



## COURSE OUTLINE

# HLT600 Indigenous Wellbeing Foundations

**School:** School of Health - Public Health

2025 | Session 3

Online

ONLINE

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

*Please go to [usc.edu.au](http://usc.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

This course will develop your advanced knowledge for Indigenous wellbeing and skills for culturally safe health promotion professional practice. Working with Indigenous Peoples requires you to have critical self-reflective skills for cultural humility, and knowledge of decolonisation methodologies in order to engage with Indigenous ways of knowing, doing, and being. You will apply your developing knowledge of decolonisation methodologies and self-reflective skills to critique historical, political, social, and cultural determinants contributing to contemporary Indigenous wellbeing.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
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### 1.3. Course Topics

The topics for this course follow the Australian Government's Aboriginal and Torres Strait Islander Health Curriculum Framework. This includes topics under the five modules of respect, communication, safety and quality, reflection and advocacy. Topics include the following:

Pre-colonial Australia: First Nations Australians Society, Post-Colonisation: Policies past & present

Diversity of Aboriginal and Torres Strait Islander Peoples, Indigenous ways of knowing, being and doing

Cultural Humility - the role of reflexive practice, cultural self and health

Intersectionality and White privilege

Population health, social and cultural determinants of health

Strengths-based approaches, Two-way knowing

Culturally safe communication

Protocols for engaging with Indigenous communities

Partnerships, Indigenous Health Professionals, Codesign.

Leadership, Advocacy

Equity and Human Rights

Closing the Gap

## 2. What level is this course?

600 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced 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	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Competencies from multiple Professional Bodies (see below) *
1 Demonstrate cultural humility through critical self-reflexivity in relation to Indigenous Peoples' health and wellbeing.	Ethical Engaged	A.2, A.4, 1.1, 1.2, 1.4, 1.6, 2.3, 2.5, 2.6, 3.3, 3.4, 4, 4.1, 4.1, 4.2, 4.2, 4.3, 4.3, 7.3, 11, 11.1, 11.2, 11.3, 13, 13.1, 13.2, 13.3, 14, 14.1, 14.2, 14.3
2 Synthesise Indigenous knowledges and apply decolonising methodologies in an Indigenous wellbeing context.	Creative and critical thinker Ethical	B.3, A.4, A.5, 1, 1.1, 1.1, 1.2, 1.2, 1.2, 1.3, 1.4, 2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3, 3.1, 3.2, 3.3, 3.3, 3.4, 4.1, 4.3, 5, 5.1, 5.2, 5.3, 6, 6.3, 6.4, 6.6, 7, 7.1, 7.2, 7.3, 8, 10, 15, 15.1, 15.3, 16, 16.1, 16.2, 17, 17.3
3 Demonstrate advanced knowledge and advocacy skills for evidence-based practice, informed by Indigenous perspectives for health and wellbeing initiatives.	Knowledgeable	A.1, A.2, B.2, B.3, 1.1, 1.2, 1.3, 1.4, 1.7, 2.1, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.3, 3.4, 4.1, 4.1, 5.2, 5.3, 6, 6.3, 7, 7.1, 7.2, 7.3, 8, 8.1, 16, 16.1, 16.2

\* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
A.1	Health as a human right, which is central to human development
A.2	Respect for the rights, dignity, confidentiality and worth of individuals and groups
B.2	The concepts of health equity, social justice and health as a human right as the basis for health promotion action
B.3	The determinants of health and their implications for health promotion action
A.4	Addressing health inequities, social injustice, and prioritising the needs of those experiencing poverty and social marginalisation
A.5	Addressing the political, economic, social, cultural, environmental, behavioural and biological determinants of health and wellbeing
1.2	Use health promotion approaches which support empowerment, participation, partnership and equity to create environments and settings which promote health
2.1	Use advocacy strategies and techniques which reflect health promotion principles
2.3	Raise awareness of and influence public opinion on health issues
4.1	Use effective communication skills including written, verbal, nonverbal, and listening skills
4.2	Use information technology and other media to receive and disseminate health promotion information
4.3	Use culturally appropriate communication methods and techniques for specific groups and settings
6.4	Identify the determinants of health which impact on health promotion action
6.6	Use culturally and ethically appropriate assessment approaches

CODE	COMPETENCY
8.1	Use ethical, empowering, culturally appropriate and participatory processes to implement health promotion action
<b>NURSING AND MIDWIFERY BOARD OF AUSTRALIA</b>	
1.1	The midwife identifies what is important to women as the foundation for using evidence to promote informed decision-making, participation in care, and self-determination
1.2	The midwife accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality midwifery practice
1.3	The midwife uses health assessment and health education to support birth and reproductive health, and minimise the potential for complications
1.4	The midwife undertakes ongoing processes of reflection to ensure professional judgements acknowledge how personal culture impacts on practice
1.6	The midwife supports the development, implementation and evaluation of evidenced-based health initiatives and programs
1.7	The midwife identifies and promotes the role of midwifery practice and the midwifery profession in influencing better health outcomes for women
2.1	The midwife supports the choices of the woman, with respect for families and communities in relation to maternity care
2.2	The midwife partners with women to strengthen women's capabilities and confidence to care for themselves and their families
2.3	The midwife practises ethically, with respect for dignity, privacy, confidentiality, equity and justice
2.4	The midwife practises without the discrimination that may be associated with race, age, disability, sexuality, gender identity, relationship status, power relations and/or social disadvantage
2.5	The midwife practises cultural safety that is holistic, free of bias and exposes racism
2.6	The midwife practises in a way that respects that family and community underpin the health of Aboriginal and/or Torres Strait Islander Peoples
3.2	The midwife practises within relevant legal parameters and professional standards, codes and guidelines
3.3	The midwife participates in own continuing professional development to maintain the required knowledge and skill base for safe and effective practice
3.4	The midwife contributes to a culture that supports learning, teaching, knowledge transfer and critical reflection
4.1	The midwife works in partnership to determine factors that affect, or potentially affect, the health and wellbeing of women, communities and populations
7.3	The midwife uses evaluation and reflection to inform future practice and professional development
<b>ABORIGINAL AND TORRES STRAIT ISLANDER HEALTH CURRICULUM FRAMEWORK</b>	
1	Respect: History of Aboriginal and Torres Strait Islander peoples and the post-colonial experience
1.1	History of Aboriginal and Torres Strait Islander peoples and the post-colonial experience (Respect) - Describe the health of Aboriginal and Torres Strait Islander Australians pre-colonisation and identify key events since colonisation that have impacted the contemporary health of Aboriginal and Torres Strait Islander peoples (N)
1.2	History of Aboriginal and Torres Strait Islander peoples and the post-colonial experience (Respect) - Analyse the impact of historical events on Aboriginal and Torres Strait Islander health and health service access, and the implications of these events on building trust and relationships with individuals, families and communities in health practice (I)
1.3	History of Aboriginal and Torres Strait Islander peoples and the post-colonial experience (Respect) - Incorporate strategies for delivering health care that builds trust and relationships with Aboriginal and Torres Strait Islander individuals, families and communities (ETP)
2	Respect: Aboriginal and Torres Strait Islander culture, beliefs and practices
2.1	Aboriginal and Torres Strait Islander culture, beliefs and practices (Respect) - Describe Aboriginal and Torres Strait Islander culture precolonisation to the present (N)

CODE	COMPETENCY
2.2	Aboriginal and Torres Strait Islander culture, beliefs and practices (Respect) - Examine Aboriginal and Torres Strait Islander key concepts of health and wellbeing and the influence of culture, family and connection to country in health practice (I)
2.3	Aboriginal and Torres Strait Islander culture, beliefs and practices (Respect) - Design strategies to incorporate knowledge of Aboriginal and Torres Strait Islander culture and concepts of health and wellbeing into health care practice to enhance cultural safety (ETP)
3	Respect: Diversity of Aboriginal and Torres Strait Islander cultures
3.1	Diversity of Aboriginal and Torres Strait Islander cultures (Respect) - Describe the diversity of Aboriginal and Torres Strait Islander cultures and languages, and illustrate examples (N)
3.2	Diversity of Aboriginal and Torres Strait Islander cultures (Respect) - Examine key elements attributed to cultural beliefs and practices within the local context (e.g. kinship, reciprocity) (I)
3.3	Diversity of Aboriginal and Torres Strait Islander cultures (Respect) - Design strategies for delivering culturally safe health care with respect to individual, cultural and linguistic diversity (ETP)
4	Respect: Humility and Lifelong Learning
4.1	Humility and Lifelong Learning (Respect) - Articulate the concept of cultural humility as a process of lifelong learning (N)
4.2	Humility and Lifelong Learning (Respect) - Demonstrate cultural humility and explain behaviours and values required to engage in lifelong learning (I)
4.3	Humility and Lifelong Learning (Respect) - Design professional strategies that enable continued learning and development of cultural capabilities in health practice (ETP)
5	Communication: Cultural Safety in health care: terminology and definitions
5.1	Cultural Safety in health care: terminology and definitions (Communication) - Identify key terms and definitions in the context of delivering culturally safe health care to Aboriginal and Torres Strait Islander clients (N)
5.2	Cultural Safety in health care: terminology and definitions (Communication) - Analyse the strengths and limitations of key terms and definitions in the context of culturally safe health practice (I)
5.3	Cultural Safety in health care: terminology and definitions (Communication) - Propose examples for applying key terms and definitions in health practice (ETP)
6	Communication: Cultural safe communication
6.3	Cultural safe communication (Communication) - Incorporate knowledge and skills of culturally safe communication when interacting with Aboriginal and Torres Strait Islander individuals and family members (ETP)
7	Communication: Strengths-based knowledge and communication
7.1	Strengths-based knowledge and communication (Communication) - Describe the concept of strengths-based knowledge and communication and how this is used to balance problem-based perspectives of Aboriginal and Torres Strait Islander health and peoples (N)
7.2	Strengths-based knowledge and communication (Communication) - Analyse how knowledge of improvements in Aboriginal and Torres Strait Islander mortality/ morbidity can be used in strengthsbased communication (I)
7.3	Strengths-based knowledge and communication (Communication) - Formulate strategies for incorporating strengths-based communication approaches into health practice with Aboriginal and Torres Strait Islander clients (ETP)
8	Communication: Partnerships with Aboriginal and Torres Strait Islander health professionals, organisations and communities
10	Safety and Quality: Population health
11	Reflection: Self-reflexivity
11.1	Self-reflexivity (Reflection) - Examine own cultural worldview and values and describe implications for health care practice (N)
11.2	Self-reflexivity (Reflection) - Analyse the limitations of one's own perspectives and reflect upon the implications of one's own worldview for delivering culturally safe health care service to Aboriginal and Torres Strait Islander clients (I)
11.3	Self-reflexivity (Reflection) - Design practical strategies to enable ongoing self-reflexivity in a professional context (ETP)

CODE	COMPETENCY
13	Reflection: Racism and anti-racism in health practice
13.1	Racism and anti-racism in health practice (Reflection) - Identify different forms of racism and prevailing stereotypes about Aboriginal and Torres Strait Islanders in Australia and how they impact equitable health service access and health outcomes for Aboriginal and Torres Strait Islander peoples (N)
13.2	Racism and anti-racism in health practice (Reflection) - Demonstrate internal strategies to examine and monitor personal responses to cultural and social differences (I)
13.3	Racism and anti-racism in health practice (Reflection) - Generate strategies for incorporating anti-racist and affirmative action approaches in health care practice (ETP)
14	Reflection: White Privilege
14.1	White Privilege (Reflection) - Discuss the concept of White Privilege and other social privileges and how this affects health care and health outcomes for Aboriginal and Torres Strait Islander clients (N)
14.2	White Privilege (Reflection) - Examine one's own positioning in terms of White Privilege and other social privileges (I)
14.3	White Privilege (Reflection) - Debate the implications of White Privilege and other social privileges on delivering equitable health care to Aboriginal and Torres Strait Islander clients (ETP)
15	Advocacy: Equity and Human Rights in health care
15.1	Equity and Human Rights in health care (Advocacy) - Identify factors that can impact on Aboriginal and Torres Strait Islander individuals, families and communities having equal access to health services, in the context of the UN Declaration of Human Rights and Indigenous Peoples and other human rights instruments (N)
15.3	Equity and Human Rights in health care (Advocacy) - Develop strategies for redressing inequity in health care for Aboriginal and Torres Strait Islander individuals, families and communities (ETP)
16	Advocacy: Social determinants
16.1	Social determinants (Advocacy) - Discuss the concept of social determinants and the impacts on Aboriginal and Torres Strait Islander health (N)
16.2	Social determinants (Advocacy) - Determine strengths and challenges in delivering health care with respect to the social determinants of health (I)
17	Advocacy: Leadership, advocacy and effecting change
17.3	Leadership, advocacy and effecting change (Advocacy) - Advocate for equitable health care for Aboriginal and Torres Strait Islander clients (ETP)

## 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

Not applicable

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

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

Formative feedback is provided on the skills required for assessment in applied activities throughout the course.

### 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?
All	1	Portfolio	Individual	30%	800 words	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Portfolio	Individual	70%	2a) Visual representation with 750-word explanatory document, 2b) critique of advocacy campaign; 1000 words.	Refer to Format	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Cultural safety critical reflection portfolio

<b>GOAL:</b>	To apply critical reflection skills and synthesise your understanding of key concepts studied and experiences of learning to develop cultural humility as a foundation for culturally safe practice as a health professional.		
<b>PRODUCT:</b>	Portfolio		
<b>FORMAT:</b>	Critical self-reflection is an important lifelong professional skill that in this task will assist you to learn about, and practice cultural humility as a basis for culturally safe practice. In this individual assessment task, you will write 2 x 500-word critical reflection entries (weeks 3 & 5), using a structured reflection framework. Your critical reflections are a written narrative of your understanding of key concepts learnt in the course and reflection of how these new understandings will influence your culturally safe practice as health professionals working with Indigenous People. Submission in weeks 3 and 5 Additional details about the format for the structured critical self-reflection will be made available on Canvas.		
<b>CRITERIA:</b>	<b>No.</b>  1 Demonstration of critical self-reflective practice using a structured framework. 2 Demonstration of understanding and connection to future professional culturally safe practice. 3 Effective communication that uses correct spelling, grammar and referencing.		
<b>GENERIC SKILLS:</b>	Communication, Information literacy		

**All - Assessment Task 2:** Indigenous determinants of health and advocacy

<b>GOAL:</b>	To apply skills for culturally appropriate communication and social justice advocacy to engage in a written discussion regarding decolonising Indigenous Peoples' health and wellbeing and critique an advocacy campaign.	
<b>PRODUCT:</b>	Portfolio	
<b>FORMAT:</b>	<p>2a) As part of decolonising Indigenous Peoples health and wellbeing, you will individually examine an Indigenous Peoples health and wellbeing priority, using a structured Indigenous determinants framework. The health and wellbeing priority offered for examination will be provided to you by the end of week 4. You are required to submit a visual representation and 750-word explanatory document.</p> <p>Additional details about the format for the visual representation and accompanying document will be made available on Canvas.</p> <p>2b) You will draw on Indigenous perspectives and networks to critique (1000 words) a social justice advocacy campaign to address an Indigenous People's health and wellbeing topic, using an advocacy framework. You will be required to critique the media campaign plan based on a project brief provided by your Course Coordinator/tutor. The campaign will aim to create awareness and influence behaviours, attitudes and opinions to address Indigenous People's health and wellbeing.</p> <p>Additional details about the format will be made available on Canvas. Submission in weeks 6 and 8.</p>	
<b>CRITERIA:</b>	<p><b>No.</b></p> <p>1 Examination of an Indigenous Peoples' health and wellbeing priority from an Indigenous determinants perspective. <span style="float: right;">2</span></p> <p>2 Application of 'two-ways' practice model and a strengths-based approach to discuss the integrating of Indigenous perspectives and Western evidenced based practice. <span style="float: right;">1 2</span></p> <p>3 Effective use of culturally safe communication. <span style="float: right;">1 2</span></p> <p>4 Application of principles of social justice advocacy to address an equity issue related to Indigenous Peoples' health and wellbeing. <span style="float: right;">2</span></p> <p>5 Application of principles of social justice advocacy to address an equity issue related to Indigenous Peoples' health and wellbeing. <span style="float: right;">2 3</span></p>	
<b>GENERIC SKILLS:</b>	Communication, Information literacy	

**6.4. Assessment to competency mapping**

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
<b>ABORIGINAL AND TORRES STRAIT ISLANDER HEALTH CURRICULUM FRAMEWORK</b>				
			1.1	Taught, Practiced
			1.2	Taught, Practiced, Assessed
			1.3	Taught, Practiced, Assessed
			2.1	Taught
			4.1	Taught, Practiced, Assessed
			4.2	Taught, Practiced, Assessed
			4.3	Taught, Practiced, Assessed
			11.1	Taught, Practiced, Assessed
			11.2	Taught, Practiced, Assessed
			11.3	Taught, Practiced, Assessed
		Cultural safety critical reflection portfolio	12.1	Taught

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
All delivery modes	Portfolio	Indigenous determinants of health and advocacy	12.2	Taught
			12.3	Taught
	Portfolio	Indigenous determinants of health and advocacy	13.1	Taught, Practiced, Assessed
			13.2	Taught, Practiced, Assessed
			13.3	Taught, Practiced, Assessed
			14.1	Taught, Practiced, Assessed
			14.2	Taught, Practiced, Assessed
			14.3	Taught, Practiced, Assessed
			1.1	Taught, Practiced, Assessed
			1.2	Taught, Practiced, Assessed
			1.3	Taught, Practiced, Assessed
			2.1	Taught, Practiced, Assessed
			2.2	Taught, Practiced, Assessed
			2.3	Taught, Practiced, Assessed
			3.1	Taught, Practiced, Assessed
			3.2	Taught, Practiced, Assessed
			3.3	Taught, Practiced, Assessed
			5.1	Taught, Practiced, Assessed
			5.2	Taught, Practiced, Assessed
			5.3	Taught, Practiced, Assessed
			6.1	Taught, Practiced, Assessed
			6.2	Taught, Practiced, Assessed
			6.3	Taught, Practiced, Assessed
			7.1	Taught, Practiced, Assessed
			7.2	Taught, Practiced, Assessed
			7.3	Taught, Practiced, Assessed
			8.1	Taught, Practiced, Assessed
			8.2	Taught, Practiced, Assessed
			8.3	Taught, Practiced, Assessed
			9.1	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			9.2	Taught
			9.3	Taught
			10.1	Taught
			15.1	Taught, Practiced, Assessed
			15.2	Taught, Practiced, Assessed
			15.3	Taught, Practiced, Assessed
			16.1	Taught, Practiced, Assessed
			16.2	Taught, Practiced, Assessed
			16.3	Taught, Practiced, Assessed
			17.1	Taught, Practiced, Assessed
			17.2	Taught, Practiced, Assessed
			17.3	Taught, Practiced, Assessed

**2020 AUSTRALIAN ORTHOTIC AND PROSTHETIC ASSOCIATION (AOPA) ENTRY LEVEL COMPETENCY STANDARDS FOR AUSTRALIAN ORTHOTIST/PROSTHETISTS**

All delivery modes	Portfolio	Cultural safety critical reflection portfolio	1.1.1	Taught, Practiced, Assessed
		Indigenous determinants of health and advocacy	1.1.1	Taught, Practiced, Assessed

**THE COMPHP CORE COMPETENCIES FRAMEWORK FOR HEALTH PROMOTION 2011**

All delivery modes	Portfolio	Cultural safety critical reflection portfolio	A.3	Taught, Practiced, Assessed
			1.2	Taught, Practiced, Assessed
			2.1	Taught, Practiced, Assessed
			2.4	Taught, Practiced, Assessed
			4.1	Taught, Practiced, Assessed
			4.3	Taught, Practiced, Assessed
			A.1	Taught, Practiced, Assessed
			A.2	Taught, Practiced, Assessed
			A.3	Taught, Practiced, Assessed
			A.4	Taught, Practiced, Assessed
			A.5	Taught, Practiced, Assessed
			B.2	Taught, Practiced, Assessed
			B.3	Taught, Practiced, Assessed
			B.4	Taught, Practiced, Assessed
			B.5	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
<b>PHYSIOTHERAPY PRACTICE THRESHOLDS IN AUSTRALIA AND AOTEAROA NEW ZEALAND</b>				
All delivery modes	Portfolio	Cultural safety critical reflection portfolio	1.1	Taught, Practiced, Assessed
		Indigenous determinants of health and advocacy	1.1	Taught, Practiced, Assessed

## 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

There are no required/recommended resources for this course.

### 8.2. Specific requirements

N/A

## 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

### 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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

### 10.8. 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>

### 10.9. 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.

## 10.10.General Enquiries

### **In person:**

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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