



DCHA20005 Predictors of Healthy Ageing

Term 2 - 2018

Profile information current as at 21/05/2024 08:49 pm

All details in this unit profile for DCHA20005 have been officially approved by CQU University 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 compare both the modifiable and non-modifiable predictors of ageing outcomes. You will evaluate the importance of the determinants of health in older people. You will develop an informed understanding of the risk factors for decreased functioning and common mental and physical illnesses. You will produce potential solutions that minimise the impact of risk factors and illness. How to empower and support older people to enable behavioural change will be addressed. This knowledge will be discussed in relation to its application to promote healthy ageing in policy, individual and practice contexts.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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

Offerings For Term 2 - 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. **Written Assessment**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from AIMS

Feedback

This unit has had no student enrolments.

Recommendation

Due to the low interest shown in this unit, it is no longer taking new admissions. Any relevant unit content will be integrated into the new Master of Gerontology.

Unit Learning Outcomes

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

1. Compare and contrast modifiable and non-modifiable predictive factors of healthy ageing.
2. Examine the utility of modifiable and non-modifiable predictive factors of healthy ageing.
3. Analyse the impact of non-modifiable predictors of healthy ageing on health policy, social attitudes, and the individual.
4. Construct an individual health promotion plan focussing on modifiable predictors of healthy ageing.

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 - 10%	•	•		
2 - Written Assessment - 50%	•	•		
3 - Written Assessment - 40%			•	•

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 - 10%	○	○	○	○	○	○		
2 - Written Assessment - 50%	○	○	○	○	○	○	○	
3 - Written Assessment - 40%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 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 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to DCHA 20005 - Predictors of Healthy Ageing		Refer to Moodle site

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Normal Ageing Processes and Chronic Illness		Refer to Moodle site

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Age-related changes to body systems: Functional Capacity, Disability and Health		Refer to Moodle site Assessment 1 due - Wednesday 25 July 2018 5.00pm (AEST)
		Case Study Due: Week 3 Wednesday (25 July 2018) 5:00 pm AEST

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Age-related changes to body systems: Functional Capacity, Disability and Health		Refer to Moodle site

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Age-related changes to body systems: Functional Capacity, Disability and Health		Refer to Moodle site

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your study-free week		Enjoy your study-free week

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Major causes of ill-health and co-morbidities in older Australians		Refer to Moodle site

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Major Causes of ill-health and co-morbidities in older Australians		Refer to Moodle site

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Major Causes of ill-health and co-morbidities in older Australians		Refer to Moodle site

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic

Module 2 - Major Causes of ill-health and co-morbidities in older Australians

Refer to Moodle site
Assessment 2 due - Wednesday 12 September 2018 5.00pm (EAST)

Written Assessment Due: Week 9
Wednesday (12 Sept 2018) 5:00 pm AEST

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Opportunities for prevention of illness and promotion of health		Refer to Moodle site

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Opportunities for prevention of illness and promotion of health		Refer to Moodle site

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Refer to Moodle site
Revision & Consolidation		Assessment 3 due - Wednesday 03 October 2018 5.00pm (EAST)

Written Assessment Due: Week 12
Wednesday (3 Oct 2018) 5:00 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Case Study

Assessment Type

Written Assessment

Task Description

Objectives:

Review a newspaper article on physical activity and healthy ageing and apply this to the founding principles of Fries (1980) 'Compression of Morbidity' theory

Think about two points on a typical human lifespan, with the first point representing the time at which a person becomes chronically ill or disabled and the second point representing the time at which that person dies. Today, the time between those two points is about 20 or so years. During the early portion of those years, chronic disease or disability is minor, but increases nearer to the end of life. The idea behind compression of morbidity is to squeeze or compress the time horizon between the onset of chronic illness or disability and the time in which a person dies. (Fries, J, 1980).

Task:

1.0 Read the following online newspaper article

undefined<http://www.afr.com/lifestyle/health/ageing-well-how-to-stay-healthy-long-into-retirement-20180320-h0xr2i>

2.0 Using the following paper justify how the newspaper article validates Fries' theory in three coherent and fully

referenced paragraphs.

3.0 Write an introductory paragraph defining the Compression of Mortality theory.

4.0 Write a paragraph on how physical activity is a determinant in the compression of mortality and healthy ageing.

5.0 In a final paragraph, discuss how what was reported in the online newspaper article supports the link between physical activity, compression of morbidity and healthy ageing.

Assessment Due Date

Week 3 Wednesday (25 July 2018) 5:00 pm AEST

Return Date to Students

Week 5 Wednesday (8 Aug 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.	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.
Introduction 5%				
Provides an excellent overview of the topic. Introduction is highly relevant to content. Provides very clear sense of what follows in terms of the direction of the paper.	Provides a good overview of the topic. Introduction is largely relevant to content. Provides a clear sense of what follows in terms of the direction of the paper.	Provides a general overview of the topic. Introduction is relevant to content. Provides a sense of what follows in terms of the direction of the paper	Provides a very basic overview of topic. Introduction is somewhat relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate.
Conclusion 5%				
Provides a logical, concise and persuasive summary linking all key points together very well. No new information is raised	Provides a logical summary linking key points together with a sense of closure. No new information is raised.	Provides an adequate summary that brings most but not all key points together with some sense of closure. No new ideas are raised.	Provides a very basic summary, fails to link all key points together, with very little closure and has introduced some new information.	Not evident and/or not appropriate.
Referencing 5%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Accurate APA in-text citations and reference list formatted correctly with no errors.	Generally, integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Accurate APA in-text citations and reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Accurate APA in-text citations and reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Accurate APA in-text citations and reference list formatted correctly with 5 to six errors	Fails to or infrequently attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information. Inaccurate use of APA for in-text citations and poorly formatted reference list.
Definition and understanding of theory: 'Compression of Mortality' 25%				
Provides a very thorough definition of theory and demonstrates a high level of understanding of theory a clear and cohesive manner.	Provides a definition of theory and demonstrates a moderate level of understanding of theory a clear and cohesive manner.	Provides a definition of theory and demonstrates a very basic understanding of theory but needs to more clearly link these together in a cohesive manner	Provides a basic definition of theory and demonstrates a minimal understanding of theory. Fails to link concepts together.	Little or no definition and demonstrates little understanding of theory.
Demonstration of physical activity as a determinant in theory of 'Compression of Mortality' 25%				
Demonstrates at a very high level of understanding of physical activity as a determinant in this theory in a clear cohesive manner with a high level of critical thinking.	Demonstrates a sound level of understanding of physical activity as a determinant in this theory in a clear cohesive manner with a good level of critical thinking.	Demonstrates some understanding of physical activity as a determinant in this theory in a somewhat clear cohesive manner with some level of critical thinking.	Demonstrates a basic level of understanding of physical activity as a determinant in this theory, however discussion is a little disjointed.	Minimal or no understanding.
Critique of newspaper article 25%				
Demonstrates a high level of critiquing of article content and succinctly aligns this with the theory, physical activity and healthy ageing.	Demonstrates a sound level of critiquing of article content and succinctly aligns this with the theory, physical activity and healthy ageing.	Critique of article content is provided but needs to be more succinctly and coherently aligned with the theory, physical activity and healthy ageing.	Minimal critiquing of article. Fails to align the content with the theory, physical activity and healthy ageing to an adequate level.	Minimal or no article critique.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Compare and contrast modifiable and non-modifiable predictive factors of healthy ageing.
- Examine the utility of modifiable and non-modifiable predictive factors of healthy ageing.

Graduate Attributes

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

2 Written Assessment

Assessment Type

Written Assessment

Task Description

Objectives:

In this assessment, you will be analysing the integration of the predictors of healthy ageing, health policy and social attitudes and the individuals' experience of ageing well. You will need to discuss how current ageing policy and social attitudes towards ageing and older people have influence on ageing well. You will also need to discuss how these influence the predictors of ageing by choosing a modifiable predictive factor (determinants) that support healthy ageing, for example social inclusion, physical activity, nutrition etc.

Tasks:

- 1.0 Write an introductory paragraph that outlines the objective of the assessment, defining any important terms in the context of your paper.
- 2.0 The main body of your written assessment will focus on the inter-play between ageing policy, social attitudes towards ageing and older people and a modifiable predictor of ageing well. For example you may which to critically analyse the federal governments 'active ageing policy' by discussing attitudes t older people may have towards physical activity and link this into physical activity or inactivity as a strong predictor of ageing well.
- 3.0 You will need to consult the literature to support your ideas and writing and reference this using APA.
- 4.0 You will need to write a concluding paragraph that summarises the key points you have made, thereby linking together the predictors of ageing from an individual, society and policy perspective.

Assessment Due Date

Week 9 Wednesday (12 Sept 2018) 5:00 pm AEST
via Turnitin on Moodle site

Return Date to Students

Week 11 Wednesday (26 Sept 2018)
via Moodle

Weighting

50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Presentation 5%				
Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style.	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.
Introduction 5%				
Provides an excellent overview of the topic. Introduction is highly relevant to content. Provides very clear sense of what follows in terms of the direction of the paper.	Provides a good overview of the topic. Introduction is largely relevant to content. Provides a clear sense of what follows in terms of the direction of the paper.	Provides a general overview of the topic. Introduction is relevant to content. Provides a sense of what follows in terms of the direction of the paper	Provides a very basic overview of topic. Introduction is somewhat relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate.
Conclusion 5%				
Provides a logical, concise and persuasive summary linking all key points together very well. No new information is raised	Provides a logical summary linking key points together with a sense of closure. No new information is raised.	Provides an adequate summary that brings most but not all key points together with some sense of closure. No new ideas are raised.	Provides a very basic summary, fails to link all key points together, with very little closure and has introduced some new information.	Not evident and/or not appropriate.
Referencing 5%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Accurate APA in-text citations and reference list formatted correctly with no errors.	Generally, integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Accurate APA in-text citations and reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Accurate APA in-text citations and reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Accurate APA in-text citations and reference list formatted correctly with 5 to six errors	Fails to or infrequently attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information. Inaccurate use of APA for in-text citations and poorly formatted reference list.
Link between ageing policy, social attitudes and predictor of healthy ageing 40%				
Provides a very thorough discussion of policy, attitudes and predictors and demonstrates a high level of understanding in a clear and cohesive manner.	Provides a thorough discussion of policy, attitudes and predictors and demonstrates a good level of understanding in a clear and cohesive manner.	Provides a thorough discussion but needs to more clearly link policy, attitudes and predictors together in a cohesive manner.	Provides a basic discussion of policy, attitudes and predictors. Fails to link concepts together.	Little or no definition and demonstrates little understanding of policy, attitudes and predictors.
Use of evidence to support discussion around key points on ageing policy, social attitudes and predictor of healthy ageing 40%				
Uses evidence in a highly organised manner to link key points together that enhances discussion in a highly effective way.	Uses evidence in an organised manner to link key points together that enhances discussion in an effective way.	Uses evidence to link key points together and provides some discussion at a moderate level.	Uses evidence in a to link key points together with minimal effect.	Minimal or no understanding of evidence and its links to key points made.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Compare and contrast modifiable and non-modifiable predictive factors of healthy ageing.
- Examine the utility of modifiable and non-modifiable predictive factors of healthy ageing.

Graduate Attributes

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

3 Written Assessment

Assessment Type

Written Assessment

Task Description

Objectives:

Physical activity and nutrition have substantial influence on healthy ageing. The objective of this assessment is to use the current National Physical Activity Guidelines or the current Australian Dietary guidelines *for older adults* and develop a health promotion plan for a group of older adults in your community. You will need to focus on specific characteristics of your target group (e.g. CALD older adults who may not have exercised for a long period of time or single -dwelling residents of a retirement village facility who would like to eat more healthfully). Your plan should not only include educational strategies to change behaviour but also include environmental determinants that can support behaviour change too.

Tasks:

- 1.0 Identify your target group of choice, specific characteristics and modifiable predictive factors that support healthy ageing. Discuss any potential barriers and enablers to implementing your physical activity or nutrition plan - this may be specific to your target group (beliefs, values and attitudes) and/or operate at an environmental level (e.g. access to resources, built environment, natural environment, social- environment).
- 2.0 Discuss some feasible and viable strategies and methods that you can use to implement your plan. Provide some information on what has been done in the past even if it is at a broader population level.
- 3.0 You will need to validate your plan by consulting the literature to provide evidence for the strategies and methods you would like to employ. Consider both educational and environmental strategies.
- 4.0 Conclude by summarising how your evidenced-based plan will contribute to improving the healthy ageing outcomes of your target group.

Assessment Due Date

Week 12 Wednesday (3 Oct 2018) 5:00 pm AEST
via Turnitin and Moodle

Return Date to Students

Exam Week Wednesday (17 Oct 2018)
via Moodle

Weighting

40%

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.	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.
Introduction 5%				
Provides an excellent overview of the topic. Introduction is highly relevant to content. Provides very clear sense of what follows in terms of the direction of the paper.	Provides a good overview of the topic. Introduction is largely relevant to content. Provides a clear sense of what follows in terms of the direction of the paper.	Provides a general overview of the topic. Introduction is relevant to content. Provides a sense of what follows in terms of the direction of the paper	Provides a very basic overview of topic. Introduction is somewhat relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate.
Conclusion 5%				
Provides a logical, concise and persuasive summary linking all key points together very well. No new information is raised	Provides a logical summary linking key points together with a sense of closure. No new information is raised.	Provides an adequate summary that brings most but not all key points together with some sense of closure. No new ideas are raised.	Provides a very basic summary, fails to link all key points together, with very little closure and has introduced some new information.	Not evident and/or not appropriate.
Referencing 5%				

Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Accurate APA in-text citations and reference list formatted correctly with no errors.	Generally, integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Accurate APA in-text citations and reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Accurate APA in-text citations and reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Accurate APA in-text citations and reference list formatted correctly with 5 to six errors	Fails to or infrequently attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information. Inaccurate use of APA for in-text citations and poorly formatted reference list.
Selection of target group, identification of target group characteristics and modifiable predictive factor 25%				
Selection of target group and identification of specific characteristics is highly appropriate. Demonstrates a high level of understanding of predictive factor and its impact on healthy ageing in this target group.	Selection of target group and identification of specific characteristics is appropriate. Demonstrates a good level of understanding of predictive factor and its impact on healthy ageing in this target group.	Selection of target group is appropriate. Identification of specific characteristics is demonstrated on a basic level. Demonstrates a moderate level of understanding of predictive factor and its impact on healthy ageing in this target group.	Selection of target group is appropriate. Does not consider specific characteristics of the group. Demonstrates a very basic level of understanding of predictive factor and its impact on healthy ageing in this target group.	Fails to identify target group characteristics and predictors in healthy ageing.
Selection of strategies and methods for health promotion plan 25%				
Provides both educational and environmental strategies that are feasible and practical to the plan. Articulates these in a highly effective manner. Uses evidence thoughtfully and thoroughly to justify.	Provides both educational and environmental strategies that are feasible and practical to the plan. Articulates these in a highly effective manner. Uses evidence to justify.	Provides either educational and environmental strategies (but not both) that are feasible and practical to the plan. Uses evidence to justify choice but needs link concepts together more clearly.	Provides either educational and environmental strategies (but not both). Does not justify these with good use of evidence.	Minimal or no understanding of the evidence to support strategies provided.
Summary of evidence-based health promotion plan 25%				
Provides a summary that more than adequately addresses the evidence for improving the healthy ageing outcomes in target group.	Provides a summary that adequately addresses the evidence for improving the healthy ageing outcomes in target group.	Provides a basic summary that addresses the evidence for improving the healthy ageing outcomes in target group.	Provides a summary that is too broad and simplistic in addressing the evidence for improving the healthy ageing outcomes in target group.	Minimal or no summary provided.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Analyse the impact of non-modifiable predictors of healthy ageing on health policy, social attitudes, and the individual.
- Construct an individual health promotion plan focussing on modifiable predictors of healthy ageing.

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