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## **HAS 350: Social Determinants of Indigenous Health**

### **Subject Outline**

6 credit points

### **Subject Information**

**Autumn, 2026**, Wollongong  
On Campus

**On-Campus Delivery** This subject is delivered in-person and includes on-campus or other location-based learning activities that cannot be undertaken by students studying Online/Distance. Students unable to attend campus or any other nominated physical delivery location should not enrol in this subject

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/>

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## Teaching Staff

<b>Teaching Role</b>	Coordinator
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## Expectations of Students

UOW values are intellectual openness, excellence and dedication, empowerment and academic freedom, mutual respect and diversity, recognition and performance. We will provide a safe, equitable and orderly environment for the University community, and expect each member of our community to behave responsibly and ethically ([Student Conduct Rules](#)).

We expect that students demonstrate these values and professional behaviour, both face to face and online, making genuine efforts to complete their studies successfully, arriving on time to class, taking part constructively in class discussions and activities, demonstrating appropriate professional and ethical conduct in all communication with UOW staff and community members, and submitting assignments on time (or completing a request for Academic Consideration in advance if needed).

### Guiding Communication Principles for Students

**Moodle** Announcements will be the primary platform for communication of general information to students

- Students should ensure they regularly check the main announcements forum at the top of each subject's Moodle site. Information distributed via a Moodle Announcement MAY not be duplicated on any other forum on the Moodle site.
- Moodle Discussion forums pertinent to specific assignments will be used but will not replace or be used for overarching subject announcements.
  - Assignment discussion forums for specific assignments will be clearly labelled in the forum description to identify the purpose of the forum (e.g. 'Please ask any questions you have about Assessment Task 1 in this discussion forum') - students should check and ask any assignment questions on these forums and not through email.
  - The Moodle assignment discussion forums should always be used in the first instance when inquiring about assessment tasks.
- It is the student's responsibility to check all subject Moodle sites regularly for information and notifications.

**SOLS messages** will be used for all central communication relating to the following:

- Administrative matters relating to student enrolment
- Critical information relating to course or subject, e.g. Changes to assignments, policy updates, class cancellations or changes
- Timetable information
- Security and emergency information
- Students are encouraged to check SOLS messages daily as these messages are often of high priority

SOLS and Moodle announcements can NOT be responded to.

### Appropriate Online Behaviour

The University is committed to providing a safe, respectful, equitable and orderly environment for the University community, and expects each member of that community to behave responsibly and ethically. Students must comply with the University's [Student Conduct Rules](#) and related policies including the [IT Acceptable Use Policy](#) and [Bullying Prevention Policy](#), whether undertaking their studies face-to-face, online.

For more information on appropriate communication and etiquette in the online environment please refer to the guide [Online and Email Etiquette](#).

# Copyright

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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. Demonstrate knowledge of the health status of Aboriginal and Torres Strait Islander people in Australia.
2. Critically examine the role social determinants of health play in Aboriginal and Torres Strait Islander Health.
3. Demonstrate knowledge of and discuss government policies toward Aboriginal and Torres Strait Islander people from a historical context.
4. Critique current strategies to improve Aboriginal and Torres Strait Islander health.

### Subject Description

Why do some people and populations have better health than others? Beyond the medical clinic, what factors shape our health and wellbeing? This subject examines the health status of Aboriginal and Torres Strait Islander people from a historical perspective and through acknowledging that health is not merely the absence of disease; it spans the physical, social, emotional and mental wellbeing of individuals, communities and populations. Our world is a system of complex and interrelated factors that promote health and wellbeing, and prevent disease. The social determinants of health, including social, political, historical and cultural factors, apply to all populations. However, the social determinants need to be considered within the contexts of different population groups; distinct population groups face unique experiences and thus demand unique solutions. This subject will explore these complexities by focusing on the health and wellbeing of Aboriginal and Torres Strait Islander people.

### 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.

### 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

Students are encouraged to use the UOW Library catalogue and databases to locate additional resources including the e-readings list: <https://ereadingsprd.uow.edu.au/>

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

Students are required to attend a minimum of 80% of Seminars unless an AC has been successfully applied for or there is an access plan in place that includes attendance accommodations.

#### Lecture Times \*

*UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.*

For up-to-date information please refer to your subject's Moodle site.

Up to date timetable and delivery information is located at <http://www.uow.edu.au/student/timetables/index.html>

You can access your personal timetable by logging into SOLS and selecting 'My Timetable'

#### Lecture Program \*

Week	Commencing	Topics Covered	Readings
1	02 Mar 2026	History of First Nations Health	Season 1, Episode 6: A fair deal for a black race (52 minutes) of First Australians, available on SBS On Demand, <a href="#">Watch First Australians   Stream free on SBS On Demand.</a>

2	09 Mar 2026	Social Theory and the Social Determinants of Health	Dean HD, Williams KM, Fenton KA. (2013). From theory to action: applying social determinants of health to public health practice. <i>Public Health Rep.</i> 128(3):1-4
3	16 Mar 2026	Human Rights and Health	United Nations (Economic and Social Council). (2023). Indigenous determinants of health in the 2030 Agenda for Sustainable Development
4	23 Mar 2026	Aboriginal and Torres Strait Islander Primary Health Care Provision	Gomersall et al. 2017, 'What Indigenous Australian clients value about primary health care: a systematic review of qualitative evidence', <i>Australian and New Zealand Journal of Public Health</i> , vol.41, no.4, pp.417-423.
5	30 Mar 2026	Education	Biddle N. The Association between Health and Education in Australia: Indigenous/non-Indigenous Comparisons. <i>The Economic and Labour Relations Review.</i> 2006;17(1):107-141. doi:10.1177/103530460601700105
6	06 Apr 2026	Cultural Determinants of Health	Australia in 2030: what is our path to health for all? Summer M Finlay, Karla Canuto, Kootsy Canuto, Nadia Neal, and Raymond W Lovett (2021). Access at: <a href="https://onlinelibrary.wiley.com/doi/epdf/10.5694/mja2.51020">https://onlinelibrary.wiley.com/doi/epdf/10.5694/mja2.51020</a> Read Chapter 2 - ABORIGINAL AND TORRES STRAIT ISLANDER CONNECTION TO CULTURE: BUILDING STRONGER INDIVIDUAL AND COLLECTIVE WELLBEING.
7	13 Apr 2026	Employment	Wilson, B, Abbott, T, Quinn, S, Guenther, J, McRae-Williams, E & Cairney, S 2019, 'Empowerment is the basis for improving education and employment outcomes for Aboriginal people in remote Australia', <i>The Australian Journal of Indigenous Education</i> , vol. 48, no. 2, pp. 153–161, viewed 16 August 2023, < <a href="https://doi.org/10.1017/jie.2018.2">https://doi.org/10.1017/jie.2018.2</a> >.
	20 Apr 2026	<b>Mid-Session Recess</b>	
8	27 Apr 2026	Health Policy	National Aboriginal and Torres Strait Islander Health Plan 2021–2031: <a href="#">National Aboriginal and Torres Strait Islander Health Plan 2021–2031   Australian Government Department of Health, Disability and Ageing.</a> Kennedy, M., Bennett, J., Maidment, S., Chamberlain, C., Booth, K., McGuffog, R., Hobden, B., Whop, L. J., & Bryant, J. (2022). Interrogating the intentions for Aboriginal and Torres Strait Islander health: a narrative review of research outputs since the introduction of Closing the Gap. <i>The Medical journal of Australia</i> , 217(1), 50–57. <a href="https://doi.org/10.5694/mja2.51601">https://doi.org/10.5694/mja2.51601</a>
9	04 May 2026	Criminal Justice	Finlay et al. 2016, #JustJustice: Tackling the over-incarceration of Aboriginal and Torres Strait Islander peoples, 2nd ed. NSW, available from: <a href="https://croakey.org/justjustice-tackling-the-over-incarceration-ofaboriginal-and-torres-strait-islander-peoples/">https://croakey.org/justjustice-tackling-the-over-incarceration-ofaboriginal-and-torres-strait-islander-peoples/</a> Select and read three (3) articles from the JustJustice e-book that are written from different biographic perspectives (e.g. politician, PhD student etc.)
10	11 May 2026	Children and Young People	Ngaga-Dji Report - Koorie Youth Council. Access report here: <a href="https://www.koorieyouthcouncil.org.au/wp-content/uploads/2023/09/Ngaga-djireportAugust2018.pdf">https://www.koorieyouthcouncil.org.au/wp-content/uploads/2023/09/Ngaga-djireportAugust2018.pdf</a>
11	18 May 2026	Racism	Kairuz, C.A., Casanelia, L.M., Bennett-Brook, K. <i>et al.</i> Impact of racism and discrimination on physical and mental health among Aboriginal and Torres Strait Islander peoples living in Australia: a

			systematic scoping review. <i>BMC Public Health</i> 21, 1302 (2021). <a href="https://doi.org/10.1186/s12889-021-11363-x">https://doi.org/10.1186/s12889-021-11363-x</a> .
12	25 May 2026	Summary	No readings or lectures for this week.
	08 Jun 2026	<b>Study Recess</b>	
	13 Jun 2026	<b>Examinations</b>	
	20 Jun 2026	<b>Examinations</b>	

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

## Recording of Teaching and Learning Activities

The University of Wollongong supports the recording of UOW educational content as a supplemental study tool, to provide students with equity of access, and as a technology-enriched learning strategy to enhance the student experience.

If you make your own recording of a lecture, class, seminar, workshop or any other educational session provided as part of your course of study you can only do so with the explicit permission of the lecturer and those people who are also being recorded.

You may only use educational content recorded through the delivery of subject or course content, whether they are your own or recorded by the university, for your own educational purposes. Recordings cannot be altered, shared or published on another platform, without permission of the University, and to do so may contravene the University's Copyright Policy, Privacy Policy, Intellectual Property Policy, IT Acceptable Use Policy and Student Conduct Rules. Unauthorised sharing of recordings may also involve a breach of law under the Copyright Act 1969.

Most lectures in this subject will be recorded, when they are scheduled in venues that are equipped with lecture recording technology and made available via the subject Moodle site within 48 hours.

## Your Privacy - Recording of Teaching and Learning

In accordance with the Student Privacy & Disclosure Statement, and Lecture Recording Procedures when undertaking our normal teaching and learning activities, the University may collect your personal information. This collection may occur incidentally during the recording of lectures in equipped venues (i.e. when your identity can be ascertained by your image, voice or opinion), or via the delivery of online content therefore the University further advises students that:

- Lecture recordings are made available to students, university staff, and affiliates, securely via the Learning Platform;
- Recordings are made available only for the purpose for which they were recorded, for example, as a supplemental study tool or to support equity and access to educational resources;

If you have any concerns about the use or accuracy of your personal information collected in a lecture recording, you may approach your Subject Coordinator to discuss your particular circumstances.

The University is committed to ensuring your privacy is protected. If you have a concern about how your personal information is being used or managed, please refer to the University's Privacy Policy or consult our Privacy webpage <https://www.uow.edu.au/privacy/>

## 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.

6<sup>th</sup> edition - 2023 Nadia Neal, School of Health and Society, UOW. Update of assessment tasks and weighting.

## **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	Quiz	15%
Assessment 2	Participation	25%
Assessment 3	Presentation	30%
Assessment 4	Reflection	30%
	<b>TOTAL MARKS</b>	100%

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

### Assessment 1: Quiz - Online Quiz

<b>Marking Criteria</b>	Multiple choice questions based on content provided during Week 1-4
<b>Length</b>	Online quiz – 15 multiple-choice questions. Each student may have one attempt at the quiz. The quiz must be completed in 45 minutes once the attempt is commenced.
<b>Weighting</b>	15%
<b>Assessment Due</b>	29 Mar 2026 (Sunday in Session Week 4) Final submission time: 11:30pm
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	Online Quiz
<b>Generative AI use</b>	Generative AI cannot be used for this assessment. Misuse of gen AI in assessments includes using gen AI where it is prohibited or using it beyond the scope set out in the assessment instructions. Misuse of gen AI in assessments constitutes academic misconduct (as specified by <a href="#">University Policy</a> ) and may result in an <a href="#">academic misconduct investigation</a> with a <a href="#">range of possible consequences</a> .
<b>Assessment submission</b>	Online via Moodle
<b>Assessment return</b>	Final mark and correct answers provided during class.
<b>Detailed information</b>	The quiz will consist of 15 multiple choice questions based on content covered throughout the first four weeks of semester. <ul style="list-style-type: none"> <li>• History of First Nations Health</li> <li>• Social Theory and the Social Determinants of Health</li> <li>• Human Rights and Health</li> <li>• Aboriginal Primary Health Care</li> </ul>

### Assessment 2: Participation - Weekly Readings (critical reflection)

<b>Marking Criteria</b>	Completed Weekly Reading Analysis Content is correct Clear communication skills Critical analysis of readings
<b>Length</b>	Each weekly submission to be approximately 250 words.
<b>Weighting</b>	25%

<b>Assessment Due</b>	15 Mar 2026 (Sunday in Session Week 2) 29 Mar 2026 (Sunday in Session Week 4) 12 Apr 2026 (Sunday in Session Week 6) 03 May 2026 (Sunday in Session Week 8) Final submission time: 11:30pm
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	Written critical reflection of weekly readings.
<b>Generative AI use</b>	Gen AI can only be used to edit your work for grammar. This assessment is to ensure that you have engaged critically with the materials and therefore you are required to do the work yourself. Misuse of gen AI in assessments includes using gen AI where it is prohibited or using it beyond the scope set out in the assessment instructions. Misuse of gen AI in assessments constitutes academic misconduct (as specified by <a href="#">University Policy</a> ) and may result in an <a href="#">academic misconduct investigation</a> with a <a href="#">range of possible consequences</a> .
<b>Assessment submission</b>	Online via Moodle  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.
<b>Assessment return</b>	Feedback will be provided each week via Turnitin.
<b>Detailed information</b>	For weeks 1-8 students are required to provide a WEEKLY critical analysis (250 words) of the weekly required reading. Two weekly reflections are due every two weeks between weeks 2 and 8. For example, reflections for weeks 1 and 2 are due Sunday of week 2, reflections for weeks 3 and 4 are due Sunday of week 4. Students will be selected at random during their seminar to read out their analysis of the reading. <b>What is a critical reflection?</b> Critical reflection is the critique of the presuppositions on which beliefs have been built, and that leads to a transformation of perspective. Critical reflection is distinguished as moving beyond reflection, to not only learn about the activity but also effect change in beliefs. Through critical reflection, learners challenge their thinking about an experience, event, or project by questioning their approach, motivations, and insights analytically. For more information on critical reflection please see: <a href="#">Reflective writing - University of Wollongong – UOW</a> .  This is a hurdle assessment.

### Assessment 3: Presentation - Group Presentation

<b>Marking Criteria</b>	Written and communication skills Evidence of collaborative work Content is correct and relevant Addresses all key areas of assessment question Referencing
<b>Length</b>	Executive Summary up to 250 words. Group presentation 10 minutes and 2 minutes question/discussion time.
<b>Weighting</b>	30%
<b>Assessment Due</b>	10 May 2026 (Sunday in Session Week 9) 11 May 2026 (In your assigned tutorial in Session Week 10) Final submission time: 11:30pm

<b>Type of Collaboration</b>	Group work
<b>Style and format</b>	Presentation to be submitted via Turnitin on Sunday week 9. Students may use any format to deliver their presentation.
<b>Generative AI use</b>	Gen AI can be used to assist with generating slides and editing grammar.  Misuse of gen AI in assessments includes using gen AI where it is prohibited or using it beyond the scope set out in the assessment instructions. Misuse of gen AI in assessments constitutes academic misconduct (as specified by <a href="#">University Policy</a> ) and may result in an <a href="#">academic misconduct investigation</a> with a <a href="#">range of possible consequences</a> .
<b>Assessment submission</b>	Online via Moodle  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.
<b>Assessment return</b>	Marks and feedback will be on Moodle.
<b>Detailed information</b>	In your assigned groups, you will collectively describe and critique the effectiveness of a New South Wales Aboriginal specific program or policy that directly addresses the social determinant of health. Groups will prepare a presentation that provides: <ol style="list-style-type: none"> <li>1. Groups will prepare a presentation that: <ol style="list-style-type: none"> <li>1. Describes the topic area underpinning the program or policy using evidence from the literature.</li> <li>2. Explore the social determinants addressed by the program or policy</li> <li>3. Critiques the policy or program development and implementation from a social determinants perspective.</li> </ol> </li> </ol> <p>Extensive use of the scholarly literature (i.e. peer-reviewed journal articles) is required to investigate your topic. You may also use grey literature such as government reports and similar material, but this must be evaluated critically and not form the majority of your material. Do not use newspaper articles or press releases. Be careful of outdated policy or statistics; use the most recent. Groups must also prepare an executive summary (200-250 words). This should provide an overview of the content of the presentation. Further information on writing an executive summary is available from: <a href="#">How to Write an Executive Summary Effectively</a>.</p> <p>Groups will be required to <b>submit</b> their executive summary and PowerPoint slides on the Sunday of Week 9 Presentations will be delivered in their tutorials in Week 10.</p> <p><b><u>This is a hurdle assessment.</u></b></p>

#### Assessment 4: Reflection - Reflection

<b>Marking Criteria</b>	Communication skills Reflects on opinions, beliefs and attitudes of the content Reflects on how content knowledge will be applied to work or personal life Correct Terminology
<b>Length</b>	Video/Audio submission of students reflection on content provided during week's 9 -11.
<b>Weighting</b>	30%
<b>Assessment Due</b>	04 Jun 2026 (Thursday in Session Week 13) Final submission time: 11:30pm

<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	Video or audio of personal reflection.
<b>Generative AI use</b>	Gen AI can be used of editing grammar only. Misuse of gen AI in assessments includes using gen AI where it is prohibited or using it beyond the scope set out in the assessment instructions. Misuse of gen AI in assessments constitutes academic misconduct (as specified by <a href="#">University Policy</a> ) and may result in an <a href="#">academic misconduct investigation</a> with a <a href="#">range of possible consequences</a> .
<b>Assessment submission</b>	Online via Moodle  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.
<b>Assessment return</b>	Via Turnitin.
<b>Detailed information</b>	Students are to engage in the content provided (lecture, tutorial and readings) and submit a personal 5-minute critical reflection of two topics. The reflection must: <ul style="list-style-type: none"> <li>• Explore their attitudes and beliefs regarding content.</li> <li>• Consider how to apply the knowledge in their lives (personal or work).</li> <li>• Consider how the topic's are linked to other SDoH.</li> </ul> <p>More information about writing a critical reflection can be found here: <a href="#">Reflective writing - University of Wollongong – UOW</a>.</p>

## Additional Assessment Information

For assessments where GenAI is permitted you must provide, after the references a statement detailing where, how and why you have used it.

## Minimum Requirements to Pass this Subject

### 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			
	Online Quiz	Weekly Readings (critical reflection)	Group Presentation	Reflection
	(15%)	(25%)	(30%)	(30%)
Demonstrate knowledge of the health status of Aboriginal and Torres Strait Islander people in Australia.	✓		✓	✓
Critically examine the role social determinants of health play in Aboriginal and Torres Strait Islander Health.		✓	✓	✓
Demonstrate knowledge of and discuss government policies toward Aboriginal and Torres Strait Islander people from a historical context.	✓	✓	✓	✓
Critique current strategies to improve Aboriginal and Torres Strait Islander health.			✓	✓

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

## 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](mailto: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>