NURS20161 *Contemporary Australian Healthcare*
Term 1 - 2023

Profile information current as at 09/04/2024 11:24 pm

General Information

Overview

This unit will provide you with the knowledge of the health and healthcare needs of a range of people within Australia's culturally diverse society with an emphasis on Aboriginal and Torres Strait Islander health perspectives. You will review contemporary models of health services used to provide healthcare to populations in urban, rural and remote locations. You will explore the social determinants of health by analysing health conditions and the provision of quality and culturally safe health care. The role of the government will also be analysed in terms of the provision of health care. You will use your judgement in a range of simulated scenarios across these contextual factors in order to contribute to meaningful and responsive care.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Must be enrolled in CH79 Graduate Certificate in Nursing (Re-Entry)Co-requisite: NURS20160
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2023

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Written Assessment**
Weighting: 50%
2. **Portfolio**
Weighting: 50%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE data- student

Feedback

The course was well structured and easy to follow. Simone Ohlin was always enthusiastic and full of energy in conducting our lectures, it does make difference. Excellent work!

Recommendation

Continue to review and update resources each term

Feedback from SUTE data - student

Feedback

Thankyou for the consistent feedback through the classes both at an individual level and as a group

Recommendation

Continue to provide feedback to students especially in the week leading up to assessment.

Feedback from SUTE data

Feedback

Marking feedback was not useful

Recommendation

Marking will be moderated for usefulness.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Analyse the role of government in the provision of healthcare in Australia
2. Research and assess the impact of the social determinants of health on common health conditions
3. Apply a process of cultural safety to a range of scenarios with particular consideration of Aboriginal and Torres Strait Islander peoples and people of other cultures
4. Compare and contrast nursing roles in the contemporary models of healthcare used in Australia.

Standard 1: Thinks critically and analyses nursing practice

1.2 develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice

1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures

Standard 2: Engages in therapeutic and professional relationships

2.2 communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights

2.3 recognises that people are the experts in the experience of their life

2.4 provides support and directs people to resources to optimise health-related decisions

2.5 advocates on behalf of people in a manner that respects the person's autonomy and legal capacity

Standard 6: Provides safe, appropriate and responsive quality nursing practice

6.5 practises in accordance with relevant policies, guidelines, standards, regulations and legislation

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ○ Introductory Level   ○ Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Portfolio - 50%	●			●
2 - Written Assessment - 50%		●	●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○		○
2 - Communication			○	○
3 - Cognitive, technical and creative skills		○		○
4 - Research	○	○		
5 - Self-management			○	○
6 - Ethical and Professional Responsibility			○	○
7 - Leadership				
8 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Portfolio - 50%	○		○	○				
2 - Written Assessment - 50%	○	○	○	○	○	○		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Laptop/Computer
- Microsoft Teams (both microphone and webcam capability)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Simone Ohlin Unit Coordinator
s.ohlin@cqu.edu.au

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
In this module, you will reflect on your worldview and consider how it might affect your nursing practice. You will refresh and build upon your knowledge of the social determinants of health from the perspectives of race, gender and displacement. This module will take you two weeks to complete		Please see a detailed weekly schedule in Moodle.

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
This is a continuation of week 2 and there will be an ALC class this week.		

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
This is a continuation of eBook 1.		

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
In this week we shall develop an understanding of cultural safety.		

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

There will be an ALC class this week.
Check times within the schedule.
In module 3, we will review the
Australian Health Priority Areas. You
will learn about the Sustainable
Development Goals.

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
This is a scheduled vacation week. There are no resources to access this week.		

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week five.		

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Over the next four weeks, you will review different levels and models of healthcare delivered across geographically and culturally diverse Australia. You will analyse the patient journey across these levels/models and consider how nurses could assist people to navigate the healthcare system.		**Assessment 1** Due: Week 7 Friday (28 Apr 2023) 5:00 pm AEST

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
There is no class this week. This week is a continuation of week seven.		

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
There will be a combined ALC class this week. Check times within the schedule. This week continues from week 8		

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
This week we will have a drop-in class dedicated to assignment preparation.		

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
The final two weeks of term are dedicated to your final assessment task. Please contact the ALC or the unit-coordinator (via Teams) directly for assistance.		

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Don't forget to complete the email unit evaluation at the end of the term.		

Review/Exam Week - 05 Jun 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Assessment 2 Due: Review/Exam Week Monday (5 June 2023) 5:00 pm AEST

Exam Week - 12 Jun 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Assessment Tasks

1 Assessment 1

Assessment Type
Written Assessment

Task Description
Assessment Title
Short answer written assessment.

Task Description
UNIT CODE NURS20161
Contemporary Australian Healthcare

Assessment 1 – Written Assessment
Type: Written assessment
Due date: Week 7 Friday 28th April 2023 1700hrs (AEST)
Weighting: 50%
Length: Word count 1500 +/- 10%
Unit Coordinator: Simone Ohlin

Learning Outcomes Assessed
· Research and assess the impact of the social determinants of health on common health conditions.
· Apply a process of cultural safety to a range of scenarios with consideration of Aboriginal and Torres Strait Islander peoples and people of other cultures.
Aim:The aim of this assessment is for you to explore aspects of mental health outcomes relates to social inequity, social determinants and cultural safety.
Instructions:
Use the information and support provided by the Academic Learning Centre. The Academic Learning Centre will provide sessions within the unit focused on developing academic literacy skills that are important when completing your assessments. Visit their site
[https://moodle.cqu.edu.au/course/view.php?id=62371 for workshop information and resources that are tailored to this assessment. Details about other ALC services are also on this site.
The focus of this portfolio is mental health conditions.
Portfolio Entry 1: Social inequity and mental health outcomes
This section of the portfolio can be presented as a written piece (500 words) such as an essay, a blog or a report. Complete a short introduction and conclusion.
· Assess the impact of social inequality on mental health outcomes.
In this section consider the following:
· The social determinants of health
· The rates of mental health conditions among different social and cultural groups in Australia
You should include at least 3 references for this entry. They should be no more than 5 years old. At least 1 reference should be a journal article.
A short introduction and conclusion are expected.
Portfolio Entry 2: Mental Health conditions and the Health Gap

This section of the portfolio can be presented as a written piece (500 words) such as an essay, a blog or a report.

· Explain how mental health conditions contribute to the Health Gap for Aboriginal and Torres Strait Islander peoples.

In this section consider the following:

· A general explanation of the Health Gap that then focuses on the impact of mental health conditions on the Health Gap.

· Colonisation and its contribution to the Health Gap (with a focus on mental health conditions)

· Health statistics (focus on mental health conditions)

You should include at least 3 references for this entry. They should be no more than 5 years old. At least 1 reference should be a journal article.

A short introduction and conclusion are expected.

Portfolio Entry 3: Culturally Safe Care

This section of the portfolio can be presented as a written piece (500 words) such as an essay, a blog or a report.

· Discuss cultural safety in mental health care.

In this section consider the following:

· An explanation of cultural safety in mental health care.

· A description of some of the key characteristics of culturally safe mental health care services.

· Recommendations on how mainstream health services could provide culturally safe mental health care services.

Requirements

1. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with double line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

2. Please include a cover page that has the Unit name, code and assignment title. Your name and student number and the name of the lecturer.

3. Include page numbers on each page in a footer.

4. Write in the third-person perspective.

5. Only part 3 can be written in the first person as it is reflective.

6. Use formal academic language.

7. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

8. The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. For the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

Assessment Due Date

Week 7 Friday 28th April 2023 1700hrs (AEST)

Factor in time (approx. 1 hour) to learn how to upload online assessments. There is information in "Moodle help" to assist you uploading assessments.

Return Date to Students

Assessments will be returned by Monday 19th May 2023 1700 hours. Students who have received assessment extensions or are undergoing academic integrity investigations may receive feedback later than the return date.

Assessment Due Date

Week 7 Friday (28 Apr 2023) 5:00 pm AEST

Please allow time for submission

Return Date to Students
Week 10 Friday (19 May 2023)

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
Organisation (5%)				
An engaging and well-planned assessment. The assessment material is logical, clear, concise and persuasive.	A well-planned assessment. The assessment material is logical and clear. At times it is not concise or persuasive.	Appropriately planned assessment. At times it is repetitive or lacks cohesion.	Adequately planned assessment. At times it is repetitive or lacks cohesion and does not proceed logically.	The assessment does not follow a logical sequence.
Presentation (10%)				
Written material very well presented and free from errors. The assessment is within the set word count.	There are minor errors (e.g., 1 or 2 errors in spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.	There are some errors (e.g., 3 or 4 consistent errors with spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.	There are 4 or 5 inconsistent errors (spelling, grammar and paragraph structure) OR the errors impede meaning and flow of the assessment. The assessment is within the set word count.	Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure. (> 5 errors). The word count has not been adhered to.
Informed argument (10%)				
Consistent and judicious integration of appropriate references to support and reflect all ideas, information and quotations. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature.	Consistent integration of appropriate references to support and reflect ideas, information and quotations, with 1 exception. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 2 or 3 exceptions. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature	Integrates appropriate references to support and reflect ideas, information and quotations, with 4 or 5 exceptions. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature.	Fails to or infrequent attempts (>7 errors) to integrate appropriate references to support and reflect ideas, information and quotations. Less than the minimum references have been cited.
APA referencing (5%)				
Accurate APA referencing. No errors. Minimum of 9 references used	1-2 consistent punctuation/formatting errors (that may be made multiple times). Minimum of 8 references used	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (that may be made multiple times) OR 1-2 content errors. Minimum of 7 references used	Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (that may be made multiple times) OR 3-4 content errors. Minimum of 6 references used	APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting. Less than 6 references used
Social inequality (15%)				
Thorough and analytical understanding of the connections between health outcomes and the social determinants of health, relevant to the assessment scenario (mental health conditions). Novel and well-substantiated connections are made by the student.	Thorough and mostly analytical understanding of the connections between health outcomes and the social determinants of health relevant to the scenario (mental health conditions).	An understanding of the connections between health outcomes and the social determinants of health relevant to the scenario (mental health conditions). A limited analysis is present.	Some understanding between health outcomes and the social determinants of health, possibly not relevant to the scenario (mental health conditions). No analysis is present.	Minimal/no demonstration of an understanding of the connections between health outcomes and the social determinants of health.
Health Gap (25%)				
Detailed and analytical understanding of the impacts of colonisation on the Health Gap with a focus on mental health conditions. The author makes novel and well-substantiated associations between mental health conditions and the Health Gap.	The author demonstrates a thorough and analytical understanding of the impacts of colonisation on the Health Gap. The author's analysis is correct, and they link mental health conditions to the Health Gap.	The author has attempted to explore the impacts of colonisation on the Health Gap pertinent to mental health conditions.	The author outlines or lists the impacts of colonisation on the Health Gap pertinent to mental health conditions.	Minimal/no demonstration or incorrect interpretation of the impacts of colonisation on the Health Gap. The author does not link their understanding back to mental health conditions.
Culturally Safe Nursing (30%)				

A comprehensive and critical discussion that demonstrates an extensive understanding of cultural safety. The author makes novel and well-substantiated recommendations with a focus on mental health care.

An appropriate discussion that demonstrates a good understanding of cultural safety beyond what is presented in the unit materials alone. The author's assessment and their recommendations link directly to mental health care.

An adequate discussion that demonstrates a solid understanding of cultural safety materials presented in the unit materials. The author's analysis is correct, and their recommendations link broadly to mental health care.

A mostly relevant discussion that demonstrates an adequate understanding of cultural safety materials presented in the unit materials. Recommendations are not directly related to mental health care.

Minimal to no evidence or unsubstantiated interpretation of cultural safety. The author does not link their understanding to mental health care. Recommendations are vague or absent.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Submission must be a word document.

Learning Outcomes Assessed

- Research and assess the impact of the social determinants of health on common health conditions
- Apply a process of cultural safety to a range of scenarios with particular consideration of Aboriginal and Torres Strait Islander peoples and people of other cultures

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

2 Assessment 2

Assessment Type
Portfolio

Task Description
Assessment 2: Portfolio
Task Description
Weighting: 50%
Due date: Week 13, Monday 5th June, 5pm (AEST)
Length: Word count 2000 +/- 10%
Unit Coordinator: Simone Ohlin
Aim
As nurses, we use our experiences, education, and evidence to improve the health of individuals and communities. Portfolios provide nurses with an opportunity to examine their current practice against professional standards and expectations (Andre, Heartfield, Cusack, 2017) such as the Registered nurse standards for practice (NMBA, 2018), Code of Conduct (NMBA, 2018) and Code of Ethics (ICN, 2012).
This portfolio has designed this portfolio assessment to prepare you to gain employment as a registered nurse.
Portfolio entry 1 (500 words)
Identify a nursing position and health service where you would like to gain employment after graduating from the re-entry course. You may like to use a job search website to assist you. You must provide a copy (such as a screenshot) of the position in your assessment. The position must not have been advertised before March 2023.
Use the position as the title of your portfolio entry (e.g., Emergency Nurse, Rockhampton Hospital). In 500 words, please undertake the following steps:

1. Reflect on why you wish to pursue employment in this area of nursing at this particular health service.
2. Examine how the values/mission of the health service relates to your own values and beliefs

regarding nursing care.
3. Outline how the health service is funded and accredited as well as its accreditation requirements.

Portfolio entry 2 (1000 words)

Re-entry nursing graduates have met the requirements to be an entry-level registered nurse. As such, most re-entry graduates are initially employed as graduate registered nurses. In 1000 words, please undertake the following steps:

1. Describe the role and responsibility of the nursing position and explain how the position fits within the broader health service.
2. Compare and contrast the new nursing position, with your most recent registered nursing experience. You might like to consider the scope of practice, responsibilities and seniority.
3. Identify a component of the nursing position where you feel, under the right conditions, you could excel. Explain what the component is, why you think you would excel and provide examples of how you have excelled in similar areas.
4. Identify a component of the nursing position where you feel you might struggle. Explain what the component is, why you might struggle and provide examples of what steps you would take to overcome the struggle.
5. Highlight the transferable skills you bring from your recent non-registered nursing experience to this new position (i.e. what you've been doing since you last practised as a registered nurse). Explain why these skills are an asset.
6. Justify why you are the best candidate for the nursing position.

Portfolio entry 3 (500 words)

As a re-entry nurse, you are attuned to continuing professional development (CPD). In 500 words, please attend to the following questions.

1. Explain the CPD requirements for registered nurses in Australia.
2. Identify where you see yourself as a registered nurse in 3-5 years. Explain your plan for getting there (including the CPD you will undertake). In this section, we expect you to go beyond mandatory training. The plan should be SMART (specific, measurable, achievable, relevant and time-bound).

Literature and references

In this assessment, we expect you to draw most of your literature from grey literature sources (I.e., government websites, hospital recruitment websites, and peak nursing bodies). When searching the grey literature, please consider the five elements of quality reference material: currency, authority, relevance, objectivity, and coverage.

We expect you will use between 7 and 10 contemporary references (<5 years) to support your discussion. However, you should also use original (seminal) literature (legislation, for example) where relevant.

Requirements

1. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with double line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
2. Please include a cover page that has the Unit name, code and assignment title. Your name and student number and the name of the lecturer.
3. Include page numbers on each page in a footer.
4. Write in the third-person perspective.
5. Only part 3 can be written in the first person as it is reflective.
6. Use formal academic language.
7. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
8. The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

1. You can use unit-provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

2. We recommend that you access your discipline-specific library guide: the Nursing Resource Guide.

3. For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.

4.. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Submission
Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking
If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

Learning Outcomes Assessed
2. Analyse the role of government in the provision of healthcare in Australia
3. Compare and contrast nursing roles in the contemporary models of healthcare used in Australia.

Assessment Due Date
Review/Exam Week Monday (5 June 2023) 5:00 pm AEST
Please allow adequate time for submission.

Return Date to Students
Exam Week Friday (16 June 2023)
Assessments will be returned no later than three weeks after submission.

Weighting
50%

Assessment Criteria
Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
Organisation (10%)				
An engaging and well-planned assessment. The assessment material is logical, clear, concise and persuasive. Copy of Position dated after March 2023 provided	A well-planned assessment. The assessment material is logical and clear. At times it is not concise or persuasive. Copy of Position dated after March 2023 provided	Appropriately planned assessment. It mostly proceeds logically. Copy of Position dated after March 2023 provided	Adequately planned assessment. At times it is repetitive or lacks cohesion. Copy of Position dated after March 2023 provided	The assessment does not follow a logical sequence. No copy of Position dated after March 2023 provided
Presentation (10%)				
Written material is very well-presented and free from errors. The assessment is within the set word count.	There are minor errors (in spelling, grammar and paragraph structure) that do not affect the meaning and flow of the assessment. The assessment is within the set word count	There are some errors (errors with spelling, grammar and paragraph structure) that do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count	There are errors (spelling, grammar and paragraph structure) that impede the meaning and flow of the assessment. The assessment is within the set word count	Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure which significantly reduce the readability of the document. The word count has not been adhered to.
Informed and original argument (15%)				
Consistent and judicious integration of appropriate references to support and reflect all ideas, information and quotations. Reference material is well integrated using paraphrasing. A minimum of 10 references is used. These may be from peer-reviewed journals, textbooks and grey literature.	Consistent integration of appropriate references to support and reflect ideas, information and quotations, with 1 exception. Reference material is well integrated using paraphrasing with 1 minor exception. A minimum of 10 references is used. These may be from peer-reviewed journals, textbooks and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 2 or 3 exceptions. Reference material is mostly integrated using paraphrasing with 2 or 3 minor exceptions. A minimum of 10 references is used. These may be from peer-reviewed journals, textbooks and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 4 or 5 exceptions. Reference material is sometimes well-integrated using paraphrasing with 4 or 5 minor exceptions. A minimum of 10 references is used. These may be from peer-reviewed journals, textbooks and grey literature.	Fails to or infrequent attempts (>5 errors) to integrate appropriate references to support and reflect ideas, information and quotations. Reference material is not well integrated. There is limited evidence of paraphrasing. Less than 10 references have been cited.
APA referencing (5%)				
Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent punctuation/formatting errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (may be made multiple times) OR 1-2 content errors.	Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (may be made multiple times) OR 3-4 content errors	APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting.
Knowledge (40%)				

Nuanced and well-substantiated understanding of the funding and governance of the health care service. Explanations are clear and concise	Well-substantiated understanding of the funding and governance of the health service. The explanations are clear but not concise.	Substantiated understanding of the funding and governance of the health service There is limited analysis present. The explanation is somewhat clear, but not concise.	An outline of funding and governance of the health service. The explanation may lack clarity	Minimal/no unsubstantiated understanding of funding and governance of the health service
Nuanced and well-substantiated understanding of the nursing role within the health service. Student reflects on experience as well as strengths and opportunities for growth. Explanations are clear and concise	Well-substantiated understanding of the nursing role within the health service. Student reflects on experience as well as strengths and opportunities for growth. Explanations are clear and concise	Substantiated understanding of the nursing role within the health service. Some reflection on strengths and weaknesses. Explanation is somewhat clear, but not concise.	An outline of the nursing role within the health service. Limited reflection of strengths and weaknesses. Explanation may lack clarity	Minimal/no or unsubstantiated understanding of the nursing role within the health service.

CPD plan (20%)

Correct understanding of the CPD requirements. A clear and detailed 3–5-year plan is presented. Strengths and weaknesses have been considered. The plan is SMART.	Correct understanding of the CPD requirements. A clear 3–5-year plan is presented. Strengths and weaknesses have been considered. The plan is SMART	Correct understanding of the CPD requirements. A 3–5-year plan is presented. Strengths and weaknesses have been considered. The plan is mostly SMART	Correct understanding of the CPD requirements. A 3-5-year outline is presented. Strengths or weaknesses have been considered. The plan is somewhat SMART	Incorrect understanding of CPD requirements. No plan is presented.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit as a word document

Learning Outcomes Assessed

- Analyse the role of government in the provision of healthcare in Australia
- Compare and contrast nursing roles in the contemporary models of healthcare used in Australia.

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem