



# HAGE20003 *Policy and Practice Projections*

## Term 2 - 2018

Profile information current as at 06/05/2024 06:29 pm

All details in this unit profile for HAGE20003 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit will provide you with specialised knowledge of Australian and international policy and practice relating to meeting the needs of our current and future ageing populations. This will involve research into the opportunities associated with population ageing. You will identify how policy informs practice and service delivery. You will critically appraise the adequacy and sustainability of contemporary policy and practice to promote life-long well-being and the rights of older people. The influence of actual and potential economic, cultural and social factors will be inspected in detail in both national and global contexts. The importance of the ethical and social issues associated with ageing and related responsibilities of practitioners and policy makers will be explored in depth. You will design evidence based recommendations for policy and practice to plan for the empowerment and well-being of our current and future ageing populations.

### 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: 50%

#### 2. **Presentation and Written Assessment**

Weighting: 50%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from AIMS

**Feedback**

This unit has had low 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. Explore the global impact of an ageing population on individuals and society
2. Assess the ability of current policy to ensure quality of life for the future ageing population
3. Examine social structures that may impede or facilitate quality of life in older age
4. Identify specific economic, cultural and social changes and recommend policy that will be needed to address these changes
5. Evaluate the ability of contemporary practice to ensure quality of life for the future ageing population.



## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

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

### IT Resources

**You will need access to the following IT resources:**

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

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Anne-Marie Holt** Unit Coordinator  
[a.holt2@cqu.edu.au](mailto:a.holt2@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Introductory week - Welcome to HAGE 20003: Policy and Practice Projections</b>		Refer to the Moodle site. Read introductory documentation and familiarise yourself with the assessment requirements. Details of the assessments are available on the Moodle site. You can begin preparing for the first assessment.

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1- Exploring the global impact of an ageing population on individuals and society</b>		Refer to the Moodle site. Commence Module 1 workbook activities. Continue working on the first assessment.

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1- Exploring the global impact of an ageing population on individuals and society</b>		Refer to the Moodle site. Commence Module 1 workbook activities. Continue working on the first assessment.

Week 4 - 30 Jul 2018		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1- Exploring the global impact of an ageing population on individuals and society</b>		Refer to the Moodle site. Commence Module 1 workbook activities. Continue working on the first assessment.
Week 5 - 06 Aug 2018		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 2 - Current ageing policy, quality of life &amp; the future ageing population</b>		Refer to the Moodle site. Commence Module 2 workbook activities. Continue working on the first assessment.
Vacation Week - 13 Aug 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your study free week		
Week 6 - 20 Aug 2018		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 2 - Current ageing policy, quality of life &amp; the future ageing population</b>		Refer to the Moodle site. Commence Module 2 workbook activities. Continue working on the first and second assessment.
Week 7 - 27 Aug 2018		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 2 - Current ageing policy, quality of life &amp; the future ageing population</b>		Refer to the Moodle site. Commence Module 2 workbook activities. Continue working on the first and second assessment.
Week 8 - 03 Sep 2018		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 3a - Social structures that may impede or facilitate quality of life in older age</b>		Refer to the Moodle site. Commence Module 3 workbook activities. Continue working on the first and second assessment.
Week 9 - 10 Sep 2018		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 3a - Social structures that may impede or facilitate quality of life in older age</b>		Refer to the Moodle site. Commence Module 3 workbook activities. Finalise your work on the first assignment <b>Assessment 1 - Policy Evaluation due this week: Friday 14 September 2018 (5.00pm AEST)</b>
		<b>Policy Evaluation Due: Week 9 Friday (14 Sep 2018) 5:00 pm AEST</b>
Week 10 - 17 Sep 2018		
Module/Topic	Chapter	Events and Submissions/Topic

**Module 3b - Ageing policy, economic, cultural & social changes & recommendations**

Refer to the Moodle site.  
Commence Module 3 workbook activities.  
Continue working on the second assessment.

#### Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 4 - Contemporary practice, quality of life &amp; the future ageing population</b>		Refer to the Moodle site. Commence Module 4 workbook activities. Continue working on the second assessment.

#### Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 4 - Contemporary practice, quality of life &amp; the future ageing population</b>		Refer to the Moodle site. Commence Module 4 workbook activities. Finalise working on the second assessment. <b>Assessment 2 - Current practice &amp; promoting quality of life for older people due this week: Friday 05 October 2018 (5.00pm AEST)</b>
		<b>Current practice &amp; promoting quality of life for older people</b> Due: Week 12 Friday (5 Oct 2018) 5:00 pm AEST

#### Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

#### Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Policy Evaluation

#### Assessment Type

Written Assessment

#### Task Description

##### Objectives:

Throughout this unit, the learning tasks within each module aim to explore the social and political implications of an ageing population. This assessment asks you to select a federal government policy that considers the ageing population directly or indirectly and evaluate its capacity to address the current and future needs of an ageing population. The purpose of this first assessment is to develop skills in assessing the suitability of federal policy to account for the diverse needs of an ageing population.

##### Tasks:

- 1.0 Select a current federal government policy that directly or indirectly addresses the ageing population in Australia. This may include: budget, strategy or other policy documents, for example the NDIS.
- 2.0 Apply your knowledge on the impact of an ageing population and the associated economic, cultural and social implications surrounding this. Draw on the learning content from the first three modules of the unit.
- 3.0 You may choose to address a specific population group of older people (e.g. Indigenous Australians, migrant groups, rural or remote populations).

4.0 You need to consider the current ageing needs of the target population/group you have chosen along with the future needs. You will need to provide solutions for any perceived short-comings the policy you have selected may have with regards to your target group.

5.0 Write a concluding paragraph that summarises the key point you have made in your paper.

### Assessment Due Date

Week 9 Friday (14 Sept 2018) 5:00 pm AEST

via Turnitin on Moodle site

### Return Date to Students

Week 11 Friday (28 Sept 2018)

via Moodle

### Weighting

50%

### Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
<b>Presentation 5%</b>				
Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style.	Very well presented. Minimal spelling and grammatical errors. Well proof read. Written in a clear and easy to ready style.	Well presented. Some spelling and grammatical errors. Written in an easy to ready style.	There may be one or more areas where there was evidence of lack attention to presentation.	Many presentation errors.
<b>Introduction 5%</b>				
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.
<b>Conclusion 5%</b>				
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.
<b>Referencing 5%</b>				
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.
<b>Critical analysis of policy document 40%</b>				
High level of analysis reflected in a clear cohesive argument.	High level of analysis reflected in a largely clear cohesive argument.	Some level of analysis reflected in a somewhat clear cohesive argument.	Some analysis apparent. Argument is a little disjointed.	Minimal analysis or lack of analysis.
<b>Understanding of the impact of the policy on future needs of an ageing population 20%</b>				
High level of understanding of the impact of policy with articulation of key points in a clear cohesive manner.	Sound level of understanding of the impact of policy with articulation of key points in a largely clear cohesive manner.	Some understanding of the impact of policy with articulation of key points in a somewhat clear cohesive manner.	Basic level of understanding of the impact of policy however argument is a little disjointed.	Minimal or no understanding.
<b>Solution generation 20%</b>				
Appropriate strategies to improve policy, integrated extremely well within critical analysis and understanding of the impact of chosen policy.	Appropriate strategies to improve policy, integrated well within critical analysis and understanding of the impact of chosen policy.	Appropriate strategies to improve policy, some level of integration required within critical analysis and understanding of the impact of chosen policy.	Somewhat appropriate strategies to improve policy, higher level of integration required within critical analysis and understanding of the impact of chosen policy.	Minimal or very poorly generated solutions to improve policy. No integration with critical analysis or policy.

### Referencing Style

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

### Submission

Online

### Submission Instructions

via Turnitin on Moodle site

### Learning Outcomes Assessed

- Explore the global impact of an ageing population on individuals and society
- Assess the ability of current policy to ensure quality of life for the future ageing population
- Examine social structures that may impede or facilitate quality of life in older age
- Identify specific economic, cultural and social changes and recommend policy that will be needed to address these changes

### Graduate Attributes

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



## 2 Current practice & promoting quality of life for older people

### Assessment Type

Presentation and Written Assessment

### Task Description

#### Objectives:

This assessment asks you to evaluate the ability of a specific field of practice to promote quality of life in the current and future ageing population. You may choose to assess your own discipline, workplace or area of interest. In doing so you will be critically appraising the adequacy and sustainability of current practice to ensure the needs of the older people in your area of practice or area of interest are being met. You will need to apply your knowledge of the facilitators and barriers of healthy ageing and provide evidence-based recommendations to support your critique.

#### Tasks:

1.0 Design and create a PowerPoint presentation that is 15 minutes in duration. You will be presenting this to an audience of professional colleagues.

2.0 You will need an introductory slide that gives an overview of the field of practice, the target group you are engaged with and the 'area of need' that you are targeting to improve quality of life. Focus only on one or two areas only.

3.0 The main content of the presentation will be about the capacity (adequacy and sustainability) of current practice to improve the healthy ageing outcomes of the target group you are engaged with.

4.0 You will also need to provide handouts (500 words only) that gives a summary of your presentation, key points and recommendations. These need to be based on the most current evidence-based literature.

5.0 You will need a concluding slide with references using APA correctly.

### Assessment Due Date

Week 12 Friday (5 Oct 2018) 5:00 pm AEST  
via Turnitin on Moodle site

### Return Date to Students

Exam Week Friday (19 Oct 2018)  
via Moodle site

### Weighting

50%

### Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
<b>PowerPoint Presentation 5%</b>				
Slides and notes are used <b>very</b> effectively. Topic and direction of the presentation is outlined <b>very</b> well with a logical close. Audience handout cohesively summarises presentation in clear and succinct manner.	Slides and notes are used effectively. Topic and direction of the presentation is outlined <b>well</b> with a logical close. Audience handout summarises presentation in clear and succinct manner.	Slides and notes are used well but with some improvement needed. Topic and direction of the presentation is outlined with a logical close. Audience handout summarises presentation adequately but needs more information.	Slides and notes are clear, however the information needs to be more succinct and cohesive. Topic and direction of the presentation is outlined but needs to be clearer. Audience handout provides a very basic outline of presentation with minimal summary.	Very poor presentation, unclear, not succinct or cohesive. For example, no recognisable overview of topic or direction. No audience handout provided.
<b>Introduction 5%</b>				
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.
<b>Conclusion 5%</b>				
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.	No recognisable conclusion or conclusion is inappropriate.
<b>Referencing 5%</b>				
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 <b>no</b> 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.
<b>Relevancy &amp; depth of topic and content of presentation 15%</b>				
Content is entirely relevant to the topic, the approach used comprehensively addresses the task and the presentation proceeds logically within the set time.	Content is very relevant to the topic, the approach used clearly addresses the task and the presentation proceeds logically within the set time.	Content is mostly appropriate to the topic, the approach used addresses the task most of the time and the presentation proceeds logically within the set time.	Content addresses the topic, but the presentation at times is repetitive and lacks cohesion. The presentation proceeds logically within the set time.	Content is irrelevant, does not address the topic well and does not meet the time limits.
<b>Recommendation development 25%</b>				
Recommendations thoroughly and realistically address the complex issues identified. All recommendations are prioritised appropriately.	Recommendations realistically address the complex issues identified. Most of the recommendations are prioritised appropriately.	Recommendations address most but not all of complex issues identified. Most but not all of the recommendations are prioritised appropriately.	Recommendations address the issues identified but are largely impractical or there is a lack evidence to support them.	Recommendations do not address the issues identified or there is a lack of cohesion between the recommendations and the issues identified.
<b>Evaluation of field of practice 40%</b>				
Evaluation thoroughly and appropriately assesses the field of practice.	Evaluation appropriately assesses the field of practice.	Evaluation somewhat assesses the field of practice.	Evaluation assesses the field of practice at a very basic level.	Minimal or no assessment of the field of practice.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

via Turnitin on Moodle site

**Learning Outcomes Assessed**

- Evaluate the ability of contemporary practice to ensure quality of life for the future ageing population.

**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