



HHSM20002 *Managing Access and Equity in Health Care Settings*

Term 2 - 2020

Profile information current as at 08/06/2025 11:01 pm

All details in this unit profile for HHSM20002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Health managers are challenged to ensure access and equity across all sectors of health care services. This unit introduces you to the ethics and law underpinning these important health care concerns. Policies and strategies are examined for groups who may experience difficulties with access and equity in health care. You will have the opportunity to identify strategies in an organisational setting that may improve health outcomes for a specific group. The impact of access on workforce planning will also be examined together with issues relating to equity and human resource management.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2020

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Portfolio**

Weighting: 60%

2. **Written Assessment**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Forum discussions

Feedback

Students felt it was useful to discuss challenges of access and equity in health services with peers.

Recommendation

Continue to encourage peer discussion in the forums to reflect on current practice.

Feedback from Emails and calls at time of portfolio submission.

Feedback

Some frustration from students on saving the Mahara to file and submitting to turn-it-in.

Recommendation

Explore alternatives to Mahara portfolio and incorporate to unit 2020.

Unit Learning Outcomes

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

1. Examine the ethical principles underpinning access and equity with a focus on how these are reflected in Australian law and policy
2. Analyse social determinants that may impact on access and equity in health care
3. Explore barriers and enablers related to access and equity in health care for specific population groups
4. Evaluate current policy, strategies, innovations and interventions to address access and equity issues in health care
5. Analyse the impact of access in work-force planning, equity in human resource management and strategies to address the issues identified.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Portfolio - 60%	•	•	•	•	•
2 - Written Assessment - 40%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Portfolio - 60%	○	○		○	○	○	○	
2 - Written Assessment - 40%	○	○		○		○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

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Jen Mulvogue Unit Coordinator

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Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Defining equity and economic influences in health care systems		

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Defining access in health care systems		

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Examining ethical principles underpinning access and equity		

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Theoretic approaches and conceptualising inequity		

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Analysing economic distribution and its role in health care outcomes		

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Revision of previous content		

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Analysing social determinants, geographical and demographic factors influencing equity and access		

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Exploring global themes in access and equity		

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Exploring international reform in access and equity		

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Analysing the influence of the national agenda reform		

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Exploring barriers and enablers of access and equity for specific population groups		21/09/2020. Written Assessment due by 5.00 pm AEST Managing Access and Equity in Health Care Settings. HHSM20002. Due: Week 10 Monday (21 Sept 2020) 5:00 pm AEST

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Analysing equity in human resource management		

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Workplace planning for a more equitable and accessible workforce		5/10/2020. Portfolio due 5.00 pm AEST Managing Access and Equity in Health Care Settings. HHSM20002. Due: Week 12 Monday (5 Oct 2020) 5:00 pm AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Workplace planning for a more equitable and accessible workforce		

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Managing Access and Equity in Health Care Settings. HHSM20002.

Assessment Type

Portfolio

Task Description

Managing Access and Equity in Health Care Settings. HHSM20002.

The portfolio tasks relate to unit learning outcomes 1, 2, 3, 4 & 5. These are listed below:

1. Examine the ethical principles underpinning access and equity with a focus on how these are reflected in Australian law and policy
2. Analyse social determinants that may impact on access and equity in health care
3. Explore barriers and enablers related to access and equity in health care for specific population groups
4. Evaluate current policy, strategies, innovations and interventions to address access and equity issues in health care
5. Analyse the impact of access in work-force planning, equity in human resource management and strategies to address the issues identified

Word count 300 words each week (+/- 10%) from week 1 to week 7

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.

You are required to use American Psychological Association (APA) 7 referencing guide

Weighting 60%

Assessment Due Date

Week 12 Monday (5 Oct 2020) 5:00 pm AEST

Return Date to Students

Exam Week Monday (19 Oct 2020)

Weighting

60%

Assessment Criteria

The portfolio tasks relate to unit learning outcomes 1, 2, 3, 4 & 5. These are listed below:

1. Examine the ethical principles underpinning access and equity with a focus on how these are reflected in Australian law and policy
2. Analyse social determinants that may impact on access and equity in health care
3. Explore barriers and enablers related to access and equity in health care for specific population groups
4. Evaluate current policy, strategies, innovations and interventions to address access and equity issues in health care
5. Analyse the impact of access in work-force planning, equity in human resource management and strategies to address the issues identified

Weighting 60%

Word count 300 words each week (+/- 10%) from week 1 to week 7

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.

You are required to use American Psychological Association (APA) 7 referencing guide

Due date

Assessment Criteria

Marking Rubric. Term 2, 2020. Australian Health Care Structures. HHSM20002.

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure				
Presentation 15%				

Very well presented. No spelling or grammatical errors. Very well proof read. Written in clear and cohesive style.	Very well presented. Minimal spelling and grammatical errors (1-4). Well proof read. Written in clear and easy to read style.	Well presented. Some spelling and grammatical errors. Written in an easy to read style.	There may be one or more areas where there was evidence of lack of attention to presentation.	Many errors in presentation.	/15
Referencing 5%					
Consistently integrates appropriate references to support and reflect ideas, factual information and quotations.	Generally integrates appropriate references to support and reflect ideas, factual information and quotations with one or two exceptions.	Partly integrates appropriate references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates appropriate references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (> 7 errors) to integrate appropriate references to support and reflect ideas, factual information and quotations. 0-1	/5
Accurate APA referencing. No errors.	Accurate APA referencing. One error.	Accurate APA referencing. Two errors.	Accurate APA referencing. Three errors.	More than three errors.	
Content 20%					
Each portfolio task is completed.	Portfolio tasks are completed with one or two exceptions.	Portfolio tasks as completed with three or four exceptions.	At least five portfolio tasks are not completed.	Portfolio tasks are not completed.	/20
Analysis 60%					
Responses are very well thought through, are easy to read/understand and coherent. Analysis is apparent and responses demonstrate clear justification and discussion is very clear.	Responses are well thought through, are easy to read/understand and coherent. Analysis is apparent and responses mostly demonstrate justification and discussion is clear.	Responses are some what well thought through, and are easy to read/understand. Analysis is somewhat apparent, and responses somewhat demonstrate justification and discussion is somewhat clear.	The response is not well described and/or not well thought through. There is relevant content missing.	The response is not described, or the answer is not appropriate.	/60
TOTAL					/100

Comments

Referencing Style

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

Submission

Online

Submission Instructions

Submit through Moodle using the assignment tab

Learning Outcomes Assessed

- Examine the ethical principles underpinning access and equity with a focus on how these are reflected in Australian law and policy
- Analyse social determinants that may impact on access and equity in health care
- Explore barriers and enablers related to access and equity in health care for specific population groups
- Evaluate current policy, strategies, innovations and interventions to address access and equity issues in health care
- Analyse the impact of access in work-force planning, equity in human resource management and strategies to address the issues identified.

Graduate Attributes

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

2 Managing Access and Equity in Health Care Settings. HHSM20002.

Assessment Type

Written Assessment

Task Description

Australia's population is spread over a large geographical area with 30% of the population living outside major metropolitan areas. It is well documented this proportion of the population have poorer health outcomes due access and equity of health services.

For the purpose of this assignment, you are required to consider this population group and their ability to access health care.

You are required to:

- Analyse how social determinants (e.g. the conditions in which people are born, grow, live, work and age) may impact on access and equity for this population in the sector you work in
- Evaluate current policy, strategies, innovations and interventions to address access and health care for this population group.

You are required to provide evidence from the literature to support your argument.

The written assignment relates to unit learning outcomes 1, 2, 3, 4 and 5. These include:

1. Examine the ethical principles underpinning access and equity with a focus on how these are reflected in Australian law and policy
2. Analyse social determinants that may impact on access and equity in health care
3. Explore barriers and enablers related to access and equity in health care for specific population groups
4. Evaluate current policy, strategies, innovations and interventions to address access and equity issues in health care
5. Analyse the impact of access in work-force planning, equity in human resource management and strategies to address the issues identified

Weighting: This assignment is weighted at 40% of your overall mark

Word limit: 2500 words (+/- 10%).

Format: Essay.

Due date: 21/09/2020

You are required to reference relevant literature

Read the marking rubric prior to writing your assignment

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations

You are required to use American Psychological Association referencing abridged guide (7)

Australia's population is spread over a large geographical area with 30% of the population living outside major metropolitan areas. It is well documented this proportion of the population have poorer health outcomes due to access and equity of health services.

For the purpose of this assignment, you are required to consider this population group and their ability to access health care.

You are required to:

- Analyse how social determinants (e.g. the conditions in which people are born, grow, live, work and age) may impact on access and equity for this population in the sector you work in
- Evaluate current policy, strategies, innovations and interventions to address access and health care for this population group.

You are required to provide evidence from the literature to support your argument.

Assessment Due Date

Week 10 Monday (21 Sept 2020) 5:00 pm AEST

Return Date to Students

Week 11 Friday (2 Oct 2020)

Weighting

40%

Assessment Criteria

Assessment Criteria

Marking Guide. HHSM20002. Managing Access and Equity in Health Care Settings.

Written Assessment. Semester 2, 2020

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 25%				
<i>Introduction 5%</i>				
Highly appropriate and relevant to content. Provides very clear sense of what follows.	Very appropriate and relevant to content. Provides clear sense of what follows.	Somewhat appropriate and relevant to content. Provides sense of what follows.	At times appropriate and relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate. /5

Conclusion 5%

Provides strong sense of closure and highly appropriate.	Provides sound sense of closure and appropriate.	Somewhat provides a sense of closure and largely appropriate.	At times provides a sense of closure and somewhat appropriate.	No recognizable conclusion or conclusion is inappropriate.	/5
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Presentation 15%

Excellent presentation. No spelling or grammatical errors. Well proof read. Written in clear and cohesive style.	Very well presented. Minimal spelling and grammatical errors (1-2). Well proof read. Written in clear and easy to read style.	Well presented. Some spelling and grammatical errors (3-4). Written in an easy to read style.	There may be one or more areas where there was evidence of lack of attention to presentation. There are spelling or grammatical errors (5-6).	Many errors in presentation. Errors in spelling and grammar (more than 7 errors).	/15
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Referencing 5%

Consistently integrates appropriate references to support and reflect all ideas, factual information and quotations.	Generally integrates appropriate references to support and reflect ideas, factual information and quotations with one or two exceptions.	Partly integrates appropriate references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates appropriate references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate appropriate references to support and reflect ideas, factual information and quotations.	/5
Accurate APA referencing. No errors.	Accurate APA referencing. One error.	Accurate APA referencing. Two errors.	Accurate APA referencing. Three errors.	More than three errors.	

Analysis 35%

The analysis of the social determinants is described very clearly. The content is relevant and logical. There is very clear analysis of the topic discussed.	The analysis is described clearly. The content is relevant and logical. There is some analysis of the topic discussed.	The analysis is described although not well articulated.	The analysis is descriptive in nature and somewhat lacks clarity.	There is no or little analysis. Content is not relevant and/or not logical.	/35
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Justification 35%

There is a very high level of justification of currently policy issues and of strategy to address access and equity relating to the population group	There is a clear justification of currently policy issues and of strategy to address access and equity relating to the population group	There is some confusion with content relevance and logic. There is minimal justification in the areas addressed.	The information is occasionally justified.	There is no or little justification.	/35
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Comments

Referencing Style

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

Submission

Online

Submission Instructions

Submit through Moodle using the assignment tab

Learning Outcomes Assessed

- Examine the ethical principles underpinning access and equity with a focus on how these are reflected in Australian law and policy
- Analyse social determinants that may impact on access and equity in health care
- Explore barriers and enablers related to access and equity in health care for specific population groups
- Evaluate current policy, strategies, innovations and interventions to address access and equity issues in health care
- Analyse the impact of access in work-force planning, equity in human resource management and strategies to address the issues identified.

Graduate Attributes

- Knowledge
- Communication
- Research
- Ethical and Professional Responsibility
- Leadership

Academic Integrity Statement

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

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

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

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

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

What is a breach of academic integrity?

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

Why is academic integrity important?

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

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

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



Seek Help

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



Produce Original Work

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