**UNSW Course Outline**

# PHCM9391 Health Organisations, Strategy and Change - 2024

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## General Course Information

**Course Code :** PHCM9391
**Year :** 2024
**Term :** Term 1
**Teaching Period :** T1
**Is a multi-term course? :** No
**Faculty :** Faculty of Medicine and Health
**Academic Unit :** School of Population Health
**Delivery Mode :** Multimodal
**Delivery Format :** Standard
**Delivery Location :** Kensington
**Campus :** Sydney
**Study Level :** Undergraduate, Postgraduate
**Units of Credit :** 6

<u>Useful Links</u>

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

## Course Details & Outcomes

## Course Description

Why do some health services flourish while others struggle? How can health systems meet the challenges of population ageing, workforce shortages, and future pandemics? Health managers need to be able to respond to these challenges – and anticipate problems before they arise.

PHCM9391 Health Organisations, Strategy and Change develops your ability to think strategically, to lead organisations, and to use analytic approaches to organisational development. You will hear success stories from industry leaders and develop your skills in critical organisational analysis, leadership, managing change, and problem-solving. You will draw on these skills and your existing experiences in your assessment activities, focusing on real-world organisations and settings.

## Course Aims

The course will develop and enhance your understanding and skills in developing health strategy, leading organisations, and using analytic approaches to organisational development within the health sector.

## 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 : Identify key organisational strategy, development, planning, and system concepts. | • ACHSM3 : Health Systems<br>• ACHSM6 : Change Leadership<br>• RACMA4 : Manager |
| CLO2 : Use analytic tools for health planning and organisational analysis. | • ACHSM6 : Change Leadership<br>• ACHSM8 : Relationship management<br>• RACMA4 : Manager |
| CLO3 : Critique approaches to health organisational development and planning, including analysis, strategic planning and change management. | • ACHSM11 : Project management<br>• ACHSM4 : Self-awareness and self-confidence<br>• ACHSM6 : Change Leadership<br>• RACMA2 : Communication<br>• RACMA3 : Collaborator |
| CLO4 : Develop strategy for health organisations by analysing factors that affect performance. | • ACHSM6 : Change Leadership<br>• ACHSM7 : Communication<br>• ACHSM8 : Relationship management<br>• RACMA2 : Communication<br>• RACMA4 : Manager |
| CLO5 : Analyse your own performance, assumptions and standpoints, and how they may affect your approaches to health management. | • ACHSM1 : Health leadership and ethical behaviour<br>• ACHSM4 : Self-awareness and self-confidence<br>• RACMA7 : Professionalism |

| Course Learning Outcomes | Assessment Item |
|---|---|
| CLO1 : Identify key organisational strategy, development, planning, and system concepts. | • SWOT report |
| CLO2 : Use analytic tools for health planning and organisational analysis. | • Report and change plan<br>• Critical appraisal of a strategic plan<br>• SWOT report |
| CLO3 : Critique approaches to health organisational development and planning, including analysis, strategic planning and change management. | • Report and change plan<br>• Critical appraisal of a strategic plan |
| CLO4 : Develop strategy for health organisations by analysing factors that affect performance. | • SWOT report<br>• Report and change plan |
| CLO5 : Analyse your own performance, assumptions and standpoints, and how they may affect your approaches to health management. | • Report and change plan |

# Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams

# Learning and Teaching in this course

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

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.

# Additional Course Information

**Teaching strategies**

PHCM9391 Health Organisations, Strategy and Change is made up of five two-week modules. Teaching strategies include:

- Live online lectures; these are recorded and posted online within 24 hours (part or all of these occasionally may be pre-recorded depending on guest experts' availability).
- Online or in-person tutorials; that are also recorded and posted online within 24 hours (in person tutorials are not recorded).
- Readings; made up of
  - 2-4 mandatory readings per two-week module dealing with central concepts.
  - 3-6 optional extension readings per two-week module that contextualise concepts, explore related issues, and their application.
  - 1-3 optional "mind-bender" readings per two-week module that draw on different fields and approaches to challenge your perspective.
- Pre-tutorial activities made that you undertake in advance and then discuss during the tutorials.

**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 and to attend tutorials in person.

**You need to do the mandatory readings (typically 2 per week) and pre-tutorial activities prior to the weekly tutorials.**

All the School of Population Health courses use Moodle to some extent. Moodle is a learning

management system that is used to deliver blended and online courses throughout UNSW. The Moodle component of your course is like a mini-website that holds the key resources for your course (e.g. detailed course schedule, access to readings) a place for you to submit assignments online, and to raise questions about course content or assignments. If you are unfamiliar with Moodle please visit: https://student.unsw.edu.au/moodle-support

This course uses Microsoft Teams for live lectures, live external student tutorials and for recordings of lectures and tutorials. Details about how to download and use Microsoft Teams can be found here: https://student.unsw.edu.au/teams-students.  **Use your UNSW student Microsoft Teams  account** (not a personal or work account) to access the course on Microsoft Teams.

**Lectures for internal and external students**: Lectures are held weekly on Tuesday afternoons (see timetable) on Microsoft Teams. Internal students are expected to attend live, external students are welcome to either attend live or to watch the recording (accessed through the course Microsoft Teams site) prior to the Wednesday afternoon tutorials.

**Tutorials for internal students** are face to face on campus on Wednesday afternoons (see timetable).

**Tutorials for external students** are conducted on Microsoft Teams. You can either attend live on Wednesday afternoons (see timetable) or watch the recording.

**Recording of lectures and External tutorials on Microsoft Teams**

Lectures and external tutorials will be recorded and recordings made available via Microsoft Teams. **Students should be advised that they are consenting to the recording by their participation in the activity**. The purpose of 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 lecture recordings, or being recorded, please contact the Course Convenor.

**Teaching approach**

This course is informed by self-determination pedagogy (Hase & Kenyon, 2001, Moore 2020) and learning experience design (Ahn, 2019) which emphasise:

- the need for students to exercise control over their own learning and how this is contextualised.

- the interplay between the student, organisations and systems, and the context of their experiences.

It is expected that you will have existing knowledge and experiences that you will integrate with new knowledge that you gain through this course. This approach has guided the design of the course assessments.

Ahn, J. (2019). Drawing Inspiration for Learning Experience Design (LX) from Diverse Perspectives. *The Emerging Learning Design Journal*, *6*(1).

Hase, S., & Kenyon, C. (2001). *From Andragogy to Heutagogy* (as Archived at Trove). [https://webarchive.nla.gov.au/awa/20010220130000/http://ultibase.rmit.edu.au/Articles/dec00/hase2.htm](https://webarchive.nla.gov.au/awa/20010220130000/http://ultibase.rmit.edu.au/Articles/dec00/hase2.htm)

Moore, R. L. (2020). Developing lifelong learning with heutagogy: Contexts, critiques, and challenges. *Distance Education*, *41*(3), 381–401.

# Assessments

## Assessment Structure

| Assessment Item | Weight | Relevant Dates |
|---|---|---|
| SWOT report<br>Assessment Format: Individual | 20% | Start Date: Not Applicable<br>Due Date: 11/03/2024 12:01 PM |
| Report and change plan<br>Assessment Format: Individual | 50% | Start Date: Not Applicable<br>Due Date: 02/04/2024 12:01 PM |
| Critical appraisal of a strategic plan<br>Assessment Format: Individual | 30% | Start Date: Not Applicable<br>Due Date: 23/04/2024 12:01 PM |

## Assessment Details
### SWOT report

Assessment Overview

You will develop a structured report analysing the strategic factors affecting a real health organisation based on a SWOT (strengths, weaknesses, opportunities and threats) analysis. You will propose potential changes, which will be developed in greater detail in Assessment 2.

Course Learning Outcomes

- CLO1 : Identify key organisational strategy, development, planning, and system concepts.
- CLO2 : Use analytic tools for health planning and organisational analysis.
- CLO4 : Develop strategy for health organisations by analysing factors that affect

performance.

<u>Detailed Assessment Description</u>

You will develop a structured report analysing a real-word health organisation that includes a Strengths, Weaknesses, Opportunities and Threats (SWOT) diagram. You must select one from a list of eight health organisations to analyse; or negotiate in advance with the Convenor to look at another health organisation with a publicly available strategic plan.

Detailed information about this assessment, the list of health organisations to select from, the marking criteria, a compulsory assessment template, and answers to frequently asked questions are provided on the course Moodle page.

## Permitted use of generative artificial 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 significant extent that what is submitted is your own work, i.e., what is generated by the software should not be a part of your final submission. It is a good idea to keep copies of your initial drafts to show your lecturer if there is any uncertainty about the originality of your work.

Please note that your submission will be passed through an AI-text detection tool. If your marker has concerns that your answer contains passages of AI-generated text that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

<u>Assessment Length</u>

800 words including figures, tables and in-text references.

<u>Submission notes</u>

A short extension of two days is available for this assessment task.

<u>Assessment information</u>

Detailed information about this assessment, the list of health organisations to select from, the marking criteria, a compulsory assessment template, and answers to frequently asked questions are provided on the course Moodle page.

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

# Report and change plan

### Assessment Overview

You will analyse the factors affecting the performance of a real health organisation in a structured report, building on insights gained from Assessment 1. This includes a situational analysis and devising a change initiative.

### Course Learning Outcomes

- CLO2 : Use analytic tools for health planning and organisational analysis.
- CLO3 : Critique approaches to health organisational development and planning, including analysis, strategic planning and change management.
- CLO4 : Develop strategy for health organisations by analysing factors that affect performance.
- CLO5 : Analyse your own performance, assumptions and standpoints, and how they may affect your approaches to health management.

### Detailed Assessment Description

You will develop a structured report analysing the factors affecting the performance of a real-word health organisation, and devise strategic actions to address them (a change initiative). You must analyse the same organisation you selected for Assessment 1, or negotiate in advance with the Convenor to look at another health organisation with a publicly available strategic plan.

Detailed information about this assessment, the list of health organisations to select from, the marking criteria, a compulsory assessment template, and answers to frequently asked questions are provided on the course Moodle page.

### Permitted use of generative artificial 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 significant extent that what is submitted is your own work, i.e., what is generated by the software should not be a part of your final submission. It is a good idea to keep copies of your initial drafts to show your lecturer if there is any uncertainty about the originality of your work.

Please note that your submission will be passed through an AI-text detection tool. If your marker has concerns that your answer contains passages of AI-generated text that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are

permitted to use AI generated text as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

### Assessment Length

2,000 words including figures, tables and in-text references.

### Submission notes

A short extension of two days is available for this assessment task.

### Assessment information

Detailed information about this assessment, the list of health organisations to select from, the marking criteria, a compulsory assessment template, and answers to frequently asked questions are provided on the course Moodle page.

### Assignment submission Turnitin type

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

## Critical appraisal of a strategic plan

### Assessment Overview

You will write a structured critical appraisal of an organisational strategic plan, drawing on insights gained from Assessments 1 and 2. This involves a scholarly critique of the content of the strategic plan and its approach, drawing on related theory and research.

### Course Learning Outcomes

- CLO2 : Use analytic tools for health planning and organisational analysis.
- CLO3 : Critique approaches to health organisational development and planning, including analysis, strategic planning and change management.

### Detailed Assessment Description

You will develop a critical appraisal of a strategic plan for the same organisation you selected for Assessments 1 and 2, or negotiate in advance with the Convenor to look at another health organisation with a publicly available strategic plan.

Detailed information about this assessment, the list of health organisations to select from, the marking criteria, a compulsory assessment template, and answers to frequently asked questions are provided on the course Moodle page.

**Permitted use of generative artificial 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 significant extent that what is submitted is your own work, i.e., what is generated by the software should not be a part of your final submission. It is a good idea to keep copies of your initial drafts to show your lecturer if there is any uncertainty about the originality of your work.

Please note that your submission will be passed through an AI-text detection tool. If your marker has concerns that your answer contains passages of AI-generated text that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

<u>Assessment Length</u>

1,200 words including figures, tables and in-text references.

<u>Submission notes</u>

A short extension of two days is available for this assessment task.

<u>Assessment information</u>

Detailed information about this assessment, the list of health organisations to select from, the marking criteria, a compulsory assessment template, and answers to frequently asked questions are provided on the course Moodle page.

<u>Assignment submission Turnitin type</u>

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

# General Assessment Information

Detailed instructions regarding assessments for this course, inclduing 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](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

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 PHCM9391 include all text (e.g. headings, title, main text) and include tables and figures, in-text citations (if you are using APA) but not 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 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 file uploaded overwrites the previous version). This will help you in self-reviewing and revising your submission until the due date. **No resubmissions will be allowed after the due date and time of the assignment.** Therefore, draft assignments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version. **IMPORTANT**: there are delays in the availability of subsequent Originality reports. For more details, see https://www.student.unsw.edu.au/turnitin

## Grading and feedback

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

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

Please note these grading criteria are:

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

## Feedback on assessment and review of results

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

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

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

Grading Basis

Standard

Requirements to pass course

In order to pass this course students must:

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

# Course Schedule

| Teaching Week/Module | Activity Type | Content |
|---|---|---|
| Week 1 : 12 February - 18 February | Module | Module 1: Health organisations and systems<br>Part 1: Health systems in a time of change |
| Week 2 : 19 February - 25 February | Module | Module 1: Health organisations and systems<br>Part 2: Thinking systemically |
| Week 3 : 26 February - 3 March | Module | Module 2: Understanding health organisations<br>Part 1: Organisational analysis and partnerships |
| Week 4 : 4 March - 10 March | Module | Module 2: Understanding health organisations<br>Part 2: Culture and decision-making |
| Week 5 : 11 March - 17 March | Module | Module 3: Change<br>Part 1: Change management and transformation |
| | Assessment | Assessment 1 - SWOT Report due 11 March 2024 12:01 PM |
| Week 6 : 18 March - 24 March | Module | Module 3: Change<br>Part 2: Monitoring and evaluating change |
| Week 7 : 25 March - 31 March | Module | Module 4: Thinking strategically<br>Part 1: Strategic leadership |
| Week 8 : 1 April - 7 April | Module | Module 4: Thinking strategically<br>Part 2: Strategic planning for health equity |
| | Assessment | Assessment 2 - Report and change plan due 2 April 2024 12:01PM |
| Week 9 : 8 April - 14 April | Module | Module 5: Planning, unpredictability and the policy context<br>Part 1: Regulation and theories of the policy process |
| Week 10 : 15 April - 21 April | Module | Module 5: Planning, unpredictability and the policy context<br>Part 2: (Un)predictability and preparedness |
| Week 11 : 22 April - 28 April | Assessment | Assessment 3 - Critical appraisal of a strategic plan due 23 April 2024 12:01 PM<br>N.B. There are no lectures or tutorials in Week 11. |

# 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.

**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 and to attend tutorials in person.

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 (of relevant).

# Course Resources

## Prescribed Resources

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

Typically for each two-week module there are 2-4 mandatory readings dealing with central concepts; 3-6 optional extension readings that contextualise concepts, explore related issues, and their application; and 1-3 optional "mind-bender" readings that draw on different fields and approaches to challenge your perspective.

## 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 text book: *The Australian Health Care System* by Stephen Duckett

You are recommended to 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 you are recommended to read Chapter 1 on *Frameworks for Analysis*.

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 citation 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 PHCM9391 Health Organisations, Strategy and Change based on student feedback.

# Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|----------|------|-------|----------|-------|--------------|--------------------------------------|-----------------|
| Convenor | Ben Harris-Roxas | | | | | Yes | Yes |
| Teaching assistant | Rachael Kearns | | | | | No | No |

# Other Useful Information

## Academic Information

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

**Student Code of Conduct**

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

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

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

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

## Academic Honesty and Plagarism

**Academic integrity**

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

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

In addition to the information you are required to review in your ELISE training, UNSW Medicine &

Health strongly recommends that you complete the Working with Academic Integrity  module before submitting your first assessment task.

## Referencing

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

For further information on referencing support and styles, see the Current Student Referencing page.

## Academic misconduct and plagiarism

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

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

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

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

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

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

# Submission of Assessment Tasks

## Short extensions and special consideration

*Short extension*

Commencing in Term 1, 2024, UNSW has introduced a short extension procedure for submission of assessment tasks. Not all tasks are eligible, and eligible tasks have a predetermined extension length. UNSW Medicine and Health have set School-level extension lengths for eligible assessment tasks. See your course assessment descriptions for more information.

Students must check the availability of a short extension in the individual assessment task information for their courses.

Short extensions do not require supporting documentation. They must be submitted before the assessment task deadline. No late applications will be accepted.

Late penalties apply to submission of assessment tasks without approved extension.

*Special consideration*

In cases where short term events beyond your control affect your performance in a specific assessment task you may formally apply for Special Consideration through myUNSW.

UNSW has a **Fit to Sit rule**, which means that by sitting an examination on the scheduled date, you are declaring that you are fit to do so and cannot later apply for Special Consideration. Examinations include centrally timetabled examinations and scheduled, timed examinations and tests managed by your School.

Important information relating to Short Extension and Special Consideration is available here, including eligibility for Special Consideration, circumstances where students with Equitable Learning Plans can apply for Short Extensions and Special Consideration, and the appeals process.

Examinations

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

**Timed online assessment tasks**

If you experience a technical or connection problem during a timed online assessment, such as a timed quiz, you can apply for Special Consideration. To be eligible to apply you need to contact

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

Other assessment tasks

*Late submission of assessment tasks*

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

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

*Failure to complete an assessment task*

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

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

Feedback on assessments

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

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

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

Open Learning) page.

## Faculty-specific Information

**Additional support for students**

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

- The Current Students Gateway: https://student.unsw.edu.au

- Academic Skills and Support: https://student.unsw.edu.au/academic-skills

- Student support: https://www.student.unsw.edu.au/support

- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing

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

- Mind Smart Guides: https://student.unsw.edu.au/mindsmart

- Equitable Learning Services: https://student.unsw.edu.au/els

- Guide to studying online: https://www.student.unsw.edu.au/online-study

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

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

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

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

## Course evaluation and development

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

# School-specific Information

### Additional Resources

Additional resources are available on the SPH website: https://sph.med.unsw.edu.au/current-students/student-resources

### Subject guides

Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

UNSW Library Subject Guides: http://subjectguides.library.unsw.edu.au/subjectguides

Public Health Subject Guide: http://subjectguides.library.unsw.edu.au/publichealth

### Recording of lectures, tutorials and other teaching activities

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

# School Contact Information

School guidelines on contacting staff:

## Course questions

All questions related to course content should be posted on Moodle (or 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 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).