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## **HAS 130: Social Determinants of Health**

### **Subject Outline**

6 credit points

### **Subject Information**

**Autumn, 2026**, Wollongong  
On Campus

**On-Campus Delivery** This subject is delivered in-person and includes on-campus or other location-based learning activities that cannot be undertaken by students studying Online/Distance. Students unable to attend campus or any other nominated physical delivery location should not enrol in this subject.

Wollongong and Shoalhaven Campus

Subjects with a delivery mode of On Campus and/or Flexible with International Student enrolments will be delivered in accordance with the ESOS National Code. That is, online learning experiences (such as lectures, tuition, and resources) will be supplementary to in-person learning experiences such as scheduled classes and/or scheduled contact hours.

*UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.*

For up-to-date information please refer to your subject's Moodle site.

### **The Faculty of Science, Medicine and Health**

The Faculty of Science, Medicine and Health offers a range of undergraduate and postgraduate programs designed to meet the needs of a diverse student population. We carry out world-leading research which is strongly aligned with our teaching program

As a student of our faculty, you will be actively engaged in learning with extensive clinical, laboratory and/or field work experiences, use of advanced educational technologies and opportunities for enriching work experience. More information about the Faculty of Science, Medicine and Health and our School is available on our web pages: <https://www.uow.edu.au/science-medicine-health/>

Within many of our courses, attending a workplace experience or clinical placement is an exciting part of your course program. Whilst integral to your learning, these health-related placements also let you experience what it's like to work as a professional in real-life workplace settings. More information about requirements for Health Placements is available on our webpage: <https://www.uow.edu.au/student/health-placements/>

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## Teaching Staff

<b>Teaching Role</b>	Coordinator
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<b>Consultation Times</b>	Thursday 10:00 - 17:00 (Appointment by email )

### Teaching Staff Additional Information

Additional teaching staff may be added.

Please refer to the HAS 130 Moodle site for the most up-to-date information and contact details.

## Expectations of Students

UOW values are intellectual openness, excellence and dedication, empowerment and academic freedom, mutual respect and diversity, recognition and performance. We will provide a safe, equitable and orderly environment for the University community, and expect each member of our community to behave responsibly and ethically ([Student Conduct Rules](#)).

We expect that students demonstrate these values and professional behaviour, both face to face and online, making genuine efforts to complete their studies successfully, arriving on time to class, taking part constructively in class discussions and activities, demonstrating appropriate professional and ethical conduct in all communication with UOW staff and community members, and submitting assignments on time (or completing a request for Academic Consideration in advance if needed).

### Guiding Communication Principles for Students

**Moodle** Announcements will be the primary platform for communication of general information to students

- Students should ensure they regularly check the main announcements forum at the top of each subject's Moodle site. Information distributed via a Moodle Announcement MAY not be duplicated on any other forum on the Moodle site.
- Moodle Discussion forums pertinent to specific assignments will be used but will not replace or be used for overarching subject announcements.
  - Assignment discussion forums for specific assignments will be clearly labelled in the forum description to identify the purpose of the forum (e.g. 'Please ask any questions you have about Assessment Task 1 in this discussion forum') - students should check and ask any assignment questions on these forums and not through email.
  - The Moodle assignment discussion forums should always be used in the first instance when inquiring about assessment tasks.
- It is the student's responsibility to check all subject Moodle sites regularly for information and notifications.

**SOLS messages** will be used for all central communication relating to the following:

- Administrative matters relating to student enrolment
- Critical information relating to course or subject, e.g. Changes to assignments, policy updates, class cancellations or changes
- Timetable information
- Security and emergency information
- Students are encouraged to check SOLS messages daily as these messages are often of high priority

SOLS and Moodle announcements can NOT be responded to.

### Appropriate Online Behaviour

The University is committed to providing a safe, respectful, equitable and orderly environment for the University community, and expects each member of that community to behave responsibly and ethically. Students must comply with the University's [Student Conduct Rules](#) and related policies including the [IT Acceptable Use Policy](#) and [Bullying Prevention Policy](#), whether undertaking their studies face-to-face, online.

For more information on appropriate communication and etiquette in the online environment please refer to the guide [Online and Email Etiquette](#).

# Copyright

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Hardcopies of this document are considered uncontrolled please refer to your Moodle site for the latest version.

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# Section A: General Information

## Learning Outcomes

### Subject Learning Outcomes

On successful completion of this subject, students will be able to:

1. Explain different models of health and health as a social issue
2. Identify key theoretical perspectives underpinning a social perspective of health
3. Defend the value of health for all as a basic human right
4. Describe the factors leading to inequity in health and devise strategies to reduce health inequities
5. Identify the contribution of both qualitative and quantitative methods in exploring the social determinants of health
6. Interpret contemporary issues in health from a social determinants perspective

### Subject Description

Have you ever wondered why some communities or populations have worse health experiences than others? Why, for example, do Indigenous Australians have a shorter life expectancy than the non-Indigenous population? Why are there differences in children's health depending on where you live in Australia? Why are health related behaviours such as nicotine or alcohol use more prevalent among people from lower socio-economic groups?

Good health is more than the combination of "good genetics and good luck". The social conditions of our lives exert a powerful influence on our health and wellbeing across our lifespan. Differences in people's social context- where they are born, live, work and age result in differences in health and wellbeing. Some social contexts result in poor health that is unfair or avoidable.

This subject will challenge you to think about why it's important to structure our society in ways which allow all people access to health as a human right. We will explore what can be changed to achieve health for all. The course will provide an introduction to key theoretical and methodological concepts that explain health as a social concept. We will also explore some of the important insights and challenges arising from a social determinants of health approach. Throughout the subject, examples will explore health inequities as experienced by some of the most vulnerable and marginalised populations and groups around the globe.

### Course Handbook

Information about subject pre-requisites, co-requisites and restrictions as well as course completion requirements and Course Learning Outcomes can be found in the [Course Handbook](#).

## Subject Details: Practical Activities, eLearning, Readings and Materials

### Subject eLearning

The University uses the eLearning system Moodle to support all coursework subjects. The subject Moodle site can be accessed via your SOLS page.

### Safety Guidelines

The rules below are general rules that are required when participating in labs or practical activities. Before commencing these activities you are to ensure that you understand specific procedures and policy related to safety.

- All first year students undertaking Chemistry (CHEM101/102/104/105) must complete the Moodle WHS Induction (see the subject Moodle site for more details below)

- Before commencing any activity you are to ensure that you understand specific procedures and policy related to the lab in which you work and safety in general.
- You may need to review a Risk Assessment and complete a Participant Acknowledgement form before commencing any experiments/practical work. These materials will be made available by the lab supervisor/Subject Coordinator.
- You must inform the Subject Coordinator of any medical conditions which may impact upon your ability to participate in these activities before commencing the practical.
- All Reasonable Adjustment cases (Access Plans) must be discussed with the Subject Coordinator prior to commencing the activity.
- Participation in the lab/practical/field/simulation activities may be denied to students who do not abide by these, and other conditions which may be specified by the Subject Coordinator.
- Never use any equipment or attempt any experiment without checking the safety implications with your laboratory supervisor or experienced delegated laboratory worker.
- Undergraduate students are not permitted to work after hours unless there is appropriate approval and supervision.

### **FOUNDATIONAL Work Integrated Learning**

This subject contains elements of 'Foundational WIL'. Students in this subject will observe, explore or reflect on possible career pathways or a work-related aspect of their discipline.

### **Additional Subject Details**

#### **UNSDG**

<https://www.uow.edu.au/united-nations-sustainable-development-goals/sdg-subjects-and-courses/>

This subject aligns with the United Nations Sustainable Development Goals (SDGs) and is part of UOW's SDG Portfolio which aims to ensure that our students are well informed global citizens that can continue to contribute to realising sustainable development through their studies and careers by being proactive, responsible and educated in relation to how realising the Global Goals will better the world.

### **Using Generative Artificial Intelligence (GenAI)**

UOW is committed to embracing gen AI as a tool to enhance learning and development of important digital and work-readiness skills.

Your subject coordinator will provide specific guidance on the use of gen AI in your assessment tasks via your Subject Outline and/or your subject Moodle site. If gen AI use is permitted, it should be used thoughtfully, critically, and in ways that support your own learning.

Guidance on appropriate use of AI in assessments, including how to [acknowledge GenAI](#) can be found on the [Using Generative Artificial Intelligence in Assessment website](#)

You are responsible for all work you submit, and ethical use of gen AI is an important part of maintaining academic integrity. Misuse or unauthorised use may breach the [Academic Integrity Policy](#).

### **Major Text(s)**

There is no text book for this subject.

Essential weekly readings can be found on the subject Moodle Site under the readings tab.

If there is a textbook available for purchase, you can find the details at University Bookshop <https://unishop.uow.edu.au/>

### **Recommended Readings and Other Resources**

For additional weekly subject readings please visit the Subject Readings Resource on the subject Moodle page. Other useful resources may be posted on the subject Moodle page throughout semester.

This is not an exhaustive list of references. Students should also use the library catalogue and databases to locate additional resources.

## Lectures, Tutorials and Attendance Requirements

### Lecture Times \*

*UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.*

For up-to-date information please refer to your subject's Moodle site.

Up to date timetable and delivery information is located at <http://www.uow.edu.au/student/timetables/index.html>

You can access your personal timetable by logging into SOLS and selecting 'My Timetable'

### Lecture Program \*

Week	Commencing	Topics Covered	Readings
1	02 Mar 2026	Introduction to the subject. Health as a social issue. The social model v's biomedical model of health.	<b>Chapter 1</b> Germov, J., 2019. Imagining health problems as social issues. In <i>Second opinion: An introduction to health sociology</i> (pp. 2-23). Oxford University Press, USA. To access this reading, see the subject reading tab on the HAS 130 Moodle page.
2	09 Mar 2026	Can we achieve health for all? - Exploring health inequities	<b>Chapter 5</b> Germov, J., 2019. The class origins of health inequality. In <i>Second opinion: an introduction to health sociology</i> (pp. 88-110). Oxford University Press, USA.  Paremoer, L., Nandi, S., Serag, H. and Baum, F., 2021. Covid-19 pandemic and the social determinants of health. <i>BMJ</i> , 372.  To access these readings, see the subject reading tab on the HAS 130 Moodle page.
3	16 Mar 2026	Theories and conceptual models	Dahlgren and Whitehead 2021 The Dahlgren -Whitehead model of health determinants: 39 years on and still chasing rainbows. <i>Public Health</i> 199 pp20-24  To access this reading, see the subject reading tab on the HAS 130 Moodle page.
4	23 Mar 2026	Taking action	Olson, R.E. and Saunders, P. 2022 Chapter 3 Health Promotion Principles and Practice: Addressing complex public health issues using the Ottawa Charter in Liamputtong, P. ed., 2022. <i>Public Health-Local and global perspectives</i> . Cambridge  To access this reading, see the subject reading tab on the HAS 130 Moodle page.

5	30 Mar 2026	Conducting research to explore the social determinants of health	Palmer, R.C., Ismond, D., Rodriguez, E.J. and Kaufman, J.S., 2019. Social determinants of health: future directions for health disparities research. <i>American Journal of Public Health</i> , 109(S1), pp.S70-S71.  To access this reading, see the subject reading tab on the HAS 130 Moodle page.
6	06 Apr 2026	Political influences on the social determinants of health	The Helsinki Statement on Health in All Policies <a href="https://academic.oup.com/heapro/article/29/suppl_1/i17/646513">https://academic.oup.com/heapro/article/29/suppl_1/i17/646513</a>  Sendall, M.C. 2022 Chapter 10 Political Determinants of Public Health. in Liamputtong, P. ed., 2022. Public Health-Local and global perspectives. Cambridge  To access these readings, see the subject reading tab on the HAS 130 Moodle page.
7	13 Apr 2026	Commercial influences on the social determinants of health	Pitt, H., McCarthy, S. and Arnot, G., 2024. Children, young people and the Commercial Determinants of Health. <i>Health Promotion International</i> , 39(1), p.daad185.  To access this reading, see the subject reading tab on the HAS 130 Moodle page.
	20 Apr 2026	<b>Mid-Session Recess</b>	
8	27 Apr 2026	Environmental influences on the social determinants of health	Read the Australian Institute of Health and Welfare's page on the Natural Environment and Health 2024 <a href="https://www.aihw.gov.au/reports/australias-health/natural-environment-and-health">https://www.aihw.gov.au/reports/australias-health/natural-environment-and-health</a>  To access this reading, see the subject reading tab on the HAS 130 Moodle page.
9	04 May 2026	Culture as a social determinant of health	Kingsley, J., Munro-Harrison, E., Jenkins, A. and Thorpe, A., 2018. "Here we are part of a living culture": Understanding the cultural determinants of health in Aboriginal gathering places in Victoria, Australia. <i>Health &amp; place</i> , 54, pp.210-220.  To access this reading, see the subject reading tab on the HAS 130 Moodle page.
10	11 May 2026	Location as a social determinant of health	Holt-Lunstad, J., 2022. Social connection as a public health issue: The evidence and a systemic framework for prioritizing the "social" in social determinants of health. <i>Annual Review of Public Health</i> , 43, pp.193-213.  To access this reading, see the subject reading tab on the HAS 130 Moodle page.
11	18 May 2026	The workplace as a social determinant of Health	<b>Chapter 6</b> Germov, J., 2019. Imagining health problems as social issues. In <i>Second opinion: An introduction to health sociology</i> (pp. 2-23). Oxford University Press, USA.  To access this reading, see the subject reading tab on the HAS 130 Moodle page.
12	25 May 2026	Early childhood as a social determinant of health	Walls, A., Boyd, M., McMichael, G. and Smithers, L.G., 2022. Can social risks in early life predict children's health and academic outcomes? An analysis of the Longitudinal Study of Australian Children. <i>SSM-population health</i> , 17, p.101070.  To access this reading, see the subject reading tab on the HAS 130 Moodle page.

13	01 Jun 2026	Advocating for change- Employment opportunities in public health	No readings
	08 Jun 2026	<b>Study Recess</b>	
	13 Jun 2026	<b>Examinations</b>	
	20 Jun 2026	<b>Examinations</b>	

\* The above times and program may be subject to change. Students will be notified of any change via SOLS.

### **Additional Lecture Comments**

Lectures will be recorded and uploaded to Moodle by 5:00 pm each Monday during teaching weeks, along with associated learning materials and activities. These will be available under the Weekly Activities tab on the subject Moodle page.

Students are required to complete the relevant Moodle materials prior to attending their tutorial class each week. Please note, the Subject Coordinator can see data from your interactions on Moodle including your engagement with each book.

### **Recording of Teaching and Learning Activities**

The University of Wollongong supports the recording of UOW educational content as a supplemental study tool, to provide students with equity of access, and as a technology-enriched learning strategy to enhance the student experience.

If you make your own recording of a lecture, class, seminar, workshop or any other educational session provided as part of your course of study you can only do so with the explicit permission of the lecturer and those people who are also being recorded.

You may only use educational content recorded through the delivery of subject or course content, whether they are your own or recorded by the university, for your own educational purposes. Recordings cannot be altered, shared or published on another platform, without permission of the University, and to do so may contravene the University's Copyright Policy, Privacy Policy, Intellectual Property Policy, IT Acceptable Use Policy and Student Conduct Rules. Unauthorised sharing of recordings may also involve a breach of law under the Copyright Act 1969.

Most lectures in this subject will be recorded, when they are scheduled in venues that are equipped with lecture recording technology and made available via the subject Moodle site within 48 hours.

### **Your Privacy - Recording of Teaching and Learning**

In accordance with the Student Privacy & Disclosure Statement, and Lecture Recording Procedures when undertaking our normal teaching and learning activities, the University may collect your personal information. This collection may occur incidentally during the recording of lectures in equipped venues (i.e. when your identity can be ascertained by your image, voice or opinion), or via the delivery of online content therefore the University further advises students that:

- Lecture recordings are made available to students, university staff, and affiliates, securely via the Learning Platform;
- Recordings are made available only for the purpose for which they were recorded, for example, as a supplemental study tool or to support equity and access to educational resources;

If you have any concerns about the use or accuracy of your personal information collected in a lecture recording, you may approach your Subject Coordinator to discuss your particular circumstances.

The University is committed to ensuring your privacy is protected. If you have a concern about how your personal information is being used or managed, please refer to the University's Privacy Policy or consult our Privacy webpage <https://www.uow.edu.au/privacy/>

### Tutorial/Seminar/Workshop Times

The Faculty uses the SMP Online Tutorial System and your class times and locations can be found at <https://www.uow.edu.au/student/timetables/index.html>. Please note that class times on the timetable are provisional and may change.

### Tutorial/Seminar/Workshop Program

Where the restrictions require temporary adjustments for delivery and tutorial/seminar/workshop arrangements, any necessary changes will be advised and provided by your Subject Coordinator. Please check Subject Moodle site regularly

Week	Week Commencing	Topics Covered	Readings and Activities
1	02 Mar 2026	No TUTORIAL	
2	09 Mar 2026	TUTORIAL 1: Introduction to the subject Biomedical and social models of health	Week 1 Materials
3	16 Mar 2026	TUTORIAL 2: Social class and health inequality	Week 2 Materials
4	23 Mar 2026	TUTORIAL3: Theories and conceptual models of health determinants	Week 3 Materials
5	30 Mar 2026	TUTORIAL 4: Taking action	Week 4 Materials
6	06 Apr 2026	TUTORIAL 5: Research and the social determinants of health	Week 5 Materials
7	13 Apr 2026	TUTORIAL 6: Political influences on the social determinants of health	Week 6 Materials
	20 Apr 2026	<b>Mid-Session Recess</b>	
8	27 Apr 2026	TUTORIAL 7: Commercial influences on the social determinants of health	Week 7 Materials
9	04 May 2026	TUTORIAL 8: Environmental influences on the social determinants of health	Week 8 Materials
10	11 May 2026	TUTORIAL 9: Culture as a social determinant of health	Week 9 Materials
11	18 May 2026	TUTORIAL 10: Location as a social determinant of health	Week 10 Materials
12	25 May 2026	Group presentations	Group presentations in class
13	01 Jun 2026	No TUTORIAL	Complete the final assessment- media analysis.
	08 Jun 2026	<b>Study Recess</b>	
	13 Jun 2026	<b>Examinations</b>	
	20 Jun 2026	<b>Examinations</b>	

The above program may be subject to change.

## **Recent Improvements to Subject**

The Faculty of Science, Medicine and Health is committed to continual improvement in teaching and learning and takes into consideration student feedback from many sources including, direct student feedback to tutors and lecturers and responses to the Subject and Course Evaluation Surveys. Feedback is also used to inform comprehensive reviews of subjects and courses.

Lecture, tutorial and readings are updated.  
Assessment tasks are revised.

## **Extraordinary Changes to the Subject Outline**

In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the amendment, where practicable, prior to the amendment being finalised.

## **Learning Analytics**

Learning Analytics data (such as student engagement with Moodle, access to recorded lectures, University Library usage, task marks, and use of SOLS) may be used by the Subject Coordinator and your faculty's Head of Students to assist in analysing student engagement, and to identify and recommend support for students identified who may be in need of assistance. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to <https://www.uow.edu.au/privacy/>

## Section B: Assessment

### Assessment Summary

Assessment Item	Form of Assessment	%
Assessment 1	Quiz	10%
Assessment 2	Reflection	25%
Assessment 3	Presentation	25%
Assessment 4	Quiz	10%
Assessment 5	Essay	30%
<b>TOTAL MARKS</b>		100%

**Please note:** Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

### Assessment 1: Quiz - Quiz Part 1-weeks 1-4 Multiple Choice Quiz Online

<b>Marking Criteria</b>	Number of correct responses.
<b>Length</b>	20 multiple choice questions. The quiz must be finished within 30 minutes once the attempt has commenced.
<b>Weighting</b>	10%
<b>Assessment Due</b>	27 Mar 2026 (Friday in Session Week 4) Final submission time: 8:00pm
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	Online Multiple Choice Quiz. Complete quiz 1 on the HAS 130 Moodle site. Quiz 1 is located under the assessment tab.
<b>Generative AI use</b>	You are not permitted to use Gen AI to assist with this quiz.
<b>Assessment submission</b>	Online via Moodle
<b>Assessment return</b>	Marks will be available on Moodle by 30 March.
<b>Detailed information</b>	<b>Due Date: Week 4 - Friday March 27th, 8pm</b> 20 multiple choice questions. The quiz will cover content from the lectures, online activities, tutorials and readings from weeks 1-4. The quiz will <b>open on Thursday March 26th at 8am Sydney time and close on Friday March 27th at 8pm Sydney time.</b> Each student will have only <b>one attempt</b> at the quiz. This is an individual assessment task. Once you commence the quiz you will have 30 minutes to complete all questions.

### Assessment 2: Reflection - Reflection on Health as a Social Issue

<b>Marking Criteria</b>	<p><b>Marking Criteria</b></p> <ol style="list-style-type: none"> <li>1. <b>Introduction (3 marks total)</b> <ul style="list-style-type: none"> <li>○ Provides background information on the chosen health issue (2 marks)</li> <li>○ Clearly states the purpose of the reflection (1 mark)</li> </ul> </li> <li>2. <b>Application of the sociological framework (8 marks total)</b> <ul style="list-style-type: none"> <li>○ Applies the sociological imagination using relevant examples and detail to explain the factors influencing the health problem</li> </ul> </li> </ol>
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	<ul style="list-style-type: none"> <li>○ Historic factors (2 marks)</li> <li>○ Cultural factors (2 marks)</li> <li>○ Structural factors (2 marks)</li> <li>○ Critical factors (2 marks)</li> </ul> <p>3. <b>Analysis and personal reflection (5 marks)</b></p> <ul style="list-style-type: none"> <li>○ Demonstrates insight into the social origins of the chosen health problem</li> <li>○ Explains how this understanding has influenced the student’s thinking, feelings, and/or actions</li> </ul> <p>4. <b>Conclusion (4 marks)</b></p> <ul style="list-style-type: none"> <li>○ Summarises the main points</li> <li>○ Explains how learning from the reflection will be applied in future thinking or action</li> </ul> <p>5. <b>Referencing (2 marks)</b></p> <ul style="list-style-type: none"> <li>○ Correct and consistent use of Harvard referencing style for all in-text citations and the reference list</li> </ul> <p>6. <b>Organisation and writing style (3 marks)</b></p> <ul style="list-style-type: none"> <li>○ Writing is clear, well organised, and logically structured</li> <li>○ Paragraphs are coherent with effective transitions</li> <li>○ Sentences are well constructed and free from spelling or grammatical errors</li> </ul>
<b>Length</b>	750 words +/- 10% (excluding in-text citations and reference list)
<b>Weighting</b>	25%
<b>Assessment Due</b>	10 Apr 2026 (Friday in Session Week 6) Final submission time: 8:00pm
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	Written reflection
<b>Generative AI use</b>	<p>You are permitted to use generative AI for planning purposes only. You must clearly state in your assessment:</p> <ul style="list-style-type: none"> <li>• which AI platform was used, and</li> <li>• the purpose for which it was used (e.g. planning, brainstorming, outlining).</li> </ul> <p>A reference to the generative AI platform must also be included in your reference list.</p>
<b>Assessment submission</b>	<p>Online via Moodle</p> <p>This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.</p>
<b>Assessment return</b>	Monday 11 May 5:00 pm
<b>Detailed information</b>	<p><b>Purpose of Writing a Reflection</b> This task encourages you to critically examine a current health issue from multiple perspectives. Through reflection, you will develop a deeper understanding of how social factors shape health and illness, while also unpacking your own values, assumptions, and perspectives. Importantly, reflection can support informed action by motivating you to think, feel, or act differently in ways you may not have previously considered.</p> <p><b>The task</b> <i>Choose a current health problem that interests you. Using the sociological imagination framework outlined in Germov, Chapter 1 (Week 1 reading),</i></p>

	<p><i>provide brief examples of the historic, cultural, structural, and critical factors that influence this health problem. Reflect on how this sociological analysis has changed your understanding of the social origins of the health issue, and explain how you will apply what you have learned.</i></p> <p><b>Structure of the Reflection</b> Your reflection must include the following sections:</p> <p><b>1. Introduction (approximately 150 words)</b></p> <ul style="list-style-type: none"> <li>• Introduce the health problem you have chosen</li> <li>• Explain what the problem is, who it affects most, and how and why it affects them</li> <li>• Clearly state the purpose of your reflection</li> </ul> <p><b>2. Sociological framework (approximately 300 words)</b></p> <ul style="list-style-type: none"> <li>• Provide examples of the <b>historic, cultural, structural, and critical</b> factors influencing the health problem</li> </ul> <p><b>3. Analysis and reflection (approximately 200 words)</b></p> <ul style="list-style-type: none"> <li>• Explain what you have learned about the social origins of the health problem</li> <li>• Reflect on how this learning has changed the way you think, feel, or act</li> </ul> <p><b>4. Conclusion (approximately 100 words)</b></p> <ul style="list-style-type: none"> <li>• Summarise the key points</li> <li>• Suggest ways you will apply what you have learned in the future</li> </ul> <p>When referring to information about the health issue, key concepts, or definitions, you must include appropriate academic references. All in-text citations and the reference list must follow Harvard referencing style.</p>
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### Assessment 3: Presentation - Group presentation

<b>Marking Criteria</b>	<p><b>Presentation: 25 marks in total</b></p> <ul style="list-style-type: none"> <li>• Introduction – 2 marks</li> <li>• Background information and context – 5 marks</li> <li>• Policy proposal – 8 marks</li> <li>• Feasibility of the proposal – 4 marks</li> <li>• Slide design, graphics, and visuals – 3 marks</li> <li>• Communication and interaction with the audience – 3 marks</li> </ul> <p>Detailed marking criteria are available in the Assessment 3 Marking Rubric on Moodle.</p>
<b>Length</b>	<ul style="list-style-type: none"> <li>• 2 minutes per group member, plus</li> <li>• 2 minutes of question time</li> </ul>
<b>Weighting</b>	25%
<b>Assessment Due</b>	25 May 2026 (In your assigned tutorial in Session Week 12) Final submission time: 8:00pm
<b>Type of Collaboration</b>	Group work
<b>Style and format</b>	<ul style="list-style-type: none"> <li>• Group oral presentation in tutorial class</li> <li>• Upload presentation slides to Moodle</li> </ul>
<b>Generative AI use</b>	You are permitted to use generative AI tools for planning purposes only. You may also use generative AI to generate images for your presentation.

	<p>You must:</p> <ul style="list-style-type: none"> <li>Clearly state which AI platform(s) you used</li> <li>Explain the purpose of use (e.g. planning, brainstorming, image generation)</li> <li>Include a reference to the generative AI platform in your reference list</li> </ul>
<b>Assessment submission</b>	Online via Moodle
<b>Assessment return</b>	Monday 15 June
<b>Detailed information</b>	<p><b>Overview</b> Assessment 3 is a group oral presentation in which you will work collaboratively within your assigned tutorial group to develop and present a Healthy Community Policy Proposal. This assessment applies subject concepts to a real-world public health issue at the community level.</p> <p><b>Task Description</b> Your group will develop and present a policy proposal that:</p> <ul style="list-style-type: none"> <li>Focuses on improving health outcomes within a specific local area in Australia</li> <li>Proposes structural or policy-level changes that address one or more social determinants of health (e.g. housing, education, employment, transport, food access)</li> <li>Is tailored to the needs, characteristics, and context of the selected community</li> <li>Is informed by credible evidence and relevant local data</li> <li>Considers the feasibility and practicality of implementation within the selected community</li> <li></li> </ul> <p><b>Choosing a Local Area and Topic</b> Groups may choose any local area in Australia and an associated population health issue. The following steps are recommended:</p> <ul style="list-style-type: none"> <li>Select and research the local area, including demographics, health indicators, existing services, and key social or health challenges.</li> <li>Identify a population health problem (e.g. mental health, chronic disease, infectious disease, sexual health, injury, or access to health services) that is influenced by a social determinant of health (e.g. housing, transport, education, employment, food access).</li> <li>Ensure sufficient data and evidence are available to justify the issue, demonstrate need, and support the proposed policy response.</li> </ul> <p><b>Expectations and Guidance</b> To support successful completion of this assessment, groups should:</p> <ul style="list-style-type: none"> <li>Begin early and allocate clear roles and responsibilities within the group</li> <li>Use reliable and authoritative sources, such as: <ul style="list-style-type: none"> <li>Australian Bureau of Statistics (ABS)</li> <li>Australian Institute of Health and Welfare (AIHW)</li> <li>Local Health District and Local Government reports</li> </ul> </li> <li>Consider feasibility and practicality, including what could realistically be implemented in the chosen community</li> <li>Ensure the proposal is community-focused, evidence-informed, and clearly justified</li> <li>Review the Assessment 3 Marking Rubric available on Moodle (Assessment and submission section) before commencing work to ensure all criteria are addressed</li> </ul>

	<p><b>Presentation Requirements</b></p> <ul style="list-style-type: none"> <li>• <b>Slides:</b> <ul style="list-style-type: none"> <li>○ Presentation slides must be uploaded to Moodle by 8 pm on the day of your presentation</li> </ul> </li> </ul> <p><i>The submission deadline is 25 May 2026 at 8:00 pm (in your assigned tutorial in Session Week 12). This deadline applies only to students whose tutorial is scheduled on Monday. If your tutorial is on another day, your submission deadline will be 8:00 pm on the day of your presentation in Session Week 12.</i></p> <ul style="list-style-type: none"> <li>○ Late submission will result in a late penalty applied to all group members</li> <li>○ One group member is responsible for uploading the slides on behalf of the group</li> </ul> <ul style="list-style-type: none"> <li>• <b>Peer Assessment</b> <ul style="list-style-type: none"> <li>○ Each group member must submit a peer assessment via Moodle by 8 pm on the day of your presentation.</li> <li>○ Group presentations will not be marked until all peer assessments have been submitted.</li> <li>○ Peer assessment results will be used to moderate individual grades based on contribution to the group work.</li> <li>○ Review the Peer and Self Assessment Form available on Moodle (Assessment and submission section) before commencing work to understand how contributions will be assessed by group members.</li> </ul> </li> </ul>
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#### Assessment 4: Quiz - Quiz Part 2 weeks 5-12 Multiple choice quiz online

<b>Marking Criteria</b>	Number of correct responses
<b>Length</b>	20 multiple choice questions. The quiz must be finished within 30 minutes once the attempt has commenced.
<b>Weighting</b>	10%
<b>Assessment Due</b>	29 May 2026 (Friday in Session Week 12) Final submission time: 8:00pm
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	Complete quiz 2 on the HAS 130 Moodle site. Quiz 2 is located under the assessment tab.
<b>Generative AI use</b>	You are not permitted to use Gen AI to assist with this quiz.
<b>Assessment submission</b>	Online via Moodle
<b>Assessment return</b>	Marks will be available on Moodle by 1 June.
<b>Detailed information</b>	<p><b>Due Date: Week 12 - Friday 29 May, 8pm</b></p> <p>20 multiple choice questions.</p> <p>The quiz will cover content from the lectures, online activities, tutorials and readings from weeks 5-12.</p> <p>The quiz will <b>open on Thursday 28 May at 8am Sydney time and close on Friday 29 May at 8pm Sydney time.</b></p> <p>Each student may have only <b>one attempt</b> at the quiz.</p> <p>Once you commence the quiz you will have 30 minutes to complete all questions.</p>

## Assessment 5: Essay - Assessment 2 Essay- Media Analysis

<b>Marking Criteria</b>	<ol style="list-style-type: none"> <li>1. Introduction (4 marks)</li> <li>2. Relevant media articles chosen and included as an appendix (3 marks)</li> <li>3. Factiva data base search strategy (2 marks)</li> <li>4. Critical analysis of both media articles (10 marks)</li> <li>5. Conclusion (5 marks)</li> <li>6. Writing and organisation (3 marks)</li> <li>7. Referencing (3 marks)</li> </ol> <p>Detailed performance descriptors are provided in the Assessment 5 Marking Rubric on Moodle.</p>
<b>Length</b>	1,000 words +/- 10% (excluding in-text citations and reference list)
<b>Weighting</b>	30%
<b>Assessment Due</b>	05 Jun 2026 (Friday in Session Week 13) Final submission time: 8:00pm
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Essay format.</li> <li>• Use an easy to read font such as Calibri, Helvetica or Arial. Use font size 12 with 1.5 line spacing.</li> <li>• Harvard Referencing</li> </ul>
<b>Generative AI use</b>	<p>You are permitted to use generative AI tools for planning purposes only (e.g. brainstorming, outlining, or organising ideas). You must:</p> <ul style="list-style-type: none"> <li>• Clearly state which AI platform(s) you used</li> <li>• Explain the purpose of use</li> <li>• Include a reference to the generative AI platform in your reference list</li> </ul>
<b>Assessment submission</b>	<p>Online via Moodle</p> <p>This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.</p>
<b>Assessment return</b>	Friday July 10th
<b>Detailed information</b>	<p><b>Overview</b> This assessment requires you to write an individual essay that critically analyses how Australian news media frame a contemporary public health issue. You will examine two media articles and evaluate how effectively they address the health issue, including the extent to which social determinants of health (SDOH) and health equity/inequity are discussed.</p> <p><b>Task Instructions: Media Analysis of a Contemporary Public Health Issue</b> You are required to complete the following steps:</p> <ol style="list-style-type: none"> <li>1. Choose a current public health issue that interests you. <ul style="list-style-type: none"> <li>○ You may use the same topic selected for your reflection or group presentation if you wish.</li> </ul> </li> <li>2. Use the Factiva database (available via the UOW Library A–Z Databases) to locate two Australian news media articles that:</li> </ol>

	<ul style="list-style-type: none"> <li>○ Are published by Australian-based news outlets, and</li> <li>○ Have been published on or after 1 January 2020.</li> </ul> <p>3. Download both articles and include them as an appendix to your essay.</p> <p><b>Essay Structure: Media Analysis</b> Your essay should include the following sections:</p> <p><b>1. Introduction</b></p> <ul style="list-style-type: none"> <li>• Outline the chosen public health issue</li> <li>• Clearly state the purpose of the essay</li> </ul> <p><b>2. Critical Analysis of Media Articles</b> Your analysis should address both articles and include the following components:</p> <p><b>a. Framing analysis</b></p> <ul style="list-style-type: none"> <li>• Critically discuss how each media article frames the health issue being reported</li> <li>• Refer to the Frame Analysis Guide available on Moodle to support your analysis</li> </ul> <p><b>b. Social determinants of health and equity</b></p> <ul style="list-style-type: none"> <li>• Describe and evaluate the extent to which social determinants of health and health equity/inequity are discussed in each article</li> </ul> <p><b>Important note:</b> <i>The selected media articles are probably not written with an explicit focus on social determinants of health or health equity. Your task is to critically evaluate how well they do or do not address these issues. To do this effectively, you may need to:</i></p> <ul style="list-style-type: none"> <li>• Identify which social determinants of health are relevant to the issue</li> <li>• Explain why these determinants matter for equitable health outcomes</li> <li>• Draw on external academic or policy sources to support your critique</li> </ul> <p><b>3. Conclusion</b></p> <ul style="list-style-type: none"> <li>• Summarise the key points of your analysis</li> <li>• Clearly present your evaluation of the adequacy of media framing of the health issue</li> </ul> <p><b>4. Referencing</b> Include in-text citations and a reference list formatted using Harvard referencing style</p>
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## Additional Assessment Information

Assessments must use size 12 font and use 1.5 spacing.

Please use an easy to read font such as Helvetica, Calibri or Arial.

Referencing should use UOW Harvard style. <https://uow.libguides.com/refcite/uowharvard>

Written assessments must use in-text citations and include a reference list.

You may use gen AI to generate ideas for your assessment and in the initial research stages.

You should not use gen AI to write any part of your assessments in this subject. This would be considered in breach of UOW's academic integrity policy as it is ethically unsound, unfair and poor academic practice.

## Minimum Requirements to Pass this Subject

### Requirements Related to Student Contributions to Group Assessments

Group assignments are typically assessed as a group product. However, the subject co-ordinator reserves the right to allocate individual marks for students for an assessment task when necessary (for example, in cases where contributions of group members have been unequal).

Your responsibility as a student is to actively and fairly participate in group assessments. Group work that is submitted with the intention of deceiving the assessor regarding your individual contribution to group work is a breach of academic integrity.

### Minimum Requirements for a Pass

Students must attempt all assessment tasks and achieve an overall mark of at least 50% to be eligible to pass the subject.

Tutorial attendance is an important component of learning in this subject. Students are expected to attend tutorials regularly (normally at least 80%), unless academic consideration has been approved.

There are no examinations during the formal examination period for this subject.

### Hurdle Assessment

Subjects may include a hurdle assessment. A hurdle assessment is an assessment that requires a minimum level of performance as a condition for passing the subject. Examples include, achievement of a pass grade or above in a skills-based assessment or final examination. Hurdle assessments are applied to subjects to ensure students:

1. meet learning outcomes
2. demonstrate you can complete a task safely and/or meet professional standards.

For more on hurdle assessments see the Assessment and Feedback Policy [Section 8: Hurdle Assessments \(50-51-52\)](#).

Failure to meet a hurdle assessment requirement may constitute grounds for the award of a Technical Fail (TF) grade in this subject.

Should this subject contain a hurdle assessment, it will be stated under the specific assessment in Section B: Assessments.

### UOW Grade Descriptors

The UOW Grade Descriptors are general statements that communicate what our grades represent, in terms of standards of performance, and provide a frame of reference to ensure that assessment practice across the University is appropriate, consistent and fair. Grade Descriptors are expressed in general terms so that they are applicable to a broad range of disciplines. Grade Descriptors are available here <https://www.uow.edu.au/student/exams/results/>. For more information on the UOW grade descriptors refer to the Teaching and Assessment: Assessment and Feedback Policy: [Teaching and Assessment: Assessment and Feedback Policy](#)

## Assessment Learning Outcome Matrix

Learning Outcomes	Measures - Assessment weighting				
	Quiz Part 1- weeks 1-4 Multiple Choice Quiz Online  (10%)	Reflection on Health as a Social Issue  (25%)	Group presentation  (25%)	Quiz Part 2 weeks 5-12 Multiple choice quiz online  (10%)	Assessment 2 Essay- Media Analysis  (30%)
Explain different models of health and health as a social issue	✓	✓	✓	✓	✓
Identify key theoretical perspectives underpinning a social perspective of health	✓			✓	
Defend the value of health for all as a basic human right		✓	✓		
Describe the factors leading to inequity in health and devise strategies to reduce health inequities		✓	✓		✓
Identify the contribution of both qualitative and quantitative methods in exploring the social determinants of health	✓			✓	
Interpret contemporary issues in health from a social determinants perspective		✓	✓		✓

### Submission, Retention and Collection of Written Assessment

Assessed work must be handed in by the date and time listed under each assessment task. All assessment tasks must represent the enrolled student's own ORIGINAL work and must not have been previously submitted for assessment in any formal course of study.

#### Extensions

Students requesting an extension of time to submit an assessment task, deferred exam or exemption of a compulsory attendance requirement, must apply using Academic Consideration through SOLS. Students must apply before, or on the assessment/s due date and where evidence is required, students must provide evidence no later than three working days after the assessable item's due date for their request to be considered. **For information on the Academic Consideration Policy, eligibility requirements and how to apply, see:** <https://www.uow.edu.au/student/admin/academic-consideration/>

#### Late Submission of Assessment Tasks and Penalties

Assessed work must be submitted in by the date and time given. If an assessment is submitted late, it will be marked in the normal way, and a penalty will then be applied.

In the absence of an approved request for Academic Consideration in the form of an extension, assessment tasks must be submitted in line with the assessment instructions.

- An assessment task that is submitted late will receive a penalty of 5% of the total possible marks for each 24-hour period, or part thereof, that it is late.
- Work submitted after seven calendar days will not be marked and will be given a mark of 0.
- No assessment task can be handed in for a mark once the assessment task has been returned to students.
- Penalties accrue on each day that the assessment task is late, including Saturday, Sunday and public holidays

Note: Assessments must still be submitted to meet minimum performance requirements even though no mark is to be awarded.

### **Collection**

Students will be notified when they can collect or view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.

### **Retention**

The university may retain copies of student work in order to facilitate quality assurance of assessment processes, in support of the continuous improvement of assessment design, assessment marking and for the review of the subject. The University retains records of students' academic work in accordance with the University Records Management Policy and the State Records Act 1988 and uses these records in accordance with the University Privacy Policy and the Privacy and Personal Information Protection Act 1998.

### **Scaling**

Marks awarded for any assessment task or part of any assessment task, including an examination may be subject to scaling at the end of the session. Marks will be scaled only when unpredicted circumstances occur and in order to ensure fairness of marking across groups of students. The method of scaling will depend on the type of scaling required by the circumstances. When scaling is deemed necessary, it will follow a detailed consideration by the Unit Assessment Committee and/or the Faculty Assessment Committee of the marks of the group of students concerned. Scaling will not affect any individual student's rank order within their cohort. For more information please refer to [Finalisation of Student Results Policy](#) for details.

### **Supplementary Assessment**

Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary assessment. For information about eligibility criteria and the form and timing of supplementary assessments see the [Supplementary Assessment Procedure](#)

### **Review and Appeal of Academic Decisions**

A student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student's right to appropriate and useful feedback on their performance in an assessment task. A student may also seek further explanation for other academic decisions such as Academic Consideration, Supplementary Assessment or Credit for Prior Learning. If a student is not satisfied with the explanation, or have further concerns, they may have grounds for a formal review. For further information refer to [Review and Appeal of Academic Decisions Policy](#)

### **Assessment Quality Cycle**

The UOW Assessment Quality Cycle provides a level of assurance that assessment practices across the University are appropriate, consistent and fair. Quality assurance activities are undertaken to support the continuous improvement of assessment and promote good practices in relation to assessment design, marking and review of the subject prior to subsequent delivery.

## **Academic Integrity**

The University's Academic Integrity Policy, faculty handbook and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the University is considered academic misconduct and students place themselves at risk of being expelled from the University.

Students should visit the following University website and become familiar with the University's policy on plagiarism [Academic Integrity Policy](#)

## **Referencing**

The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: <http://uow.libguides.com/refcite>

# Section C: General Advice for Students - Policies and Procedures

## Student Services and Support

There are a range of services available to students that are provided free of charge. A good place to get to know services that may be of use to you is the [Get Started @ UOW](#) or search for "Get Started @ UOW". Services available include:

Service	Link to information about the service
Aboriginal & Torres Strait Islander	<a href="https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/">https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/</a>
Careers advice	<a href="https://www.uow.edu.au/student/careers/">https://www.uow.edu.au/student/careers/</a>
Counselling	<a href="https://www.uow.edu.au/student/support-services/counselling/">https://www.uow.edu.au/student/support-services/counselling/</a>
Student Accessibility and Inclusion (SAI)	<a href="https://www.uow.edu.au/student/support-services/sai/">https://www.uow.edu.au/student/support-services/sai/</a>
Information Tech.	<a href="https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted">https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted</a>
Study Skills	<a href="https://www.uow.edu.au/student/support-services/academic-skills/">https://www.uow.edu.au/student/support-services/academic-skills/</a>

## Student Support Coordinator (SSC)

If you have a temporary or ongoing issue or a problem that is affecting your study, including issues that are related to belonging to an equity group, then the Student Support Coordinators may be able to help. There are Student Support Coordinators available to assist students who are studying at all UOW Campuses and in all UOW Faculties. Contact details can be found on the UOW website: <https://www.uow.edu.au/student/support-services/coordinators/>

## Student Advocacy Service

The Student Advocacy Service (SAS) is free, confidential and independent service for all UOW students. The SAS provides advocacy and referral for a range of academic, procedural and administrative issues. For more information visit: <https://www.uow.edu.au/student/support-services/advocacy/>

## AskUOW

AskUOW is your primary administrative and information contact during your studies.

Our purpose is to ensure students have access to the information they need, at the time they need it. We can help with a wide range of enquiries, including key topics such as:

- Applying for [academic consideration](#)
- Fees and scholarships
- Official documentation and student letter requests
- Student forms such as course transfer and leave of absence applications
- Student ID card issuance and replacement
- Subject enrolment
- Transport concession cards and Opal cards
- Updating personal details

Get instant answers 24/7 online using [AskUOW](#). Log in with your UOW username and password.

For further support contact [askuow@uow.edu.au](mailto:askuow@uow.edu.au) or call on 1300 275 869 (1300 ASK UOW) or +61 2 4221 3927.

## Library Services

Save yourself time and enhance your studies: connect with information specialists and resources anytime, anywhere.

- For Library support connect with [Live Chat](#) or [contact the Library](#).
- For self-help see [Frequently Asked Questions](#) or browse [Library guides](#) to find information, databases and skills tutorials.
- [Research consultations](#) are available to UOW Postgraduate, Honours and Deans Scholar students.

## Academic Integrity Policy

Academic integrity involves upholding ethical standards in all aspects of academic work, including learning, teaching and research. It involves acting with the principles of honesty, fairness, trust and responsibility and requires respect for knowledge and its development. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=26>

## Code of Practice - Research

This Code mandates the current policy and best practice relating to procedures for responsible research. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=11>

## Honours Policy

This policy sets out the responsibilities of all parties involved in managing students undertaking Honours Programs. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=36>

## The Code of Practice - Work Integrated Learning (Professional Experience)

The Code of Practice - Work Integrated Learning (Professional Experience) sets out what is expected from students, the University and Host Organisations in providing work integrated learning professional experience programs. It applies to professional experience programs that form the whole or part of a subject or course offered at the University. The Code assists in promoting a productive work integrated learning experience for students and in promoting relevant UOW Work Integrated Learning Design Principles.

<https://policies.uow.edu.au/document/view-current.php?id=12>

## Copyright Policy

The purpose of this Policy is to outline responsibilities and procedures regarding the use of third party copyright material, with the objectives of reducing staff and UOW exposure to the risks associated with the use of third party copyright material, assisting staff to make full legal use of the materials at their disposal by clearly identifying responsibilities and promoting copyright compliance. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=135>

## Course Progress Policy

The Course Progress Policy establishes the requirements, definitions and procedures to be used in determining the standards of acceptable course progress. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=30>

## Examination Rules and Procedures

The UOW rules and procedures outline exam conditions, student conduct in exams, and the procedures for exam management. Further information can be found here: <https://www.uow.edu.au/student/exams/>

## Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects

This policy provides a framework for recognition of and responses to students' ethical or religious objection to animal use in coursework subjects at the University of Wollongong. For the purpose of this policy, animal use includes killing of animals in experimental work, dissection of animals that are already dead, use of animal tissues, use of animal-derived products (such as sera). These uses are relevant to teaching and assessment. Further information about this policy can be found here: <https://policies.uow.edu.au/document/view-current.php?id=154>

### **Coursework Rules**

The Coursework Rules (hereafter the Rules) govern the admission, enrolment, progression through, and qualification for a coursework award offered by the University. Further information can be found here: <https://policies.uow.edu.au/document/view-current.php?id=4>

### **Human Research Ethics**

The Human Research Ethics Committee protects the welfare and rights of the participants in research activities. Further information can be found here: <https://www.uow.edu.au/research-and-innovation/researcher-support/ethics/human-ethics/>

### **Inclusive Language Guidelines**

UOW endorses a policy of non-discriminatory language practice in all academic and administrative activities of the University. Further information is available from: <https://policies.uow.edu.au/document/view-current.php?id=239>

### **Intellectual Property Policy**

UOW's IP Intellectual Property Policy provides guidance on the approach taken to Intellectual Property (IP), including its ownership, protection and exploitation. Further information about the management of IP is available at <https://policies.uow.edu.au/document/view-current.php?id=146>

### **Review and Appeal of Academic Decisions Policy**

UOW aims to provide a transparent and consistent process for resolving a student concern about an academic decision that has affected their academic progress, including a mark or grade. Further information is available at: <https://policies.uow.edu.au/document/view-current.php?id=40>

### **Student Academic Consideration Policy**

The purpose of the Student Academic Consideration Policy is to enable student requests for academic consideration for assessable components of a subject to be evaluated in a fair, reasonable, timely and consistent manner throughout the University. **For information on the Policy, eligibility and how to apply see:** <https://www.uow.edu.au/student/admin/academic-consideration/>

### **The Student Charter - Your Rights and Responsibilities**

The Student Charter is based on principles that guide all members of the University and that promote responsible partnerships within and beyond the University community. <https://www.uow.edu.au/student/charter/>

### **Student Assignment of Intellectual Property (IP) Policy**

This policy applies to all Students (under-graduate and post-graduate) of the University of Wollongong (UOW). It may also apply to other persons by agreement. This policy sets out the approach taken by UOW in relation to Student assignment of intellectual property. Further information about this policy can be found here: <https://policies.uow.edu.au/document/view-current.php?id=146>

## **Student Conduct Rules**

These Rules outline the required conduct of students of UOW, and direct staff and students to University Rules, standards, codes, policies, guidelines, procedures and other requirements which specify acceptable and unacceptable student conduct, and the management of alleged student misconduct.

<https://policies.uow.edu.au/document/view-current.php?id=6>

## **Teaching and Assessment: Assessment and Feedback Policy**

The purpose of this Policy is to set out the University of Wollongong's approach to effective learning, teaching and assessment, including the principles and minimum standards underlying teaching and assessment practice.

The Policy can be found at: <https://policies.uow.edu.au/document/view-current.php?id=38>

## **Teaching and Assessment: Code of Practice - Teaching**

This Code is a key document in implementing the University's Teaching and Assessment Policy and sets out the specific responsibilities of parties affected in relation to learning, teaching and assessment, as well as procedures for teaching staff. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=9>

## **Teaching and Assessment: Subject Delivery Policy**

This Policy sets out specific requirements in relation to the delivery of Subjects. The policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=39>

## **Workplace Health & Safety Policy**

The Workplace Health and Safety (WHS) unit at UOW aims to provide structures, system and support to ensure the health, safety and welfare of all at the campus. Further information is available from:

<https://policies.uow.edu.au/document/view-current.php?id=177>