



DCHA20003 Cognitive and Sensory Changes and Age

Term 1 - 2018

Profile information current as at 07/05/2024 01:04 pm

All details in this unit profile for DCHA20003 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

This unit explores how the human body changes as we age, including differentiating between normal ageing processes and those associated with disease. You will discover how ageing impacts individuals' ability to communicate and participate socially and in service provision contexts. Having an understanding of the ageing process and the underlying physiological mechanisms will give you an essential foundation to work well with older people and create strategies to promote healthy ageing. This unit will encourage you to self-reflect on your own professional practice and generate evidence based solutions to enhance service provision.

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: 40%

2. **Written Assessment**

Weighting: 10%

3. **Presentation**

Weighting: 50%

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 Staff feedback (peer review).

Feedback

No student feedback was made available in this unit. Staff feedback remarked on the high quality of the written content and recommended the inclusion of short lectures.

Recommendation

Include short lectures.

Unit Learning Outcomes

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

1. Differentiate between cognitive and sensory changes associated with the normal ageing processes and those related to chronic and acute illnesses
2. Examine the implications of sensory and cognitive changes on communication
3. Critically appraise common strategies used to manage communication difficulties against best practice principles
4. Develop communication strategies to enhance and promote respect and personhood.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	•	•		
2 - Written Assessment - 10%			•	•
3 - Presentation - 50%			•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Written Assessment - 40%	○	○		○	○	○		
2 - Written Assessment - 10%	○	○	○	○	○	○	○	
3 - Presentation - 50%	○	○		○	○	○		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

Due to the contemporary nature of this study journal articles will be the bulk of information. As a result there will be no prescribed text book, although some may be suggested for additional reading during the unit.

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

Anne-Marie Holt Unit Coordinator
a.holt2@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> Welcome to the first week of term! Please watch the welcome lecture below, it contains suggestions on what you might like to do this week to orient yourself to, and succeed in, this unit. Explore the Moodle site and check out all the great resources we have on offer at CQUniversity! Module 1 - Cognitive and Sensory Changes associated with the normal ageing processes and illness		Refer to the Moodle site. Read the introductory documentation. Familiarise yourself with what is required for your assessments. Details of the assessments are available on the Moodle site. You can begin some pre-readings to prepare for your first assessment.

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Cognitive and sensory changes associated with normal ageing processes and illness		Refer to the Moodle site. Begin Module 1 Activities in the workbook. Develop a plan for your first assessment.

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Cognitive and sensory changes associated with normal ageing processes and illness		Refer to the Moodle site. Continue with the readings and activities for Module 1 in the workbook.

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Implications of sensory and cognitive changes on communication		Refer to the Moodle site. Begin Module 1 Part 2 readings and activities from the workbook. Week 4: Assessment 1 due. The implications of sensory and cognitive changes as people age Due: Week 4 Friday (30 Mar 2018) 5:00 pm AEST

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Implications of sensory and cognitive changes on communication		Refer to the Moodle site. Continue working on the activities in the workbook for Module 2.

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week - Enjoy your break!		

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Implications of sensory and cognitive changes on communication		Refer to the Moodle site. Continue with Module 2 readings and activities from your workbook.

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Module 3 - Communication strategies

Refer to the Moodle site. Undertake Module 3 readings and activities from your workbook.

Week 7: Assessment 2 due.

Presentation Proposal: Cognitive and Sensory Changes in Ageing and Communication Due: Week 7 Friday (27 Apr 2018) 5:00 pm AEST

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Communication strategies		Refer to the Moodle site. Continue with Module 3 readings and activities from your workbook.

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Communication Strategies		Refer to the Moodle site. Continue with Module 3 readings and activities from your workbook.

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 -Communication strategies to enhance and promote respect and "personhood"		Refer to the Moodle site. Undertake Module 4 readings and activities from your workbook.

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Communication strategies to enhance and promote respect and "personhood"		Refer to the Moodle site. Continue with Module 4 readings and activities from your workbook.

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review and consolidation.		Week 12: Assessment 3 due ONLINE PRESENTATION: Due: Week 12 Friday (1 June 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
This unit has no exams		

Term Specific Information

Annie Holt, the Coordinator for this unit is a researcher and educator specializing in health and ageing across many populations groups and settings.

Annie began her academic career teaching across the disciplines of medicine, public health, health promotion, evidence informed health practice and research methodology. Annie has worked in varied roles across many sectors including clinical settings, community health, corporate and worksite health.

Annie conducted research in Western Australia, specifically evaluating the role of physical activity and nutrition interventions in Healthy Ageing. She has publications in this area and has presented at conferences both internationally and locally.

Assessment Tasks

1 The implications of sensory and cognitive changes as people age

Assessment Type

Written Assessment

Task Description

"There is no point worrying about our mind and senses as they are all going to disappear as we get older anyway".

For this assessment you are required to:

1.0 Critically examine the above assumption and explore the changes that occur to a person's cognitive and sensory abilities as part of the normal ageing process.

2.0 Compare and contrast cognition and sensory changes that occur as part of the normal ageing process with the changes that occur due to chronic and acute illness.

3.0 Discuss the implications for the varying causes of changes identified in step 2 (above) in relation to preventing cognitive and sensory loss as people age.

4.0 Make recommendations for overcoming misconceptions about the consequence of the ageing process on cognitive and sensory processes.

Assessment Due Date

Week 4 Friday (30 Mar 2018) 5:00 pm AEST

Return Date to Students

Week 6 Friday (20 Apr 2018)

Via Moodle

Weighting

40%

Assessment Criteria

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 a very clear sense of what follows	Appropriate and relevant to content. Provides clear sense of what follows.	Largely appropriate and relevant to content. Provides clear sense of what follows	Somewhat appropriate and relevant to content. Provides clear sense of what follows	Not evident and/or not appropriate
<i>Conclusion 5%</i>				
Provides a very strong sense of closure and highly appropriate	Provides a sound sense of closure and appropriate	Provides a sense of closure and largely appropriate	Somewhat provides sense of closure and highly appropriate	No recognisable conclusion or conclusion is inappropriate
<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
<i>Presentation 10%</i> Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style Accurate APA referencing. No errors				
Very well presented. Minimal spelling and grammatical errors. Well proof read. Written in a clear and easy to read style Accurate APA referencing. One error	Well presented. Some spelling and grammatical errors. Written in an easy to read style Accurate APA referencing. Two errors.	There may be one or more areas where there is a lack of attention to presentation Accurate APA referencing. Three errors	Many presentation errors APA referencing. More than three errors	
Critical analysis of statement 25%				
High level of analysis reflected in a clear cohesive argument	High level of analysis reflected in a largely clear and cohesive argument	Some analysis reflected in a somewhat clear and cohesive argument	Some analysis apparent. Argument is a little disjointed	Minimal analysis or lack of analysis
Comparative analysis 25%				
High level of comparative analysis between normal ageing and chronic and acute illness including implications	High level of comparative analysis including implications reflected in a clear cohesive argument	Some comparative analysis along with implications reflected in a somewhat clear and cohesive argument	Minimal level of analysis apparent along with implications. Argument may be a little disjointed	Minimal analysis or lack of any cohesive discussion
Solution generation 25%				
Recommendations thoroughly and realistically address complex problems. Recommendations are prioritised appropriately	Recommendations realistically address problems. Recommendations are prioritised appropriately	Recommendations address problems moderately well. Recommendations are prioritised somewhat appropriately	Recommendations address problems on a very basic level and not clearly prioritised	Inadequate recommendations that show a lack of understanding of the complexity of problems. No prioritisation of recommendations

Referencing Style

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

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Differentiate between cognitive and sensory changes associated with the normal ageing processes and those related to chronic and acute illnesses

- Examine the implications of sensory and cognitive changes on communication

Graduate Attributes

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

2 Presentation Proposal: Cognitive and Sensory Changes in Ageing and Communication

Assessment Type

Written Assessment

Task Description

Assessment 2 and 3 are interlinked and designed to assist you to prepare a presentation. The presentation which you submit in Assessment 3 will be designed to inform key stakeholders regarding the implications of sensory and cognitive changes on communication with a view to develop 'best practice' communication strategies to enhance and promote and respect "person-hood" in the older person. For example, you may wish to develop a PowerPoint presentation (of approximately 12 slides) or a multimedia presentation of your choice, that will be accompanied with a verbal presentation (of approximately 15-20 minutes). You will use Zoom to present to the Unit Coordinator during week 12 at a pre-allocated time.

Assessment 2 is your **written proposal** of this presentation. It will provide an overview of the design and content that you will be using for Assessment 3. Review and examination of this assessment (2) will allow you to receive feedback prior to completing Assessment 3.

Presentation Proposal

You are required to develop a proposal to submit for feedback and revision prior to the completion of Assessment 3. The proposal will need to include:

- an overview of your planned presentation including the type of presentation format that you intend to use (e.g. PowerPoint, Prezi etc...). You will need to write two-three sentences justifying your choice.
- an overview of the cognitive and sensory changes that occur as part of the ageing process and the implications of this on communication.
- an overview of your chosen 'stakeholders' including a justification for this choice.
- an overview of the key points that you will be making in your presentation for Assessment 3, including 3 references that you will use to assist you in creating your message in your presentation.

Assessment Due Date

Week 7 Friday (27 Apr 2018) 5:00 pm AEST
via Moodle

Return Date to Students

Week 9 Friday (11 May 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 and 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.
An overview of cognitive and sensory changes and ageing 30%				
Clear cohesive summary of cognitive and sensory changes in ageing. Demonstration of a high level of understanding of impact on communication.	Largely clear cohesive summary of cognitive and sensory changes in ageing. Demonstration of an adequate understanding of impact on communication.	Somewhat clear cohesive summary of cognitive and sensory changes in ageing. Demonstration of an adequate understanding of impact on communication.	Poor understanding of cognitive and sensory changes in ageing and impact on communication.	Minimal understanding of cognitive and sensory changes in ageing and impact on communication.
Selection and justification of Stakeholder/Feasible and recommendations for best practice 30%				
Appropriate selection and justification of stakeholder. Recommendations for best practice are feasible, realistic and highly appropriate to target audience.	Appropriate selection and justification of stakeholder. Recommendations for best practice are feasible, realistic and highly appropriate to target audience	Appropriate selection and justification of stakeholder. Recommendations for best practice are feasible, realistic and somewhat appropriate to target audience	Somewhat appropriate selection of and justification of stakeholder. Recommendations for best practice are not feasible, unrealistic and inappropriate to target audience.	Inappropriate selection of selection of and justification of stakeholder. Recommendations for best practice are not feasible, unrealistic and inappropriate to target audience.
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 Moodle

Learning Outcomes Assessed

- Critically appraise common strategies used to manage communication difficulties against best practice principles
- Develop communication strategies to enhance and promote respect and personhood.

Graduate Attributes

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

3 ONLINE PRESENTATION:

Assessment Type

Presentation

Task Description

You are to develop and give a presentation online (via Zoom) to inform key stakeholders about the implications of cognitive and sensory changes on communication with a view to develop 'best practice' communication strategies to enhance and promote respect and "personhood" in the older person. Your choice (mode) of presentation will have been justified in your proposal in Assessment 2. Your tasks include:

- identify cognitive and sensory changes that occur as a person ages
- critically assess the implications of these changes on communication for an older person
- develop some recommendations for 'best practice' communication strategies to enhance and promote respect and "personhood" in the older person
- justify your recommendations with quality based evidence from credible sources
- the duration of the presentation should be 15-20 minutes
- Referencing of the material you have presented will be provided on the last 'slide' using APA correctly

Assessment Due Date

Week 12 Friday (1 June 2018) 5:00 pm AEST
via Moodle

Return Date to Students

Exam Week Friday (15 June 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>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. <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.	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. 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).	Slides and notes are used very well. There is an appropriate introduction/ conclusion and the direction of the presentation is logical. 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).	Slides and notes are clear. The introduction/ direction/ conclusion are mostly apparent. 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).	Slides and notes are not clear. There is no recognisable introduction/ and/or direction in the presentation and/ or no clear conclusion. 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>				

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
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 20%</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 is 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 30%</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 Moodle

Learning Outcomes Assessed

- Critically appraise common strategies used to manage communication difficulties against best practice principles
- Develop communication strategies to enhance and promote respect and personhood.

Graduate Attributes

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

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