



HAGE20005 Health Promotion for Healthy Ageing

Term 1 - 2023

Profile information current as at 19/04/2024 11:28 am

All details in this unit profile for HAGE20005 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 advance your knowledge of health promotion related to the enhancement of healthy ageing outcomes. You will gain a greater understanding of the theories of health promotion and their influence on contemporary policy and practice. You will critically appraise existing health promotion strategies to assess their adequacy to empower and enhance well-being in older people. Evidence-based research will be applied to judge the suitability of public health interventions and social marketing to influence and maximise quality of life. You will formulate recommendations to improve health promotion theories, strategies and interventions.

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 - 2023

- 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. **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 During Zoom sessions with students.

Feedback

Good feedback received from students on content and learning activities.

Recommendation

Continue to engage actively with students.

Unit Learning Outcomes

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

1. Evaluate the relevance of health promotion theory to healthy ageing
2. Evaluate the suitability of a current health promotion strategy to meet the needs of older people using evidence-based research
3. Assess a current health promotion campaign related to healthy ageing and devise a health promotion plan to optimise well-being in older people.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| | | | | | |
|---|--|--|--|--|--|
|  N/A Level |  Introductory Level |  Intermediate Level |  Graduate Level |  Professional Level |  Advanced Level |
|---|--|--|--|--|--|

Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | |
|------------------------------|-------------------|---|---|
| | 1 | 2 | 3 |
| 1 - Written Assessment - 50% | • | | |
| 2 - Written Assessment - 50% | | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | |
|--|-------------------|---|---|
| | 1 | 2 | 3 |
| 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 - 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)
- Zoom access

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

Jen Mulvogue Unit Coordinator

j.mulvogue@cqu.edu.au

Leanne Jack Unit Coordinator

l.jack@cqu.edu.au

Schedule

Week 1 - 06 Mar 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|--|
| Module 1. What is Health Promotion Theory? | Selected readings and course materials. | Refer to Moodle site. Read introductory information. Review Assessment requirements and Zoom times for regular catch-ups with the Unit Coordinator. See scheduled Zoom drop-in tile for dates and times. |

Week 2 - 13 Mar 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|--|
| Module 1 continued. What is Health Promotion Theory? | Selected readings and course materials. | Zoom - Question and Answer session. See scheduled Zoom drop-in tile for date and time. Assessment information will be discussed. |

Week 3 - 20 Mar 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Module 2. Linking Theory and Strategy in Health Promotion | Selected readings and course materials. | |

Week 4 - 27 Mar 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|--|
| Module 2 continued. Exploring health promotion strategies | Selected readings and course materials. | Zoom - Question and Answer session. See scheduled Zoom drop-in tile for date and time. Assessment information will be discussed. |

Week 5 - 03 Apr 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Module 3. Further exploration of strategies | Selected readings and course materials. | |

Vacation Week - 10 Apr 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| Break week | | |

Week 6 - 17 Apr 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|--|
| Module 3 continued. Differentiating between health promotion theories, models, strategies and interventions | Selected readings and course materials. | Zoom - Question and Answer session. See scheduled Zoom drop-in tile for date and time. Assessment information will be discussed. |

Week 7 - 24 Apr 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------|---|------------------------------|
| Module 4. Ageism | Selected readings and course materials. | |

Week 8 - 01 May 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|--|
| Module 4 continued. Examining health promotion programs | Selected readings and course materials. | Zoom - Question and Answer session. See scheduled Zoom drop-in tile for date and time. Assessment information will be discussed. Assessment 1 - Theory Evaluation Due: Week 8 Tuesday (2 May 2023) 5:00 pm AEST |

Week 9 - 08 May 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Module 5. Disease specific health promotion programs | Selected readings and course materials. | |

Week 10 - 15 May 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|--|
| Module 5 continued. Disease specific health promotion programs | Selected readings and course materials. | Zoom - Question and Answer session. See scheduled Zoom drop-in tile for date and time. Assessment information will be discussed. |

Week 11 - 22 May 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Module 6. Overview of health promotion and disease presentation strategies for older people | Selected readings and course materials. | |

Week 12 - 29 May 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------------|---|--|
| Module 6 continued and review week. | Selected readings and course materials. | Zoom - Question and Answer session. See scheduled Zoom drop-in tile for date and time. Assessment information will be discussed. Assessment 2 - Health Promotion Analysis and Plan Due: Week 12 Tuesday (30 May 2023) 5:00 pm AEST |

Review/Exam Week - 05 Jun 2023

Assessment Tasks

1 Assessment 1 - Theory Evaluation

Assessment Type

Written Assessment

Task Description

Aim

The aim of this assessment is to provide you with an opportunity to analyse, critique, and evaluate the relevance of health promotion theory to healthy ageing aiming to improve health outcomes for older people.

Instructions

You are required to select one health promotion theory and analyse and justify the application of this theory to your care of Wilma Smith who was admitted to the hospital as she is experiencing chest pain.

Ms Smith (80 years), lives alone in a rural town of 500 people. Before retirement, she was a truck driver and has a supportive community that knows her well, but no family. The closest hospital and GP service are 30km away from her home. She can no longer drive as she has reduced vision due to macular degeneration.

Please follow the steps below to complete your assessment task:

Step 1. Select one health promotion theory that you believe is relevant to your care of Ms Smith.

Step 2. Review and research the current literature on this theory, collecting background information and related evidence to justify selection and application to the care of Ms Smith.

Your assessment must be in the following structure:

Section 1 (300 words)

Identify and explain the health promotion theory selected.

Section 2 (200 words)

Justify the selection of the theory and how this relates to the care of an older person in your clinical setting or area of interest.

Section 3 (750 words)

Review the current literature on this theory, providing background information and related evidence to justify application to the care of Ms Smith.

Section 4 (750 words)

Critically evaluate this theory and its application to its ability to meet the needs of Ms Smith and promote healthy ageing using evidence-based research.

Literature and references

In this assessment use at least 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. 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 must be from reputable sources such as from government, universities, or peak national bodies. For example, Aged & Community Services Australia (ACSA) or Leading Age Services Australia (LASA) or the Aged Care Quality and Safety Commission (ACQSC).

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- 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 CQU APA Referencing Style Guide.
- The word count excludes the reference list but includes in-text references and direct quotations.

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 that you access your discipline-specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available on 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.

Submission

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

Re-attempt

A re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities. You may be given the opportunity to re-attempt an assessment but will only achieve a mark no greater than the minimum for a pass standard for the assessment.

You must:

- have shown a reasonable attempt to complete the initial assessment task.
- be granted a re-attempt by your Unit Lead/Coordinator.
- make changes to the nominated assessment task which you have failed and resubmit the revised work for marking within seven consecutive days, no assessment extensions will be approved.

Please note: Only one opportunity for a re-attempt is allowed.

Assessment Due Date

Week 8 Tuesday (2 May 2023) 5:00 pm AEST

Return Date to Students

Week 10 Tuesday (16 May 2023)

All assessment tasks will be returned with individualised feedback within 2 weeks of the submission date.

Weighting

50%

Assessment Criteria

| High Distinction 84.50-100% | Distinction 74.50-84.49% | Credit 64.50-74.49% | Pass 49.50-64.49% | Fail Below 49.50% | Fail (content absent) 0% |
|---|--|---|---|---|---|
| Structure | | | | | |
| <i>Efficiency & organisation 10%</i> | | | | | |
| An articulate and persuasive assessment that follows the required structure. | A well-written and logical assessment that follows the required structure. | An appropriately written assessment that follows the required structure and mostly proceeds logically. | An adequately articulated assessment that follows the required structure. The assessment is at times repetitive or lacks cohesion. | The assessment does not follow the required structure and does not flow logically. | The required sections are not present. |
| <i>Presentation 10%</i> | | | | | |
| Excellent presentation of the assessment. The submitted written material is very well-presented, follows the formatting requirements, and is free from errors. | A very good presentation of the assessment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g., 1 or 2 errors in spelling, grammar, and paragraph structure). | A good presentation of assessment that follows the formatting requirements. There are some errors (e.g., 3 or 4 consistent errors with spelling, grammar, and paragraph structure). | An adequate presentation of assessment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar, and paragraph structure). | Poorly presented assessment. There are many inaccuracies in formatting spelling, grammar, and paragraph structure. (> 5 errors). | Submission is missing most aspects of the task. There is little evidence of task requirements. Many errors present. |
| <i>Substantiation of evaluation 5%</i> | | | | | |
| Evaluation is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 10 contemporary peer-reviewed journal articles have been cited. | Evaluation is generally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 1 or 2 exceptions. A minimum of 10 contemporary peer-reviewed journal articles have been cited. | Evaluation is partly substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 3 or 4 exceptions. A minimum of 10 contemporary peer-reviewed journal articles have been cited. | Evaluation is occasionally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 5 or 6 exceptions. A minimum of 10 contemporary peer-reviewed journal articles have been cited. | Evaluation is not or infrequently (>7 errors) substantiated with logic, examples, and with reference to the current peer-reviewed literature. Less than 10 contemporary peer-reviewed journal articles have been cited. | No references present. |
| <i>Referencing 5%</i> | | | | | |
| Accurate APA referencing . No errors. | Mostly accurate APA referencing . 1-2 consistent errors (may be made multiple times). | Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times). | Occasionally accurate APA referencing . 4 consistent errors (may be made multiple times). | APA referencing not used. 5 consistent errors (may be made multiple times). | No references present. |
| Discussion for the justification of the theory 20% | | | | | |

| High Distinction 84.50-100% | Distinction 74.50-84.49% | Credit 64.50-74.49% | Pass 49.50-64.49% | Fail Below 49.50% | Fail (content absent) 0% |
|---|---|---|--|---|---|
| An excellent discussion of the theory providing background information and related evidence to justify the selection. | Well-articulated discussion of the theory providing background information and related evidence to justify the selection. | Appropriate discussion of the theory providing background information and related evidence to justify the selection. | There is a lack of a comprehensive discussion of the theory providing background information and related evidence to justify the selection. | Content irrelevant and does not adequately discuss or justify the chosen theory. | There is no discussion of the justification of the theory present. |
| Critique of health theory 20% | | | | | |
| The assessment provides an excellent critique of a health promotion theory that is relevant to the care of Ms Smith. | The assessment provides a clear critique of a health promotion theory that is relevant to the care of Ms Smith. | The assessment provides a clear critique of a health promotion theory that is relevant to the care of Ms Smith. | The assessment lacks some content that indicates an incomplete critique of a health promotion theory that is relevant to the care of Ms Smith. | Content irrelevant and/or does not adequately critique a health theory. | There is no critique of one chosen health promotion theory. |
| Critical analysis in evaluation and implementation of the theory 30% | | | | | |
| There is excellent critical analysis in the evaluation and implementation of the chosen theory related to its ability to meet the needs of Ms Smith and promote healthy ageing. | There is clear critical analysis in the evaluation and implementation of the chosen theory related to its ability to meet the needs of Ms Smith and promote healthy ageing. | There is critical analysis in the evaluation and implementation of the chosen theory related to its ability to meet the needs of Ms Smith and promote healthy ageing. | There is some critical analysis in the evaluation and implementation of the chosen theory related to its ability to meet the needs of Ms Smith and promote healthy ageing. | There is little evidence of the evaluation and implementation of the chosen theory related to its ability to meet the needs of Ms Smith and promote healthy ageing. | There is no evidence of the evaluation and implementation of the chosen theory related to its ability to meet the needs of Ms Smith and promote healthy ageing. |

Referencing Style

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

Submission

Online

Submission Instructions

Your submission must be uploaded as a single Microsoft Word file (doc or docx format) to the unit Moodle site.

Learning Outcomes Assessed

- Evaluate the relevance of health promotion theory to healthy ageing

Graduate Attributes

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

2 Assessment 2 – Health Promotion Analysis and Plan

Assessment Type

Written Assessment

Task Description

Aim

This assessment aims to prepare you to make a high-level contribution to promoting health for older Australians.

Instructions

You are writing a critical analysis of a health promotion strategy and related campaign aimed at older people.

Please follow the steps below to complete your assessment task:

Step 1. Select a current health promotion strategy and related campaign aimed at meeting the health needs of older people.

Step 2. Critically evaluate the strategy and assess the campaign.

Step 3. Devise a health promotion plan for the older person related to the strategy and campaign.

Your assessment must be in the following structure:

Section 1 (300 words)

Introduce the health area, strategy and campaign you have selected.

Section 2 (1000 words)

Critically evaluate the suitability of a current health promotion strategy and related campaign to meet the needs of older people using evidence-based research.

Section 3 (700 words)

Devise a health promotion plan for the older person related to your selected strategy and campaign.

Literature and references

In this assessment use at least 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. 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 must be from reputable sources such as from government, universities, or peak national bodies. For example, Aged & Community Services Australia (ACSA) or Leading Age Services Australia (LASA) or the Aged Care Quality and Safety Commission (ACQSC).

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- 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 CQU APA Referencing Style Guide.
- The word count excludes the reference list but includes in-text references and direct quotations.

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 that you access your discipline-specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available on 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.

Submission

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

Re-attempt

A re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities. You may be given the opportunity to re-attempt an assessment but will only achieve a mark no greater than the minimum for a pass standard for the assessment.

You must:

- have shown a reasonable attempt to complete the initial assessment task.
- be granted a re-attempt by your Unit Lead/Coordinator.
- make changes to the nominated assessment task which you have failed and resubmit the revised work for marking within seven consecutive days, no assessment extensions will be approved.

Please note: Only one opportunity for a re-attempt is allowed.

Assessment Due Date

Week 12 Tuesday (30 May 2023) 5:00 pm AEST

Return Date to Students

Exam Week Tuesday (13 June 2023)

All assessment tasks will be returned with individualised feedback within 2 weeks of the submission date.

Weighting

50%

Assessment Criteria

| High Distinction 84.50-100% | Distinction 74.50-84.49% | Credit 64.50-74.49% | Pass 49.50-64.49% | Fail Below 49.50% | Fail (content absent) 0% |
|--|--|--|--|--|--|
| Structure | | | | | |
| <i>Efficiency & organisation 10%</i> | | | | | |
| An articulate and persuasive assessment that follows the required structure. | A well-written and logical assessment that follows the required structure. | An appropriately written assessment that follows the required structure and mostly proceeds logically. | An adequately articulated assessment that follows the required structure. The assessment is at times repetitive or lacks cohesion. | The assessment does not follow the required structure and does not flow logically. | The required sections are not present. |
| <i>Presentation 10%</i> | | | | | |

| High Distinction 84.50-100% | Distinction 74.50-84.49% | Credit 64.50-74.49% | Pass 49.50-64.49% | Fail Below 49.50% | Fail (content absent) 0% |
|---|--|---|---|---|---|
| Excellent presentation of the assessment. The submitted written material is very well-presented, follows the formatting requirements, and is free from errors. | A very good presentation of the assessment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g., 1 or 2 errors in spelling, grammar, and paragraph structure). | A good presentation of assessment that follows the formatting requirements. There are some errors (e.g., 3 or 4 consistent errors with spelling, grammar, and paragraph structure). | An adequate presentation of assessment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar, and paragraph structure). | Poorly presented assessment. There are many inaccuracies in formatting spelling, grammar, and paragraph structure. (> 5 errors). | Submission is missing most aspects of the task. There is little evidence of task requirements. Many errors present. |
| <i>Substantiation of discussion 5%</i> | | | | | |
| Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 10 contemporary peer-reviewed journal articles have been cited. | Discussion is generally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 1 or 2 exceptions. A minimum of 10 contemporary peer-reviewed journal articles have been cited. | Discussion is partly substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 3 or 4 exceptions. A minimum of 10 contemporary peer-reviewed journal articles have been cited. | Discussion is occasionally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 5 or 6 exceptions. A minimum of 10 contemporary peer-reviewed journal articles have been cited. | Discussion is not or infrequently (>7 errors) substantiated with logic, examples, and with reference to the current peer-reviewed literature. Less than 10 contemporary peer-reviewed journal articles have been cited. | No references present. |
| <i>Referencing 5%</i> | | | | | |
| Accurate APA referencing . No errors. | Mostly accurate APA referencing . 1-2 consistent errors (may be made multiple times). | Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times). | Occasionally accurate APA referencing . 4 consistent errors (may be made multiple times). | APA referencing not used. 5 consistent errors (may be made multiple times). | No references present. |
| Introduction of health promotion strategy and related campaign aimed at older people 10% | | | | | |
| Comprehensive introduction of a health promotion strategy and related campaign aimed at older people. | A detailed introduction of a health promotion strategy and related campaign aimed at older people. | A clear introduction of a health promotion strategy and related campaign aimed at older people. | There is a lack of some content that adequately introduces a health promotion strategy and related campaign aimed at older people. | The content does not adequately introduce a health promotion strategy and related campaign aimed at older people. | There is no introduction of a health promotion strategy and related campaign aimed at older people. |
| Critical analysis of health promotion strategy and related campaign 40% | | | | | |
| A high-level and comprehensive critical analysis of a health promotion strategy and related campaign aimed at older people. | A detailed analysis of a health promotion strategy and related campaign aimed at older people. | A clear analysis of a health promotion strategy and related campaign aimed at older people. | There is a lack of some content that adequately analyses a health promotion strategy and related campaign aimed at older people. | The content does not adequately analyse a health promotion strategy and related campaign aimed at older people. | There is no analysis present. |
| Health Promotion Plan 20% | | | | | |
| A concise and comprehensive health promotion plan for the older person related to the strategy and campaign. | A detailed health promotion plan for the older person related to the strategy and campaign. | A clear health promotion plan for the older person related to the strategy and campaign. | The health promotion plan is not concise and/or not comprehensive. | The content in the health promotion plan is irrelevant and/or does not address the task. | There is no health promotion plan present. |

Referencing Style

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

Submission

Online

Submission Instructions

Your submission must be uploaded as a single Microsoft Word file (doc or docx format) to the unit Moodle site.

Learning Outcomes Assessed

- Evaluate the suitability of a current health promotion strategy to meet the needs of older people using evidence-based research
- Assess a current health promotion campaign related to healthy ageing and devise a health promotion plan to optimise well-being in older people.

Graduate Attributes

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

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