

## School of Nursing and Midwifery

### NURS6650: Infection Control

Online  
Trimester 3 - 2023



## OVERVIEW

**Course Description** This course provides students with an opportunity to advance knowledge and skills in infection prevention and control in contemporary healthcare practice. Students will be encouraged to explore aspects of clinical governance, prevention of infection and outbreak/exposure management, with particular relevance to the student's specialist clinical practice.

**Assumed Knowledge** Foundations of health and health breakdown theory, legal and ethical issues related to health. It is also assumed that the student will have fundamentals of research, human bioscience, psychology, sociology related to health care practice.

Academic reading and writing skills, ability to access and evaluate information from a variety of sources, skills in critical analysis, critical judgement, synthesis and evaluation.

Ability to conceptualise practice.

Knowledge of relevant infection control standards.

**Contact Hours**  
**Online**  
**Online Activity**  
Online  
2 hour(s) per Week for Full Term

**Self-Directed Learning**  
Self-Directed  
8 hour(s) per Week for Full Term  
Note: Self Directed Learning: Students are required to spend on average 120-140 hours of effort or total load (contact and non-contact including assessment) per 10 unit course over a 13 week trimester.

**Unit Weighting** 10

**Workload** Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

[www.newcastle.edu.au](http://www.newcastle.edu.au)  
CRICOS Provider 00109J

# CONTACTS

<b>Course Coordinator</b>	<b>Online</b> Dr Lyn Francis <a href="mailto:Lyn.Francis@newcastle.edu.au">Lyn.Francis@newcastle.edu.au</a> Consultation: via email and online via Canvas
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Nursing and Midwifery</b> Richardson Wing University of Newcastle University Drive Callaghan NSW 2308 Phone: (+61) 2 4921 6304 <b>Web:</b> <a href="http://www.newcastle.edu.au/school/nursing-midwifery">http://www.newcastle.edu.au/school/nursing-midwifery</a>
<b>General Enquiries</b>	<a href="mailto:AskUoN@newcastle.edu.au">AskUoN@newcastle.edu.au</a> (+61) 2 4921 5000
<b>Program &amp; Enrolment Advice</b>	<a href="mailto:ProgramAdvice@newcastle.edu.au">ProgramAdvice@newcastle.edu.au</a>
<b>Student Support</b>	For academic and personal support services for students, visit <a href="https://www.newcastle.edu.au/current-students/support">https://www.newcastle.edu.au/current-students/support</a>

# SYLLABUS

<b>Course Content</b>	This course consists of the following three modules: Module 1. Clinical Governance Structure, Legislation and Standards Module 2. Prevention and Promotion of Infection Control Module 3. Outbreak /Exposure Management
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Discuss clinical governance, standards and guidelines, legal and ethical frameworks relating to infection prevention and control practice and identify opportunities for further development in own clinical context</li><li>2. Recognise the role of pathogenic microorganisms, their virulence and modes of transmission in relation to sources of infection, including health care associated infections</li><li>3. Understand the principles and practices of infection prevention and control, recognising and promoting evidence based practices that reduce transmission risks</li><li>4. Explore and interpret surveillance and clinical audits associated with health care procedures and identify strategies to reduce health care associated infections</li><li>5. Explain policy and practice related to outbreak/exposure management in community and healthcare contexts</li></ol>
<b>Course Materials</b>	<b>Required Text:</b> Lee, G., & Bishop, P. (2016). <i>Microbiology and infection control for health professionals</i> (6 ed.). Pearson.  Recommended and required readings are available in course readings on Canvas site.

# SCHEDULE

Week	Week Begins	Topic	Assessment Due
1	21 Aug	Introduction Clinical Governance Legal and ethical issues	
2	28 Aug	Microbiology Pathogenesis of infection and disease transmission	
3	4 Sep	Pathogenic microorganisms and evasion of defence systems	
4	11 Sep	Epidemiology, social impact, and implications	<b>Assessment 1</b> <b>Due: Sunday 17th September at 23:00hrs AEST</b>
5	18 Sep	'At risk' and marginalised communities Immunisation programs	
6	25 Sep	Standard precautions and PPE	<b>Assessment 2</b> <b>Due: Monday 25th September at 23:00hrs AEST</b>
7	2 Oct	Transmission based precautions Cleaning Exposure management for healthcare workers	
8	9 Oct	Healthcare associated infections	
9	16 Oct	Antimicrobial stewardship	<b>Assessment 3</b> <b>Due: Monday 16th October at 23:00hrs AEDT</b>
10	23 Oct	System design, innovation, and sustainability Evidence for practice	
11	30 Oct	Outbreak investigation and management	
12	6 Nov	Pandemic planning and rapid response Future directions in infection prevention and control	

## COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

### Course Assessment Requirements:

- **Assessment 1** - Quiz: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
- **Assessment 2** - Written Assignment: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
- **Assessment 3** - Written Assignment: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.

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# POSTGRADUATE COURSES ASSESSMENT AND REFERENCING ADVICE

## ASSESSMENTS

### If you need to apply for an extension for an assessment

You should follow the process described in your Course Outline under the heading "Adverse Circumstances". Please note you will be required to submit documents to support your application.

Please do not email your tutor or course coordinator to request an extension because they cannot approve applications for extensions unless they have been submitted using the Adverse Circumstances process.

### Formatting your assessments

General advice - Use standard (default) margins, double line spacing and 12-point font in your assessments.

If you have additional instructions about using headings or an essay format or other formats (such as blogs) - please follow instructions provided for individual assessments.

### Word count

The length of the assessment is an indication of the number of words needed to address the assessment task. This is a guide, however some students have difficulty keeping their writing within the specified word count. If your assessment exceeds the word count by 10%, the assessment will be marked. Tutors may stop marking if your assessment exceeds the word count by more than 10%.

Please note the following information from the UON Course Management and Assessment Procedure Manual (Item 250 and 251):

"Word limits include headings, sub-headings, in-text citations, quotes and referencing but does NOT include the list of references, appendices and footnotes. The Course Co-ordinator will allow a tolerance of at least 10% of the word limit".  
<https://policies.newcastle.edu.au/document/view-current.php?id=183>)

## REFERENCING

Your assessments must be appropriately referenced. Assessments that are not correctly referenced may have lower marks awarded.

Assessments that contain information from other sources that have not been referenced and where it appears that the student is presenting another person's work or ideas as their own, will be referred to the SACO officer. This constitutes a potential breach of the [Student Academic Integrity Policy](#).

### What should be referenced?

All sources of published information including textbooks, journal articles, course readings, websites, guidelines, policies government documents that have been used to prepare an assessment MUST be included in the assessment as an In-text citation AND on the reference list.

Any documents provided to you to use in the preparation of an assessment must be referenced.

Direct quotes MUST be referenced. However, please note direct quotes should be used sparingly and should not normally constitute more than 10% of an assessment.

Information that you have paraphrased in your assessment must also be referenced.

Correct citation of sources and referencing is expected in scholarly writing at Masters level. Assessments that are not correctly referenced may be penalised (lower marks awarded).

### Correct referencing style

You are required to use APA 7<sup>th</sup> Referencing Style in all of your assessments (unless otherwise stated). Check this link for details about using APA 7<sup>th</sup> Style: <https://libguides.newcastle.edu.au/apa-7th>

### Making referencing easier

Referencing your assessments is easier if you use a Reference Management Program such as "Endnote".

There is information in Canvas that will assist you to access and use the Endnote referencing program.

Select: "Library Essentials" at the top right of your screen, then select "Referencing" from the list of options on the left side the screen, and then scroll down to select "Endnote". Or click on this link:

<http://libguides.newcastle.edu.au/endnote>

### Academic Integrity

All new students must complete the [Academic Integrity Module](#) (AIM), which can be accessed via the Dashboard in Canvas.

## ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assessment 1 - Quiz*	Sunday 17th September at 23:00hrs Australian Eastern Standard Time (AEST)	Individual	15%	1, 2
2	Assessment 2 - Written Assignment*	Monday 25th September at 23:00hrs Australian Eastern Standard Time (AEST)	Individual	35%	1, 3, 4, 5
3	Assessment 3 - Written Assignment*	Monday 16th October at 23:00hrs Australian Eastern Daylight Time (AEDT)	Individual	50%	1, 2, 3, 4, 5

\* This assessment has a compulsory requirement.

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

### Assessment 1 - Quiz

Assessment Type	Online Quiz
Purpose	The purpose of the online quiz is to determine student's understanding of Weeks 1-3 of the course material (CLO 1,2)
Description	15 Multiple choice questions. Students will have 30 minutes to complete the quiz. Students will only be allowed one attempt during this timeframe. Open from Monday 11th September at 09:00hrs and closes Sunday 17th September at 23:00hrs AEST
Weighting	15%
Compulsory Requirements	Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course
Length	15 questions
Due Date	Sunday 17th September at 23:00hrs Australian Eastern Standard Time (AEST)
Submission Method	Online. Canvas
Assessment Criteria	N/A
Return Method	Online
Feedback Provided	N/A
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment

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## Assessment 2 - Written Assignment - Vaccine hesitancy

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	Vaccine hesitancy represents an increasingly important global health issue and nurses can play a key role in increasing vaccination uptake. The purpose of this assignment is to demonstrate each student's knowledge about and the implications of vaccine hesitancy and identify and explain strategies to overcome vaccine hesitancy (CLO 1,3,4,5)
<b>Description</b>	<p>Students will address the three (3) below statements supported by current high-quality literature and evidence.</p> <ol style="list-style-type: none"><li>1. Describe vaccine hesitancy (200 words)</li><li>2. Analyse the causes and potential consequences of vaccine hesitancy (400 words)</li><li>3. Propose three strategies to address vaccine hesitancy, including your role (as a nurse) in supporting them and provide a justification for each strategy (600 words)</li></ol>
<b>Weighting</b>	35%
<b>Compulsory Requirements</b>	Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course
<b>Length</b>	1200 words
<b>Due Date</b>	Monday 25th September at 23:00hrs Australian Eastern Standard Time (AEST)
<b>Submission Method</b>	Online. Canvas
<b>Assessment Criteria</b>	Appendix A
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - within 15 university working days from submission date
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment

## Assessment 3 - Written Assignment - Prevention and control campaign

<b>Assessment Type</b>	Written Proposal/Plan
<b>Purpose</b>	The purpose of this assessment is to plan an Infection prevention and control campaign that will address an opportunity for improvement in your clinical context. The clinical context must be genuine, however a fictitious name must be used.
<b>Description</b>	<p>The campaign plan must be justified by de-identified data from your clinical context that supports the need for the campaign. You are required to develop the plan describing a campaign to address the issue identified by the data.</p> <p>The plan must use the specific headings listed below and address the following points:</p> <ol style="list-style-type: none"><li>1. <b>Introduction:</b> provide a summary description of the campaign.</li><li>2. <b>Context and target audience:</b> discuss the factors that might impact on the campaign, including:<ul style="list-style-type: none"><li>• The clinical context</li><li>• Patient/client mix and acuity</li><li>• Staffing mix and levels</li><li>• Characteristics of the target audience, such as socio-economic situation, level of education.</li></ul></li><li>3. <b>Justification:</b> identify and justify the campaign, supported by the de-identified data and correct literature. De-identified data may include clinical indicators, audit results, a survey to support the need for the campaign. These can be attached as an appendix.</li><li>4. <b>Campaign SMART goals:</b> develop a minimum of two goals that are specific, measurable, attainable and relevant and indicate a time when they will be achieved.</li></ol>

5. **Campaign structure:** outline the activities of the campaign in a logical and sequential manner.
6. **Evidence-based content of campaign:** explain and justify the evidence-based content of the campaign.
7. **Timeline:** create a visual timeline using a table, Gantt chart or graph to support the campaign structure.
8. **Evaluation measures:** outline proposed strategies that align to campaign goals, to evaluate the effectiveness of the campaign.

**Weighting**

50%

**Compulsory Requirements**

Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course

**Length**

2000 words

**Due Date**

Monday 16th October at 23:00hrs Australian Eastern Daylight Time (AEDT)

**Submission Method**

Online. Canvas

**Assessment Criteria**

Appendix B

**Return Method**

Online

**Feedback Provided**

Online - within 15 university working days from submission date

**Opportunity to Reattempt**

Students WILL NOT be given the opportunity to reattempt this assessment

## ADDITIONAL INFORMATION

**Grading Scheme**

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

**Communication Methods**

Communication methods used in this course include:

- **Email:** Students will receive communications via their student email account.
- **Canvas Course Site:** Students will receive communications via the posting of content or announcements on the Canvas course site.

<b>Course Evaluation</b>	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
<b>Oral Interviews (Vivas)</b>	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the <a href="#">Oral Examination (viva) Procedure</a> . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the <a href="#">Student Conduct Rule</a> .
<b>Academic Misconduct</b>	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a> .
<b>Adverse Circumstances</b>	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: <a href="https://policies.newcastle.edu.au/document/view-current.php?id=236">https://policies.newcastle.edu.au/document/view-current.php?id=236</a></p>
<b>Important Policy Information</b>	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <a href="https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures">https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures</a> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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## Appendix A - Assessment 2 Vaccine Hesitancy - Marking Rubric

Criteria	High Distinction (HD) 100-85%	Distinction (D) 84-75%	Credit (C) 74-65%	Pass (P) 64-50%	Fail (FF) 49-0.1%	Fail (FF) 0%	Score
<b>Criteria 1 (10 marks)</b> Describe vaccine hesitancy	Range: 10.0-8.5 marks Outstanding vaccine hesitancy described	Range: 8.4-7.5 marks Excellent vaccine hesitancy described	Range: 7.4-6.5 marks Appropriate vaccine hesitancy described	Range: 6.4-5.0 marks Adequate vaccine hesitancy described	Range: 4.9-0.1 marks Inadequate vaccine hesitancy described	0 marks Did not attempt	<b>/10</b>
<b>Criteria 2 (10 marks)</b> Analyse the causes and potential consequences of vaccine hesitancy supported by contemporary literature	Range: 10.0-8.5 marks Outstanding critical analysis of key causes and potential consequents of vaccine hesitancy with outstanding current supportive literature	Range: 8.4-7.5 marks Excellent analysis of key causes and potential consequents of vaccine hesitancy with excellent current supportive literature	Range: 7.4-6.5 marks Appropriate analysis of key causes and potential consequents of vaccine hesitancy with current supportive literature	Range: 6.4-5.0 marks Adequate discussion of key causes and potential consequents of vaccine hesitancy with mostly current supportive literature	Range: 4.9-0.1 marks Less than adequate discussion of key causes and potential consequents of vaccine hesitancy and lacks current supportive literature	0 marks Did not attempt	<b>/10</b>
<b>Criteria 3 (10 marks)</b> Three strategies proposed to address vaccine hesitancy, including your role as a nurse in supporting them; and provide a justification for each strategy. Supported by contemporary literature	Range: 10.0-8.5 marks Outstanding description of three strategies with well-developed role in supporting the strategies; and outstanding insightful justification for each strategy. With outstanding supportive current literature	Range: 8.4-7.5 marks Excellent description of three strategies with role in supporting the strategies; and excellent justification for each strategy. With excellent supportive current literature	Range: 7.4-6.5 marks Appropriate description of three strategies with role in supporting the strategies; and justification for each strategy. With supportive current literature	Range: 6.4-5.0 marks Adequate basic description of three strategies with role in supporting the strategies; and justification for each strategy. With mostly current supportive literature	Range: 4.9-0.1 marks Less than adequate description of three or less strategies, role in supporting strategy minimally described. Lacks current supportive evidence.	0 marks Did not attempt	<b>/10</b>
<b>Criteria 4 (5 marks)</b> Academic literacy and referencing	Range: 5.0-4.3 marks Exemplary writing with very high levels of authenticity and independent thought.	Range: 4.2-3.8 marks Evidence of superior academic writing skills. Authentic and original writing that clearly synthesises the key	Range: 3.7-3.3 marks Evidence of sound academic writing. Authentic and original writing that clearly addresses the key	Range: 3.2-2.5 marks Authentic writing that attempts to show independent thought; struggled at time with written expression.	Range: 2.4-0.1 marks Disorganised and lacks any sense of cohesion or alignment Language hinders the effective flow of ideas	N/A	<b>/5</b>

	<p>Ideas are clearly expressed.</p> <p>Exemplary spelling, grammar and syntax with no errors.</p> <p>Outstanding sources that are contemporary and from a wide range of peer-reviewed journals.</p> <p>Error free APA 7th use</p>	<p>points of the assignment.</p> <p>Expression is clear.</p> <p>Superior spelling, grammar and syntax &lt; 5 minor errors.</p> <p>Excellent sources that are contemporary and from a range of peer-reviewed journals.</p> <p>APA 7th referencing style is consistently accurate</p>	<p>points of the assignment.</p> <p>Expression is appropriate.</p> <p>Few errors in syntax, spelling and grammar.</p> <p>Appropriate sources that are contemporary and from peer-reviewed journals.</p> <p>Some referencing errors in in-text and/or referencing</p>	<p>Errors in syntax, spelling and grammar.</p> <p>Adequate sources that are contemporary and from some peer review journals.</p> <p>Attempts to use APA 7th style. Some errors in in-text and/or referencing list</p>	<p>and meaning.</p> <p>Sentences lack structure and are consistently too short or too long.</p> <p>Multiple errors in spelling, grammar and style.</p> <p>Inadequate or limited sources from peer-reviewed journals.</p> <p>In-text referencing may be absent and/or reference list and contains major errors</p>		
<b>Final Mark</b>							/....

## Appendix B - Assessment 3 Infection Prevention and Control Campaign Plan – Marking Rubric

Criteria	High Distinction (HD) 100-85%	Distinction (D) 84-75%	Credit (C) 74-65%	Pass (P) 64-50%	Fail (FF) 49-0.1%	Fail (FF) 0%	Score
<b>Criteria 1 (5 marks)</b> Introduction. Summary description of the campaign	Range: 5.0-4.3 marks Outstanding introduction; a comprehensive summary description of the campaign	Range: 4.2-3.8 marks Excellent introduction; well thought out summary description of the campaign	Range: 3.7-3.3 marks Appropriate and clear introduction; clear summary description of the campaign	Range: 3.2-2.5 marks Adequate introduction; summary description of the campaign	Range: 2.4-0.1 marks Inadequate introduction; lacks a clear description of the campaign	0 marks Did not attempt	<b>/5</b>
<b>Criteria 2 (15 marks)</b> Context and target audience identified and discussed: clinical context, patient mix and acuity, staff mix, and characteristics of the target audience	Range: 15.0-12.8 marks Contextual and target audience discussion and information are outstanding and insightful. All factors discussed at an outstanding level and well researched with wide-ranging contemporary literature	Range: 12.7-11.3 marks Excellent contextual and target audience discussion and information. All factors discussed at an excellent level and well researched with contemporary literature	Range: 11.2-9.8 marks Appropriate contextual and target audience discussion and information. All factors discussed at an appropriate level and well researched	Range: 9.7-7.5 marks Adequate contextual and target audience discussion and information. All factors are discussed at a superficial level and with limited literature	Range: 7.4-0.1 marks Less than adequate discussion and information provided about the context and target audience; lacks contemporary literature.	0 marks Did not attempt	<b>/15</b>
<b>Criteria 3 (15 marks)</b> Justification of campaign supported by de-identified data and current literature	Range: 15.0-12.8 marks Outstanding use of data and supporting literature to provide an outstanding justification for the campaign with wide-ranging contemporary literature	Range: 12.7-11.3 marks Comprehensive use of data and supporting literature to provide an excellent justification for the campaign with supportive contemporary literature	Range: 11.2-9.8 marks Appropriate use of data with good support from literature to provide a sound justification for the campaign with relevant supportive literature	Range: 9.7-7.5 marks Adequate use of data to provide a relevant justification for the campaign with minimal support from literature	Range: 7.4-0.1 marks Inadequate justification for the campaign with limited or no data provided and lacks contemporary supportive literature	0 marks Did not attempt	<b>/15</b>
<b>Criteria 4 (10 marks)</b>	Range: 10.0-8.5 marks	Range: 8.4-7.5 marks	Range: 7.4-6.5 marks	Range: 6.4-5.0 marks	Range: 4.9-0.1 marks	0 marks	<b>/10</b>

Campaign goals: at least 2 SMART goals outlined	At least two outstanding and perceptive goals are provided with all SMART requirements exceptionally outlined in a clear and precise manner	Two excellent goals provided with all SMART requirements outlined clearly and precisely	Two appropriate goals provided with all SMART requirements outlined clearly	Two adequate goals provided with SMART requirements outlined at a superficial level	Less than two goals provided with inadequate SMART requirements	Did not attempt	
<b>Criteria 5 (10 marks)</b> Campaign Structure: with activities	Range: 10.0-8.5 marks Outstanding and insightful structure outlining the campaign activities in a logical and sequential manner	Range: 8.4-7.5 marks Excellent structure outlining of the campaign activities in a very clear logical and sequential manner	Range: 7.4-6.5 marks Appropriate structure outlining of the campaign activities in a logical and sequential manner	Range: 6.4-5.0 marks Adequate structure outlining of the campaign activities in a reasonably clear manner	Range: 4.9-0.1 marks Less than adequate outline of the campaign activities	0 marks Did not attempt	<b>/10</b>
<b>Criteria 6 (15 marks)</b> Evidence-based content campaign: Explanation and justification of the evidence-based content of the campaign	Range: 15.0-12.8 marks Outstanding campaign content- logical, well targeted to the audience, and comprehensively outlined. Outstanding use of contemporary peer-reviewed literature to support justification	Range: 12.7-11.3 marks Excellent campaign content- logical, targeted to the audience, and clearly outlined. Excellent use of contemporary peer-reviewed literature to support justification	Range: 11.2-9.8 marks Appropriate campaign content - logically outlined for target audience. Adequate use of contemporary peer-reviewed literature to support justification	Range: 9.7-7.5 marks Adequate campaign content – superficially outlined. Adequate use of contemporary literature to support justification	Range: 7.4-0.1 marks Inadequate campaign content outlined. Inadequate use of contemporary peer-reviewed supportive literature	0 marks Did not attempt	<b>/15</b>
<b>Criteria 7 (10 marks)</b> Campaign timetable: with a visual timetable using relevant visual aids (graphs, chart tables) to support the campaign structure	Range: 10.0-8.5 marks Outstanding campaign timetable – exceptionally realistic and feasible with visual aids that support the campaign structure	Range: 8.4-7.5 marks Excellent campaign timetable – realistic and feasible with visual aids that support the campaign structure	Range: 7.4-6.5 marks Appropriate campaign timetable – feasible and workable with visual aids that support the campaign structure	Range: 6.4-5.0 marks Adequate and basic campaign timetable with superficial details; and visual aids that support the campaign structure	Range: 4.9-0.1 marks Less than adequate campaign timetable and lacks sufficient details; inadequate visual aids that support the campaign structure	0 marks Did not attempt	<b>/10</b>

<b>Criteria 8 (15 marks)</b> Evaluation Measures: proposed strategies that align with the campaign goals, to evaluate the effectiveness of the campaign	Range: 15.0-12.8 marks Outstanding analysis of the evaluation measures and proposed strategies that align with the SMART goals to evaluate the effectiveness of the campaign	Range: 12.7-11.3 marks Excellent analysis of the evaluation measures and proposed strategies that align with the SMART goals to evaluate the effectiveness of the campaign	Range: 11.2-9.8 marks Appropriate analysis of the evaluation measures and proposed strategies that align with the SMART goals to evaluate the effectiveness of the campaign	Range: 9.7-7.5 marks Adequate discussion of the evaluation measures and proposed strategies that align with the SMART goals to evaluate the effectiveness of the campaign	Range: 7.4-0.1 marks Less than adequate discussion of the evaluation measures and proposed strategies that align with the SMART goals to evaluate the effectiveness of the campaign	0 marks Did not attempt	<b>/15</b>
<b>Academic Integrity and referencing (5 marks)</b>	Range: 5.0-4.3 marks Exemplary writing with very high levels of authenticity and independent thought. Ideas are clearly expressed. Exemplary spelling, grammar and syntax with no errors. Excellent sources that are contemporary and from a range of journals and databases. Error free APA 7th use	Range: 4.2-3.8 marks Evidence of superior academic writing skills. Authentic and original writing that clearly synthesises the key points of the assignment. Expression is clear. Superior spelling, grammar and syntax < 5 minor errors. APA 7 referencing style is consistently accurate	Range: 3.7-3.3 marks Evidence of sound academic writing. Authentic and original writing that clearly addresses the key points of the assignment. Expression is appropriate. Few errors in syntax, spelling and grammar. Some referencing errors in in-text and/or referencing	Range: 3.2-2.5 marks Authentic writing that attempts to show independent thought; struggled at time with written expression. Errors in syntax, spelling and grammar. Attempts to use APA 7 style. Some errors in in-text and/or referencing list	Range: 2.4-0.1 marks Disorganised and lacks any sense of cohesion or alignment. Language hinders the effective flow of ideas and meaning. Sentences lack structure and are consistently too short or too long. Multiple errors in spelling, grammar and style. In-text referencing may be absent and/or reference list and contains major errors	N/A	<b>/5</b>
Subtotal							<b>/....</b>
Final mark							<b>/....</b>