
PGPH904: MPH Capstone

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. This subject outline is for both Flexible and Distance delivery subject instances.

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 12:30 - 14:30 Wednesday 10:00 - 12:00

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](#).

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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. Describe and characterise a range of existing and emerging health challenges that affect whole populations or population subgroups
2. Apprise the situational context of health challenges and current policies/practices and compare this to recommended or good practices to address the issue
3. Critically review and synthesise evidence to identify knowledge gaps and suggest approaches for addressing these gaps
4. Plan for a collaborative approach to address complex health challenges
5. Integrate knowledge, skills and experience gained through the MPH course to develop an original proposal to address a health challenge
6. Demonstrate reflective practice to foster ongoing improvement to self and practices

Subject Description

This capstone subject will integrate knowledge, skills and values learned throughout the program. Students explore a range of public health issues from interdisciplinary perspectives. Much of the learning in this subject will be student led and through independent and collaborative study. Topics will be introduced by key UOW research groups and/or external partners, with students contributing to discussions about the topic. Faced with a major public health challenge, students will critically appraise current evidence from a range of perspectives, evaluate the effectiveness of existing interventions, propose recommendations and areas for future research. Students will present the findings of their report to teaching staff and their peers at the end of the semester.

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.

EMBEDDED Work Integrated Learning

This subject contains elements of 'Embedded WIL'. Students in this subject will experience activities that relate to or simulate professional practice as part of their learning.

Additional Subject Details

This subject embeds Indigenous Knowledges, with the aim of decolonising thinking and beginning to engage participants in the negotiation of authentic knowledge-based relationships between Aboriginal Knowledges and the relevant disciplinary knowledge.

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](#).

Recommended Readings and Other Resources

Refer to the subject Moodle site for recommended readings.

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 1: Public Health practitioners' roles and responsibilities
Week 2: Introduction to Public Health topics
Weeks 3-5: Conducting situational analyses
Weeks 6: Public holiday (Monday)
Weeks 7-8: Planning for, and prioritising, Public Health actions
Weeks 9-11: Group work to develop action plan
Weeks 12-13: Presentation of action plans*

*Note that distance students will be given a choice to record and upload their presentation or to attend an online session in Week 12.

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
1	02 Mar 2026	Public Health practitioners' roles and responsibilities
2	09 Mar 2026	Introduction to Public Health topics Conducting situational analyses – overview of approaches and tools
3	16 Mar 2026	Situational analyses – Analysing the epidemiological evidence and policy context
4	23 Mar 2026	Situational analyses – Analysing the effectiveness of interventions
5	30 Mar 2026	Situational analyses – Analysing the perspectives and roles of stakeholders (including stakeholder analysis)
6	06 Apr 2026	Public Holiday (Easter Monday)
7	13 Apr 2026	Prioritising Public Health actions
	20 Apr 2026	Mid-Session Recess
8	27 Apr 2026	Planning for Public Health actions – overview of approaches and tools
9	04 May 2026	Group work – project plan development
10	11 May 2026	Group work – project plan development (continued)
11	18 May 2026	Group work – project plan development (continued)
12	25 May 2026	Assignment 3 presentations (1/2 class)
13	01 Jun 2026	Assignment 3 presentations (1/2 class)
	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.

This subject was amended to introduce more varied methods of assessment, reduce group sizes and allocate each group to a single topic that is their focus across the session. This will allow students to progress towards their final output across the session, with greater opportunities for research and critical reflection on the topic, with progression through multiple related assessments to inform the final output. In-class presentations of groups' final action plans will support student learning of potential solutions to a range of existing and emerging health issues.

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	Report	40%
Assessment 2	Reflection	20%
Assessment 3	Presentation	40%
	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: Report - Situational analysis of Public Health issue

Marking Criteria	<p>Content (30/40)</p> <ul style="list-style-type: none"> • Synthesis and critical engagement with a range of evidence • Contextualisation of the issue, outlining background and significance • Analysis of interventions and policies • Stakeholder and community analysis • Identification of gaps to be addressed • Referencing and search strategy <p>Presentation (10/40)</p> <ul style="list-style-type: none"> • Structure and academic writing
Length	Up to 2500 words (+ or -10%), not including reference list, appendix or acknowledgements.
Weighting	40%
Assessment Due	12 Apr 2026 (Sunday in Session Week 6) Final submission time: 11:30pm
Type of Collaboration	Individual assessment
Style and format	<p>Structured report, including an introduction, conclusion and sub-headings throughout. A suggested structure includes:</p> <ul style="list-style-type: none"> • Introduction and context • Epidemiological overview • Policy and stakeholder analysis • Evidence on interventions • Community perspectives • Equity and ethical considerations • Critical evaluation and recommendations • Acknowledgements (including any use of AI tools) • References (APA or Vancouver style) • Appendix - search strategy and example output
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

	<p>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.</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 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>Marks and feedback will be available through the Moodle site.</p>
Detailed information	<p>This assessment requires you to conduct a comprehensive and context-specific situational analysis of a selected public health issue. The aim is to synthesise and critically evaluate available evidence to establish the need for action and to identify the appropriate nature and scope of that action.</p> <p>You will select one (1) public health issue from a provided list. This topic will also form the basis for Assessment 3, which is completed in pairs. You are encouraged to coordinate your topic selection with your intended groupwork partner (or find a partner who is interested in the same topic). Assessment 2 is completed individually.</p> <p>Your situational analysis must:</p> <ol style="list-style-type: none"> 1. Focus on a specific context <ul style="list-style-type: none"> • Apply your analysis to a defined setting (e.g., a state, region or community). • Use locally relevant data and contextual factors to frame your discussion. 2. Synthesise and critically engage with information, including: <ul style="list-style-type: none"> • Epidemiological evidence (e.g., rates of disease, trends and determinants) • Policy context (drawing on recent policy documents and/or grey literature, such as NGO reports, community briefs). • Effectiveness or likely effectiveness of interventions (what is known to work, what has failed and why) • Stakeholder landscape (key actors, their roles, interests and influence) • Community perspectives and lived experiences (e.g., qualitative insights, public narratives and engagement) • Equity and ethical considerations (e.g., who is most affected, ethical implications)

	<p>3. Provide explicit critical evaluation</p> <ul style="list-style-type: none"> • Compare and contrast evidence and policy approaches • Identify gaps in knowledge, policy and/or practice • Justify your recommendations for action based on the evidence and context <p>The report should be well researched, including at least 15 appropriate references. To demonstrate your research processes, you must include an appendix outlining a search strategy that you used in one academic database. This should include the database name, key words and combinations, and inclusion and exclusion criteria. Also attach a screenshot of the first page of your search outputs.</p>
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Assessment 2: Reflection - Reflection

Marking Criteria	<p>Content (16/20)</p> <ul style="list-style-type: none"> • Analysis of the significance of processes • Reflection and critical thinking • Analysis of application to future practice • Integration of Public Health theory/frameworks and examples • Referencing (where necessary) <p>Presentation (4/20)</p> <ul style="list-style-type: none"> • Structure and clarity
Length	The statement can be up to 1000 words (+ or - 10%), not including references or appendices.
Weighting	20%
Assessment Due	03 May 2026 (Sunday in Session Week 8) Final submission time: 11:30pm
Type of Collaboration	Individual assessment
Style and format	Structured written statement, including an introduction, body and conclusion. References are necessary when referring to specific evidence, theories etc (APA or Vancouver style).
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 editing and proofreading.</p> <p>Prohibited uses: AI must NOT be used to develop the substance of your reflection.</p> <p>This assessment is designed to develop your capacity for deep, personal reflection of your learning. Using AI to generate or synthesise content would undermine this purpose, as reflection requires your own critical thinking, interpretation and self-awareness.</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>

	Keep drafts of your work, as you may be asked to demonstrate how you developed the statement.
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	Marks and feedback will be available through the Moodle site.
Detailed information	<p>This assessment requires you to critically reflect on your engagement with the subject's discussion activities and how these have shaped (or otherwise) your understanding of public health practice. In Weeks 1-8, you have responded to weekly workshop questions (on-campus students) or online discussion forums (distance students). These discussions were designed to explore: the diverse roles and responsibilities of public health practitioners; the processes/steps, tools and frameworks involved in conducting needs assessments and situational analyses; and approaches to planning and prioritising interventions.</p> <p>Your reflection should demonstrate deep, critical engagement and address the following:</p> <ol style="list-style-type: none"> 1. What, how, and why these processes matter <ul style="list-style-type: none"> • Explain the significance of situational analyses and intervention planning in public health practice. • Reflect on why these processes are essential for evidence-based decision-making and equity. 2. Evolution of your thinking <ul style="list-style-type: none"> • Analyse how your understanding of public health roles, situational analysis and planning for public health actions has evolved across the semester. • Identify key insights from your own posts and peers' contributions that challenged or expanded your perspective. 3. Application to future practice <ul style="list-style-type: none"> • Discuss how the insights gained will inform your approach as a public health professional. • Consider practical implications, such as how will you apply these frameworks and tools in real-world contexts. <p>In your statement, reflect on your thoughts or reactions, and connect your thoughts to broader public health principles, theories, frameworks and/or competencies. Provide specific examples to illustrate your reflection and analyses. Citations are required when referring to specific theories or frameworks.</p> <p>[For distance students] For any posts that you refer to directly (your own or others') take a screenshot of this post and include in an Appendix.</p> <p>[For on-campus students] For any of your own discussion points that you refer to directly, provide a copy of your relevant notes from the on-campus workshop.</p>

Assessment 3: Presentation - Project plan presentation

Marking Criteria	<p>Content (30/40)</p> <ul style="list-style-type: none"> • Engaged critically with the topic to canvass and prioritise actions • Supported by evidence of recommended or good practices • Identified appropriate actions that fit within the remit of the assumed Public Health role/sector and for the policy/practice context • Clearly described and justified all components of the action plan, in sufficient detail for implementation • Well-referenced, including sufficient and appropriate reference materials • Appropriate responses to questions posed following the presentation <p>Presentation (10/40)</p> <ul style="list-style-type: none"> • Clarity of presentation • Evidence of group cohesion and planning • Constructively engaged with other groups' proposals (≥ 2 questions to other groups)
Length	<p>Presentation time is limited to 20 minutes plus 5 minutes for questions. There is no limit on the number of slides that can be used. For groups of 2 people, 3-4 key actions are expected For groups of 3 people, 4-5 key actions are expected (extra 5 mins to present)</p>
Weighting	<p>40%</p>
Assessment Due	<p>24 May 2026 (Sunday in Session Week 11) Final submission time: 11:30pm</p>
Type of Collaboration	<p>Group work</p>
Style and format	<p>Proposal presentations can be prepared on any preferred presentation software. Groups must submit a copy of their presentation slides (upload to Moodle). This should be formatted as 1 slide per A4 page. References should be APA or Vancouver style.</p> <p>On-campus students will present their proposal during the workshop in Weeks 12 and 13. The order of presentations will be random and all groups must be ready to present in Week 12.</p> <p>Distance students will be given the option to either pre-record their presentation or attend an online session to present. We will arrange the mode of presentation delivery during the session, depending on availabilities.</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 brainstorming, editing and proofreading your own writing. This means you can use AI to help generate initial ideas or to structure your thinking, and to check grammar, spelling and clarity in your final draft.</p> <p>Prohibited uses: AI must NOT be used to write any part of the proposal or presentation or develop the action plan components.</p> <p>This assessment is designed to develop your ability to construct context-specific solutions and critically justify decisions, which are skills that cannot be outsourced to AI.</p> <p>Acknowledgement requirement: If AI tools are used, this should be included in an acknowledgements slide, specifying which tools were used and how. If you did not use AI, declare this on your acknowledgements slide.</p>

	Keep drafts of your work, as you may be asked to demonstrate how you developed the action plan.
Assessment submission	Online via Moodle
Assessment return	This is the final assessment and will not be returned to students.
Detailed information	<p>Students will be required to work in small groups (2-3 people). Each group will design a proposal to detail the priority actions that they would undertake as public health professionals* to address their chosen public health issue. Students will be provided with a list of issues from which they should select one (1) for both assignments 2 and 3.</p> <p>Building on your analysis of ‘what works’ and identified gaps to be addressed from assignment 2, develop a proposal to detail your recommended actions to progress solutions to this issue. The action plan must be relevant to the roles and responsibilities of professionals working in your chosen sector and for your chosen issue.</p> <p>The final proposal must include:</p> <ul style="list-style-type: none"> • identifying information on the sector/organisation (hypothetically) leading the action plan • action plan goal and objectives; • a timeframe for implementation; • responsibilities of different actors/stakeholders; • key actions and rationale, including supporting evidence; • specific activities and inputs (what, when, by whom, resources needed); • potential risks to achieving the desired outcomes and how these will be managed; • evaluation and reporting mechanisms. <p>The presentation must outline the action plan components (what do you plan to do?) and the rationale (why have you chosen to do this specifically?). All group members must present and be available to answer questions following the presentation.</p> <p>Each group is also required to engage constructively in others' proposals. This includes posing questions to other groups during the workshop (for on-campus students) or to online presentations (for distance students). Each group shall ask at least two questions to other groups during the presentation time. This engagement forms part of the assessable tasks.</p> <p>* This may include as a Public Health worker employed in a government agency/department, academia, non-government/civil society organization, private sector or other.</p>

Minimum Requirements to Pass this Subject

Minimum Student Attendance and Participation Requirements

Student attendance supports learning and achievement and is strongly encouraged in all classes.

For students enrolled in the Flexible delivery instance, as a minimum requirement of this subject, students must attend at least **80% of on-campus workshops**. Attendance will be recorded.

For students enrolled in the Distance delivery instance, as a minimum requirement of this subject, students must participate in at least **80% of online discussions** held in Weeks 1 to 8 (inclusive). Participation will be recorded. If attendance in-person or online is affected due to compassionate, compelling, or extenuating circumstances an academic consideration application should be lodged via SOLS and supporting documentation, for example a Medical Certificate, submitted as soon as practical. For further details about applying for academic consideration visit the Student Central webpage:

<http://www.uow.edu.au/student/central/academicconsideration/index.html>

Minimum Requirements to Pass this Subject

To receive a clear pass in this subject a total mark of 50% or more must be achieved.

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		
	Situational analysis of Public Health issue (40%)	Reflection (20%)	Project plan presentation (40%)
Describe and characterise a range of existing and emerging health challenges that affect whole populations or population subgroups	✓		✓
Apprise the situational context of health challenges and current policies/practices and compare this to recommended or good practices to address the issue	✓		✓
Critically review and synthesise evidence to identify knowledge gaps and suggest approaches for addressing these gaps	✓		✓
Plan for a collaborative approach to address complex health challenges	✓		✓
Integrate knowledge, skills and experience gained through the MPH course to develop an original proposal to address a health challenge			✓

Learning Outcomes	Measures - Assessment weighting		
	Situational analysis of Public Health issue (40%)	Reflection (20%)	Project plan presentation (40%)
Demonstrate reflective practice to foster ongoing improvement to self and practices		✓	

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>