



# HAGE20003 *Policy and Practice Projections*

## Term 2 - 2019

Profile information current as at 19/05/2024 11:50 am

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

### General Information

#### Overview

This unit 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 - 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: 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 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. 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.

## 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	5
1 - Written Assessment - 50%	•	•	•	•	
2 - Presentation and Written Assessment - 50%					•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Written Assessment - 50%	○	○	○	○	○	○		
2 - Presentation and Written Assessment - 50%	○	○	○	○	○	○	○	

## 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](mailto:a.holt2@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introductory week - Welcome to HAGE 20003: Policy and Practice Projections		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 - 22 Jul 2019

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

### Week 3 - 29 Jul 2019

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

**Week 4 - 05 Aug 2019**

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

**Week 5 - 12 Aug 2019**

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 - 19 Aug 2019**

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

**Week 6 - 26 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Current ageing policy, quality of life & the future ageing population		Refer to the Moodle site. Commence Module 2 workbook activities. Continue working on the first and second assessment.

**Week 7 - 02 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Current ageing policy, quality of life & the future ageing population		Refer to the Moodle site. Commence Module 2 workbook activities. Continue working on the first and second assessment.

**Week 8 - 09 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Module 3a - Social structures that may impede or facilitate quality of life in older age		Refer to the Moodle site. Commence Module 3 workbook activities. Continue working on the first and second assessment.

**Week 9 - 16 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Module 3a - Social structures that may impede or facilitate quality of life in older age		Refer to the Moodle site. Commence Module 3 workbook activities. Finalise your work on the first assignment Assessment 1 - Friday 20 September 2019 5.00pm (AEST)
		<b>Assessment 1 - Workforce capacity and current ageing policy</b> Due: Week 9 Friday (20 Sept 2019) 5:00 pm AEST

**Week 10 - 23 Sep 2019**

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 - 30 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Contemporary practice, quality of life & the future ageing population		Refer to the Moodle site. Commence Module 4 workbook activities. Continue working on the second assessment.
		<b>Assessment 2 - Current practice &amp; promoting quality of life for older people</b> Due: Week 11 Friday (4 Oct 2019) 5:00 pm AEST

**Week 12 - 07 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Contemporary practice, quality of life & the future ageing population		Refer to the Moodle site. Commence Module 4 workbook activities. Finalise working on the second assessment. Assessment 2 - Handout - Friday 04 October 2019 5.00pm (AEST) & Presentation Week 12 time to be discussed with Lecturer

**Review/Exam Week - 14 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic

**Exam Week - 21 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Assessment 1 - Workforce capacity and current ageing policy

**Assessment Type**

Written Assessment

**Task Description****Assessment 1: Workforce capacity and current ageing policy****Objectives:**

*As a consequence of population ageing, an overwhelming number of older people will be accessing health services across a lot of different settings. Workplaces, services and welfare changes are occurring to meet the shifting needs of an ageing population.*

This assessment asks you to consider the capacity of the health workforce to meet the needs of an ageing population by evaluating the literature about the intent and desire of health professional graduates to work with older people, for example in an aged care setting or in a community setting for older adults.

The purpose of this first assessment is to assess the suitability of federal policy to account for the diverse needs of an

ageing population, by specifically analysing the *Productivity Commissions "Caring for Older People Report" (2011)*.

## Learning Outcomes assessed (1) & (2) & (3)

### Tasks:

- 1.0 Download the *Productivity Commissions "Caring for Older People Report" (2011)*. Examine and summarise the key components of this report that link health workforce capacity to caring for older people within the context of Australia's ageing population.
- 2.0 Review the literature on 'health professional' students desire and intent to work with older people in health care settings as a future career path. You *may* wish to focus on specific graduates for example, nurses, social workers, physiotherapists, OT **or** Allied Health Science students as a whole group. You will need to examine and discuss attitudes, stigmas, previous experience, knowledge and level of training in caring for older people by these students.
- 3.0 You need to consider the future health needs of older people in Australia. You will need to discuss any perceived short-comings in workforce capacity, and the care needs of Australia's ageing population along with the perceptions of working with older people by 'health professional' students and integrate this into some recommendations for encouraging future graduate to work with older people.

**Type:** Written Assessment

**Due date:** Week 9  
Friday 20 September 2019  
5:00 pm (AEST)

**Weighting:** 50%

**Length:** 2500 words +/- 10% (excluding references)

### Assessment Due Date

Week 9 Friday (20 Sept 2019) 5:00 pm AEST  
via Turnitin on Moodle

### Return Date to Students

Week 11 Friday (4 Oct 2019)  
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 read style.	Well presented. Some spelling and grammatical errors. Written in an easy to read style.	There may be one or more areas where there is evidence of lack of 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 <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.

**Analysis of policy document and health workforce capacity to meet ageing population 40%**



High level of analysis reflected in a <b>very</b> clear cohesive argument.	High level of analysis reflected in a <b>largely</b> clear cohesive argument.	Some level of analysis reflected in a <b>somewhat</b> clear cohesive argument.	Some analysis apparent. Argument is a little disjointed.	Minimal analysis or lack of analysis.
<b>Analysis of desire and intent to work with older people 20%</b>				
High level of understanding of intent to work with older people with articulation of key points in a <b>very</b> clear cohesive manner.	Sound level of understanding of intent to work with older people with articulation of key points in a <b>largely</b> clear cohesive manner.	Some understanding of intent to work with older people with articulation of key points in a <b>somewhat</b> clear cohesive manner.	Basic level of understanding of intent to work with older people however argument is a little disjointed.	Minimal or no understanding.
<b>Understanding of the impact of the policy on future health workforce needs of an ageing population 20%</b>				
High level of understanding and synthesis of workforce capacity, care needs of ageing population and perceptions of working with older people.	Sound level of understanding and synthesis of workforce capacity, care needs of ageing population and perceptions of working with older people.	Some understanding and synthesis of workforce capacity, care needs of ageing population and perceptions of working with older people.	Basic level of understanding of workforce capacity, care needs of ageing population and perceptions of working with older people. Little integration of information to support this	Minimal or very poor level of understanding of workforce capacity, care needs of ageing population and perceptions of working with older people. No integration of information to support this.

## Referencing Style

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

## Submission

Online

## Submission Instructions

via Moodle

## 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 Assessment 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 an ageing policy in Australia to meet the specific economic, cultural, and social changes associated with our ageing population. This will include a critical appraisal of the adequacy and sustainability of this policy in meeting the needs of the older people from a health care service perspective. You may wish to focus on your own industry or an industry of choice. This evaluation will enable you to make and discuss some recommendations that have implications for better practice in caring for older adults.

## Learning Outcomes assessed (4) & (5)

### 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 at a health sector/industry conference.
- 2.0 You will need an introductory slide that gives an overview of the ageing policy you have selected and the field of practice (own industry or industry of choice) you are interested in.
- 3.0 The main content of the presentation will be about the capacity (adequacy and sustainability) of this policy to meet the needs of older people from a health care/service perspective, along with realistic and feasible recommendations to improve practice in caring for older people. You can draw on the information you have consolidated in Assessment 1. This will also include an evaluation of the field of practice.

4.0 You will also need to provide **handouts** (1000 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.

**Type:**           **Presentation**

**Due date:**     **Week 11 (Handout)**

**Week 12 Presentation** (Day/time to be discussed with Lecturer)

**Weighting:**    50%

**Length:**       15 minutes and handout - 1000 words +/- 10% (excluding references)

### Assessment Due Date

Week 11 Friday (4 Oct 2019) 5:00 pm AEST

via Moodle (presentation time to be discussed with Lecturer)

### Return Date to Students

Exam Week Friday (25 Oct 2019)

via Moodle

### Weighting

50%

### Assessment Criteria

<b>High Distinction 85-100%</b>	<b>Distinction 75-84%</b>	<b>Credit 65-74%</b>	<b>Pass 50-64%</b>	<b>Fail Below 50%</b>
<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.	Slides and notes are used effectively. Topic and direction of the presentation is outlined <b>well</b> with a logical close.	Slides and notes are used well but with some improvement needed. Topic and direction of the presentation is outlined with a logical close.	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.	Very poor presentation, unclear, not succinct or cohesive. For example, no recognisable overview of topic or direction.
Audience handout cohesively summarises presentation in clear and succinct manner.	Audience handout summarises presentation in clear and succinct manner.	Audience handout summarises presentation adequately but needs more information.	Audience handout provides a very basic outline of presentation with minimal summary.	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.

### 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 <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.
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#### **Relevancy & depth of topic and content of presentation 15%**

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.
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#### **Evaluation of field of practice and policy recommendations and health care needs 40%**

Evaluation thoroughly and appropriately assesses the field of practice, policy and health care needs with a high level of critique and assessment .	Evaluation appropriately assesses the field of practice, policy and health care needs with a good level of critique and assessment.	Evaluation considers field of practice, policy and health care needs with some level of critique and assessment, however, fails to integrate these effectively.	Minimal evaluation of field of practice, policy and health care needs with at a very basic level of critique and assessment.	Minimal or no evaluation.
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#### **Recommendation development 25%**

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. Recommendations are not 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.
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### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

via Moodle

### **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