COURSE OUTLINE

HLT501 Ageing in Australia

School: School of Health - Nursing

2028 | Trimester 1

Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Ageing is not a single event but an ongoing process shaped by the interplay of biological, psychological, social, environmental and systemic forces. Students will engage with contemporary theories of ageing, analyse Australian and international policy responses to population ageing, critically examine ageism and discrimination directed at older people, and evaluate evidence-based approaches to promoting health and wellbeing in later life. The course is designed for those working with older adults in health and wellbeing sectors.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – Online Self-directed study	3hrs	Week 1	12 times

1.3. Course Topics

Module 1 – Understanding Ageing: Theories, Frameworks and the Ecology of Ageing

- Ecology of ageing: the individual, home, community, system and society as interacting environments
- Social gerontological perspectives on ageing
- Biophysiological and psychosocial processes associated with ageing

Module 2 – Ageing in Context: Society, Policy and System

- Population ageing in Australia: trends and projections
- How and where older people age: ageing in place, residential care, community settings
- UN Decade of Healthy Ageing 2021–2030 and the WHO Healthy Ageing framework
- Australian aged care reform: the rights-based Aged Care Act 2024 and Aged Care Quality Standards
- Policy language and its consequences: active ageing, successful ageing, ageing in place

Module 3 – Ageism, Discrimination and the Ethics of Ageing

- Ageism: origins, manifestations and consequences across health and social systems
- Stigmatisation, discrimination and the language of ageing
- Intersectionality: gender, culture, First Nations identity and socioeconomic disadvantage in ageing
- Autonomy, dignity of risk, advocacy and supported decision making

Module 4 – Wellbeing Across Later Life

- Promoting health and wellbeing: reablement, preventive care and community-based supports
- Mental health in later life: depression, anxiety, loneliness and social isolation
- Climate change, environmental risk and healthy ageing

Module 5 – Practice, Evidence and Advocacy

- Translating evidence into interprofessional practice with older people
- Advocating for older people: professional, systemic and societal dimensions
- Future directions in gerontology and aged care in Australia

2. What level is this course?

500 Level (Advanced)

Engaging with new discipline knowledge and skills at an advanced level or deepening existing knowledge and skills within a discipline. Independent application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Nursing and Midwifery Board of Australia
1 Analyse the ecology of ageing as a framework for understanding the biological, psychological, social, environmental and systemic dimensions of later life.	Knowledgeable	1.1
2 Evaluate contemporary Australian and international policy responses to population ageing, including the Aged Care Act 2024 and the UN Decade of Healthy Ageing.	Ethical	1.1, 5
3 Critically examine ageism, discrimination and the ethical dimensions of care and practice with older people.	Ethical	1, 1.1, 1.5
4 Apply evidence-based approaches to promoting health and wellbeing across later life in diverse health and social care contexts.	Empowered	1, 1.1, 1.3, 2, 4.3
5 Communicate scholarly analysis of ageing-related issues using advanced academic writing and referencing conventions, including ethical use of sources and AI-generated content.	Ethical	1, 3.7

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1	Standard 1: Thinks critically and analyses nursing practice
1.1	The RN accesses, analyses, and uses the best available evidence, that includes research findings for safe quality practice
1.3	The RN 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
1.5	The RN uses ethical frameworks when making decisions
2	Standard 2: Engages in therapeutic and professional relationships
3.7	The RN identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people
4.3	The RN works in partnership to determine factors that affect, or potentially affect, the health and well being of people and populations to determine priorities for action and/or for referral
5	Standard 5: Develops a plan for nursing practice

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in any postgraduate program.

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

HLT500

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Early assessment and formative feedback will be provided through submission of task 1 outlining a topic area and plan for task 2 report.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
Online	1	Report	Individual	40%	1,500 words (excluding references)	Week 8	Online Assignment Submission with plagiarism check
Online	2	Oral	Individual	60%	15-20 minutes	Exam Period	Online Assignment Submission with plagiarism check

Online - Assessment Task 1: Critical Policy Analysis Report

GOAL:	The purpose of this task is to critically analyse an Australian policy response to population ageing, evaluating its effectiveness in promoting the health, wellbeing, autonomy and/or rights of older people. A brief ungraded plan (250 words) identifying your chosen policy and direction is submitted at Week 3 to support early formative feedback.
PRODUCT:	Report
FORMAT:	Using a provided report template, you will select a policy from a provided list and critique it in terms of: • alignment with evidence on ageing health and wellbeing • promotion of autonomy, dignity and the rights of older people • equity considerations including cultural safety, rural and remote access, and First Nations older Australians • gaps or tensions between policy intent and practice
CRITERIA:	

No.		Learning Outcome assessed
1	Quality and clarity of the policy critique	2
2	Depth of analysis in relation to the ecology of ageing and evidence on health and wellbeing	1 4
3	Consideration of equity, cultural safety and access	3
4	Literacy conventions including APA 7th ed. referencing, structure and grammar	5

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

Online - Assessment Task 2: Online Presentation

GOAL:	The purpose of this task is to synthesise learning across the course by developing and delivering an evidence-informed oral presentation on a significant ageing-related issue, directed at a professional or community audience.
PRODUCT:	Oral
FORMAT:	You will select a significant issue affecting older people in Australia, drawing on the ecology of ageing framework and the evidence base explored throughout the course. Your presentation will be recorded and submitted online. It will be structured as a professional briefing for health or social care leaders, advocates or community organisations. You will identify the issue, analyse its causes and consequences across the levels of the ecology framework, evaluate relevant evidence and policy responses, and propose a clear, feasible recommendation. A slide deck or equivalent visual support is required.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Critical analysis of the issue using the ecology of ageing framework — 1 3 2 Quality and integration of evidence and policy analysis — 2 4 3 Clarity, structure and professionalism of the presentation — 5 4 Feasibility and justification of the recommendation — 4
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Maree Bernoth,Denise Winkler	2022	Healthy Ageing and Aged Care	2	Oxford University Press, USA

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central