



BOTN19001 Australian Botany

Term 1 - 2021

Profile information current as at 02/05/2024 10:08 am

All details in this unit profile for BOTN19001 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

In this unit, you will learn about Australian plants, their taxonomy, distribution and economic uses. Emphasis will be placed on plant identification, so you can apply this knowledge in vegetation surveys, biodiversity conservation, and selection of plant species for economic development. The specimen collection as well as practical sessions and field visits that are scheduled during compulsory residential school will enable you to gain practical skills in plant identification and vegetation surveys.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites BIOL11099 Living Systems or BIOL11100 Functional Biology or BIOL11102 Life Science Laboratory

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2021

- Mixed Mode
- Rockhampton

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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 Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 15%

2. **Practical Assessment**

Weighting: 45%

3. **Online Test**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Have your say

Feedback

Students learn better when they can apply their theory to the field.

Recommendation

In this unit, we will try to balance the theory with hands on skills. That is why we have prepared many videos, and scheduled a whole day field trip to find out 'what plants grow where and why'.

Feedback from Have your say

Feedback

Very interesting enjoyable contents. The lecturer is very knowledgeable.

Recommendation

We will make this unit interesting and inspiring to both Science, Environmental Science and Education students. This is achieved through bringing in the local examples, such as what plants are found in our surrounds, what algae grow in local water bodies, and what part of the plant we consume or utilize every day. This knowledge is also linked to overall biodiversity showing which species of plants dominate our landscapes and how they are being managed at present.

Feedback from Have your say

Feedback

This term was unprecedented, with lack of clarity on the residential school and the replacement test or exam.

Recommendation

We regret to note this, as this was beyond our control. We have however, done our best by converting the examination into an online test and scheduling the residential school immediately after Term 1 (August).

Feedback from Have your say

Feedback

The resources provided for the Unit are overwhelming

Recommendation

This unit covers diverse topics ranging from prokaryotic plants through ferns to Angiosperms. It also attempts to look at the uses and management of native plants. Thus, it is important to include extensive resources. The study guide, lectures and tutorials will provide the students with an opportunity to seek guidance on what aspects to focus on, from both learning and assessment points of view. We recommend the students to attend weekly tutorials so they can seek guidance as to what topics to focus on and when.

Feedback from Have your say

Feedback

Excellent videos on plant collection, but the Moodle site navigation can be improved.

Recommendation

Instructions to plant collection are detailed in these videos, as the students have to commence plant collection prior to attending the residential school. These resources will be continued to be provided, and improved where possible. Moodle site contains three sections, with the top section covering general info, the middle section having weekly materials and the bottom section containing unit resources. The materials that the student is expected to consult each week are listed in the weekly (1-12) sections and those materials which are needed for the entire Term are listed under 'unit resources' and 'assessments'. Students will be explained about the structure of the Moodle site during the first Tutorial session.

Unit Learning Outcomes

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

1. Define selected botanical terms
2. Collect and curate native plant specimens, and use taxonomic keys to identify native plants
3. Examine characteristic features of Australian flora, and discuss the uses of native plants in conservation, vegetation management and economic development
4. Describe how native flora respond to environmental disturbances, and explain the ways by which this knowledge can be applied in revegetation and restoration programs
5. Undertake vegetation surveys, interpret data and explain the use of GIS and remote sensing techniques in vegetation management.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online Quiz(zes) - 15%	•		•	•	
2 - Practical Assessment - 45%		•	•	•	•
3 - Online Test - 40%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication					
2 - Problem Solving		•	•	•	•
3 - Critical Thinking		•	•	•	•
4 - Information Literacy	•	•	•	•	
5 - Team Work			•		•
6 - Information Technology Competence					•
7 - Cross Cultural Competence			•		
8 - Ethical practice					

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
9 - Social Innovation					
10 - 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	9	10
1 - Online Quiz(zes) - 15%		•		•						
2 - Practical Assessment - 45%		•	•		•	•	•			
3 - Online Test - 40%		•	•	•						

Textbooks and Resources

Textbooks

BOTN19001

Prescribed

Plant Systematics

Edition: 3rd (2019)

Authors: MG Simpson

Elsevier

Amsterdam

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Lucid software 3.3 (download from www.lucidcentral.org)
- Microsoft Excel
- Microsoft Word

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Nanjappa Ashwath Unit Coordinator

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Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Australian Plants - Evolution & Diversity	Study Guide Module 1 Text Book 'Plant Systematics' Chapters 6, 7 & 8.	<p>Independent Practical Work (IPW) 1 The IPW is to be completed by the students during each week of the Term. See the Moodle site for details. Access the 'Student Forum' each week beginning this week, to learn more from each other. Watch all 10 parts of the <i>YouTube</i> videos (https://tinyurl.com/herbarium-techniques) to familiarise yourself with 'how to prepare the specimens' and 'where to collect the specimens from'. Repeat this until you are confident of all the procedures, as you will have to apply this knowledge in preparing your specimens for assignment 2. Review your <i>Life Science Laboratory</i> notes that show names of different plant parts, and explain how to draw floral diagrams. Please Note: Practical sessions are held during residential school. These sessions will also include field trips.</p>

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Plant Collection, Identification, Nomenclature and Herbarium Maintenance.	Study Guide Module 2 Text book 'Plant Systematics' Chapters 9, 17 , 15, 16, 18 and Appendix 1 and Appendix 2 (selected sections only; please see the Moodle site for details). Also consult the resources supplied on the Moodle site for this week. Every time you read a module, try to write down possible questions that may be asked from that module (i.e., prepare your-own question bank!). Ask your lecturers for assistance.	<p>Online Quiz 1 (Quiz opens on Thursday (12.10 am) and closes on the following Monday; 11.59 pm) IPW 2 Practice the art and science of collecting native plants - choose the right section (s) of the plant, cut it and place it on the plant press as shown in relevant <i>YouTube</i> videos. Be ready to dissect the spare flowers of the specimen you have collected. Examine different parts of the flowers you have collected, and then draw the floral diagram. Hint: Commence your dissection using a large flower such as an hibiscus flower. This is because large flowers are easier to dissect and their size makes it easier to see different parts without needing a microscope or a hand lens. You will have the opportunity to work on smaller flowers during residential school. Plant collection for assessment should include only Australian native plants. This is because our identification keys contain information for native plants only. Collect and curate at least ONE plant specimen this week, so you can include this in your plant collection assignment.</p>

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Cyanobacteria	Study Guide Module 3 Text Book 'Plant Systematics' Chapter 3.	Online Quiz 2 IPW 3 Observe different parts of a flower without using any visual aids. If this is not clear, then use a hand-held lens or a dissection (USB) microscope. Refer to your Text Book as it contains 100's of dissected flowers. Draw floral diagrams of two different, large to medium-sized flowers. Please avoid using grasses or tiny flowers at this time, as they are difficult to see; you will require a microscope. Continue to collect and curate plant specimens for use in your plant collection assignment.
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Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Green Algae and Diatoms	Study Guide Module 4 Text Book 'Plant Systematics' Chapter 3 (selected sections) and the Resources supplied on the Moodle site for this week.	Online Quiz 3 IPW 4 Continue to collect and curate plant specimens for your specimen collection assignment.

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Bryophytes and Ferns	Study Guide Module 5 Text Book 'Plant Systematics' Chapter 4 (selected sections) Read the Resources supplied on the Moodle site for this week.	Online Quiz 4 IPW 5 Continue to collect and curate plant specimens for your specimen collection assignment.

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Term Break: Collect and curate plant specimens for your plant collection assignment.	Prepare yourself for the residential school. Please make use of the Term break to collect as many specimens as you can, and draw floral diagrams of all the collected samples. Hint: Try to visit only undisturbed natural sites (or out side of built environments) to minimise the chances of collecting exotic plants, as our plant identification keys do not have the information for exotic plants.	IPW 5a Prepare for your Residential School by: (i) revising the botanical terms you have learnt, writing botanical names of some common plant species, pronouncing botanical names, learning about ethics in plant collection, and knowing International Code of Nomenclature (ICN) for Algae, Fungi and Plants (ii) packing your specimens properly to carry them to the Residential School (see the Moodle site for details).

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Online Quiz 5

IPW 6

Residential School (21-24 April 2021 inclusive, bldg 8/G07).**Field trip: Linking the theory to practice**

On Day 3 of the residential school, we will go on a field trip to inspect selected plant communities that are found around Rockhampton.

While on the trip (and after), start to question:

'what plant species are found in the areas that I visit/ed?'

'Why plant species differ from one location to the other?'

'Why are the plants found around Rockhampton are different from those occurring around Cairns, Canberra, Europe or Malaysia?'

'What factors will dictate the way plant species are distributed in nature?'

Practical test during Residential School - 24 April 2021.**Hand-in your Practical Note Book for correction - 24 April 2021.**

Gymnosperms and Legumes

Study Guide Module 6
Text Book 'Plant Systematics'
Chapters 5 to 8 (selected sections).
Read the Resources supplied on the Moodle site for this week.

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Myrtaceae, Casuarinaceae, Proteaceae, Poaceae, Asteraceae and Euphorbiaceae.	Study Guide Module 7 Text Book 'Plant Systematics' Chapters 5 to 8 (selected sections) Read the Resources supplied on the Moodle site for this week.	IPW 7 Please apply the keying skills you have learnt during residential school to identify unknown specimens that you have collected. Key out the specimens to: 1. Family and 2. Genus levels

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Plant communities and their habitat features (Which plant grows where, and why?).	Study Guide Module 8 Read about unique features of the following plant communities: Brigalow, serpentine flora, limestone flora, woodlands, coastal heaths, rainforests, grasslands, wetlands, mine sites, mangroves, and agricultural landscapes.	IPW 8 Continue to collect, curate and key out plant specimens for your plant collection assignment.

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Vegetation survey and interpretation	Study Guide Module 9 Text Book 'Plant Systematics' Appendix 4 Read the Resources supplied on the Moodle site for this week Peruse the info on various methods of surveying plant communities, and classifying the vegetation into regional ecosystems (REs') and land zones (LZ).	IPW 9 Make sure that you have collected more than the required number of specimens for your assignment. And make sure that your specimens are dry and ready to pack.

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Economic uses of plants	Study Guide Module 10 Read the Resources supplied on the Moodle site for this week.	IPW 10 Inspect your curated specimens and ensure that they are all clean (fungus-free) and intact. If you are not happy with any specimen, please try if you can replace it with a better (fungus-free) specimen, to gain maximum marks.
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Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Responses of plants to environmental variables	Study Guide Module 11 Delineate the responses of plants to environmental and edaphic stresses (fluoride, sulphur, acid rain, drought, salinity, waterlogging and heavy metals), and assess the possible impacts of accelerated climate change on Australian plants Read the Resources provided on the Moodle site for this week.	IPW 11 Finalise your specimen collection and ensure that you have satisfactorily completed the following: <ol style="list-style-type: none"> Preparing a list showing the names (genus) of the specimens and their families Maintaining the quality - no wrinkles and no fungi infested specimens Completing the descriptions on the label Drawing floral diagrams Keying out the specimens to family and then to genus levels, and Packing the specimens in a box and cushioning them with paper balls to avoid damage during transportation. PLEASE DO NOT ENCLOSE YOUR SPECIMENS IN PLASTIC DOCUMENT PROTECTORS, AS THE TRAPPED MOISTURE WILL HELP GROW FUNGI.

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
The role of native plants in ecosystem reconstruction	Study Guide Module Module 12 Read the Resources supplied on the Moodle site for this week. Examine the strategies to be used for successful revegetation, and note the importance of using native plants in mine site restoration programs.	IPW 12 Dispatch or hand-in your plant specimens by Friday of Week 12. See the Moodle site for details.

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Every time you read a module, try to write down possible questions that may be asked from that module, so you can create your-own question bank.

Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
Prepare for your end of the Term online test.	Peruse past exam papers and note the presence of three types of questions. Prepare yourself for the online test.	

Term Specific Information

Specimen collection: In this region, you will find most native plants flowering during early part of the year as we receive more rains during Jan-April months.

Thus, you will have a better chance to collect good specimens in the months of March and April than in later months. It is therefore strongly recommended to allocate generous time to visit undisturbed sites (away from built up areas) to collect native plants, and experience the nature's beauty in its 'pristine' condition.

Watch the Videos on 'how to collect native plants' (see your Moodle site).

In this Term we will also try to use the 'huddle space'. Please see the Moodle site for details.

Assessment Tasks

1 Online botanical terms and concepts quiz

Assessment Type

Online Quiz(zes)

Task Description

There will be a total of 5 online quizzes, weekly from week 3 to week 7.

These quizzes are mostly multiple choice questions and they will help you familiarise with various botanical terms used in the Unit

Choose a correct answer(s) from multiple choices.

There are 10 questions in each quiz; duration 30 minutes; attempts allowed 3; no penalty for guessing an answer.

Number of Quizzes

5

Frequency of Quizzes

Other

Assessment Due Date

On scheduled weeks, the Quiz opens on Thursday (12.10 am) and closes by 11.59 pm on the following Monday.

Return Date to Students

Quiz results will be made available online, one week after the quiz closes.

Weighting

15%

Minimum mark or grade

50% of the total of all quizzes.

Assessment Criteria

A correct answer will score one mark.

Attempts allowed 3; grading method: highest grade.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Define selected botanical terms
- Examine characteristic features of Australian flora, and discuss the uses of native plants in conservation, vegetation management and economic development
- Describe how native flora respond to environmental disturbances, and explain the ways by which this knowledge can be applied in revegetation and restoration programs

Graduate Attributes

- Problem Solving

- Information Literacy

2 Practical Assessment

Assessment Type

Practical Assessment

Task Description

This assessment includes two tasks. They are:

Task 1. Specimen collection (30% of the Unit total)

Submit 20 plant specimens, ensuring that there is **no more than one specimen** in each genus. The specimens must contain essential parts that are used in the identification (e.g., flowers), specimens must be pressed, dried, labelled and keyed out to family and genus levels. The specimen sheet must also show the proof of using the key, by listing of the steps taken to reach to Family and genus levels. Plant collection must also include the floral diagrams (where applicable).

Task 2. Plant identification test (15% of the Unit total)

Identify, using keys provided, 5 plant specimens that are supplied by the lecturer during residential school (in-class test).

Both Rockhampton and mixed mode students must attend the residential school to satisfactorily complete the Unit.

Assessment Due Date

Plant identification test will be conducted on the last day of residential school. Completed plant collections must be dispatched by post, or delivered personally, to the HMAS administration (Building 6, level 1, Rockhampton, QLD 4701) by Friday of week 12.

Return Date to Students

Please see the Moodle site for further details.

Weighting

45%

Minimum mark or grade

50% of the marks allocated for practical assessment (specimens AND in-class test).

Assessment Criteria

Task 1

Number of botanically acceptable (e.g., presence of flowers) specimens submitted.

Quality of the specimens - mounting, drying and labeling.

Quality and accuracy of floral diagrams.

Correctness of plant identification, including details of the steps taken to assign the specimen to a genus.

Details provided on the labels.

Task 2

Accuracy of evidence provided, including floral diagrams, steps taken in keying, and other observations recorded to help assign the specimen to family and genus levels.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Offline

Submission Instructions

Students should submit 20 botanically acceptable specimens along with a LIST showing the names of the specimens collected (genus level only), and the families to which they belong. Please pack the specimens using an A3 size cardboard box (e.g., 'PostPac') and mail or hand-in the box to the Admin officer, School of Health, Medical and Applied Sciences, Level 1, Bldg 6, CQUniversity, Rockhampton, QLD 4701. The post-mark will be used to assess the date posted. PLEASE TAKE PHOTOS OF THE SPECIMENS SENT, for your own records, or to use them as an evidence for collecting, processing and dispatching the specimens.

Learning Outcomes Assessed

- Collect and curate native plant specimens, and use taxonomic keys to identify native plants

- Examine characteristic features of Australian flora, and discuss the uses of native plants in conservation, vegetation management and economic development
- Describe how native flora respond to environmental disturbances, and explain the ways by which this knowledge can be applied in revegetation and restoration programs
- Undertake vegetation surveys, interpret data and explain the use of GIS and remote sensing techniques in vegetation management.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Team Work
- Information Technology Competence
- Cross Cultural Competence

3 Online Test (40%)

Assessment Type

Online Test

Task Description

You are required to complete an online test during Review/Examination week.

This test will cover the topics dealt in theory, tutorial and residential school.

The questions may consist of 'write short answers', 'differentiate between two terms/concepts' and 'description of a plant species/habitat or a concept'.

Submissions can be handwritten or typed. Your answers are to be your own work and no copying is allowed, as your answers will be checked by 'Turnitin'. Any potential collusion will result in a breach of academic integrity.

Maximum marks: 40% of the unit total.

Duration: 3 hours.

Format: open book.

TBA: please note that the date mentioned in this profile is a placeholder until the online test timetables are set later in the Term.

Assessment Due Date

Return Date to Students

Weighting

40%

Minimum mark or grade

50% of the marks allocated for this test.

Assessment Criteria

Your answers will be evaluated according to the depth of your understanding of the topic, in comparison with the level covered in the Unit and the time allocated for the question.

The questions are assigned with marks. These marks are proportional to the time you are expected to spend on the question. Please make sure to note these marks, so you can manage your time efficiently.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Define selected botanical terms
- Collect and curate native plant specimens, and use taxonomic keys to identify native plants
- Examine characteristic features of Australian flora, and discuss the uses of native plants in conservation, vegetation management and economic development
- Describe how native flora respond to environmental disturbances, and explain the ways by which this knowledge can be applied in revegetation and restoration programs
- Undertake vegetation surveys, interpret data and explain the use of GIS and remote sensing techniques in vegetation management.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy

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