



DCHA20005 *Predictors of Healthy Ageing*

Term 2 - 2019

Profile information current as at 28/04/2024 03:05 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 - 2019

- Distance
- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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 Course Reference Committee , Head of Course and Unit Coordinators.

Feedback

Student enrolments over the three years this course (and unit) have been active demonstrate a need to promote and market it more strongly.

Recommendation

Consideration will be given to this, particularly in regards to the new undergraduate Healthy Ageing units that are being developed as part of the Bachelor of Social Work (Honours).

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

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

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to unit - an overview	Selected readings and course materials	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Normal ageing processes and chronic illness	Selected readings and course materials	Tutorial

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Age-related changes to body systems: Functional capacity, disability and health	Selected readings and course materials	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Age-related changes to body systems: Functional capacity, disability and health continued	Selected readings and course materials	Tutorial

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Age-related changes to body systems: Functional capacity, disability and health continued	Selected readings and course materials	Essay proposal Due: Week 5 Monday (12 Aug 2019) 5:00 pm AEST

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Major causes of ill-health and co-morbidities in older Australians	Selected readings and course materials	Tutorial

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Major causes of ill-health and co-morbidities in older Australians continued	Selected readings and course materials	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Major causes of ill-health and co-morbidities in older Australians	Selected readings and course materials	Tutorial

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Major causes of ill-health and co-morbidities in older Australians	Selected readings and course materials	Essay Due: Week 9 Friday (20 Sep 2019) 5:00 pm AEST

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Opportunities for prevention of illness and promotion of health	Selected readings and course materials	Tutorial

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Opportunities for prevention of illness and promotion of health continued	Selected readings and course materials	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Opportunities for prevention of illness and promotion of health continued	Selected readings and course materials	

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Health promotion plan Due: Review/Exam Week Friday (18 Oct 2019) 5:00 pm AEST

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Essay proposal

Assessment Type

Written Assessment

Task Description

Length: 500 words

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.

The Task

To begin with, you are writing a proposal that will give an outline or summary of your full essay. You will receive feedback on this proposal and you will then write the full essay. The full essay will entail an evaluation of the impact of health literacy in older adults and its impact on the predictors of healthy ageing. You will need to analyse how health literacy levels are associated with morbidity and mortality in older adults. You will also need to discuss how health literacy levels have implications for the design and delivery of programs to support healthy ageing.

Preparation

1. Search the research and grey literature for at least 10 quality articles or reports on health literacy in older adults, including how it interacts with modifiable and non-modifiable predictors of healthy ageing.

Proposal writing

1. Write an overview of your essay including your key arguments.
2. List the modifiable and non-modifiable predictors of healthy ageing you will be discussing and why, as well as five key references you will be using to guide your discussion and support your arguments.

Assessment Due Date

Week 5 Monday (12 Aug 2019) 5:00 pm AEST

Return Date to Students

Week 6 Monday (26 Aug 2019)

Weighting

10%

Assessment Criteria

Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
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Presentation 5%	Very well presented. No spelling or grammatical errors. Well proofread. Written in a clear & cohesive style.	Very well presented. Minimal spelling & grammatical errors. Well proofread. Written in a clear & easy to read style.	Well presented. Some spelling & grammatical errors. Written in an easy to read style.	There may be one or more areas where there was evidence of a lack of attention to presentation.	Many presentation errors.
Overview of arguments 40%	Clear cohesive argument made concerning the impact of health literacy.	Largely clear cohesive argument made concerning the impact of health literacy.	Somewhat clear cohesive argument made concerning the impact of health literacy.	Little argument made concerning the impact of health literacy.	Minimal argument made concerning the impact of health literacy.
Selection of predictors of healthy ageing 25%	Highly appropriate selection of predictors of healthy ageing with a clear relationship to health literacy.	Appropriate selection of predictors of healthy ageing with a relationship to health literacy.	Somewhat appropriate selection of predictors of healthy ageing with a relationship to health literacy.	Somewhat appropriate selection of predictors of healthy ageing with little relationship to health literacy.	Inappropriate selection of predictors of healthy ageing.
Selection of references 30%	Appropriate & quality references selected to guide discussion & support arguments.	Appropriate references selected to guide discussion & support arguments.	Appropriate references selected to support arguments.	Somewhat appropriate references selected to support arguments.	References selected not appropriate to support arguments.

Referencing Style

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

Submission

Online

Submission Instructions

Your submission must be uploaded as a single Microsoft Word file (doc or docx format).

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 Essay

Assessment Type

Written Assessment

Task Description

Length: 2500 words plus or minus 10%

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.

The Task

This essay will entail an evaluation of the impact of health literacy in older adults and its impact on the predictors of healthy ageing. You will need to analyse how health literacy levels are associated with morbidity and mortality in older adults. You will also need to discuss how health literacy levels have implications for the design and delivery of programs to support healthy ageing.

Essay writing

1. Write an introductory paragraph that outlines the aim of the assessment.
2. Discuss health literacy levels in older Australians.
3. The main body of your assessment will be an analysis of the relationship between health literacy levels, predictors of healthy ageing and their impact and influence on ageing well.
4. Discuss how to take health literacy levels into account in the design of programs and strategies that aim to promote healthy ageing.
5. Write a concluding paragraph that summarises your key findings.

Assessment Due Date

Week 9 Friday (20 Sept 2019) 5:00 pm AEST

Return Date to Students

Week 11 Friday (4 Oct 2019)

Weighting

50%

Assessment Criteria

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 proofread. Written in a clear & cohesive style.	Very well presented. Minimal spelling & grammatical errors. Well proofread. Written in a clear & easy to read style.	Well presented. Some spelling & grammatical errors. Written in an easy to read style.	There may be one or more areas where there was evidence of a lack of 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 the topic. Introduction is somewhat relevant to content. Provides some sense of what follows.	Not evident &/or not appropriate.
Conclusion 5%	Provides a logical, concise & 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 & has introduced some new information.	Not evident &/or not appropriate.
Referencing 5%	Consistently integrates up-to-date references to support & reflect all ideas, factual information & quotations. Accurate APA in-text citations & reference list formatted correctly with no errors.	Generally integrates up-to-date references to support & reflect ideas, factual information & quotations, with 1 to 2 exceptions. Accurate APA in-text citations & reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support & reflect ideas, factual information & quotations, with 3 to 4 exceptions. Accurate APA in-text citations & reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support & reflect ideas, factual information & quotations, with 5 to 6 exceptions. Accurate APA in-text citations & reference list formatted correctly with 5 to 6 errors.	Failure or rarely attempts to integrate up-to-date references to support & reflect ideas, factual information & quotations (>7 errors). Inaccurate use of APA for in-text citations & poorly formatted reference list.
Discussion of health literacy levels in older Australians 20%	Provides a very thorough discussion of health literacy levels in older Australians & demonstrates a high level of understanding.	Provides a thorough discussion of health literacy levels in older Australians & demonstrates a good level of understanding.	Provides a discussion of health literacy levels in older Australians but demonstrates limited understanding.	Provides a basic discussion of health literacy levels in older Australians.	Little or no discussion of health literacy levels in older Australians.
Analysis of the relationship between health literacy & predictors of healthy ageing 30%	Thoughtfully & thoroughly explains the relationship between health literacy & predictors of healthy ageing. Discusses to a very high standard the associated impact on ageing well.	Thoroughly explains the relationship between health literacy & predictors of healthy ageing. Discusses to a good standard the associated impact on ageing well.	Explains the relationship between health literacy & predictors of healthy ageing. Discusses the associated impact on ageing well.	Somewhat explains the relationship between health literacy & predictors of healthy ageing. Discusses the associated impact on ageing well minimally.	Provides little to no explanation of the relationship between health literacy & predictors of healthy ageing.
Discussion of how health literacy should be considered in program design 30%	High quality, comprehensive discussion of how to take health literacy levels into account in the design of programs & strategies that aim to promote healthy ageing.	Quality discussion of how to take health literacy levels into account in the design of programs & strategies that aim to promote healthy ageing.	Discussion of how to take health literacy levels into account in the design of programs & strategies that aim to promote healthy ageing but could be more comprehensive.	Some discussion of how to take health literacy levels into account in the design of programs & strategies that aim to promote healthy ageing but is not comprehensive.	Inadequate discussion of how to take health literacy levels into account in the design of programs & strategies that aim to promote healthy ageing.

Referencing Style

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

Submission

Online

Submission Instructions

Your submission must be uploaded as a single Microsoft Word file (doc or docx format).

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 Health promotion plan

Assessment Type

Written Assessment

Task Description

Length: 2000 words plus or minus 10%

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.

The Task

Physical activity has a substantial influence on healthy ageing. The aim of this assessment is to use the current National Physical Activity Guidelines for Older Adults to develop a health promotion plan for a group of older adults in a specific setting (e.g. aged care, retirement village, respite care, senior citizens centre or other). You will need to focus on specific characteristics of your target group (e.g. older adults who may not have exercised for a long period of time). Your plan should not only include educational strategies to change behaviour but also include environmental determinants that can encourage behaviour change too. You need to consider non-modifiable predictors of healthy ageing outcomes also in the development of the plan.

Preparation

1. Familiarise yourself with the National Physical Activity Guidelines for Older Adults.
2. Search the research and grey literature for at least 10 quality articles or reports on physical activity in older adults, including how levels of physical activity are influenced by non-modifiable predictors of healthy ageing.

Health promotion plan

3. Identify your target group of choice.
4. Present an overview of your health promotion plan.
5. Discuss feasible strategies 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.
6. Discuss any potential barriers and enablers to implementing your 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).
7. You will need to validate your plan by consulting the literature to provide evidence for the strategies and methods you would like to use. Consider both educational and environmental strategies.
8. Conclude by summarising how your evidenced-based plan will contribute to improving the healthy ageing outcomes of your target group via physical activity.

Assessment Due Date

Review/Exam Week Friday (18 Oct 2019) 5:00 pm AEST

Return Date to Students

Exam Week Monday (21 Oct 2019)

Weighting

40%

Assessment Criteria

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 proofread. Written in a clear & cohesive style.	Very well presented. Minimal spelling & grammatical errors. Well proofread. Written in a clear & easy to read style.	Well presented. Some spelling & grammatical errors. Written in an easy to read style.	There may be one or more areas where there was evidence of a lack of attention to presentation.	Many presentation errors.
Referencing 5%	Consistently integrates up-to-date references to support & reflect all ideas, factual information & quotations. Accurate APA in-text citations & reference list formatted correctly with no errors.	Generally integrates up-to-date references to support & reflect ideas, factual information & quotations, with 1 to 2 exceptions. Accurate APA in-text citations & reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support & reflect ideas, factual information & quotations, with 3 to 4 exceptions. Accurate APA in-text citations & reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support & reflect ideas, factual information & quotations, with 5 to 6 exceptions. Accurate APA in-text citations & reference list formatted correctly with 5 to 6 errors.	Failure or rarely attempts to integrate up-to-date references to support & reflect ideas, factual information & quotations (>7 errors). Inaccurate use of APA for in-text citations & poorly formatted reference list.
Selection of target group, identification of characteristics & knowledge of physical activity 30%	Selection of target group & identification of specific characteristics is highly appropriate. Demonstrates a high level of understanding of physical activity & its impact on healthy ageing in this target group.	Selection of target group & identification of specific characteristics is appropriate. Demonstrates a good level of understanding of physical activity & its impact on healthy ageing in this target group.	Selection of target group & identification of specific characteristics is somewhat appropriate. Demonstrates a moderate level of understanding of physical activity & its impact on healthy ageing in this target group.	Selection of target group is somewhat appropriate. Does not consider specific characteristics of the group. Demonstrates a basic level of understanding of physical activity & its impact on healthy ageing in this target group.	Fails to identify target group characteristics & the impact of physical activity.
Selection of strategies & methods for health promotion plan 30%	Provides both educational & environmental strategies that are feasible & practical. Articulates strategies in a highly effective manner. Uses evidence thoughtfully & thoroughly to justify strategies.	Provides both educational & environmental strategies that are feasible & practical. Articulates strategies in an effective manner. Uses evidence to justify strategies.	Provides either educational or environmental strategies (but not both) that are feasible & practical. Uses evidence to justify strategies but needs to link concepts together more clearly.	Provides either educational or 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 30%	Provides a summary that more than adequately addresses the evidence for using physical activity in improving the healthy ageing outcomes in target group.	Provides a summary that adequately addresses the evidence for using physical activity for improving the healthy ageing outcomes in target group.	Provides a basic summary that addresses the evidence for using physical activity for improving the healthy ageing outcomes in target group.	Provides a summary that is too broad & simplistic in addressing the evidence for using physical activity 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

Submission Instructions

Your submission must be uploaded as a single Microsoft Word file (doc or docx format).

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