

# Project assignment 3

*by* Sandy Shamoon

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SCHOOL OF Health Science

**ASSIGNMENT COVER SHEET**

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**STUDENT DETAILS**

Student name: Sandy Shamoon Student ID number: 18792430

**UNIT AND TUTORIAL DETAILS**

Unit name: The Social Determinants of Health Unit number: PUBH7033

Tutorial group: Tutorial day and time: Friday 9-11am

Lecturer or Tutor name: Rashmi Pithavadian

**ASSIGNMENT DETAILS**

Title: Project assignment

Length: 1500 Due date: 12/06/2022 Date submitted: 12/06/2022

Home campus (where you are enrolled): Parramatta South Campus

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**The Adverse Health Outcomes of Young Refugees Living in Australia**

**The Influences of Discrimination and Health Literacy on Young Refugees Living in  
Australia**

Student's Name: Sandy Shamoon /18792430

Institution Affiliation

Postgraduate course At Western Sydney University

Master of Public Health

The social determinants of Health (PUBH7033)

Year 2022

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### **The Influences of Discrimination and Health Literacy on Young Refugees Living in Australia**

Young refugees in Australia have significant unmet health needs, as the Australian healthcare system faces challenges in delivering services to this unique population. In 2014, children and adolescents made up roughly 40 %to 45 %of the humanitarian migrants that arrived in Australia (Ziaian et al., 2016). According to Au et al. (2019), young refugees are recognised as a disadvantaged Australian population with higher infectious diseases and mental health rates. Which is enhanced by arrival factors, including low healthcare quality in their home country, challenges to accessing adequate care on arrival, prolonged detention, and trauma. Torlinska et al. (2020) further note that their home country's past conditions influence the health outcomes of young refugees in Australia, the nature of their migration journey, and healthcare access level in the host country due to financial, cultural, and legal barriers. As a result, young refugees in Australia are more likely to have health and prejudice issues. This paper aims to examine how social determinants affect the health outcomes of young refugees in Australia.

#### **The Health Status of Young Refugees in Australia**

Refugees are recognised as the most venerable populations due to their specific healthcare needs, which rise from forced exile and negative impacts of conflict with experiences of trauma, persecution, detrimental environmental factors, and disruption in accessing healthcare. Precisely, like New Zealand, Australia's humanitarian refugee intake consists of a significant proportion of young people and is arguably considered the most vulnerable subgroup (Charania et al., 2018). Young refugees' health needs include psychosocial morbidity and a high rate of preventable conditions due to inadequate access to healthcare services. Refugees' common health

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issues include undiagnosed chronic diseases, musculoskeletal symptoms, chronic pain, and nutritional deficiencies (Mishori et al., 2017). According to Szaflarski and Bauldry (2019), compared to the general immigrant populations, refugees are the exception population as they are likely to exhibit poor physical health and unique healthcare needs and problems.

Research studies indicate that refugees in Australia experience significant healthcare barriers, which affects their overall health outcomes (Torlinska et al., 2020). Accordingly, the health status of young refugees in Australia is partly dependent on the healthcare services, as it is strongly influenced by other factors such as community acceptance, family income level, housing, education, and well-being (Torlinska et al., 2020). For example, the stress associated with adapting to the new culture, poor English proficiency, experiences of discrimination and trauma, low socioeconomic status, and lack of social connections place young refugees at high risk of developing anxiety, depression, and other mental health problems (Lau et al., 2018). Consistent with this view, Chen et al. (2017) found that post-migration stressors emanating from integration services and access to health services affect the well-being of refugees in Australia and other countries. Approximately 74% of migrants and refugee groups have low health literacy compared to the overall Australian population of 59% (Garad & Waycott, 2015). Additionally, based on scientific finding which they indicate that the existing refugee resettlement policies are less effective in improving the Australian refugees' health (De Maio et al., 2014; Au et al., 2019). Most of the barriers to refugees accessing adequate healthcare include unavailability of effective healthcare, reduced ability to trust healthcare providers, and financial, cultural, and language barriers.

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## **Social Determinants and Refugees' Health Outcomes**

### **Health Literacy**

Refugee status and education level are the main risk factors for poorer health outcomes, as previous research studies indicate that refugees are explicitly vulnerable to physical deterioration once they settle in their host country (Dowling et al., 2019). According to Raymundo et al. (2020) they indicated that those with low educational levels are less likely to engage in activities that promote a healthy lifestyle and seek healthcare services among refugee populations. Low health system literacy and individual health literacy are linked to high levels of poor health status, emergency care, higher hospitalisation rates, and chronic diseases. Low health literacy impacts tasks such as understanding healthy living and comprehending medicine dosage instructions. This affects whether refugee populations seek preventative approaches such as vaccines, diagnostic tests, or screening (Raymundo et al., 2020). Additionally, most of the young refugees have modest educational levels and limited skills; as a result, they result in the service sectors characterised by low-paying wages and thus, are likely to have lower rates of homeownership, lack health insurance, and live in poverty.

Refugee experiences are characterised by low health literacy, as they navigate their host country's culture and language. The stress arising from language barriers, socio-cultural differences, and challenges in securing employment and housing may heighten trauma, resulting in individuals feeling helpless and isolated with attendant symptoms of emotional issues, low concentration, and sleep difficulties (Riggs et al., 2016). Furthermore, young refugees have had their education disrupted due to protracted periods in precarious living situations, changes in the

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family's composition, and the fragmentation of sharing health information traditionally.

Raymundo et al. (2020) note that young refugees have low rates of health service utilisation compared to other age demographics, which is influenced by factors, such as low health literacy levels, reluctant attitude in seeking healthcare assistance, and poor rapport with healthcare professionals. Factors affecting refugee health literacy include health status, employment status, income level, education, gender, and age (Raymundo et al., 2020). Raymundo et al. (2020) also indicated that the Overseas-born people make up 35 percent of the Greater Western Sydney population, hailing from more than 170 countries. Also, 8.8% (11,858) of these inhabitants are between the ages of 18 and 24. People who are first or second-generation migrants are included in this category, as well. This demographic has a variety of health problems, including a risk of developing chronic diseases like diabetes, obesity, and cardiovascular disease. Additionally, 57.3 % of this population has increased their participation in at least one risk behaviour, such as smoking or indulge drinking. These factors are compounded for refugees and immigrant populations who arrive in Australia with very minimal knowledge of the country's health care services and systems.

### Discrimination

Refugee and asylum-seeking populations are at high risk for developing low mental and physical health due to discrimination experiences in the resettlement host regions that have the potential to exacerbate negative health outcomes. However, Ziersch et al. (2020) note that minimal studies indicate that refugees experience discrimination in resettlement countries, including healthcare access, neighbourhoods, education, and housing, with likely adverse health outcomes. Nevertheless, discrimination experiences and the direct pathways between healthcare

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and discrimination remain largely underexplored for this unique population group (Au et al., 2019). Additionally, young refugees experience discrimination and racism within the educational settings, which potentially affects their ability to develop relationships with Australians. Avoidance is the key strategy utilised by refugee populations in determining where to reside and avoid specific social encounters; strong ethnic identification influences refugee populations coping mechanisms. This reflects as amplification of accelerative stress around the formation and maintenances of supportive peer relations due to discrimination, language barriers, social exclusion experiences, and lack of belonging in navigating Australian customs. However, Lau et al. (2018) note that young refugees' development and maintenance of social connections are critical to emotional and social development. Discrimination involves disadvantage, oppression, and privilege due to the combined effects of social identities that intersect within power interrelated structures. For instance, young refugees are frequently confronted with unpleasant conditions, such as discrimination and harassment based on their ethnic origin, suffering physical and sexual abuse and humiliation due to their ethnicity and identity, which makes them feel unfairly treated (Afsharian et al., 2021).

Accordingly, Ziersch et al. (2020) note that multiplex intersecting categories shape discrimination experiences, and the health impacts are multiplicative and interactional. The main stress factor affecting young refugees, mainly from racial, ethnic minority backgrounds, is discrimination and racism. Discrimination has negative impacts on health outcomes and contributes to the current disparities in healthcare (Szaflarski & Bauldry, 2019). Discrimination at the societal level exists through residential area segregation and unequal treatment of individuals accessing healthcare, education, employment, and social services due to their racial and ethnic background.



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### The interaction between the health literacy and discrimination for young refugees living in Australia

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Many young refugees living in Australia suffer from a lack of knowledge regarding health literacy and lack of information about the health system in Australia. One of the significant issues young refugees in Australia encounter includes several barriers to mental health care, involving a shortage of cultural knowledge of mental health and a low value placed on it, distrust of authority, and obstacles in navigating complicated health systems. Young refugees are more likely to suffer mental health problems, including trauma, depression, and post-traumatic stress disorder, due to their environment (Saber et al., 2021). A study involved collecting data from 115 services in Melbourne Australia, including schools, mental health services, agencies, community support organisations, the state government health department, and the lead agency assisting refugee settlement and health services. The estimation of young refugees with post-traumatic stress disorder (PTSD) was 94%, depression 47% and anxiety symptoms 95%. Due to young refugees' lack of knowledge about mental health services and other factors like non trusting the system and the stigma associated with psychological problems and seeking help (Colucci et al., 2015). Another social determinant that impacts young refugees' life in Australia involves discrimination. Discrimination contributes to lower self-esteem, lack of life satisfaction, and intense well-being. All these factors increase the stress and the anxiety of young refugees living in Australia, which leads to negative physical, and psychological health (Fozdar & Torezani, 2008). As a result, the relationship between many social determinants of health and health outcome is complex.

## Conclusion

Refugees experience a range of complexities concerning health literacy, culture, and language compared to Australian-born populations, and this unfamiliarity hinders refugees' engagement with healthcare systems and services. Lack of belonging and social exclusion are risk factors for young refugees' poor well-being; therefore, promoting social networks can enhance this population's social and emotional adjustment in Australia. Thus, the refugee population requires dedicated attention due to their vulnerability, often influenced by cultural factors. Moreover, improving health literacy among young refugees in Australia should go beyond health information access and focus on ensuring the refugee population has the resource, support, and confidence to manage their health.

### Assessment 2- Addressing Health inequalities for young refugees in Australia

Adjusting to a new country, language, and culture for emigrated refugees would lead to several concerns, for instance, lack of information in health literacy. Young refugees living in Australia have little health literacy knowledge and limited access to services and necessities (Riggs et al., 2016). Another additional issue young refugees living in Australia face is racism. Racism which another barrier that young refugees experience, particularly in the school setting, and this may have hampered their ability to form relationships with Australians. Racism could be by physical assault, verbal abuse, and denial of services are also recorded in other studies. Racism can prevent a refugee's or migrant's integration, growth, and functionality, causing misery, loneliness, and a sense of disconnection (Hutchinson & Dorsett, 2012). Thus, demanding policies are required to be applied to diminish these obstacles.

### Policy options and implications

The <sup>12</sup>refugee council of Australia (RCOA), a national organisation, is responsible for assisting refugees and consulting with them. <sup>4</sup>According to the (RCOA), they indicated that the Refugee Convention should be included as one of the human rights commitments. In 2011, the Australian government committed to the development and implementation of a national anti-racism strategy. In 2012, the Strategy was launched. It was extended for an additional three years <sup>11</sup>in 2015. The aim of this strategy was to focus on public awareness, educational resources, and youth participation and is supported by research, consultation, and evaluation (National Anti-Racism Strategy and Racism, It Stops with Me Campaign | Australian Human Rights Commission, 2015). <sup>18</sup>On the other hand, the (RCOA) also recommended that the Refugee Convention should be included as one of the international law documents that inform the Framework. The RCOA suggests that statistics regarding racial discrimination must consist of information on the victim's visa type, spoken language(s), a requirement for an interpretation, and <sup>20</sup>year of residence in Australia. Moreover, according to the RCOA, the current legislation should safeguard non-citizens, including permanent residents, students, and temporary security, from racial discrimination (RCOA, 2022). Another crucial fact is supporting and informing refugees about their rights by providing clear supportive information and a supportive environment for refugees at the workplace. Employers must create a healthy and supportive environment for each refugee joining the workplace (Cain et al., 2021).

Regarding health literacy problems providing supporting programmes to help individuals suffering from mental health issues and health, literacy is very significant. For instance, In Australia, the Mental Health First Aid (MHFA) training programme aims to improve mental

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disease detection. Decreasing stigma and encouraging proper assistance seeking self-care with the help of others in the community (Uribe Guajardo et al., 2018). Moreover, according to Morony et al. (2017), they indicated there was a health literacy intervention embedded in an adult education course that yields positive results for students and teachers. This programme was designed to be appropriate for adult basic education (ABE) classes, and each unit included additional material geared towards English as a second language (ESL) student. The programme covered health knowledge and skills, such as reading health information (such as a medicine or food label) and communicating with health professionals (e.g. asking questions, talking to your doctor). Thus, providing programmes and policies to support young refugees in Australia will contribute to supporting and reducing the issues suffered by the young refugees.

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#### **Action and recommendation:**

There are some significant points that are required to reduce the health literacy obstacles along with the racism. The health-care system must encourage practitioners to develop new approaches to dealing with low health literacy. People from refugee backgrounds suffer several concerns regarding health literacy and health services. Thus, Health services must build stronger local service partnerships that extend access to current community and local resources to enable physicians to work with diverse communities. Another significant recommendation is clear explanations of the role of the medical care provider, the purpose of the medical appointments, and a clarification of the prescribed treatment regimens (Riggs et al., 2016). Thus, everyone should cooperate to reduce the health literacy issue and racism.

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### How these recommendations will address the concerns faced by young refugees

Guiding and engaging all the young refugees to join the right organisations and programmes is essential to help them understand the importance of health literacy.

Systematic access, training, and practice must provide the highest potential and professional interpreting standards. Providing people with the freedom to communicate in their language promotes the development of trust, respect, rapport, cultural safety, and relationship-centered care. Providing professional interpreters is significant in reducing conflict and making communication easier between the doctor and the patient. The bicultural employees serve as a connection between healthcare professionals and their patients to bridge the social gap (Riggs et al., 2016). broader anti-discrimination policies and programme should include examples of people from refugee and asylum seeker backgrounds and highlight the impact of overlapping types of discrimination and the possible cumulative effects (Ziersch et al., 2020).






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**Assignment 3 - project outline to stop the discrimination against young refugees in Australia along with supporting access to health literacy for young refugees residing and establishing their lives in Australia.**

***Project Goal:***

This project aims to set three essential goals that contribute to preventing discrimination against young refugees living in Australia. Also, it seeks to establish supporting programmes that assist young refugees with their health literacy.  2

1. Establishing an awareness of the state and acknowledging the risk factors of discrimination against young refugees living in Australia via creating a vital educational programme within one year to teach every Australian student how to treat and communicate with young refugees.
2. Creating free virtual and face to face workshops to educate young refugees living in Australia on how to deal with racism and discrimination. Those workshops must be completed by schools, TAFE, Navitas and universities.  3
3. Making sure that the young refugees living in Australia are capable and have a complete understanding of health literacy, via providing robust educational programmes, like free workshops, entertainment events, and virtual meetings to assist them in understanding and engaging in these programmes. It is also essential to make sure that they understand all the health services provided for them and how they can apply or use these services via creating an app that will assist them to overcome their health literacy issues. Services like mental health services and how to take care of themselves when suffering from chronic diseases like diabetes.  4

# **1** **Alignment with global goals and government priorities**

this project aligns with the five sustainable development goals created by The United Nations Development Programme (Take Action for the Sustainable Development Goals, 2020) as seen in Table 1.

Sustainable Development Goal	Alignment to Proposed Project	Government Priorities
<b>Goal No 3: Good health and wellbeing</b>	Young people from refugee backgrounds face several challenges in their lives upon arriving in Australia. Thus, ensuring good lifestyles and fostering well-being is crucial to the development of prosperous societies. Also, their mental health and well-being are the main priority. Moreover, educating young refugees about their mental health and well-being is essential. As it will help them cope with the community and make them more comfortable adapting to their new environment (Take Action for the Sustainable Development Goals, 2020).	The Australian government support mental health services explicitly for people with refugees backgrounds via establishing The Mental Health Community Living Supports for Refugees (MH-CLSR) which is a community-based programme located in seven Local Health Districts (LHDs) that assists refugees and asylum seekers with mental health issues to live and participate in the community as they wish (NSW Health, 2022). Thus, this indicates that the Australian government priorities the health and wellbeing of all refugees living in Australia.
<b>Goal No 4: Quality education</b>	Young refugees also suffer another significant issue which involves the language, which might impact their understanding and reflect poorly on their health. Thus, ensuring that all youth and a considerable proportion of adults, both male, and female, have the literacy and numeracy knowledge depending on their age and level of education. Quality of education is essential to this group as it will contribute to assisting them in seeking help regarding their health as well as it will help them with health literacy (Take Action for the Sustainable Development Goals, 2020).	The Australian federal government provides several services for people from refugee backgrounds to support their health and education. As well as there are also several NSW state government subsidised organisation that delivers support for people from refugee background such as the NSW department of education, which allow students to enroll in schools, TAFE, and universities depending on their level of education, and their English language level (NSW Education, 2022). This is a great step in improving young refugees' health literacy and well-being.

<b>Goal No 8: Decent Work and economic growth</b>	One of the main issues that impact young refugees' health and well-being is the lack of employment. Therefore, offering opportunities to everyone to work is an essential step, particularly for young refugee groups, by engaging them in workshop training, basic services, and volunteering. moreover, employment will allow them to cope and engage with other people with diverse backgrounds, which will lead to increasing their confidence, being more stable financially, and improving their well-being (Take Action for the Sustainable Development Goals, 2020).	Starting a new life in a new country is very challenging. Thus, the Australian government priorities young refugee, and they understand that this group of people require extra help and support. As a result, they provide various training programmes and services to help young refugees, for example, the government provided the youth transition support services (YTS) to support young refugees with workplace readiness, provide access to employment opportunities, and generate robust social connections through education and sports engagement (Department of Home Affairs Australian Government, 2019).
<b>Goal No 10: The reduction of inequalities</b>	Ensure fairness of opportunity and decrease outcome differences, eliminating discriminatory laws, policies, and practices and advocating legislation, policies, and action in this regard. Every young refugee living in Australia deserves to live an equal life to others. Also, everyone living in Australia must understand the importance of accepting others, even if they are from different religions, races, or ethnicity. As young refugees, they seek a safe haven in Australia to overcome their life difficulties. The community and authorities must stop any prejudice or violent behaviour (Take Action for the Sustainable Development Goals, 2020).	One of the ways that the Australian government supports refugees is by providing equal education to all and financially supporting refugees through loans (HECS or VET FEE-HELP) to give all young refugees an equal chance to complete their education. Another important point is supporting all young refugees by providing them with Medicare and health care cards (Medicare Services Australia, 2022). Also, Centrelink payments are available for almost all young groups of refugees living in Australia. These three significant points: financial, medical, and educational support, have a substantial role in improving refugees' health and well-being as they break the inequality gap for young refugees by making them feel accepted and believing they are equal to all Australian society.
<b>Goal No 16: Standing up for human rights and Justice</b>	Offering legal identity for all people living in Australia and involving birth registration is one of the main goals of reducing discrimination in Australia. Ensure adequate accessibility and preserve	Australia had already agreed to confirm that persons who encounter the UN description of a refugee are not returned to a country where their life or liberty would be at risk (Asylum Seekers and Refugees   Australian



	fundamental rights under national and international law; another essential goal that aligns with the young refugees living in Australia, as that it is important for every young refugee to understand their rights in this country, mainly the health-related information (Take Action for the Sustainable Development Goals, 2020).	Human Rights Commission, 2022). In addition, the Commission has created human rights resources for new arrivals to Australia and for young people enrolled in community language schools (Asylum Seekers and Refugees   Australian Human Rights Commission, 2022). This is considered one of the Australian government's priorities in reducing the level of discrimination and racism.
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# 1 Tasks to implement recommendation

To implement the project goals, the following tasks must be enacted by a diverse range of stakeholders from within and outside the young refugee communities. Furthermore, in this project, two main departments are required to be involved: the NSW Department of Education and the NSW department of health. So, the collaboration of both departments and the young refugee community working together will achieve excellent results in reducing the issues of discrimination and health literacy.

**Table 2: represents the details of each task and who is responsible to complete each task:**

Task Description	Education, health, and community stakeholders
Task 1: free workshops and programmes for the communities to teach about how discrimination is impacting young refugees	The department of education is responsible to deliver these workshops and programmes via libraries, and social media platforms.
Task 2: This task requires everyone's collaboration, and meeting to plan the days of the meeting and what should be done. it is also under the department of education's responsibility	Principals, teachers, and student
Task 3: The department of education must ensure to give training for all the staff working in these establishments to be able	counsellors at schools, TAFE, or universities

to communicate with young refugees correctly	
Task 4: The department of health's responsibility in encouraging psychologists to speak and help young refugees via advertising at schools, TAFE, and universities about the importance of mental health and wellbeing.	psychologist
Task 5: clear explanations of the role of the medical care provider, the purpose of the medical appointments, and a clarification of the prescribed treatment regimens	General Practitioners (GP) The department of health
Task 6: NSW government support is required for these interpreters to help with assisting and making sure that young refugees understand every task required	skilled interpreters to deal with young refugees
Task 7: speech pathologist to deal with refugees suffering difficulty with speaking disability	Speech pathologist department of health
Task 8: Delivering once a monthly lecture about the importance of accepting others, and explain about the impact of discrimination on young refugees	universities departments which are part of the department of education
Task 9: Linguistic Disability programmes for disabled refugees to assist with their needs	department of health and health care participants involved in this programme
Task 10: the communications with all these organisations are required to support young refugees with their health and mental needs.	meant health organisations, department of health, government, or non-government organisations

***The planning of this project:***

It is essential to arrange a meeting or an invention for all the stakeholders listed above, this is a big project, and the total number of people involved in this project is 40. As this project involves the participation of 20 people from the establishment belonging to the department of health (GP, Psychologist, speech pathologist, and counsellor) will name them and another 20 people from the department of education which include (university lectures, and schools principals, teachers

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TAFE and Navitas). All the professional participants are from western Sydney suburbs and southwestern Sydney suburbs. As these two areas in Sydney contain the highest population of young refugees.

***The development stage:***

The 20 participants from the educational department school, TAFE, and universities must create workshops, and fun activities like (games, and playing cards) to engage everyone including young refugee and non-refugee backgrounds and the main aim of these activities must be educating and teaching the importance of accepting every individual regarding what their background is, ethnicity, religion, and the country of origin.

While the other 20 people from the department of health must all contribute to creating a multilingual app to help the young refugees with their health literacy.

***Pilot testing of the project***

The project pilot is essential in this project to follow up with both groups. This project requires nominating an experienced person not involved in any of these groups. To evaluate and measure the risks equally and fairly as the project pilot duty is essential to creating a mini project to train all the participants involved in this project and also to be able to communicate and appropriately help all young refugees. The project pilot duty will also include evaluating the big task and minimising the risks of this project.

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#### ***-Project implementation***

The project should be completed in one year because the members have different qualifications and different experiences. Therefore, one year is required to prepare and train every participant in both groups to achieve successful results for this project.

#### ***-Monitoring:***

Nominate two people from both groups of participants. One must be from the NSW department of health, and the other one must be from the NSW department of education to monitor the processing of both groups. For example, to evaluate the work of both groups, they should also discuss the meeting arrangements, the day of the meeting, and the time of meetings, and schedule the deadlines. Both nominated people must examine the project's process with the pilot. The evaluations must be based on the opinions of every participant. Finally, the dissemination must include sharing the events via social media platforms. During teaching periods, the teacher and university lecturers must discuss the project and ask every student to participate. Also, posters at schools and universities and small booklets at medical centers contain all the information about the project.

#### ***Project deliverable:***

The project will deliver crucial outcomes for young refugees, it will help them in several ways, these ways include:

1. A clear understanding of how to deal with discrimination and the consequences of those who discriminate against others will contribute to rebuilding young refugees' confidence,

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achieving their goals, to overcome the obstacles that they already suffered in their home countries. It will also prepare them to be good citizens in serving this country.

2. A clear understanding of health literacy will decrease, and the number of diseases will also qualify young refugees to take care of themselves physically and mentally.
3. A clear understanding of the importance of health literacy, will impact young refugees by decreasing stigma and encouraging proper assistance in seeking self-care with the help of others in the community
4. This project will also reduce the level of discrimination in schools, universities, TAFE, medical centers, etc, as it will teach every individual about the impacts of racism and discrimination on others.
5. It will reduce the level of injustice and inequality against the young refugee groups because when educating and informing others about bullying and hurting others will contribute to building a strong educated community that will learn to cope and accept everyone.
6. This project will contribute to reducing the number of young refugee population suffering from racism, and who have health literacy confusion issues. Consequently, will benefit the Australian government as the number of diseases, violence, suicide, and crimes will decrease. Another significant point paying for other services such as interpreting that cost the Australian government an enormous amount of money. The interrupting services can be used by another group of refugees, for instance, elderly people instead of young people.
7. This project will encourage the Australian government to urge other departments and organisations to use similar methods to lower the level of racism in the country.



**Table 3: Represents the Risk Management Plan:**

Risk	Risk Level	Consequences	Design features to reduce likelihood of occurrence	Contingencies to reduce the impact (if it occurs)	Responsibility
Accidents during performing some physical activities	Medium	Parents may remove their kids from the programme, or the child may no longer have an interest in participating in other activities	Assess how confident and experienced they are with certain exercises/activities to identify what they are able of doing	Encouraging group work, rather than individual or two students working with each other. Also involving all the refugee students to work with other students will break the shyness gap and will enable them to create a healthy friendship	Teachers, young kids, and lecturers at universities who are participating in this programme and responsible for running this programme
Not every young refugee is confident to participate in this programme	High	Some parents might not allow their kids to participate and share their experiences due to cultural stigma beliefs	Make sure that each young refugee student participating in this programme is understanding its purpose of it. Also, making them feel comfortable, and involving them in these activities	Explaining to those students who refuse to participate the importance of this programme and how their participation will contribute to reducing the risk of discrimination	School Counsellor, psychologists, qualified teachers, and university lecturers responsible for running this programme
Monitoring all the students while participating in this programme to avoid any sort of bullying	High	Some students might not feel satisfied working or play with students from refugee backgrounds, especially the teenagers	Make sure to monitor the behaviour of other student and their reaction and the way of communicating when dealing with a refugee student	Explain to them the importance of accepting others, and explain to them the impact of discrimination on others via sharing stories and showing how their refugees' colleagues feel	Teachers, school principals, and school counsellors
Consent and confidentiality	High	Some young refugees might not feel comfortable sharing their health information on apps or online programmes	Make sure that they understand how these apps work. Also, inform them that these apps were created to help them	Make sure that these apps are secured and are used for the health services only and cannot be accessed by anyone except	General practitioners (GP), psychologists, speech pathologists, and other

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			understand and build up their health literacy knowledge.	the health care professionals.	healthcare professionals
Not every young refugee can afford to purchase a device (mobile phone, Laptop, or iPad)	High	Some young refugees have difficult financial concerns and might not have the capability to purchase devices and use these apps that will help with their health literacy	Make sure that they can access these apps when having a medical appointment by providing some iPad devices at the medical centers that they can use when having a doctor's appointment	Explain that these iPads are used for medical purposes only for patients with special needs and, explain that these apps are created to help every patient	General practitioners (GP), psychologists, speech pathologists, and other healthcare professionals
Some medical professionals are not very good at using technology	Medium	Some health care professionals are not very good with technology. Thus, they might not be satisfied with using these apps, as dealing with technology sometimes need time and they might be in hurry and do not have the time to explain to the patient how to use the app or the device.	Explaining the importance of this App to every health care professional by informing them that this app will assist in diagnosing their patients accurately and also will help them avoid any misunderstanding during their medical appointment	Creating training programmes for all health care professionals. Also making sure they are informed about the new medical apps. As well as explain the purpose behind creating these apps	Chief technology officer and team

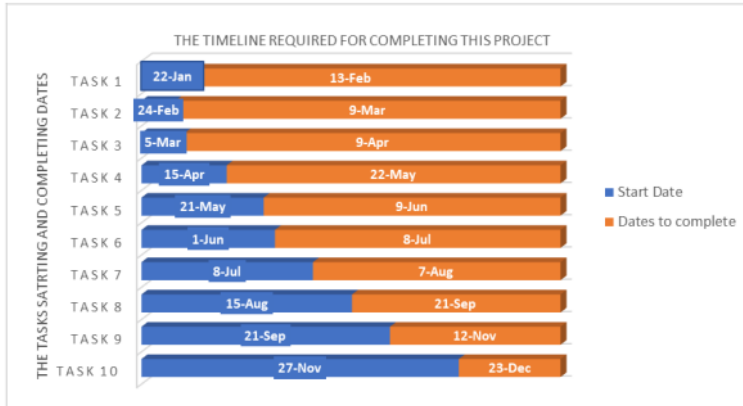


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**Table 4:** contains a chart that represents the timeline including the starting and the ending date of each task per year:

9

The details of each task and is responsible to complete each task are listed in table No 2 above:



**-Budget:** The government must provide \$1980000 for this year to cover all the expenses required for this project and be able to complete this project and all

**Table 5: The Budget for the whole year:**

10

Budget	Need	Jan	Feb	Mar	Month	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Education al Teams. The payment will be divided each month on the 20 members of this team	Salary payment plus traveling payment	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000
Health care teams. The payment will be divided each month on the 20 members of this team	Salary payments including travelling payment	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000	\$25.000
Five interpreters who	Salary payments including	\$15.000	\$15.000	\$15.000	\$15.000	\$15.000	\$15.000	\$15.000	\$15.000	\$15.000	\$15.000	\$15.000	\$15.000	\$15.000



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speaks the most common languages in the specified area	travelling payment												
IT designers and teams	3 web designers are required to create the app	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Webpage domain	Cyber security plus a reliable webpage to maintain the processing of this project	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Equipment	iPad, apps, playing cards, posters, papers, printing machines	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Total		\$165,000	\$165,000	\$165,000	\$165,000	\$165,000	\$165,000	\$165,000	\$165,000	\$165,000	\$165,000	\$165,000	\$165,000

The total cost of the whole project is one million, nine hundred eighty thousand **\$1,980,000** per year

## 1 Evaluation

To ensure that the project fulfills its intended goals, evaluation will be conducted throughout. This will include:

1. Setting interviews with young refugees asking them about the processing of the discriminations programme that is running in their (school, TAFE, and university) and what must be improved. Because what will make this project successful is the participation of all young refugees and non-refugee students.
2. The evaluation must be completed by the student via giving feedback. This feedback is returned to the schools, TAFE, universities, or all the educational establishments mentioned

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in this project. Moreover, that feedback can be completed online or face to face via providing printing papers to a student to evaluate and write down if the project requires extra improvements.

3. Asking young refugees to give other feedback about the health literacy apps and asking them if they require other improvements. Also, make sure to ask how this app helped them improve their health literacy problems
4. Asking the health care providers to give their feedback as well about the way this project is running and more importantly to write down which area requires extra improvements. Also, make sure that the budget is suitable for this project.
5. Make sure that every young refugee living in NSW knows about this project via advertising on every social media platform (Facebook, Instagram, TikTok, Snapchat). Also using posters and printing papers and sharing them at all the educational and health establishments.
6. This project will benefit everyone, such as educational institutions, health institutions, and the public; it will contribute to decreasing the level of discrimination and increasing the health literacy of everyone.

#### Academic Honesty and Integrity

This report has vindicated all the Western Sydney University Academic Honesty and policy by using a correct APA 7th edition referencing style and following all the recommendations given by Western Sydney University academics for the social determinates of health subject. Writing this report also contributed to a comprehensive understanding of the literature review via deep learning and explanations of the background information related to this topic. Moreover, several online research were used in writing this report, which included using detailed thoughts, arguments, and indications through thoroughly reading several academic

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journals and recent articles as indicated in the <sup>1</sup>intex citation of each paragraph. I collected the information by evaluating the literature, journals, and report published by diverse authors and organisations associated to the specific population group. The ideas, information from various sources is then presented in my own language. Thus, throughout writing this report, I ensured that this assignment was accomplished individually. This literature review paper was completed by utilizing recent academic articles and reliable resources such as Pubmed, Google scholar, CINAHL, government organisations and Western Sydney university library and 'study smart' to explain the two significant social determinants that young Australian refugees suffer. This literature review paper was completed by utilizing recent academic articles and reliable resources such as Pubmed, Google scholar, CINAHL, government organisations and Western Sydney university library and 'study smart' to explain the two significant social determinants that young Australian refugees suffer. For the last part of this assignment which was the project assignment 3 I watched and listened to every pint and instructions given by Professor Amit Arora, and the instruction given by our lecturer Ms Rashmi Pithavadian. I also used the recommended websites such as the Australian's long term nation health plan along with NSW government health priorities, along with some article founded in UWS e resource library database to establish convenient and strong points to support my project. For the last part of this assignment which was the project assignment 3 I watched and listened to every pint and instructions given by Professor Amit Arora, and the instruction given by our lecturer Ms Rashmi Pithavadian. I also used the recommended websites such as the Australian's long term nation health plan along with NSW government health priorities, along with some article founded in UWS e resource library database to establish convenient and strong points to support my project.

Commented [S56]: Adding where I got the information for this assignment.

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Commented [S57]: I added another paragraph here to show where I got the information from. I also followed all the instructions given by my Lecturer.

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# Project assignment 3

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## GRADEMARK REPORT

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### FINAL GRADE

32/40

### GENERAL COMMENTS

#### Instructor

Dear Sandy,

Well done on the assignment.

Some sections were really good, and some could be improved.

Please refer to the comments in each section.

It has been wonderful to have you in the Social Determinants of Health subject.

Best wishes for your course.

Regards,

Kritika



**Missing ","** You may need to place a comma after this word.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Missing ","** You may need to place a comma after this word.



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**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Missing ","** You may need to place a comma after this word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Wrong Form** You may have used the wrong form of this word.



**Article Error** You may need to use an article before this word.



**Missing ","** You may need to place a comma after this word.



**Article Error** You may need to remove this article.



**Possessive** You may need to use an apostrophe to show possession.



**Article Error** You may need to use an article before this word.

PAGE 9

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**Missing ","** You may need to place a comma after this word.



**Missing ","** You may need to place a comma after this word.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to use an article before this word.



**Possessive** This word may be a plural noun and may not need an apostrophe.

PAGE 10

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**Article Error** You may need to remove this article.



**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



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**Article Error** You may need to use an article before this word.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to remove this article.



**Article Error** You may need to remove this article.





**Prep.** You may be using the wrong preposition.



**Article Error** You may need to remove this article.



**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



**Article Error** You may need to remove this article.



**Article Error** You may need to remove this article.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Article Error** You may need to remove this article.



**Sentence Cap.** Remember to capitalize the first word of each sentence.



### Comment 1

Well done with the revisions.



**Article Error** You may need to remove this article.



### Comment 2

You need to use SMART goals: "SMART" acronym stands for "specific," "measurable," "attainable," "relevant," and "time-bound."



### Comment 3

Is this time bound?



### Comment 4

The description of the goals is not necessary as this will be presented in tasks.



**Article Error** You may need to remove this article.



**Proofread** This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.



**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word. Consider using the article **the**.

PAGE 15

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**Verb** This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



**Article Error** You may need to use an article before this word.



**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

PAGE 16

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**Article Error** You may need to use an article before this word.



**Comment 5**

Great work



**Article Error** You may need to use an article before this word.



**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word.

PAGE 17

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**Article Error** You may need to remove this article.



**Proofread** This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.



**Missing ","** You may need to place a comma after this word.



**Comment 6**

Good work



**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Missing ","** You may need to place a comma after this word.



**Proofread** This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.

PAGE 18

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**Article Error** You may need to remove this article.

PAGE 19

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**Article Error** You may need to remove this article.



**Article Error** You may need to remove this article.



**Run-on** This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.

PAGE 20

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**Article Error** You may need to remove this article.



**Article Error** You may need to remove this article.



**Comment 7**

Good work.

You also need to explain what overall impact your project will have.

PAGE 21

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**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Missing ","** You may need to place a comma after this word.



**Missing ","** You may need to place a comma after this word.



**Missing ","** You may need to place a comma after this word.



**Prep.** You may be using the wrong preposition.



**Article Error** You may need to remove this article.



**Article Error** You may need to remove this article.

PAGE 22

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**Article Error** You may need to remove this article.



**Sentence Cap.** Remember to capitalize the first word of each sentence.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to use an article before this word. Consider using the article **a**.



### Comment 8

Great work

PAGE 23

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### Comment 9

This could have been presented in a Gantt chart.

The chart is unclear on how the project will progress.

Is the timeline feasible?



### Comment 10

Quarterly budget would have been adequate. Good effort.



**Dup.** You have typed two **articles** in a row. You may need to delete one of them.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word. Consider using the article **a**.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

PAGE 24

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**Possessive** You may need to use an apostrophe to show possession.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Possessive** You may need to use an apostrophe to show possession.



### Comment 11

How will you do this, you need to provide methodology in brief.



**Possessive** You may need to use an apostrophe to show possession.



**Wrong Form** You may have used the wrong form of this word.

PAGE 25

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**Prep.** You may be using the wrong preposition.



**Article Error** You may need to remove this article.



**Missing ","** You may need to place a comma after this word.



**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

PAGE 26

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**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Prep.** You may be using the wrong preposition.



**Article Error** You may need to remove this article.



**Run-on** This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.



**Article Error** You may need to use an article before this word.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Article Error** You may need to use an article before this word.



**Wrong Form** You may have used the wrong form of this word.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Article Error** You may need to use an article before this word.

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## CRITERION 1

1.50 / 2.5

Class and Peer Participation (Weeks 10,11,12,13,14) /2.5

FAIL (0)	Student is disruptive, disrespectful or rude. Easily distracted. AND Limited focus on the task. Comments are generally not scholarly or relevant to the discussion.
FAIL (0.50)	Student is disruptive, disrespectful or rude. Easily distracted. AND Limited focus on the task. Comments are generally not scholarly or relevant to the discussion.
FAIL (1)	Student is disruptive, disrespectful or rude. Easily distracted. AND Limited focus on the task. Comments are generally not scholarly or relevant to the discussion.
FAIL (1)	Student is disruptive, disrespectful or rude. Easily distracted. AND Limited focus on the task. Comments are generally not scholarly or relevant to the discussion.
PASS (1.25)	Student interacts appropriately, respectfully and constructively with group members and the tutor. AND Contributions make some relevant points, although they are anecdotal with little use of literature/readings.
PASS (1.25)	Student interacts appropriately, respectfully and constructively with group members and the tutor. AND Contributions make some relevant points, although they are anecdotal with little use of literature/readings.
PASS (1.50)	Student interacts appropriately, respectfully and constructively with group members and the tutor. AND Contributions make some relevant points, although they are anecdotal with little use of literature/readings.
CREDIT (1.60)	Student interacts and engages actively, respectfully, appropriately and constructively with group members and the tutor. AND Contributions are informed by reading and reflection and not only personal opinion. Engages with others' views and contributes to the discussion in a constructive way.
CREDIT (1.60)	Student interacts and engages actively, respectfully, appropriately and constructively with group members and the tutor. AND Contributions are informed by reading and reflection and not only personal opinion. Engages with others' views and contributes to the discussion in a constructive way.
CREDIT (1.70)	Student interacts and engages actively, respectfully, appropriately and constructively with group members and the tutor. AND Contributions are informed by reading and

reflection and not only personal opinion. Engages with others' views and contributes to the discussion in a constructive way.

DISTINCTION  
(1.80)

Student interacts and engages actively, respectfully, appropriately and constructively with group members and the tutor. Is attentive to others and shows interest AND Contributions are thoughtful, informed by significant reading and reflection. Contributions extend the discussion.

DISTINCTION  
(1.80)

Student interacts and engages actively, respectfully, appropriately and constructively with group members and the tutor. Is attentive to others and shows interest AND Contributions are thoughtful, informed by significant reading and reflection. Contributions extend the discussion.

DISTINCTION  
(2)

Student interacts and engages actively, respectfully, appropriately and constructively with group members and the tutor. Is attentive to others and shows interest AND Contributions are thoughtful, informed by significant reading and reflection. Contributions extend the discussion.

HIGH DISTINCTION  
(2.10)

Student interacts and engages actively, respectfully, appropriately and constructively with peer group members and the tutor. Is attentive to others, shows interest, and acknowledges their contribution AND Contributions are informed by extensive reading and critical reflection. Contributions advance the discussion.

HIGH DISTINCTION  
(2.30)

Student interacts and engages actively, respectfully, appropriately and constructively with peer group members and the tutor. Is attentive to others, shows interest, and acknowledges their contribution AND Contributions are informed by extensive reading and critical reflection. Contributions advance the discussion.

HIGH DISTINCTION  
(2.50)

Student interacts and engages actively, respectfully, appropriately and constructively with peer group members and the tutor. Is attentive to others, shows interest, and acknowledges their contribution AND Contributions are informed by extensive reading and critical reflection. Contributions advance the discussion.

## CRITERION 2

2 / 2.5

Revised Literature Review and Policy Brief including the rationale for implementation plan (Assessment 1 and 2) /2.5

FAIL  
(0)

No or limited review of literature that misses most important information AND No revision to the policy brief and/or limited



attempt to identify social determinants, OR their significance is not explicitly articulated, OR information is missing, superficial or irrelevant

FAIL  
(0.50)

No or limited review of literature that misses most important information AND No revision to the policy brief and/or limited attempt to identify social determinants, OR their significance is not explicitly articulated, OR information is missing, superficial or irrelevant

FAIL  
(1)

No or limited review of literature that misses most important information AND No revision to the policy brief and/or limited attempt to identify social determinants, OR their significance is not explicitly articulated, OR information is missing, superficial or irrelevant

FAIL  
(1)

No or limited review of literature that misses most important information AND No revision to the policy brief and/or limited attempt to identify social determinants, OR their significance is not explicitly articulated, OR information is missing, superficial or irrelevant

PASS  
(1.25)

Attempts to provide some review of literature and integrate feedback, though some information may be superficial or irrelevant AND A revised policy brief with social determinants are identified AND attempts to explain their significance, although some information is missing, irrelevant or superficial

PASS  
(1.25)

Attempts to provide some review of literature and integrate feedback, though some information may be superficial or irrelevant AND A revised policy brief with social determinants are identified AND attempts to explain their significance, although some information is missing, irrelevant or superficial

PASS  
(1.50)

Attempts to provide some review of literature and integrate feedback, though some information may be superficial or irrelevant AND A revised policy brief with social determinants are identified AND attempts to explain their significance, although some information is missing, irrelevant or superficial

CREDIT  
(1.60)

A basic review of literature that incorporates feedback and covers some important and relevant information AND A revised policy brief with social determinants are clearly identified AND their significance is well argued, although some information provided may be irrelevant

CREDIT  
(1.60)

A basic review of literature that incorporates feedback and covers some important and relevant information AND A revised policy brief with social determinants are clearly identified AND their significance is well argued, although some information provided may be irrelevant

CREDIT  
(1.70)

A basic review of literature that incorporates feedback and covers some important and relevant information AND A revised policy brief with social determinants are clearly identified AND their significance is well argued, although some information provided may be irrelevant

DISTINCTION (1.80)	A detailed review of literature that incorporates feedback and covers important and relevant information AND A revised policy brief with social determinants clearly identified AND their significance is articulated  AND well argued
DISTINCTION (1.80)	A detailed review of literature that incorporates feedback and covers important and relevant information AND A revised policy brief with social determinants clearly identified AND their significance is articulated  AND well argued
DISTINCTION (2)	A detailed review of literature that incorporates feedback and covers important and relevant information AND A revised policy brief with social determinants clearly identified AND their significance is articulated  AND well argued
HIGH DISTINCTION (2.10)	A clear and concise review of literature that incorporates feedback and covers all important and relevant information AND A revised policy brief with social determinants clearly identified AND their significance is well articulated  AND strongly argued
HIGH DISTINCTION (2.30)	A clear and concise review of literature that incorporates feedback and covers all important and relevant information AND A revised policy brief with social determinants clearly identified AND their significance is well articulated  AND strongly argued
HIGH DISTINCTION (2.50)	A clear and concise review of literature that incorporates feedback and covers all important and relevant information AND A revised policy brief with social determinants clearly identified AND their significance is well articulated  AND strongly argued
CRITERION 3	
Project Goals /5	
FAIL (0)	1 or none of the 5 elements identified OR project goals not explicit OR stated
FAIL (1)	1 or none of the 5 elements identified OR project goals not explicit OR stated
FAIL (2)	1 or none of the 5 elements identified OR project goals not explicit OR stated
FAIL (2)	1 or none of the 5 elements identified OR project goals not explicit OR stated
PASS (2.50)	2 out of the 5 elements
PASS (2.50)	2 out of the 5 elements
PASS (3)	2 out of the 5 elements

CREDIT (3.25)	3 out of the 5 elements
CREDIT (3.25)	3 out of the 5 elements
CREDIT (3.50)	3 out of the 5 elements
<b>DISTINCTION (3.75)</b>	<b>4 out of the 5 elements</b>
DISTINCTION (3.75)	4 out of the 5 elements
DISTINCTION (4)	4 out of the 5 elements
HIGH DISTINCTION (4.25)	Objectives are • specific, • measurable, • achievable, • realistic, and • timely
HIGH DISTINCTION (4.50)	Objectives are • specific, • measurable, • achievable, • realistic, and • timely
HIGH DISTINCTION (5)	Objectives are • specific, • measurable, • achievable, • realistic, and • timely

#### CRITERION 4

9 / 10

Demonstrate alignment with global goals and government priorities /10

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FAIL (0)	No or little attempt to align with global goals AND/OR government priorities
FAIL (2)	No or little attempt to align with global goals AND/OR government priorities
FAIL (3)	No or little attempt to align with global goals AND/OR government priorities
FAIL (4)	No or little attempt to align with global goals AND/OR government priorities
PASS (5)	Demonstrates alignment with global goals AND government priorities, although with some errors
PASS (5)	Demonstrates alignment with global goals AND government priorities, although with some errors
PASS (6)	Demonstrates alignment with global goals AND government priorities, although with some errors
CREDIT (6.50)	Demonstrates alignment with global goals AND government priorities, although some sources might be missing

CREDIT (6.50)	Demonstrates alignment with global goals  AND  government priorities, although some sources might be missing
CREDIT (7)	Demonstrates alignment with global goals  AND  government priorities, although some sources might be missing
DISTINCTION (7.50)	Demonstrates strategic alignment with global goals  AND government priorities, citing the appropriate sources
DISTINCTION (7.50)	Demonstrates strategic alignment with global goals  AND government priorities, citing the appropriate sources
DISTINCTION (8)	Demonstrates strategic alignment with global goals  AND government priorities, citing the appropriate sources
HIGH DISTINCTION (8.50)	Demonstrates clear and strategic alignment with global goals  AND government priorities,  AND citing the appropriate sources
HIGH DISTINCTION (9)	Demonstrates clear and strategic alignment with global goals  AND government priorities,  AND citing the appropriate sources
HIGH DISTINCTION (10)	Demonstrates clear and strategic alignment with global goals  AND government priorities,  AND citing the appropriate sources
<b>CRITERION 5</b>	
Clear description of tasks for implementation /10	
<hr/>	
FAIL (0)	No or limited description of tasks for implementation OR no or limited alignment with the project goals
FAIL (2)	No or limited description of tasks for implementation OR no or limited alignment with the project goals
FAIL (3)	No or limited description of tasks for implementation OR no or limited alignment with the project goals
FAIL (4)	No or limited description of tasks for implementation OR no or limited alignment with the project goals
PASS (5)	Description of tasks is not well articulated OR alignment with the project goals not explicit
PASS (5)	Description of tasks is not well articulated OR alignment with the project goals not explicit
PASS (5)	Description of tasks is not well articulated OR alignment with the project goals not explicit
CREDIT (6.50)	Description of tasks is explicit though not well articulated AND />alignment with the project goals
CREDIT (6.50)	Description of tasks is explicit though not well articulated AND />alignment with the project goals

CREDIT (7)	Description of tasks is explicit though not well articulated AND alignment with the project goals
DISTINCTION (7.50)	Description of tasks is clear, concise and comprehensive, AND clear alignment with the project goals
DISTINCTION (7.50)	Description of tasks is clear, concise and comprehensive, AND clear alignment with the project goals
DISTINCTION (8)	Description of tasks is clear, concise and comprehensive, AND clear alignment with the project goals
HIGH DISTINCTION (8.50)	Description of tasks is clear, concise, unequivocal, comprehensive, AND demonstrate strong and clear alignment with the project goals
HIGH DISTINCTION (9)	Description of tasks is clear, concise, unequivocal, comprehensive, AND demonstrate strong and clear alignment with the project goals
HIGH DISTINCTION (10)	Description of tasks is clear, concise, unequivocal, comprehensive, AND demonstrate strong and clear alignment with the project goals

## CRITERION 6

12 / 15

Demonstrate understanding of project deliverables /15

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FAIL (0)	The deliverables lacked overall organisation, OR the reader had to make considerable effort to understand the underlying logic and flow of ideas, OR the deliverables do not align with the project goals or contradict the purpose and/or integrity of the project
FAIL (3)	The deliverables lacked overall organisation, OR the reader had to make considerable effort to understand the underlying logic and flow of ideas, OR the deliverables do not align with the project goals or contradict the purpose and/or integrity of the project
FAIL (4)	The deliverables lacked overall organisation, OR the reader had to make considerable effort to understand the underlying logic and flow of ideas, OR the deliverables do not align with the project goals or contradict the purpose and/or integrity of the project
FAIL (5)	The deliverables lacked overall organisation, OR the reader had to make considerable effort to understand the underlying logic and flow of ideas, OR the deliverables do not align with the project goals or contradict the purpose and/or integrity of the project
PASS (7.50)	The logics and/or flow of ideas were difficult to follow, AND did not impact on the integrity of the project
PASS (8)	The logics and/or flow of ideas were difficult to follow, AND did not impact on the integrity of the project
PASS (9)	The logics and/or flow of ideas were difficult to follow, AND did not impact on the integrity of the project

CREDIT (9.75)	The deliverables were clearly written in most part, although the logics and/or flow of ideas were difficult to follow in minor parts, AND did not impact on the integrity of the project
CREDIT (10)	The deliverables were clearly written in most part, although the logics and/or flow of ideas were difficult to follow in minor parts, AND did not impact on the integrity of the project
CREDIT (11)	The deliverables were clearly written in most part, although the logics and/or flow of ideas were difficult to follow in minor parts, AND did not impact on the integrity of the project
DISTINCTION (11.25)	The deliverables were organised and clearly written for the most part
DISTINCTION (11.50)	The deliverables were organised and clearly written for the most part
<b>DISTINCTION (12)</b>	<b>The deliverables were organised and clearly written for the most part</b>
HIGH DISTINCTION (12.75)	The deliverables were well organised and clearly written
HIGH DISTINCTION (13.50)	The deliverables were well organised and clearly written
HIGH DISTINCTION (15)	The deliverables were well organised and clearly written

## CRITERION 7

3.25 / 5

### Timelines/Milestones /5

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FAIL (0)	The project not realistic and able to be implemented
FAIL (1)	The project not realistic and able to be implemented
FAIL (2)	The project not realistic and able to be implemented
FAIL (2)	The project not realistic and able to be implemented
PASS (2.50)	Limited aspects of the project are realistic and able to be implemented
PASS (2.50)	Limited aspects of the project are realistic and able to be implemented
PASS (3)	Limited aspects of the project are realistic and able to be implemented

CREDIT (3.25)	Some aspects of the project are realistic and able to be implemented
CREDIT (3.25)	Some aspects of the project are realistic and able to be implemented
CREDIT (3.50)	Some aspects of the project are realistic and able to be implemented
DISTINCTION (3.75)	Each aspect of the project is mostly realistic and able to be implemented
DISTINCTION (3.75)	Each aspect of the project is mostly realistic and able to be implemented
DISTINCTION (4)	Each aspect of the project is mostly realistic and able to be implemented
HIGH DISTINCTION (4.25)	Each aspect of the project is realistic and able to be implemented
HIGH DISTINCTION (4.50)	Each aspect of the project is realistic and able to be implemented
HIGH DISTINCTION (5)	Each aspect of the project is realistic and able to be implemented
<b>CRITERION 8</b>	
Project Budget /10	
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FAIL (0)	No, incorrect or limited identification of relevant budget for the project
FAIL (2)	No, incorrect or limited identification of relevant budget for the project
FAIL (3)	No, incorrect or limited identification of relevant budget for the project
FAIL (4)	No, incorrect or limited identification of relevant budget for the project
PASS (5)	Basic information of relevant budget for project development
PASS (5)	Basic information of relevant budget for project development
PASS (6)	Basic information of relevant budget for project development
CREDIT (6.50)	Detailed information of relevant budget for project development

CREDIT (6.50)	Detailed information of relevant budget for project development
CREDIT (7)	Detailed information of relevant budget for project development
DISTINCTION (7.50)	Thoughtful information of relevant budget for project development
<b>DISTINCTION (7.50)</b>	<b>Thoughtful information&lt;br /&gt;of relevant budget for&lt;br /&gt;project development</b>
DISTINCTION (8)	Thoughtful information of relevant budget for project development
HIGH DISTINCTION (8.50)	Insightful information of relevant budget for project development
HIGH DISTINCTION (9)	Insightful information of relevant budget for project development
HIGH DISTINCTION (10)	Insightful information of relevant budget for project development

#### CRITERION 9

8.50 / 10

Risk identification and mitigation /10

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FAIL (0)	Does not identify the risks
FAIL (2)	Does not identify the risks
FAIL (3)	Does not identify the risks
FAIL (4)	Does not identify the risks
PASS (5)	Limited risks identified
PASS (5)	Limited risks identified
PASS (6)	Limited risks identified
CREDIT (6.50)	Some risks identified
CREDIT (6.50)	Some risks identified
CREDIT (7)	Some risks identified



DISTINCTION  
(7.50) Most risks and mitigation strategies identified

DISTINCTION  
(7.50) Most risks and mitigation strategies identified

DISTINCTION  
(8) Most risks and mitigation strategies identified

HIGH DISTINCTION  
(8.50) All risks and mitigation strategies identified

HIGH DISTINCTION  
(9) All risks and mitigation strategies identified

HIGH DISTINCTION  
(10) All risks and mitigation strategies identified

## CRITERION 10

12 / 15

Verifiable indicators developed to evaluate progress /15

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FAIL  
(0) No or limited indicators outlined,<br />OR<br />the indicators lacked overall organisation,<br />OR<br />the reader had to make considerable effort to understand the underlying logic and connection between the proposed indicators and the project outline and goals,<br />OR<br />the indicators do not align with the project outline and goals or contradict the purpose and/or integrity of the project

FAIL  
(3) No or limited indicators outlined,<br />OR<br />the indicators lacked overall organisation,<br />OR<br />the reader had to make considerable effort to understand the underlying logic and connection between the proposed indicators and the project outline and goals,<br />OR<br />the indicators do not align with the project outline and goals or contradict the purpose and/or integrity of the project

FAIL  
(4) No or limited indicators outlined,<br />OR<br />the indicators lacked overall organisation,<br />OR<br />the reader had to make considerable effort to understand the underlying logic and connection between the proposed indicators and the project outline and goals,<br />OR<br />the indicators do not align with the project outline and goals or contradict the purpose and/or integrity of the project

FAIL  
(5) No or limited indicators outlined,<br />OR<br />the indicators lacked overall organisation,<br />OR<br />the reader had to make considerable effort to understand the underlying logic and connection between the proposed indicators and the project outline and goals,<br />OR<br />the indicators do not align with the project outline and goals or contradict the purpose and/or integrity of the project

PASS  
(7.50) The logics and/or connection to project outline and goals were difficult to follow,<br />AND<br />did not impact on the integrity of the project

PASS (8)	The logics and/or connection to project outline and goals were difficult to follow,  AND did not impact on the integrity of the project
PASS (9)	The logics and/or connection to project outline and goals were difficult to follow,  AND did not impact on the integrity of the project
CREDIT (9.75)	The indicators were clearly written in most part, although the logics and/or connection to project outline and goals were difficult to follow in minor parts, AND did not impact on the integrity of the project
CREDIT (10)	The indicators were clearly written in most part, although the logics and/or connection to project outline and goals were difficult to follow in minor parts, AND did not impact on the integrity of the project
CREDIT (11)	The indicators were clearly written in most part, although the logics and/or connection to project outline and goals were difficult to follow in minor parts, AND did not impact on the integrity of the project
DISTINCTION (11.25)	The indicators were organised and clearly written for the most part
DISTINCTION (11.50)	The indicators were organised and clearly written for the most part
<b>DISTINCTION (12)</b>	<b>The indicators were organised and clearly written for the most part</b>
HIGH DISTINCTION (12.75)	The indicators were well organised and clearly written
HIGH DISTINCTION (13.50)	The indicators were well organised and clearly written
HIGH DISTINCTION (15)	The indicators were well organised and clearly written

## CRITERION 11

7 / 10

Structure and writing /10

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FAIL (0)	Assignment is poorly constructed, OR poor use conventional UK spelling, grammar and punctuation
FAIL (2)	Assignment is poorly constructed, OR poor use conventional UK spelling, grammar and punctuation
FAIL (3)	Assignment is poorly constructed, OR poor use conventional UK spelling, grammar and punctuation
FAIL (4)	Assignment is poorly constructed, OR poor use conventional UK spelling, grammar and punctuation
PASS (5)	Assignment is mostly well constructed AND conventional UK spelling, grammar and punctuation with some errors, AND professional presentation

PASS (5)	Assignment is mostly well constructed AND conventional UK spelling, grammar and punctuation with some errors, AND professional presentation
PASS (6)	Assignment is mostly well constructed AND conventional UK spelling, grammar and punctuation with some errors, AND professional presentation
CREDIT (6.50)	Assignment is mostly well constructed,  AND  conventional UK spelling, grammar and punctuation with some errors,  AND good use of vocabulary and expressions, AND professional presentation 
CREDIT (6.50)	Assignment is mostly well constructed,  AND  conventional UK spelling, grammar and punctuation with some errors,  AND good use of vocabulary and expressions, AND professional presentation 
CREDIT (7)	Assignment is mostly well constructed,  AND  conventional UK spelling, grammar and punctuation with some errors,  AND good use of vocabulary and expressions, AND professional presentation 
DISTINCTION (7.50)	Assignment is consistently well constructed, AND conventional UK spelling, grammar and punctuation with no errors, AND advanced use of vocabulary and expressions, AND professional presentation
DISTINCTION (7.50)	Assignment is consistently well constructed, AND conventional UK spelling, grammar and punctuation with no errors, AND advanced use of vocabulary and expressions, AND professional presentation
DISTINCTION (8)	Assignment is consistently well constructed, AND conventional UK spelling, grammar and punctuation with no errors, AND advanced use of vocabulary and expressions, AND professional presentation
HIGH DISTINCTION (8.50)	Assignment is consistently well constructed with clear and concise paragraphs, AND conventional UK spelling, grammar and punctuation with no errors,  AND advanced use of vocabulary and expressions, AND professional presentation
HIGH DISTINCTION (9)	Assignment is consistently well constructed with clear and concise paragraphs, AND conventional UK spelling, grammar and punctuation with no errors,  AND advanced use of vocabulary and expressions, AND professional presentation
HIGH DISTINCTION (10)	Assignment is consistently well constructed with clear and concise paragraphs, AND conventional UK spelling, grammar and punctuation with no errors,  AND advanced use of vocabulary and expressions, AND professional presentation

## CRITERION 12

2.10 / 2.5

### Referencing /2.5

FAIL (0)	Did not use APA style guide 
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FAIL (0.50)	Did not use APA style guide 
FAIL (1)	Did not use APA style guide 
FAIL (1)	Did not use APA style guide 
PASS (1.25)	Referencing follows APA style with more than five minor errors 
PASS (1.25)	Referencing follows APA style with more than five minor errors 
PASS (1.50)	Referencing follows APA style with more than five minor errors 
CREDIT (1.60)	Referencing follows APA style with more than three minor individual errors 
CREDIT (1.60)	Referencing follows APA style with more than three minor individual errors 
CREDIT (1.70)	Referencing follows APA style with more than three minor individual errors 
DISTINCTION (1.80)	Referencing follows APA style with three or less minor individual errors 
DISTINCTION (1.80)	Referencing follows APA style with three or less minor individual errors 
DISTINCTION (2)	Referencing follows APA style with three or less minor individual errors 
HIGH DISTINCTION (2.10)	Referencing consistently follows APA style, with no errors 
HIGH DISTINCTION (2.30)	Referencing consistently follows APA style, with no errors 
HIGH DISTINCTION (2.50)	Referencing consistently follows APA style, with no errors 

### CRITERION 13

2.50 / 2.5

Revised Academic Honesty and Integrity from Assessment 1 and 2 /2.5

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FAIL (0)	Academic Honesty and Integrity is missing entirely
FAIL (0.50)	Academic Honesty and Integrity is missing entirely
FAIL (1)	Academic Honesty and Integrity is missing entirely

FAIL (1)	Academic Honesty and Integrity is missing entirely
PASS (1.25)	Academic Honesty and Integrity is minimally addressed
PASS (1.25)	Academic Honesty and Integrity is minimally addressed
PASS (1.50)	Academic Honesty and Integrity is minimally addressed
CREDIT (1.60)	Academic Honesty and Integrity is discussed
CREDIT (1.60)	Academic Honesty and Integrity is discussed
CREDIT (1.70)	Academic Honesty and Integrity is discussed
DISTINCTION (1.80)	Academic Honesty and Integrity is discussed with clear examples
DISTINCTION (1.80)	Academic Honesty and Integrity is discussed with clear examples
DISTINCTION (2)	Academic Honesty and Integrity is discussed with clear examples
HIGH DISTINCTION (2.10)	Academic Honesty and Integrity is discussed comprehensively and with clear examples
HIGH DISTINCTION (2.30)	Academic Honesty and Integrity is discussed comprehensively and with clear examples
HIGH DISTINCTION (2.50)	Academic Honesty and Integrity is discussed comprehensively and with clear examples