



DCHA20001 Ageing in Indigenous People

Term 1 - 2018

Profile information current as at 20/05/2024 12:03 pm

All details in this unit profile for DCHA20001 have been officially approved by CQUUniversity 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

This unit will give you a detailed understanding of the influence of race and culture on ageing outcomes. The importance of Indigenous ways of knowing about health and how this relates to ageing will be addressed. You will learn and critically reflect on the historical and contemporary socio-political events and systems that impact the quality of life of older Indigenous people. Human rights and social justice issues will be discussed. This will include developing an informed understanding of colonisation processes and intergenerational trauma. You will research the key differences in health outcomes, including an appraisal of the 'gap', between Indigenous and non-Indigenous older people. You will learn about the delivery of culturally competent practice and working together with Indigenous people to promote value and respect for culture.

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 1 - 2018

- Distance

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. **Written Assessment**

Weighting: 10%

2. **Written Assessment**

Weighting: 50%

3. **Presentation**

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](#).

Unit Learning Outcomes

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

1. Explain the unique determinants that influence healthy ageing outcomes for Indigenous people.
2. Explain Indigenous ways of knowing about health and ageing.
3. Determine the potential efficacy of a current government strategy aims to address the healthy ageing needs of Indigenous people
4. Evaluate the ability of services to meet the healthy ageing needs of Indigenous people.

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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Sue Hunt Unit Coordinator
s.hunt@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the unit Module 1 - Determinants of Health		Refer to the Moodle site. Read the introductory information and undertake Module 1 activities. Familiarise yourself with what is required for your assessments. Details of the assessments are available on the Moodle site. You can begin some preparatory readings for the first assessment.

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Determinants of Health unique to Indigenous population in Australia		Refer to the Moodle site. Continue with Module 1 activities. Continue preparing for the first assessment - develop a plan.

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Determinants of Health unique to Indigenous population in Australia		Refer to the Moodle site. Continue with Module 1 activities. Begin drafting your first assessment/assignment. Review and complete.

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Refer to the Moodle site. Begin Module 2 activities.
 Week 4 - Assessment 1 due. Begin planning for Assessment 2.

Module 2 - "Knowing" about "healthy" and "ageing" from the perspective of the Indigenous population in Australia

Assessment 1: Proposal - Critical Analysis of Government Strategies for Healthy Ageing in Indigenous populations of Australia Due: Week 4 Tuesday (27 Mar 2018) 5:00 pm AEST

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - "Knowing" about "healthy" and "ageing" from the perspective of the Indigenous population in Australia		Refer to the Moodle site. Continue with Module 2 activities. Continue planning for Assessment 2 - including preparatory readings and source literature to support your assessment.

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Have a break or continue to work on Assessment 2		Have a break or continue to work on Assessment 2.

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Key differences in health between Indigenous and non-Indigenous populations in Australia		Refer to the Moodle site. Begin Module 3 activities. Begin drafting Assessment 2.

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Key differences in health between Indigenous and non-Indigenous populations in Australia		Refer to the Moodle site. Continue with Module 3 activities. Begin to finalise Assessment 2.

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Culturally Competent Practice		Refer to the Moodle site. Begin Module 4 activities. Week 8 - Assessment 2 due. Essay - Critical Analysis of Government Strategies for Healthy Ageing in Indigenous populations of Australia Due: Week 8 Tuesday (1 May 2018) 5:00 pm AEST

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Culturally Competent Practice		Refer to the Moodle site. Continue with Module 4 activities. Begin planning for your final assessment (Assessment 3).

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic

Module 5 - Government Strategies

Refer to the Moodle site. Begin Module 5 activities.
Continue working on Assessment 3.

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 - Government Strategies		Refer to the Moodle site. Continue with Module 5 activities. Complete your final draft for Assessment 3. Arrange a time with your lecturer for your presentation (online via zoom) next week.

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Revision & Consolidation		Week 12 - Assessment 3 due. Online Presentation - Best practice recommendations for culturally safe service provision for older Indigenous people Due: Week 12 Tuesday (29 May 2018) 5:00 pm AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Assessment Tasks

1 Assessment 1: Proposal - Critical Analysis of Government Strategies for Healthy Ageing in Indigenous populations of Australia

Assessment Type

Written Assessment

Task Description

Throughout this course the learning tasks within each module aim to ensure you are thinking broadly about the influence of external factors on the health of older Aboriginal and Torres Strait Islander peoples. This task asks you to critically analyse the efficacy of a current government strategy that aims to address the healthy ageing needs of Indigenous people. To do so you will need to apply your knowledge about the unique determinants of health for Indigenous people, as well as Indigenous ways of knowing about health and ageing.

You will need to select a current government strategy that either does or should aim to address the healthy ageing needs of older Indigenous people. The document can be relevant on a local, state or national level.

This task allows you to evaluate how well the government document considers the current and future needs of the Indigenous ageing population. An additional requirement is to provide solutions for any perceived shortcomings.

You will need to consider the specific needs of this generation, and future cohorts of older people. The purpose of this task is to develop your skills in assessing the suitability of government strategies to account for the diverse needs of older Indigenous people. You will need to consider if the strategy has the potential to promote cultural safety and be effective at what it is aiming to achieve.

The Tasks:

To begin with you are writing a proposal that will give an outline or summary of your full essay. The proposal is Assessment 1. You will receive feedback on this proposal and you will then write the full essay. The full essay is Assessment 2. This assessment will entail a critical analysis on the efficacy of a relevant government strategy that aims to address the healthy ageing needs of older Indigenous people.

Preparation:

1. Select a government strategy (document) that has direct implications for older Indigenous people
2. Search for a current quality literature on the key determinants of health in older Indigenous people. In addition, search for evidence-based literature on how to improve healthy ageing outcomes using culturally appropriate approaches
3. Search for and select quality literature that provides evidence-based information on the efficacy of legislation and policy

Proposal Writing:

1. Write an overview of your essay including your key arguments
2. Include the government strategy (document) you selected and why, the determinants of health you consider to be the most relevant along with three key journal articles or book chapters you will be using to guide your discussion and support your argument

Assessment Due Date

Week 4 Tuesday (27 Mar 2018) 5:00 pm AEST

Online submission - Upload via Turnitin and Moodle

Return Date to Students

Week 6 Friday (20 Apr 2018)

via Moodle

Weighting

10%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Presentation 10%				
Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style.	Very well presented. Minimal spelling and grammatical errors. Well proof read. Written in a clear and easy to ready style.	Well presented. Some spelling and grammatical errors. Written in an easy to ready style.	There may be one or more areas where there was evidence of lack attention to presentation.	Many presentation errors.
Selection of government document 30%				
Clear cohesive argument made for relevance of government document.	Largely clear cohesive argument made for relevance of government document.	Somewhat clear cohesive argument made for relevance of government document.	Little argument made for relevance of government document.	Minimal argument made for relevance of government document..
Selection of determinants of health 30%				
Appropriate selection of essential determinants of health that impact the ageing outcomes of older Indigenous people.	Appropriate selection of determinants of health that impact the ageing outcomes of older Indigenous people.	Appropriate selection of determinants of health that impact ageing outcomes.	Somewhat appropriate selection of determinants of health that impact ageing outcomes.	Inappropriate selection of determinants of health that impact the ageing outcomes.
Selection of journal articles 30%				
Appropriate and quality journal articles selected to guide discussion and support arguments.	Appropriate journal articles selected to guide discussion and support arguments.	Appropriate journal articles selected to support arguments.	Somewhat appropriate journal articles selected to support arguments.	Journal articles selected not appropriate to support arguments.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

via Turnitin and Moodle

Learning Outcomes Assessed

- Explain the unique determinants that influence healthy ageing outcomes for Indigenous people.
- Explain Indigenous ways of knowing about health and ageing.
- Determine the potential efficacy of a current government strategy aims to address the healthy ageing needs of Indigenous people

Graduate Attributes

- Knowledge
- Communication

- Cognitive, technical and creative skills
- Research
- Self-management

2 Essay - Critical Analysis of Government Strategies for Healthy Ageing in Indigenous populations of Australia

Assessment Type

Written Assessment

Task Description

Task Description

This assessment follows on from the proposal developed in Assessment 1. Now that you have received feedback on this proposal you will now write the full essay. The full essay will entail a critical analysis on the efficacy of a relevant government strategy that aims to address the healthy ageing needs of Indigenous people.

Essay writing:

1. Write an introductory paragraph that describes the importance of government strategies that are culturally appropriate and effective in improving healthy ageing outcomes for Indigenous people
2. State which government strategies (document) you selected and why
3. Critically analyse the applicability and appropriateness of the strategies outlined in the document to meet the needs of older Indigenous people
4. Identify any limitations of the government strategies and explain their possible impact and generate recommendations to improve efficacy.
5. Write a concluding paragraph that summarises your key findings

Assessment Due Date

Week 8 Tuesday (1 May 2018) 5:00 pm AEST

Online submission - via Turnitin and Moodle

Return Date to Students

Week 10 Tuesday (15 May 2018)

via Moodle

Weighting

50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 20%				
<i>Introduction 5%</i>				
Highly appropriate and relevant to content. Provides very clear sense of what follows.	Appropriate and relevant to content. Provides clear sense of what follows.	Largely appropriate and relevant to content. Provides sense of what follows.	Somewhat appropriate and relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate.
<i>Conclusion 5%</i>				
Provides very strong sense of closure and highly appropriate.	Provides sound sense of closure and appropriate.	Provides a sense of closure and largely appropriate.	Somewhat provides a sense of closure and somewhat appropriate.	No recognisable conclusion or conclusion is inappropriate.
<i>Presentation 5%</i>				
Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style.	Very well presented. Minimal spelling and grammatical errors. Well proof read. Written in a clear and easy to ready style.	Well presented. Some spelling and grammatical errors. Written in an easy to ready style.	There may be one or more areas where there was evidence of lack attention to presentation.	Many presentation errors.
<i>Referencing 5%</i>				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations.
Accurate APA referencing. No errors.	Accurate APA referencing. One error.	Accurate APA referencing. Two errors.	Accurate APA referencing. Three errors.	More than three errors.
Critical analysis of government document 40%				
High level of analysis reflected in a clear cohesive argument.	High level of analysis reflected in a largely clear cohesive argument.	Some analysis reflected in a somewhat clear and cohesive argument.	Some analysis apparent. Argument may be a little disjointed.	Minimal analysis or lack of analysis.
Understanding of impact of document 20%				
High levels of understanding of the impact of document.	Sound levels of understanding of the impact of document.	Some understanding of the impact of document.	Basic level of understanding of the impact of document.	Minimal to no understanding of the impact of document.
Solution generation 20%				
Appropriate strategies to improve document provided and used well to enhance discussion.	Appropriate strategies to improve document provided and used to enhance discussion.	Appropriate strategies to improve document provided and used in discussion.	Appropriate strategies to improve document provided and somewhat used in discussion.	Appropriate strategies to improve document not provided and/or not used in discussion.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

via Turnitin and Moodle

Learning Outcomes Assessed

- Explain the unique determinants that influence healthy ageing outcomes for Indigenous people.
- Explain Indigenous ways of knowing about health and ageing.
- Determine the potential efficacy of a current government strategy aims to address the healthy ageing needs of Indigenous people

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility
- Leadership

3 Online Presentation - Best practice recommendations for culturally safe service provision for older Indigenous people

Assessment Type

Presentation

Task Description

Objective and Outcomes

Throughout this course the learning tasks within each module aim to develop cultural capabilities and knowledge around Aboriginal and Torres Strait Islander peoples' history, health and culture with respect to cultural safety.

This task asks you to develop best practice recommendations for providing culturally safe services to older Indigenous people. You may like to make recommendations relevant to your own workplace or area of interest. To do so you will need to apply your knowledge about the unique determinants of health for Indigenous people, as well as Indigenous ways of 'knowing' about health and ageing. Other areas you may like to consider when developing your presentation are changes associated with ageing, common illnesses and disabilities associated with ageing, along with empowerment and strengths-based approaches to ageing and healthy ageing principles.

The Task:

You are creating an oral presentation that is designed to provide recommendations for culturally safe service provision for older Indigenous people. Create the presentation as if you would be presenting to colleagues who have varying but mostly a basic understanding of the needs of older Indigenous people. You must successfully transmit knowledge to justify your recommendations. Your colleagues have the capacity to implement the recommendations and you need to convince them of their value.

Preparation:

1. Select an area of service provision
2. Search for current quality literature on providing culturally safe services to older Indigenous people
3. Search for literature on Indigenous ways of 'knowing' about health and ageing that you believe will be appropriate to apply to your selected area of service provision
4. Generate best practice recommendations for providing services to older Indigenous people tailored to your workplace or area of interest

Presentation format:

1. The presentation should be 10-15 minutes in duration with a maximum of 10 PowerPoint slides
2. Information on the slides should be referenced (cited) appropriately. Provide a slide at the end of the presentation with the references listed using APA
3. Your presentation should include an introduction to the topic, the importance of culturally safe service provision, including the impacts of not providing it
4. Introduce your area of service provision with respect to ageing and Indigenous people and culture
5. Provide recommendations for improving service provision for older Indigenous people, prioritising the most salient issues that have the greatest impact
6. Outline and discuss the benefits of the recommendations you have made by justifying and supporting this with the literature you have reviewed

7. Summarise your key findings by putting forward a concluding statement

Assessment Due Date

Week 12 Tuesday (29 May 2018) 5:00 pm AEST

Remember to organise a time with your Lecturer for your online presentation in Week 11

Return Date to Students

Exam Week Tuesday (12 June 2018)

via Moodle

Weighting

40%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 20%				
<i>Efficacy and organisation 5%</i>				
Slides and notes are used very effectively. There is a clear and succinct introduction and conclusion: they introduce the topic and outline the direction of the presentation/bring presentation to a logical close.	Slides and notes are used effectively. There is a clear and appropriate introduction/ conclusion: they introduce the topic and outline the direction of the presentation/bring presentation to a coherent close.	Slides and notes are used very well. There is an appropriate introduction/ conclusion and the direction of the presentation is logical.	Slides and notes are clear. The introduction/ direction/ conclusion are mostly apparent.	Slides and notes are not clear. There is no recognisable introduction/ and/or direction in the presentation and/ or no clear conclusion.
<i>Presentation 10%</i>				
Excellent presentation of assignment. The presenter demonstrates an expert command of the topic and the presentation is well-paced, confident and compelling. The submitted written material (i.e. presentation slides) is very well-presented and free from errors.	A very good presentation. The presenter demonstrates a very sound understanding of the topic and the presentation is delivered confidently. The written material (i.e. presentation slides) has minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).	A good presentation. The presenter demonstrates a sound understanding of the topic and the presentation is delivered well. The written material (i.e. presentation slides) has some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).	The presenter demonstrates an understanding of the topic and the presentation conveys this. This assignment could be improved through improved pacing/ other delivery style matters etc. The written material (i.e. presentation slides) has 3 or 4 inconsistent errors (spelling, grammar and paragraph structure).	Poorly presented assignment. The presentation style is not engaging/ credible and presenter does not demonstrate a grasp of the content. The written material (i.e. presentation slides) has many inaccuracies in spelling, grammar and paragraph structure. (> 5 errors).
<i>Referencing 5%</i>				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations.
Accurate APA referencing. No errors.	Accurate APA referencing. One error.	Accurate APA referencing. Two errors.	Accurate APA referencing. Three errors.	More than three errors.
Approach and Argument 80%				
<i>Relevancy and depth 25%</i>				
Content is entirely relevant to the topic, the approach comprehensively addresses the task and the presentation proceeds logically and is within the set time limit.	Content is very relevant to the topic, the approach clearly addresses the task and the presentation proceeds logically and within the set time limit.	Content is appropriate to the topic, the approach mostly addresses the task and the presentation for the most part proceeds logically and is within the set time limit	Content addresses the topic but the presentation is at times repetitive or lacks cohesion and is within the set time limit with a 10% allowance (under or over the set limit).	Content is irrelevant and or does not address the topic and the presentation lacks cohesion. The time limit has not been adhered to.
<i>Solution generation 30%</i>				
Recommendations thoroughly and realistically address complex problems. Recommendations are prioritised appropriately.	Recommendations realistically address problems. Recommendations are prioritised appropriately.	Recommendations address problems. Recommendations are prioritised appropriately.	Recommendations address problems.	Recommendations do not address problems.
<i>Knowledge transmission 25%</i>				
Content is entirely relevant for the audience. The presentation fully caters for the audience. The presentation conveys complex material in a very accessible and respectful manner.	Content is very relevant for the audience. The presentation generally caters for the audience and presents complex material in an accessible manner.	Content is relevant for the audience. The presentation partly caters for the audience and mostly presents complex material in an accessible manner.	Content is somewhat relevant for the audience. The presentation barely caters for the audience and only in parts presents complex material in an accessible manner.	Content is not relevant for the audience. It is not respectful of their needs and is either unlikely to be understood or too simplistic for them.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

via Turnitin and Moodle and Zoom

Learning Outcomes Assessed

- Evaluate the ability of services to meet the healthy ageing needs of Indigenous people.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- 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