



HAGE20001 Contemporary Approaches to Gerontological Care

Term 1 - 2021

Profile information current as at 26/04/2024 06:41 pm

All details in this unit profile for HAGE20001 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will explore the 'big picture' in the care of older people. You will reflect on the various perspectives of aging, including ageism, and how these perspectives can impact the care of older people. You will analyse the challenges related to the aging population in respect of the current health reform debate. You will scrutinise environments where older people live and assess the impact of these environments on their quality of life. You will apply models and theories to creatively plan new and innovative care ventures that include: a person-centred focus; with micro and macro aspects of design; and futured focussed design, to provide appropriate solutions to real-world care problems.

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 - 2021

- 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. **Online Quiz(zes)**

Weighting: 40%

2. **Written Assessment**

Weighting: 60%

3. **Portfolio**

Weighting: Pass/Fail

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Unit Learning Outcomes

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

1. Analyse covert and overt ageism in society and its impact on the lives of older people
2. Evaluate specific environments using the best practice principles for healthy ageing
3. Apply gerontological models and theories to the care of older people.
4. Justify the use of strengths based models associated with ageing in the care of older people.

This unit is not linked to external accreditation

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 40%	•	•	•	•
2 - Written Assessment - 60%			•	•
3 - Portfolio - 0%	•	•		

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				
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 - Online Quiz(zes) - 40%								
2 - Written Assessment - 60%								
3 - Portfolio - 0%								

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Ainslie Monson Unit Coordinator
a.monson@cqu.edu.au

Jen Mulvogue Unit Coordinator
j.mulvogue@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 Identifying (and dispelling) ageism in society		

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Module 1 Quiz. Due 17 March 2021.

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 Population ageing and what that means to health care		

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Module 2 quiz. Due 1 April 2021.

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 Global agendas to promote healthy aging		

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Module 3 quiz. Due 21 April 2021.

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 Healthy aging concepts, models, and practice		

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Module 4 quiz. Due 5 May 2021.

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 Healthy aging theories in modern-day		

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Portfolio assessment due. 17 May 2021. 11 am. Module 5 quiz. Due 12 May 2021. Portfolio Due: Week 10 Monday (17 May 2021) 11:00 am AEST

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 6 Healthy environments for best practice		24th May 2021. Written Assessment due. 11 am. Written Assessment Due: Week 11 Monday (24 May 2021) 11:00 pm AEST

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Module 6 quiz. Due 02 June 2021. 6 Quizzes Due: Week 12 Wednesday (2 June 2021) 11:00 am AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 6 Quizzes

Assessment Type

Online Quiz(zes)

Task Description

There are six quizzes in this unit. A quiz is located at the end of each module. Each quiz has 10 multiple-choice questions. The total of the quizzes accounts for 40% of your overall mark.

Quiz dates:

17 March 2021

1 April 2021

21 April 2021

5 May 2021

12 May 2021

2 June 2021

Number of Quizzes

6

Frequency of Quizzes

Other

Assessment Due Date

Week 12 Wednesday (2 June 2021) 11:00 am AEST

Complete quizzes at the end of each module. You have two attempts for each quiz. The highest score is recorded.

Return Date to Students

Week 12 Wednesday (2 June 2021)

The quiz outcome will be available to you on completion of each quiz.

Weighting

40%

Assessment Criteria

10 question, multiple-choice quiz.

There are 6 quizzes.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Click on the quiz to complete. You have two attempts. The highest score will be recorded.

Learning Outcomes Assessed

- Analyse covert and overt ageism in society and its impact on the lives of older people
- Evaluate specific environments using the best practice principles for healthy ageing
- Apply gerontological models and theories to the care of older people.
- Justify the use of strengths based models associated with ageing in the care of older people.

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

UNIT CODE HAGE20001

UNIT TITLE Contemporary approaches to gerontological care

Assessment 1 - Written Assessment

Type: Essay

Due date: Time (11 am) 24th May 2021. Week 11.

Weighting: 60%

Length: Word count 2000 words (+/- 10%)

Unit Coordinator: Jen Mulvogue

Learning outcomes assessed

3. Apply gerontological models and theories to the care of older people

4. Justify the use of the strengths based models associated with ageing in the care of older people

Aim

The aim of this written assessment is to apply one model of care, one associated theory and the relationship between the model and the theory. You will justify a strengths based model associated with the care of an older person.

Instructions

Select one model of care and one theory explored in the unit. Analyse the relationship between the model of care and the theory relating to the model of care. Justify how the model of care and the relationship to theory can assist to develop gerontological interventions.

(You can decide to use a credible model of care and a theory that is not listed in the unit content with approval from the Unit Coordinator).

Additionally, in your essay, include take home messages arising from your engagement with the assessment.

Literature and references

In this assessment use at least 10 references to support your discussion. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.

Support

You can provide a draft of your assessment for review, prior to submitting the assessment. The Unit Coordinator will provide informal feedback on your first page of your draft. Please email your draft to the Unit Coordinator by the 15th of May, 2021.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.
- A title page is not required.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend you read the marking rubric before beginning your assessment.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.

- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here.](#)
- There are links on the Moodle site explaining how to structure an essay and essentials to essay writing.

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date

Week 11 Monday (24 May 2021) 11:00 pm AEST

Submit to Turn It In on the Moodle site.

Return Date to Students

Review/Exam Week Monday (7 June 2021)

You will receive an email when the marking is complete.

Weighting

60%

Assessment Criteria

UNIT CODE HAGE20001

UNIT TITLE Contemporary approaches to gerontological care

Written Assessment. Term 1.

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
Completion of the required task (10%)	Exemplary effort. Professional approach attending to all requirements of the tasks. Attention to detail is without fault and all requirements of the task have been met. (8.5-10)	Excellent effort attending to the requirements of the tasks. All items demonstrate due attention to detail with some minor gaps. (7.5-8.4)	Good effort attending to the requirements of the task. All items demonstrate due attention to detail with some gaps. (6.5-7.4)	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that affect the attention to required tasks. (5-6.4)	Submission is missing aspects of task or task requirements that have been misunderstood. (<5)	Submission is missing most aspects of the task. There is little evidence of task requirements. (0)
Summary of discussion (10%)	The Summary clearly connects all aspects of the discussion. (8.5-10)	Summary mostly connects all aspects of the discussion. (7.5-8.4)	Summary connects some (but misses others) aspects of the discussion. 6.5-7.4)	Although there are gaps, there are sufficient connections to aspects of the discussion. (5-6.4)	There are little or no connections between aspects of the discussion. (<5)	No summary. (0)
Applied a model of care. (20%)	Application of the model of care logically justifies the model using evidence from multiple diverse areas to analyse the impact of the model, with no errors or exclusions. Knowledge is demonstrated and drawn from unit content. (16.9-20)	Application of the model of care logically justifies the use of the model using evidence from multiple diverse areas to analyse the impact of the model, with some minor errors or exclusions. Knowledge is demonstrated and drawn from unit content. (14.9 - 16.89)	Application of the model of care somewhat logically justifies the use of the model using evidence from multiple diverse areas to analyse the impact of the model, with some errors and exclusion. Knowledge is demonstrated and drawn from unit content, however, there are some gaps in knowledge evident. (12.9-14.89)	The application of the model of care is described, however lacks justification and there is a minimal analysis on the impact of the model. Knowledge of the model is demonstrated however there are gaps and inconsistencies of the use of this knowledge. (9.9-12.89)	The application of the model of care is poorly conceived and is insufficiently evidenced. (<9.9)	No application of the model of care or analysis present. (0)

Application and analysis draw on knowledge of a relevant theory. (20%)	Theory knowledge is applied correctly through the analysis. Expressed succinctly and with clarity showing linkages and in concepts learned in the unit. (16.9-20)	Theory knowledge is applied through the analysis with only minor misunderstandings and expressed with clarity using some linkages with concepts learned in the unit. (14.9-16.89)	Theory knowledge is applied through analysis with minor misunderstandings. It is mostly clear with some minor misunderstandings as they relate to concepts learned in the unit. (12.9-14.89)	Theory knowledge is used in some areas, with some misunderstandings. Illustrates satisfactory comprehension however has some misunderstanding as they relate to concepts learned in the unit and/or lack some detail. (9.9-12.89)	Theory knowledge is insufficiently used, and/or are incorrectly applied analysis. Illustrates unsatisfactory comprehension and has little to no relationship to concepts learned in the unit and/or is lacking greatly in detail. (<9.9)	Theory knowledge and skills are not present in analysis. Inadequate linkages with concepts learned in the unit. (0)
Analysis of how the model of care relates to the theory is clearly described (20%)	Model of care is linked with theory and there is correctly applied justification of how this relates to gerontological interventions. (16.9-20)	Model of care is linked with theory with only minor misunderstandings and justification on how this relates to gerontological interventions. (14.9-16.89)	Model of care is linked with theory however the justification of how this relates to gerontological interventions could be clearer and there are some gaps and misunderstandings evident. (12.9-14.89)	Model of care is linked with theory however lacks justification on how the model of care and theory relate to gerontological interventions. There are significant gaps in knowledge an evident misunderstanding of key concepts learned in the unit. (9.9-12.89)	Model of care and its linkages to theory and gerontological interventions is insufficiently explained or incorrectly applied. Illustrates unsatisfactory comprehension and has little to no relationship to concepts learned in the unit and/or is lacking greatly in detail. (<9.9)	Model of care and its linkages to theory and gerontological interventions are not evident. There are inadequate linkages with concepts learned in the unit. (0)
Lessons learned through assessment (10%)	At least four major 'take-home' lessons have been expressed arising from engagement with the assessment. (8.5-10)	Three major 'take-home' lessons have been expressed arising from engagement with the assessment. (7.5-8.4)	Two major 'take-home' lessons have been expressed arising from engagement with the assessment. (6.5 - 7.4)	One major 'take-home' lesson was expressed arising from engagement with the assessment. (5-6.4)	The major 'take-home' lesson expressed arising from engagement with the assessment was not relevant. (<5)	No 'take-home' lessons have been expressed arising from engagement with the assessment. (0)
Ability to write and present effectively (10%)	Exemplary writing standard. Correct grammar, spelling, and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.5-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation, and referencing mistakes evident. (7.5-8.4)	Quality of writing is of a good standard with a few grammar, spelling, punctuation, and referencing mistakes evident. (6.5-7.4)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling, and referencing mistakes evident. (5-6.4)	Quality of writing and presentation is at a poor standard with many mistakes and a lack of clarity evident. (<5)	Little to no meaningful writing. (0)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit to turn it in through the assessment tab.

Learning Outcomes Assessed

- Apply gerontological models and theories to the care of older people.
- Justify the use of strengths based models associated with ageing in the care of older people.

Graduate Attributes

- Knowledge
- Communication

- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

3 Portfolio

Assessment Type

Portfolio

Task Description

UNIT CODE HAGE20001

UNIT TITLE Contemporary approaches to gerontological care

Portfolio

Type: Portfolio

Due date: Time (11 am) 17th May 2021. Week 10.

Weighting: PASS/FAIL

Length: Open

Unit Coordinator: Jen Mulvogue

Learning outcomes assessed

1. Analyse covert and overt ageism in society and its impact on the lives of older people.
2. Evaluate specific environments using the best practice principle for healthy aging.

Aim

The aim of the portfolio is to collate information on ageism and best practice principles for healthy aging. The portfolio is a place for reflection and generating new ideas and concepts.

Instructions

There are three parts to the portfolio.

Part 1.

Collect examples of covert and overt ageism from media sources or other sources. Use photographs or images, or other forms of media. Ensure you have referenced correctly and consider copyright requirements. For each example, use a short reflection of how covert and overt ageism is demonstrated.

Part 2.

Use the portfolio to collate ideas on best practice interventions or concepts you discover in this unit (or while you are completing the unit). When you have described the intervention or concept, write a short reflection on why this intervention caught your attention and why it is best practice.

Part 3.

Write a short evaluative piece analysing the impact of overt and covert ageism influences specific environments. Use the literature to assist you in your analysis.

Literature and references

In this assessment, there are no criteria for the number of references you should use.

You should consider using references when you have used material from another source, and to guide you and to support your work. Consider the validity of the references you use. Journal articles should be peer-reviewed sources or textbooks. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies.

Requirements

• The portfolio does not require conventional font. You can be as creative as you like. You can use third-person language or first-person language. Reflective pieces often use first-person language.

• Use the seventh edition American Psychological Association (APA) referencing style.

The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

Resources

• We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).

• For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including

information for students with English as a second language.

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

This is a PASS/FAIL portfolio, however, if you do FAIL on your first attempt, you will be given the opportunity to re-submit within a specific time frame.

Assessment Due Date

Week 10 Monday (17 May 2021) 11:00 am AEST

Submit through the assessment tab.

Return Date to Students

Week 12 Monday (31 May 2021)

You will receive an email when the marking is complete.

Weighting

Pass/Fail

Assessment Criteria

UNIT CODE HAGE20001

UNIT TITLE Contemporary approaches to gerontological care

ASSESSMENT Portfolio. Term 1.

Key Criteria	Pass	Fail	Comments
Collect examples of covert and overt ageism from media sources or other sources.	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail.	Submission is missing aspects of task or task requirements have been misunderstood.	
Use a short reflection for each example, of how covert and overt ageism is demonstrated.	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail.	Submission is missing aspects of task or task requirements have been misunderstood.	
Use the portfolio to collate ideas on best practice interventions or concepts you discover in this unit (or while you are completing the unit). Describe the intervention or concept.	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail.	Submission is missing aspects of task or task requirements have been misunderstood.	
Write a short reflection on why this intervention caught your attention and why it is best practice.	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail.	Submission is missing aspects of task or task requirements have been misunderstood.	
Analyse the impact of covert and overt ageism on a specific environment	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail.	Submission is missing aspects of task or task requirements have been misunderstood.	

This is a PASS/FAIL assessment piece. If you do fail on your first attempt, you will be provided an opportunity to re-submit, within a specific timeframe.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit through the assessment tab.

Learning Outcomes Assessed

- Analyse covert and overt ageism in society and its impact on the lives of older people
- Evaluate specific environments using the best practice principles for healthy ageing

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- 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