PM
Summative essay 3 Assessment Format: Individual Short Extension: Yes (2 days)	25%	Due Date: 04/08/2024 11:59 PM

## Assessment Details

### Online discussion forum

#### Assessment Overview

Online discussion of ethical questions with individual teacher feedback.

#### Course Learning Outcomes

- CL01 : Identify major ethical theories and principles related to reproductive medicine.
- CL02 : Apply skills of ethical reasoning and analysis to current issues in reproductive medicine and medical research.
- CL03 : Examine and relate to your own moral commitments and decisions, in addition to those of others.
- CL05 : Discuss the social and political aspects of the law regulating reproductive technologies.

#### Detailed Assessment Description

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

#### Submission notes

Refer to Moodle for submission information.

## Assessment information

As a Masters level course run through the Faculty of Medicine and Health, dealing with highly significant normative questions that concern both society and the profession of medicine, it has been decided by your convenor that **no** AI technology may be used to substantively generate, modify, or write any of the assessment tasks in this unit of study. This is for two reasons. First, the assessment tasks in this unit are designed to require evaluative and normative judgement, and AI tools bypass judgements of this kind. Second, as part of the Reproductive Medicine degree program, this unit aims to ensure that graduates will achieve the learning outcome that graduates will have “Developed advanced and integrated professional practice through knowledge and understanding of the ethical, social and professional aspects required to deliver a high standard of clinical care in reproductive medicine to all patients.”

To be clear, by ‘AI technology’ the following is meant:

- Generative natural language models, such as ChatGPT, Microsoft Copilot, etc. (For the purposes of assessment and detection, any website or software that can be used to generate novel text from prompts will be treated as equivalent.)
- AI-controlled grammar software, such as Grammarly, Prowritingaid, etc. Any software or website that can be used to automatically discover, and correct, grammar errors will be treated as equivalent to this category.
  - Acceptable grammar detection would include using the ‘check grammar’ feature in Microsoft Word or Apple Pages.
- Any AI-controlled paraphrasing software or websites, such as Quilbot or Sapling, etc. Software/websites that can automatically reword/paraphrase pasted in, or attached, text will be treated as equivalent to this category.
- All AI-controlled, or assisted, editing software, including
- AI-controlled web plugins for browsers such as Chrome or Firefox that can be used to summarise, modify, create, or analyse text.
- Automatic translation software or websites with AI involvement that can be used to ‘improve’ the quality of translated writing.

Please note that your submission will be passed through an AI-generated text detection tool as part of this process. If your marker has concerns that your answer contains passages of AI-generated text you may be asked to explain your work and provide evidence that your work is entirely your own (e.g. by providing drafts of all writing). 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. There are no exceptions, and all detected or suspected AI use will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and

exclusion.”

#### Assignment submission Turnitin type

Not Applicable

## **Summative essay 1**

#### Assessment Overview

Essay on Module 3 or 4 content with individual teacher feedback.

#### Course Learning Outcomes

- CL01 : Identify major ethical theories and principles related to reproductive medicine.
- CL02 : Apply skills of ethical reasoning and analysis to current issues in reproductive medicine and medical research.
- CL03 : Examine and relate to your own moral commitments and decisions, in addition to those of others.
- CL04 : Describe the laws regulating assisted reproduction.
- CL05 : Discuss the social and political aspects of the law regulating reproductive technologies.
- CL06 : Formulate critical responses to the existing regulatory framework.

#### Detailed Assessment Description

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

#### Assessment Length

1000 words

#### Submission notes

Refer to Moodle for submission information.

#### Assessment information

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

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

## **Summative essay 2**

#### **Assessment Overview**

Essay on Module 5 or 6 content with individual teacher feedback.

#### **Course Learning Outcomes**

- CL01 : Identify major ethical theories and principles related to reproductive medicine.
- CL02 : Apply skills of ethical reasoning and analysis to current issues in reproductive medicine and medical research.

- CL03 : Examine and relate to your own moral commitments and decisions, in addition to those of others.
- CL04 : Describe the laws regulating assisted reproduction.
- CL05 : Discuss the social and political aspects of the law regulating reproductive technologies.
- CL06 : Formulate critical responses to the existing regulatory framework.

#### Detailed Assessment Description

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

#### Assessment Length

1000 words

#### Submission notes

Refer to Moodle for submission information.

#### Assessment information

As a Masters level course run through the Faculty of Medicine and Health, dealing with highly significant normative questions that concern both society and the profession of medicine, it has been decided by your convenor that no AI technology may be used to substantively generate, modify, or write any of the assessment tasks in this unit of study. This is for two reasons. First, the assessment tasks in this unit are designed to require evaluative and normative judgement, and AI tools bypass judgements of this kind. Second, as part of the Reproductive Medicine degree program, this unit aims to ensure that graduates will achieve the learning outcome that graduates will have “Developed advanced and integrated professional practice through knowledge and understanding of the ethical, social and professional aspects required to deliver a high standard of clinical care in reproductive medicine to all patients.”

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

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

### **Summative essay 3**

#### **Assessment Overview**

Essay on Module 7 or 8 content with individual teacher feedback.

#### **Course Learning Outcomes**

- CL01 : Identify major ethical theories and principles related to reproductive medicine.
- CL02 : Apply skills of ethical reasoning and analysis to current issues in reproductive medicine and medical research.
- CL03 : Examine and relate to your own moral commitments and decisions, in addition to those of others.
- CL05 : Discuss the social and political aspects of the law regulating reproductive technologies.

#### **Detailed Assessment Description**

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

#### **Submission notes**

Refer to Moodle for submission information.

#### **Assessment information**

As a Masters level course run through the Faculty of Medicine and Health, dealing with highly significant normative questions that concern both society and the profession of medicine, it has

been decided by your convenor that **no** AI technology may be used to substantively generate, modify, or write any of the assessment tasks in this unit of study. This is for two reasons. First, the assessment tasks in this unit are designed to require evaluative and normative judgement, and AI tools bypass judgements of this kind. Second, as part of the Reproductive Medicine degree program, this unit aims to ensure that graduates will achieve the learning outcome that graduates will have “Developed advanced and integrated professional practice through knowledge and understanding of the ethical, social and professional aspects required to deliver a high standard of clinical care in reproductive medicine to all patients.”

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#### **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 are provided on the course Moodle page (or Open Learning).

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	Module	Module 1.1: Ethical Theory and Principles
Week 2 : 3 June - 9 June	Module	Module 1.2: Ethical Theory and Principles
Week 3 : 10 June - 16 June	Module	Module 2: Surrogacy
Week 4 : 17 June - 23 June	Module	Module 3: Posthumous Reproduction
Week 5 : 24 June - 30 June	Module	Module 4: Gamete Donation: the Child's Right to Know; the Donor's Right to Privacy
Week 6 : 1 July - 7 July	Module	Module 5: Access to Assisted Reproductive Technologies
Week 7 : 8 July - 14 July	Module	Module 6.1.: The Use and Disposition of Embryos, Stem Cells and Fetuses
Week 8 : 15 July - 21 July	Module	Module 6.2.: The Use and Disposition of Embryos, Stem Cells and Fetuses
Week 9 : 22 July - 28 July	Module	Module 7: Genetic Engineering; Somatic and Germ-Line Manipulations
Week 10 : 29 July - 4 August	Module	Module 8: Genetic Discrimination, Privacy and Commercialisation

# Attendance Requirements

“Learning and Teaching Activities:

This course is delivered entirely on-line, to allow busy professionals and interstate and international students to undertake postgraduate study around their other commitments.

- Regular contact with other students and the course convenor through the discussion groups is encouraged—such shared experience can only enhance adult learning.
- Five webinars (once every fortnight or so) will be provided, and will allow you to engage with the course, ask questions, and so on. Instructions on discussion and debate will be provided in Moodle.

- These webinars will enable face-to-face teaching, interaction with the course convenor and your peers and facilitate knowledge exchange. Information on how to access these webinars will be provided in Moodle.
- Two online discussion board assessments will require you to interact with your peers via the Moodle discussion board.

The overall approach to learning and teaching in this course is based on adult learning principles. When we introduce new material, we expect you as post-graduate students to be able to integrate prior knowledge with new concepts.

Students are required to work through the provided course materials, but additional links will be provided for those who wish to explore a topic in greater depth. The online assessment activities are designed to inform areas of understanding and to identify possible knowledge gaps. Developing the assignments of this course will require a critical examination of the background literature on the topic and will allow the student to demonstrate their own written communication skills.

### **Expectations of students**

We recommend that you spend an average of 6–8 hours per week on the course, including the time spent reading lectures notes and suggested materials, doing exercises and assessment tasks, and participating in the online discussion with instructors and peers.

Students are expected to complete the online modules and assessment activities within the allocated time. Students are expected to complete all set work to a satisfactory standard with a passing grade for this course set at 50% for the four assessable activities.

Involvement in the various discussion groups throughout this course will contribute to the experience of being part of a learning community and is therefore highly recommended to all students. A discussion activity also forms one of the graded assessment activities for this Course.

### **A note on online classes**

Online classes can be very challenging to keep on top of, and it is easy to fall behind. As a result, it's important to set aside time early on and maintain a schedule. Here are some tips as to how to maintain a good level of engagement throughout the course, setting aside the required time.

1. Use the discussion board frequently. As noted above, the coordinator will be posting on there

- relatively regularly, and check it several dozen times per day. If you have any questions or thoughts about the course content or administration, this is where you should place it rather than emailing (unless you do not wish to). It is a valuable resource that you should address.
2. Ensure that you do *all* the required readings the week before the class begins, and consider reading recommend sources should you have the time. We know that there is a lot of content to cover, and this can seem daunting, but if you maintain a good schedule and stick to it, this shouldn't be too much of a challenge.
  3. Engage with the course, and spend time doing extra reading. A good way to approach this is to read the Stanford Encyclopedia on the topic (and related ones), and have a look through the bibliographies of the papers you read.
  4. Don't fall behind! The danger with online classes is that if you fall behind early you will remain behind the whole time. Keep on top of the readings, activities and webinars and you should do just fine."

## 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

Readings for the course will be available on Moodle. These include the extensive Law Study Guide compiled by Stephen Page for this course.

For those students who wish to expand their reading beyond the material set for the assessment tasks there is a multitude of resources available online. Australian Law can be located at: <http://www.austlii.edu.au>. This site also provides links to other useful sources of legal information.

As this unit includes a focus on ethics, it is recommended that you also read widely in that area. The Stanford Encyclopedia of Philosophy is an excellent online resource (<https://plato.stanford.edu/>) for those looking for a general overview of particular subjects, if a little difficult at points. Importantly, we do **not** recommend that you utilise other websites—including the BBC Ethics section, Wikipedia, the Catholic Encyclopedia, or the Internet Encyclopedia of Philosophy—as these are not peer reviewed websites. Please see the study guide for philosophy

(ignoring its suggestion to consider the Internet Encyclopedia of Philosophy) at the UNSW library:

<https://subjectguides.library.unsw.edu.au/philosophy>

The general UNSW Library website is at: <https://www.library.unsw.edu.au>

Your enrolment at UNSW provides excellent access to a vast range of reference materials but should you have trouble finding a particular reference, the UNSW librarians are invariably very helpful.

## 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	Anson Fehros s				via appointment (email)	Yes	Yes

## Other Useful Information

### Academic Information

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

## Student Code of Conduct

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

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

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

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

## Academic Honesty and Plagiarism

### Academic integrity

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

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

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

### Referencing

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

information on preferred referencing styles.

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

## **Academic misconduct and plagiarism**

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

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

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

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

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

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

## **Submission of Assessment Tasks**

### **Special Consideration**

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

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



## Timed online assessment tasks

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

## Examinations

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

## Other assessment tasks

### Late submission of assessment tasks

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

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

### Failure to complete an assessment task

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

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

## Feedback on assessments

Feedback on your performance in assessment tasks will be provided to you in a timely manner.

For assessment tasks completed within the teaching period of a course, other than a final assessment, feedback will be provided within 10 working days of submission, under normal circumstances.

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

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

## Faculty-specific Information

### Additional support for students

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

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

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

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

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

Moodle should be logged with the IT Service Centre.

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

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

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

## **Course evaluation and development**

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

## **School-specific Information**

### **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 Sean Kennedy ([sean.kennedy@unsw.edu.au](mailto:sean.kennedy@unsw.edu.au))