UNSW Course Outline

PHCM9630 Public Health Perspectives of Indigenous Health - 2024

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General Course Information

Course Code : PHCM9630
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

This course is offered in external mode. There is a workshop offered for students enrolled in this

course in Orientation week and attendance is strongly recommended. For those unable to attend, an online alternative including two webinars in week 1 is compulsory.

This course will introduce students to Aboriginal and Torres Strait Islander health through the lens of public health and statistics through interactive workshop lectures. Ten major topic areas important in Indigenous health will be examined. These include understanding Indigenous health data, the role of health information within primary health care, health issues in Indigenous communities: understanding the challenges, illnesses, social and environmental risk factors, prevention and management approaches to health improvement across the life span and the economics of Indigenous health.

Course Aims

The overall aim of this course is to provide you with a deeper understanding of Aboriginal and Torres Strait Islander health in Australia that will inform and influence positively your future practice as a health professional. This effect will be valuable, not only in your work with Aboriginal and Torres Strait Islander peoples, but with all populations with whom you will come into contact.

Relationship to Other Courses

Assistance with progression checking:

If you are unsure how this course fits within your program, you can seek guidance on optimising your program structure from staff at the Nucleus Student Hub.

Progression plans for UNSW Medicine and Health programs can be found on the UNSW Medicine & Health website.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain the impacts of colonialism and government policies on patterns of health and disease, determinants of health and cultures of Aboriginal and Torres Strait Islander populations.
CLO2 : Explain epidemiological transitions and demographic characteristics of Aboriginal and Torres Strait Islander populations, including multi-morbidities and shared risk factors, and compare these to non-Indigenous populations.
CLO3 : Critique a diverse range of health promotion, primary health care and human rights strategies and principles designed to improve health and wellbeing of Aboriginal and Torres Strait Islander populations, and their implementation in diverse settings.
CLO4 : Interpret the measurement and effectiveness of strategies implemented to improve the health and wellbeing of Aboriginal and Torres Strait Islander populations, analysing for example: research design and implementation, ethical issues, research translation and accountability, capacity building and economic efficiency.
CLO5 : Critically reflect on your own culture, beliefs and attitudes, life experience, professional practice and interrelationship with Aboriginal and Torres Strait Islander peoples.

Course Learning Outcomes	Assessment Item
CLO1 : Explain the impacts of colonialism and government policies on patterns of health and disease, determinants of health and cultures of Aboriginal and Torres Strait Islander populations.	• Aboriginal and Torres Strait Islander Health - A Critical reflection • A key issue in Aboriginal and Torres Strait Islander health • Online small group discussions
CLO2 : Explain epidemiological transitions and demographic characteristics of Aboriginal and Torres Strait Islander populations, including multi-morbidities and shared risk factors, and compare these to non-Indigenous populations.	• A key issue in Aboriginal and Torres Strait Islander health • Online small group discussions
CLO3 : Critique a diverse range of health promotion, primary health care and human rights strategies and principles designed to improve health and wellbeing of Aboriginal and Torres Strait Islander populations, and their implementation in diverse settings.	• A key issue in Aboriginal and Torres Strait Islander health • Online small group discussions
CLO4 : Interpret the measurement and effectiveness of strategies implemented to improve the health and wellbeing of Aboriginal and Torres Strait Islander populations, analysing for example: research design and implementation, ethical issues, research translation and accountability, capacity building and economic efficiency.	• A key issue in Aboriginal and Torres Strait Islander health • Online small group discussions
CLO5 : Critically reflect on your own culture, beliefs and attitudes, life experience, professional practice and interrelationship with Aboriginal and Torres Strait Islander peoples.	• Aboriginal and Torres Strait Islander Health - A Critical reflection • Online small group discussions

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

O-week workshop and Week 1 webinars (attendance at either is compulsory)

There is a 2 day on-campus workshop offered for students enrolled in this course in Orientation week (Thur 8 Feb and Fri 9 Feb, 9am-5pm AEDT). **Attendance at the workshop is strongly recommended.** For those unable to attend the workshop, it is a course requirement that you participate in two online components (webinars) in Week 1 (Mon 12 Feb and Wed 14 Feb, 5pm-7pm AEDT). Several hours of webinar preparation work is required prior to attending the Week 1 webinars. More information about the webinar preparation will be made available on Moodle in Orientation week.

Course Description

In electing to study this course about Aboriginal and Torres Strait Islander peoples' health in Australia you have indicated an interest to learn about a field that involves complex issues and poses many challenges, yet provides infinite opportunities for making a difference. The aim of the course is to extend your knowledge by providing examples of evidence based research and health practice that support Aboriginal and Torres Strait Islander peoples' health and wellbeing. PHCM9630 offers the opportunity to gain a deeper understanding of the physical, psychosocial, cultural, and other determinants of Aboriginal and Torres Strait Islander peoples' health and to enable your work, not only with Aboriginal and Torres Strait Islander peoples, but with all populations you encounter. Throughout this course, we facilitate the development of an experiential learning community that encourages your interest in Indigenous health and wellbeing towards developing a professional commitment in the field.

Teaching Strategies

This course entails a self-directed learning approach that perceives learning as an ongoing, active process in which students take responsibility for managing their own learning. In keeping with this approach, the course draws on three key teaching strategies – provision of course materials, an interactive 2 day on-campus workshop (or x2 alternate compulsory online components in Week 1 for those students unable to attend the workshop), and online group work throughout the term. The combination of these teaching strategies will enable you to respond to the assessment tasks, meet the learning outcomes and develop the requisite understanding necessary for engaging in a range of Indigenous health contexts.

The UNSW Moodle component of this course provides for

1. Course notes including your readings.
2. Web links and supplementary resources to relevant material, over and above those in your course materials.
3. Copies of resources and lecture recordings from the two-day workshop.
4. Facility for submitting assignments online through Turnitin.
5. Online group discussion space for working within your group, plus links to online video clips.
6. Webinar MS Team links and preparation material.
7. Q & A facility where you can post inquiries relating to the course. Responses will be provided regularly.
8. Student sharing space to reflect and have conversations on the workshop/course with your peers.
9. MS Team links to 'Drop-in online' sessions (nb: drop-in sessions are optional and designed to be informal and culturally safe space – whether you want to share stories, discuss content and other events, or just have a yarn with your peers)

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Aboriginal and Torres Strait Islander Health -A Critical reflection Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: 06/03/2024 02:00 PM
A key issue in Aboriginal and Torres Strait Islander health Assessment Format: Individual	45%	Start Date: Not Applicable Due Date: 17/04/2024 02:00 PM
Online small group discussions Assessment Format: Group	25%	Start Date: Week 2 Due Date: 28/04/2024 11:59 PM

Assessment Details

Aboriginal and Torres Strait Islander Health -A Critical reflection

Assessment Overview

This task is a 1500 word critical reflection that requires you to reflect on your own values and understandings of Aboriginal and Torres Strait Islander peoples' health, prior to course commencement, and how your understandings and beliefs may have changed or not through engagement in course materials and the workshop.

Course Learning Outcomes

- CLO1 : Explain the impacts of colonialism and government policies on patterns of health and disease, determinants of health and cultures of Aboriginal and Torres Strait Islander populations.

- CLO5 : Critically reflect on your own culture, beliefs and attitudes, life experience, professional practice and interrelationship with Aboriginal and Torres Strait Islander peoples.

Detailed Assessment Description

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

Assessment Length

1500 words

Submission notes

A short extension of two days is available for this assessment task. Refer to Moodle for submission information.

Assessment information

Rubric will be provided with the assessment task. Please see the assessment section on the course Moodle page.

SIMPLE EDITING ASSISTANCE

For this assessment task, you may use standard editing and referencing software, but not Generative AI. You are permitted to use the full capabilities of the standard software to answer the question.

If the use of generative AI such as ChatGPT is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

Assignment submission Turnitin type

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

A key issue in Aboriginal and Torres Strait Islander health

Assessment Overview

This task is a 2500-3000 word investigative report that requires you to examine a chosen health issue in relation to Aboriginal and Torres Strait Islander health.

Course Learning Outcomes

- CLO1 : Explain the impacts of colonialism and government policies on patterns of health and disease, determinants of health and cultures of Aboriginal and Torres Strait Islander populations.
- CLO2 : Explain epidemiological transitions and demographic characteristics of Aboriginal and

Torres Strait Islander populations, including multi-morbidities and shared risk factors, and compare these to non-Indigenous populations.

- CLO3 : Critique a diverse range of health promotion, primary health care and human rights strategies and principles designed to improve health and wellbeing of Aboriginal and Torres Strait Islander populations, and their implementation in diverse settings.
- CLO4 : Interpret the measurement and effectiveness of strategies implemented to improve the health and wellbeing of Aboriginal and Torres Strait Islander populations, analysing for example: research design and implementation, ethical issues, research translation and accountability, capacity building and economic efficiency.

Detailed Assessment Description

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

Assessment Length

2500-3000 words

Submission notes

A short extension of two days is available for this assessment task. Refer to Moodle for submission information.

Assessment information

Rubric will be provided with the assessment task. Please see the assessment section on the course Moodle page.

PLANNING ASSISTANCE

As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e. only occasional AI generated words or phrases may form part of your final submission. It is a good idea to keep copies of the initial prompts to show your lecturer if there is any uncertainty about the originality of your work.

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

Assignment submission Turnitin type

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

Online small group discussions

Assessment Overview

This is a continuous assessment task requiring you to contribute to a series of online group discussion forums throughout the term. Further instructions and processes for completion are established at the workshop or during the webinars.

Course Learning Outcomes

- CLO1 : Explain the impacts of colonialism and government policies on patterns of health and disease, determinants of health and cultures of Aboriginal and Torres Strait Islander populations.
- CLO2 : Explain epidemiological transitions and demographic characteristics of Aboriginal and Torres Strait Islander populations, including multi-morbidities and shared risk factors, and compare these to non-Indigenous populations.
- CLO3 : Critique a diverse range of health promotion, primary health care and human rights strategies and principles designed to improve health and wellbeing of Aboriginal and Torres Strait Islander populations, and their implementation in diverse settings.
- CLO4 : Interpret the measurement and effectiveness of strategies implemented to improve the health and wellbeing of Aboriginal and Torres Strait Islander populations, analysing for example: research design and implementation, ethical issues, research translation and accountability, capacity building and economic efficiency.
- CLO5 : Critically reflect on your own culture, beliefs and attitudes, life experience, professional practice and interrelationship with Aboriginal and Torres Strait Islander peoples.

Detailed Assessment Description

Although entitled Assessment 3 (A3), this assessment starts at the beginning of term! Throughout the course, you are expected to participate in online group discussion forums. Online discussion forums are open in fortnightly blocks. Each fortnight you will be required to post during that fortnight period.

Detailed information about this assessment will be provided during the workshop/week 1 webinar and on the course Moodle page

Assessment Length

200 words per post

Submission notes

Short extensions are offered only for individual assignments (not for mid-term tests, exams, or other timed quizzes, nor for group work)

<u>Assessment information</u>

PLANNING ASSISTANCE

As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e. only occasional AI generated words or phrases may form part of your final submission. It is a good idea to keep copies of the initial prompts to show your lecturer if there is any uncertainty about the originality of your work.

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

<u>Assignment submission Turnitin type</u>

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

Extension procedure (up to 2 days)

In the case of illness, misadventure or other circumstances beyond your control, you may apply via email to the Course Convenor for an extension of up to 2 days. Requests must be submitted *prior to the due date* and will be considered on the grounds of illness or unforeseen events and circumstances with supporting documentation. 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 you are presented with during the course. Think about and evaluate the material which you are reading and which you are presenting in assignments. Attempt to cast aside your assumptions and biases and attempt to assess the logic and consistency of the material in light of the supporting evidence. Wide reading on a topic

facilitates this.

Referencing

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

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

- UNSW Library: http://subjectguides.library.unsw.edu.au/elise ⧉

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

Word limits

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

Turnitin

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

Originality and Generative AI reports

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

In School of Population Health courses, you are permitted to resubmit until the assignment due date (each file uploaded overwrites the previous version). This will help you in self-reviewing and revising your submission until the due date. **No resubmissions will be allowed after the due date**

and time of the assignment. Therefore, draft assignments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version. IMPORTANT: there are delays in the availability of subsequent Originality reports. For more details, see https://www.student.unsw.edu.au/turnitin

Grading and feedback

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

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

Please note these grading criteria are:

- Not intended to be a **rigid formula** for interpreting your result. The descriptive criteria for each grade provides the basis for consistent standards within and across our courses while still embracing academic judgement on how well you have achieved the standard required.

- Applied to **each assessment** task within a course. That is, the grading policy is used with each assessment task specified for a course. Your final grade for a course is dependent on the combined sum of the grades across the number of specified assessment tasks.

- Based on a **criterion-referenced assessment**. That is grades are awarded on how well a student meets the standard required for a particular assessment task, not on how well they do compared to other students in the course.

Feedback on assessment and review of results

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

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

against the marking criteria for the assessment.

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

Late submission

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 day** (including Saturday, Sunday and public holidays). For example, if you are given a mark of 25 out of 35 for an assignment, and the assignment was handed in two days late, it would be penalised by 10%, and the mark would be reduced to 21.5. **Late submission is capped at 5 days (120 hours).** This means that a student cannot submit an assessment more than 5 days (120 hours) after the due date for that assessment. **Please note:** The only exception to this rule is if a *Special Consideration* application has been approved that covers the late period beyond the due date for that 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 : 12 February - 18 February	Blended	O-week workshop and Week 1 webinars (attendance at either is compulsory) There is a 2 day on-campus workshop offered for students enrolled in this course in Orientation week (Thur 8 Feb and Fri 9 Feb, 9am-5pm AEDT). Attendance at the workshop is strongly recommended. For those unable to attend the workshop, it is a course requirement that you participate in two online components (webinars) in Week 1 (Mon 12 Feb and Wed 14 Feb, 5pm-7pm AEDT). Several hours of webinar preparation work is required prior to attending the Week 1 webinars. More information about the webinar preparation will be made available on Moodle in Orientation week. -Read Section 1 course notes -Participate online Online webinars
Week 2 : 19 February - 25 February	Online Activity	-Read Section 2 course notes -Participate online
Week 3 : 26 February - 3 March	Online Activity	-Read Section 3 course notes -Participate online
Week 4 : 4 March - 10 March	Online Activity	-Read Section 4 course notes -Participate online -Drop in online*** 'have a yarn' 6/3 at 9am
Week 5 : 11 March - 17 March	Online Activity	-Read Section 5 course notes -Participate online
Week 6 : 18 March - 24 March	Online Activity	-Read Section 6 course notes -Participate online
Week 7 : 25 March - 31 March	Online Activity	-Read Section 7 course notes -Participate online
Week 8 : 1 April - 7 April	Online Activity	-Read Section 8 course notes -Participate online -Drop in online*** 'have a yarn' 2/4 at 9am
Week 9 : 8 April - 14 April	Online Activity	-Read Section 9 course notes -Participate online -Online guest presentation 10/4, 5-6pm
Week 10 : 15 April - 21 April	Online Activity	-Read Section 10 course notes -Participate online
Week 11 : 22 April - 28 April	Online Activity	-Participate online

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

The times and locations of classes can be found on myUNSW under Class Timetable.

Students enrolled in online courses should also refer to Moodle as some classes are not centrally timetabled (e.g., workshops) and will not appear on the timetable website.

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

Course Resources

Recommended Resources

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

ENDNOTE: As a UNSW student Endnote is freely available to you. If you don't already use Endnote you are recommended to download it and learn it now: https://www.myit.unsw.edu.au/software-students

You can find details about Endnote training here: https://www.library.unsw.edu.au/research/support-for-your-research/managing-references

Additional Costs

There are no additional costs associated with this course.

Course Evaluation and Development

Student feedback is taken seriously, and continual improvements are made to the course based, in part, on such feedback.

We use student feedback from myExperience surveys to develop and make improvements to the course each year. We do this by identifying areas of the course that require development from both the rating responses and written comments. Please spare a few minutes to complete the myExperience surveys for this course posted at the top of the Moodle page at the end of term.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
	Ebony Lewis					No	Yes

Other Useful Information

Academic Information

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

Student Code of Conduct

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

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

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

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

Academic Honesty and Plagarism

Academic integrity

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

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

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

Referencing

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

information on preferred referencing styles.

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

Academic misconduct and plagiarism

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

Use of Generative AI and other tools in your assessment

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

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

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

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

Submission of Assessment Tasks

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).