
PGPH900: Foundations in Public Health

Subject Outline

6 credit points

Subject Information

Autumn, 2026, Wollongong
Flexible

Autumn, 2026, UOW Online Wollongong
Distance

Dual Delivery This subject is delivered with both on campus and Online/Distance learning options. Any student may enrol in this subject, provided they have met subject pre-requisite requirements.

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/>

Teaching Staff

Teaching Role	Coordinator
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Consultation Times	Monday 13:30 - 14:30 (Please email for appointment) Tuesday 09:00 - 12:00 (Please email for appointment)

Teaching Role	Lecturer
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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

Commonwealth of Australia

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

Table of Contents

Section A: General Information	6
Learning Outcomes.....	6
Subject Learning Outcomes.....	6
Subject Description.....	6
Course Handbook.....	6
Subject Details: Practical Activities, eLearning, Readings and Materials.....	6
Subject eLearning.....	6
Safety Guidelines.....	6
Additional Subject Details.....	7
Using Generative Artificial Intelligence (GenAI).....	7
Major Text(s).....	7
Lectures, Tutorials and Attendance Requirements.....	7
Lecture Times *.....	7
Lecture Program *.....	8
Recording of Teaching and Learning Activities.....	9
Your Privacy - Recording of Teaching and Learning.....	9
Tutorial/Seminar/Workshop Times.....	9
Tutorial/Seminar/Workshop Program.....	10
Recent Improvements to Subject.....	10
Extraordinary Changes to the Subject Outline.....	10
Learning Analytics.....	10
Section B: Assessment	11
Assessment Summary.....	11
Description of the Public Health Problem and Its Magnitude.....	12
Determinants of Health.....	12
Priority Populations and Health Equity.....	12
Use of Epidemiological Concepts.....	13
Structure and Presentation.....	13
Minimum Requirements to Pass this Subject.....	17
Hurdle Assessment.....	18
UOW Grade Descriptors.....	18
Assessment Learning Outcome Matrix.....	19
Submission, Retention and Collection of Written Assessment.....	19
Extensions.....	19
Late Submission of Assessment Tasks and Penalties.....	19
Collection.....	20
Retention.....	20
Scaling.....	20
Supplementary Assessment.....	20
Review and Appeal of Academic Decisions.....	20
Assessment Quality Cycle.....	20
Academic Integrity.....	20
Referencing.....	21
Section C: General Advice for Students - Policies and Procedures	22
Student Services and Support.....	22
Student Support Coordinator (SSC).....	22
Student Advocacy Service.....	22
AskUOW.....	22
Library Services.....	23
Academic Integrity Policy.....	23
Code of Practice - Research.....	23
Honours Policy.....	23
The Code of Practice - Work Integrated Learning (Professional Experience).....	23
Copyright Policy.....	23
Course Progress Policy.....	23

Examination Rules and Procedures.....	23
Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects	24
Coursework Rules	24
Human Research Ethics.....	24
Inclusive Language Guidelines.....	24
Intellectual Property Policy	24
Review and Appeal of Academic Decisions Policy.....	24
Student Academic Consideration Policy.....	24
The Student Charter - Your Rights and Responsibilities	24
Student Assignment of Intellectual Property (IP) Policy	24
Student Conduct Rules	25
Teaching and Assessment: Assessment and Feedback Policy	25
Teaching and Assessment: Code of Practice - Teaching	25
Teaching and Assessment: Subject Delivery Policy.....	25
Workplace Health & Safety Policy.....	25

Section A: General Information

Learning Outcomes

Subject Learning Outcomes

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

1. Understand the historical achievements of public health
2. Understand the core values and ethical principles used in public health practice
3. Discuss how health inequities are linked to social gradients of health
4. Describe the influences on health of communities and individuals, from the most proximal to population-level determinants
5. Incorporate public health values, health equity, social and cultural contexts when considering foundational concepts and public health practice

Subject Description

This subject begins with a brief history of public health, describing the evolution of population-level thinking and historical achievements of the field. The subject introduces students to public health values and ethics and their influence on government decision-making and health equity. Students will use problem-based learning to contextualise the successes (or not) of public health programs. The subject will explore the determinants of the public's health, including genetic, biological, environmental, social, economic, occupational and cultural determinants.

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.

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 GenAI 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 GenAI in your assessment tasks via your Subject Outline and/or your subject Moodle site. If GenAI 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 GenAI is an important part of maintaining academic integrity. Misuse or unauthorised use may breach the [Academic Integrity Policy](#).

Major Text(s)

Baum, F. 2015, The New Public Health, 4th Edition, Oxford University Press, Melbourne
Online version and hard copy available at Library

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

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	Module 1 - Introduction-What is Public Health?	Baum 2015, Ch. 1, Ch. 2
2	09 Mar 2026	Module 1- History of Public Health	Baum 2015, Ch. 3 Achievements in Public Health, 1900-1999: Changes in the Public Health System Ten Great Public Health Achievements—Worldwide, 2001-2010
3	16 Mar 2026	Module 2- Determinants of health Social patterns of health and equity	Baum 2015, Ch. 13
4	23 Mar 2026	Module 2- Analysing inequity	Baum 2015, Ch.12
5	30 Mar 2026	Module 2- Built Environment and Health Inequity	Lonelygenic environments: a call for research on multilevel determinants of loneliness. <i>The Lancet Planetary Health.</i> 6: E933-E934
6	06 Apr 2026	Module 2- Bringing about change	Germov, Sixth edition, 2018 Ch.25
7	13 Apr 2026	Module 3- Public Health Ethics	Public Health Ethics: Global Cases, Practice, and Context. (Read Chapter 1, pages 3-35) Ortmann, L.W., Barrett, D.H., Saenz, C., Bernheim, R.G., Dawson, A., Valentine, J.A. and Reis, A. (2016). <i>Public Health Ethics: Global Cases, Practice, and Context.</i> [online] PubMed. Available at: https://www.ncbi.nlm.nih.gov/books/NBK435780/ .
	20 Apr 2026	Mid-Session Recess	
8	27 Apr 2026	Module 3- Ethical Theories and Frameworks	
9	04 May 2026	Module 4 - Current and future challenges in Public Health	Top ten public health challenges to track in 2022 Lucero-Prisno, DE, Kouwenhoven, MBN, Adebisi, YA, et al. Top ten public health challenges to track in 2022. <i>Public Health Chall.</i> 2022; 1:e21. https://doi.org/10.1002/pubh2.21
10	11 May 2026	Module 4- Globalization and Public Health	Baum 2015, Ch. 5
11	18 May 2026	Module 4 – Impact of Climate Change	Baum, Ch. 14
12	25 May 2026	Module 4- Antimicrobial stewardship	Australian Commission on safety and quality in healthcare 2021, Fourth Australian report on Antimicrobial use and resistance in human health-Appendix 4 (Pg.301-308)
13	01 Jun 2026	Module 4- Health and Well being for all	World Health Organisation, SDG3 Global Action Plan 2023 https://indd.adobe.com/view/a0bc55e5-a995-47fd-9fd7-7cdb05577027

08 Jun 2026	Study Recess
13 Jun 2026	Examinations
20 Jun 2026	Examinations

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

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
2	09 Mar 2026	Tutorial 1	
4	23 Mar 2026	Tutorial 2	
6	06 Apr 2026	Tutorial 3	
	20 Apr 2026	Mid-Session Recess	
8	27 Apr 2026	Tutorial 4	
10	11 May 2026	Tutorial 5	
12	25 May 2026	Tutorial 6	
	08 Jun 2026	Study Recess	
	13 Jun 2026	Examinations	
	20 Jun 2026	Examinations	

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.

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	Assignment	20%
Assessment 2	Assignment	30%
Assessment 3	Presentation	20%
Assessment 4	Report	30%
	TOTAL MARKS	100%

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

Assessment 1: Assignment - Public Health Problem Brief

Marking Criteria	<p>Task: Select a current public health issue (global, national, or local), for example: Childhood obesity, Oral health inequities, Climate change and health, Mental health in young adults, Indigenous health disparities, Antimicrobial resistance etc.</p> <p>Students must: Describe the problem and its magnitude (5 marks) Identify key social, environmental, and commercial determinants (5 marks) Identify priority populations (2.5 marks) Use basic epidemiological concepts (prevalence, incidence, risk factors)(2.5 marks) Referencing (2.5 marks) Structure and presentation (2.5 marks)</p>
Length	800 words excluding references. wordcount can be + or -10%
Weighting	20%
Assessment Due	20 Mar 2026 (Friday in Session Week 3) Final submission time: 11:30pm
Type of Collaboration	Individual assessment
Style and format	<p>The assignment must have a title page containing the subject number and name, your student name and number, and the assignment number. The assignment must be written in Times 12 point font, with 2.5 cm margins all round, and at least 1.5 line spacing (double spacing is preferable). There should be a full line space between paragraphs.</p> <p>Referencing must conform to the referencing guidelines of the School of Medical, Indigenous & Health Sciences. The School of Medical, Indigenous & Health Sciences uses the APA or Vancouver referencing styles. The Reference List should be on a separate page.</p> <p>Incorrect referencing may result in the assignment being required to be resubmitted, with a 5% deduction on the mark for the assignment</p>
Generative AI use	Permitted uses: Use of Generative AI is permitted to assist in the development of this assessment item. Permitted use is only for initial planning and for proofreading. AI use for planning may include for brainstorming/idea generation, generating a brief outline and identifying broad categories of evidence to search for independently.

	<p>Prohibited uses: AI must NOT be used for synthesising evidence, writing sections of the brief, conducting critical appraisal or making recommendations for future actions.</p> <p>Public health graduates must develop the ability to independently synthesise and critically appraise evidence, as these are core professional skills. Relying on AI for these tasks undermines the development of judgment, contextual understanding and accountability required for effective public health practice. All analyses, interpretation and writing must be your own work. Acknowledgement requirement: If AI tools are used for planning or proofreading, you should keep note of your interactions with AI software, including prompts used. This should be included in your acknowledgements section, specifying which tools were used and how. If you did not use AI, declare this in your acknowledgements section.</p> <p>Keep drafts of your work, as you may be asked to demonstrate how you developed your brief.</p>
Assessment submission	<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>
Assessment return	<p>Assessments will be returned within 3 weeks of the due date</p>
Detailed information	<p>You are required to prepare a Public Health Problem Brief that examines a current public health issue at a global, national, or local level.</p> <p>Description of the Public Health Problem and Its Magnitude</p> <ul style="list-style-type: none"> • Clearly describe the selected public health issue. • Explain why it is a public health concern rather than an individual health issue. • Use current and credible data to demonstrate the magnitude and scope of the problem (e.g. prevalence, incidence, trends over time, burden of disease). • Situate the problem in an appropriate context (global, national, or local). <p>Determinants of Health</p> <ul style="list-style-type: none"> • Identify and analyse the key social, environmental, and commercial determinants contributing to the issue. • Demonstrate how these determinants interact to influence health outcomes. • Where appropriate, draw on relevant public health frameworks or models (e.g. social determinants of health). <p>Priority Populations and Health Equity</p> <ul style="list-style-type: none"> • Identify populations disproportionately affected by the issue. • Justify why these populations are considered priority populations using evidence. • Demonstrate an understanding of health inequities, including social disadvantage, structural factors, and intersectionality.

	<p>Use of Epidemiological Concepts</p> <ul style="list-style-type: none"> • Correctly use and explain basic epidemiological concepts such as: <ul style="list-style-type: none"> ○ Prevalence ○ Incidence ○ Risk factors • Apply these concepts to your selected public health issue rather than simply defining them. <p>Structure and Presentation</p> <ul style="list-style-type: none"> • Present information in a clear, logical, and professional manner appropriate for a public health audience and should demonstrate analysis, not just description. • Use APA or Vancouver referencing style for references.
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Assessment 2: Assignment - Scoping Literature Review

<p>Marking Criteria</p>	<p>Explore the association between oral health and accessibility to oral health services amongst vulnerable populations in a country of your choice. In your discussion, reflect upon the ethical principles and core values underpinning public health.</p> <p>Literature Review - 2000 words (30%):</p> <p>Content (includes Checklist item 2): 20% The extent and significance of the public health problem is described and discussed; The literature is discussed in terms of the ideas and arguments addressed; The literature is discussed in term of perspectives, theoretical frameworks or models used; The literature is evaluated in terms of quality (research design) and consistency of findings; Statements are made about the amount/strength of evidence about the research topic.</p> <p>Structure and presentation (Checklist items 1, 3, 4): 2.5% The introduction contains general statements about or orientation to the topic; and a brief summary of the main arguments/points made in the review; The literature review is well structured with appropriate section headings; The conclusion sums up the main points of the review without introducing new material; The review is grammatically accurate, the paragraphing is clear, and spelling checked; The font size, line spacing and margins are appropriate.</p> <p>Abstract (150 words. Checklist item 6): 2.5% The abstract provides an appropriate summary of the literature review. The abstract highlights key points made by the literature review. The abstract highlights gaps in the literature, opportunities for further research, and the quality of published research.</p> <p>Search Strategy (maximum 300 words) attached as an Appendix: 5% The search strategy demonstrates that the search is comprehensive; The search strategy uses appropriate search terms; The search strategy utilises appropriate databases;</p>
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	<p>The search strategy describes and discusses techniques for finding appropriate scholarly articles; The search strategy describes the process used to select AND to exclude articles.</p> <p>TOTAL 30%</p>
Length	2000 words excluding references wordcount can be + or -10%
Weighting	30%
Assessment Due	17 Apr 2026 (Friday in Session Week 7) Final submission time: 11:30pm
Type of Collaboration	Individual assessment
Style and format	<p>Students must attach the self-assessment checklist to the literature review (-1 mark if omitted).</p> <p>The checklist is available on the PGPH 900 Moodle site. The assignment must have a title page containing the subject number and name, your student name and number, and the assignment number. The assignment must be written in Times 12 point font, with 2.5 cm margins all round, and at least 1.5 line spacing (double spacing is preferable). There should be a full line space between paragraphs.</p> <p>Referencing must conform to the referencing guidelines of the School of Medical, Indigenous & Health Sciences. The School of Medical, Indigenous & Health Sciences uses the APA or Vancouver referencing styles. The Reference List should be on a separate page from the body of the literature review. Incorrect referencing may result in the literature review being required to be resubmitted, with a 5% deduction on the mark for the assignment</p>
Generative AI use	<p>Permitted uses: Use of Generative AI is permitted to assist in the development of this assessment item. Permitted use is only for initial planning and for proofreading. AI use for planning may include for brainstorming/idea generation, generating a literature review outline and identifying broad categories of evidence to search for independently. Prohibited uses: AI must NOT be used for synthesising evidence, writing sections of the review, conducting critical appraisal or making recommendations for future actions.</p> <p>Public health graduates must develop the ability to independently synthesise and critically appraise evidence, as these are core professional skills. Relying on AI for these tasks undermines the development of judgment, contextual understanding and accountability required for effective public health practice. All analyses, interpretation and writing must be your own work. Acknowledgement requirement: If AI tools are used for planning or proofreading, you should keep note of your interactions with AI software, including prompts used. This should be included in your acknowledgements section, specifying which tools were used and how. If you did not use AI, declare this in your acknowledgements section.</p> <p>Keep drafts of your work, as you may be asked to demonstrate how you developed your review.</p>
Assessment submission	<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</p>

	report. You can then make any changes that may be required and re-submit your final version by the due date.
Assessment return	Assessments will be returned within 3 weeks of the due date.
Detailed information	Explore the association between oral health and accessibility to oral health services amongst vulnerable populations in a country of your choice. In your discussion, reflect upon the ethical principles and core values underpinning public health. Literature Review should have appropriate topic headings.

Assessment 3: Presentation - Group Presentation

Marking Criteria	<ol style="list-style-type: none"> 1. Describe one SDG interventions aimed at reducing health inequities (4 marks) 2. Identify strengths and weaknesses of interventions (6 marks) 3. Recommend improvements to the chosen intervention (6 marks) 4. Organisation, clarity, creativity of presentation (2 marks) 5. Formatting and correct referencing (2 marks)
Length	10-minute presentation On campus students must present face to face Online students must prepare a recorded presentation
Weighting	20%
Assessment Due	22 May 2026 (Friday in Session Week 11) Final submission time: 11:30pm
Type of Collaboration	Group work
Style and format	On campus students upload presentation slides online via Turnitin through Moodle by due date. On campus students will present in week 12 class. Distance students should submit recorded presentation along with slides by due date.
Generative AI use	<p>Permitted uses: Use of Generative AI is permitted to assist in the development of this assessment item. Permitted use is only for initial planning and for proofreading. AI use for planning may include for brainstorming/idea generation, generating a presentation outline and identifying broad categories of evidence to search for independently.</p> <p>Prohibited uses: AI must NOT be used for synthesising evidence, writing sections of the presentation, conducting critical appraisal or making recommendations for future actions.</p> <p>Public health graduates must develop the ability to independently synthesise and critically appraise evidence, as these are core professional skills. Relying on AI for these tasks undermines the development of judgment, contextual understanding and accountability required for effective public health practice. All analyses, interpretation and writing must be your own work.</p> <p>Acknowledgement requirement: If AI tools are used for planning or proofreading, you should keep note of your interactions with AI software, including prompts used. This should be included in your acknowledgements section, specifying which tools were used and how. If you did not use AI, declare this in your acknowledgements section.</p> <p>Keep drafts of your work, as you may be asked to demonstrate how you developed your presentation.</p>
Assessment submission	<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</p>

	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.
Assessment return	Assessments will be returned within 3 weeks of the due date.
Detailed information	Your group is required to deliver an informative and engaging presentation of one SDG intervention aimed at reducing health inequities in a country of your choice. Communicate your view of the strengths and weaknesses of the intervention. Present your creative and original ideas of how your group thinks this intervention can be improved to be more effective in reducing health inequalities. On campus students upload presentation slides online via Turnitin through Moodle by due date. On campus students will present in week 12 class. Distance students should submit recorded presentation along with slides by due date.

Assessment 4: Report - Individual Report

Marking Criteria	<ol style="list-style-type: none"> 1. Critically analyses the effectiveness of an intervention to reduce health inequity (12 marks) 2. Demonstrates a sound understanding of key public health concepts (6 marks) 3. Uses high quality evidence and references to support claims (6 marks) 4. Organisation of report (3 marks) 5. Formatting and correct referencing (3 marks)
Length	2000 words (excluding in-text citations, references list, figures and tables). wordcount can be + or -10%
Weighting	30%
Assessment Due	12 Jun 2026 (Friday in Study Recess Week 1) Final submission time: 11:30pm
Type of Collaboration	Individual assessment
Style and format	<p>The assignment must have be in a Report format with title page containing the subject number and name, your student name and number, the assignment number and show your actual word count on the front page of the assignment. The assignment must be written in Times 12-point font, with 2.5 cm margins all round, and at least 1.5 line spacing (double spacing is preferable). There should be a full line space between paragraphs. You must complete and attach (1) the Report Self-assessment Checklist to your assignment – 10% will be deducted if it is not included or if it is obviously not matched to the content of your report.</p> <p>Referencing must conform to the referencing guidelines of the School of Medical, Indigenous & Health Sciences. The School of Medical, Indigenous & Health Sciences uses the APA or Vancouver referencing styles. The Reference List should be on a separate page from the body of the literature review. Incorrect referencing may result in the literature review being required to be resubmitted, with a 5% deduction on the mark for the assignment</p>
Generative AI use	<p>Permitted uses: Use of Generative AI is permitted to assist in the development of this assessment item. Permitted use is only for initial planning and for proofreading. AI use for planning may include for brainstorming/idea generation, generating a report outline and identifying broad categories of evidence to search for independently.</p> <p>Prohibited uses: AI must NOT be used for synthesising evidence, writing sections of the report, conducting critical appraisal or making recommendations for future actions.</p>

	<p>Public health graduates must develop the ability to independently synthesise and critically appraise evidence, as these are core professional skills. Relying on AI for these tasks undermines the development of judgment, contextual understanding and accountability required for effective public health practice. All analyses, interpretation and writing must be your own work. Acknowledgement requirement: If AI tools are used for planning or proofreading, you should keep note of your interactions with AI software, including prompts used. This should be included in your acknowledgements section, specifying which tools were used and how. If you did not use AI, declare this in your acknowledgements section.</p> <p>Keep drafts of your work, as you may be asked to demonstrate how you developed your report.</p>
Assessment submission	<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>
Assessment return	<p>Assessments will be returned within 3 weeks of the due date.</p>
Detailed information	<p>Write a report that critically analyses the effectiveness of an intervention designed to reduce the impact of a health inequity across a population. Include in your report a definition of structural change. Discuss why it is important to address structural change in order to reduce health inequalities and improve public health outcomes. Describe how the intervention you have chosen addresses structural change.</p> <p>Also include a definition of agency. Discuss the ways in which agency has (or has not) been improved by the intervention.</p> <p>Provide specific examples of projected or actual improvement in opportunities to make healthy choices that result from the intervention. Wherever possible, your report should be based on evidence. This will involve searching for primary evidence to support your report. The report should end with conclusions-all of which have been justified in the body of your report.</p>

Minimum Requirements to Pass this Subject

Minimum Student Attendance and Participation

Students should note that UOW equates 1 credit point to around 1.5 - 2 hours of study per week, including lectures and tutorials/workshops/practicals, self-directed study and work on assessment tasks. For example, in a 6 credit point subject requires that students commit about 9 - 12 hours study a week, including attendance at lectures and tutorials.

Student attendance and active involvement in tutorials, practicals, seminars, labs and/or simulations is compulsory, and students must attend all classes, whether they are in person or scheduled for online. If students are unable to attend a tutorial/ practical/ simulation/ lab they should email the subject coordinator. Absences will require the submission of an application for Academic Consideration via SOLS and the presentation of suitable documentation, for example a Medical Certificate, to Student Central as soon as practical. For further details about applying for academic consideration visit the Student Central webpage: <https://www.uow.edu.au/student/admin/academic-consideration/>

Students are expected to attend all their timetabled classes. Active and constructive presence in class makes an important contribution to your education as well as that of your peers. Attendance records are kept for all tutorials. Students are required to attend a minimum of 80% of all tutorials. Where attendance is affected due to illness or misadventure an application for academic consideration should be

lodged. Failure to comply with mandatory minimum attendance requirements may constitute grounds for the award of a grade of Technical Fail (TF) in this subject.

Students should carefully check their timetable to see when classes commence. Students are expected to be available through to the end of the scheduled examination period.

Requirements Related to Student Contributions

Group assignments are typically assessed as a group product, usually with the same mark allocated to each group member. 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).

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			
	Public Health Problem Brief	Scoping Literature Review	Group Presentation	Individual Report
	(20%)	(30%)	(20%)	(30%)
Understand the historical achievements of public health	✓			
Understand the core values and ethical principles used in public health practice	✓	✓	✓	
Discuss how health inequities are linked to social gradients of health	✓	✓	✓	
Describe the influences on health of communities and individuals, from the most proximal to population-level determinants	✓		✓	✓
Incorporate public health values, health equity, social and cultural contexts when considering foundational concepts and public health practice				✓

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	https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/
Careers advice	https://www.uow.edu.au/student/careers/
Counselling	https://www.uow.edu.au/student/support-services/counselling/
Student Accessibility and Inclusion (SAI)	https://www.uow.edu.au/student/support-services/sai/
Information Tech.	https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted
Study Skills	https://www.uow.edu.au/student/support-services/academic-skills/

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 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>