

CRIM11001 *Foundations of Criminology and Criminal Justice*

Term 1 - 2026

Profile information current as at 08/06/2026 02:51 pm

All details in this unit profile for CRIM11001 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 introduces you to the basic elements of criminology and criminal justice. The nature and trends associated with crime are examined, together with how it relates to dimensions such as social class, age, gender and ethnicity. You will examine crime in the context of contemporary criminology theory. This unit also introduces you to the institutional response to Criminal Justice in Australia, how society responds to offensive behaviour and the roles of key agencies and individuals within the justice system.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

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 - 2026

- 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 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. Written Assessment

Weighting: 35%

3. 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 Student feedback Educator observation

Feedback

Students benefited from the Academic Learning Centre (ALC) sessions that were embedded into the workshops

Recommendation

Continue to collaborate with the ALC to guide student learning and provide opportunities for ALC staff to present at workshops in advance of the assessment due dates to prepare students for assessments.

Feedback from Student feedback

Feedback

Vary assessment due dates so they are not clustered around week 4, 10 and 12 when other unit assessments are due.

Recommendation

It is recommended that the teaching team review the assessment due dates for all assessment items to ensure that the current dates support student success.

Feedback from SUTE data

Feedback

Some students did not feel that feedback was useful

Recommendation

Review the methods used to provide feedback to students, exploring different avenue for communication of feedback (e.g. voice recorded feedback in Turn It In feedback suite).

Unit Learning Outcomes

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

1. Describe how crime is classified, measured and analysed
2. Analyse basic criminology theories and how they relate to criminal activity
3. Explain the roles of individuals and key agencies within the justice system
4. Examine the societal and institutional responses to criminal justice in Australia.

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	4
1 - Online Quiz(zes) - 15%	●	●	●	
2 - Written Assessment - 35%		●		
3 - Written Assessment - 50%			●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				•
9 - Social Innovation			•	
10 - First Nations Knowledges				
11 - 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	11
1 - Online Quiz(zes) - 15%			•	•							
2 - Written Assessment - 35%	•	•	•								
3 - 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Justine Hotten Unit Coordinator

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Schedule

Module 1 Introduction to criminology and criminal justice - 09 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to criminology and criminal justice	Newburn, T. (2017). <i>Criminology</i> (3rd ed.). Routledge. (pp. 3 - 13 only)	

Module 2 Understanding and classifying crime - 16 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Understanding and classifying crime	Atkinson, R. (2023). Introduction. In R. Atkinson (Ed.), <i>Shades of deviance: A primer on crime, deviance and social harm</i> (pp. 1-14).	

Module 3 Measuring and analysing crime - 23 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Measuring and analysing crime	Australian Bureau of Statistics. (2025). <i>Crime & justice</i> . https://www.abs.gov.au/statistics/people/crime-and-justice Queensland Police Service. (2025). <i>Maps & statistics</i> . https://www.police.qld.gov.au/maps-and-statistics	

Module 4 Theories of crime - 30 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Theories of crime	Vito, G. F., & Maahs, J. R. (2021). <i>Criminology: Theory, research, and policy</i> (5th ed.). Jones & Bartlett Learning, LLC. (pp. 38-48 only)	

Module 5 The criminal justice system - 06 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
The criminal justice system	Willis, M., & Kapira, M. (2018). <i>Justice reinvestment in Australia: A review of the literature</i> . https://www.aic.gov.au/sites/default/files/2020-05/rr09_justice_reinvestment_in_australia_160518_0.pdf	

Module 6 Policing and law enforcement - 13 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
Policing and law enforcement	Anthony, T., & Blagg, H. (2020, June 19). Enforcing assimilation, dismantling Aboriginal families: A history of police violence in Australia. <i>The Conversation</i> . https://theconversation.com/enforcing-assimilation-dismantling-aboriginal-families-a-history-of-police-violence-in-australia-140637	Events and Submissions/Topic Assessment 1 due Online quiz Due: Week 6 Monday (13 Apr 2026) 6:00 am AEST

Vacation week - 20 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
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Module 7 Courts and sentencing - 27 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
Courts and sentencing	Heilpern, D. (2023, January 5). High, supreme, federal, family, county: What do all our different courts actually do? <i>The Conversation</i> . https://theconversation.com/high-supreme-federal-family-county-what-do-all-our-different-courts-actually-do-193228	Events and Submissions/Topic Assessment 2 due Analytical report Due: Week 7 Tuesday (28 Apr 2026) 9:00 am AEST

Module 8 Punishment and corrections - 04 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
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Punishment and corrections	Australian Institute of Health & Welfare. (2025). <i>Adults in prison - Summary</i> . https://www.aihw.gov.au/reports/australias-welfare/adults-in-prison	
Module 9 Victims and victimology - 11 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Victims and victimology	Duggan, M. (2018). Introduction. In M. Duggan (Ed.). <i>Revisiting the 'ideal victim': Developments in critical victimology</i> (1st ed.). Bristol University Press. (pp. 1-10 only)	
Module 10 Youth crime and juvenile justice - 18 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Youth crime and juvenile justice	Australian Institute of Health & Welfare. (2025). <i>Youth justice</i> . https://www.aihw.gov.au/reports/australias-welfare/youth-justice	
Module 11 Crime prevention - 25 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Crime prevention	Cozens, P. (2018, August 6). Designed features can make cities safer, but getting it wrong can be plain frightening. <i>The Conversation</i> . https://theconversation.com/designed-features-can-make-cities-safer-but-getting-it-wrong-can-be-plain-frightening-100239	
Module 12 Contemporary issues and future of justice - 01 Jun 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Contemporary issues and future of justice	McKay, C. (2022). The carceral automaton: Digital prisons & technologies of detention. <i>International Journal of Crime, Justice & Social Democracy</i> , 11(1), 100-119.	Assessment 3 due Reflective portfolio Due: Week 12 Tuesday (2 June 2026) 9:00 am AEST
Exam Week - 08 Jun 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Vacation/Exam Week - 15 Jun 2026		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Online quiz

Assessment Type
Online Quiz(zes)

Task Description
Weighting: 15%

Due: In week 6 (check the Assessment tab for dates/times).

****There is no Grace Period for the quiz****

AI level 1: NO AI – You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.

There is one online quiz that will take place in week 6.

The quiz is designed to help you gauge your comprehension and to engage with course content. It will be based on set readings and content contained in the weekly modules (mods 1-6). No further research will be required, and you will not be tested on content from optional or additional readings.

The quiz has 15 questions drawn randomly from a larger pool. Questions will be worth 1% each for a total of 15%.

The quiz will contain questions about content and readings from modules 1 to 6.

Once you begin your quiz, you will have 1 hours to complete it.

*If you require any alterations to quiz timer or due dates, please get in touch with the unit coordinator.

Number of Quizzes

1

Frequency of Quizzes

Assessment Due Date

Week 6 Monday (13 Apr 2026) 6:00 am AEST

The online quiz will open Monday 6am and close Sunday 19 April, 11:59pm

Return Date to Students

Results released when quiz closes on Sunday

Weighting

15%

Assessment Criteria

Each question is worth 1 mark. Results are released when the quiz ends on Sunday night.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Describe how crime is classified, measured and analysed
- Analyse basic criminology theories and how they relate to criminal activity
- Explain the roles of individuals and key agencies within the justice system

Graduate Attributes

- Critical Thinking
- Information Literacy

2 Analytical report

Assessment Type

Written Assessment

Task Description

Assessment 2 (written assessment) — Analytical report

Length: 1,200 (+/-10%)

Weight: 35%

Submission format: Submit as a Word Doc (not PDF), 12-pt font of your choice (something legible and professional), 1.5-line spacing, and APA 7 referencing format

Academic Integrity - Original work; paraphrase with citations; no AI-generated content submitted as your own unless explicitly permitted and acknowledged. AI may be used for pre-task activities such as brainstorming, outlining, and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.

Purpose - Demonstrate foundational knowledge of how a selected crime/issue is defined, classified, measured, explained with introductory criminological theory, and addressed by justice agencies in Australia. In doing so, you'll be practicing research, academic writing, and ethical use of evidence.

Task - Choose one topic from the list below. With your chosen topic, write an analytical report that addresses all four sections:

- Define & classify the issue (legal and/or sociological definitions; deviance vs. crime)
- Measure & analyse (what data exists? ABS/AIC, dark figure, media framing, limitations)
- Apply theory (use 1 entry-level theories: e.g., classical, strain, social learning, control, routine activity)
- Justice system responses (police/courts/corrections; aims, discretion, outcomes, inequalities; note victims where relevant)

Topic list (pick one):

- Shoplifting among young people
- Coercive control or intimate partner violence
- Online scams/cyber fraud

- Property damage/vandalism
- Cannabis cultivation in residential settings
- Hate crime
- Youth vehicle theft

Sources - Minimum 6 scholarly/reputable sources (e.g., peer-reviewed articles, textbooks, ABS, AIC, government reports). Integrate at least one statistical source and one policy/legislation source where applicable.

The marking criteria will focus on the following areas. See the marking rubric for performance levels for grading.

- Crime classification & measurement
- Theory application
- Justice system responses
- Evaluation of societal/institutional dimensions
- Presentation & writing
- Use of sources
- Referencing

Assessment Due Date

Week 7 Tuesday (28 Apr 2026) 9:00 am AEST

Submission via Moodle

Return Date to Students

Week 9 Tuesday (12 May)

Weighting

35%

Assessment Criteria

Criterion (Weight)	High Distinction (85–100)	Distinction (75–84)	Credit (65–74)	Pass (50–64)	Fail (0–49)
1. Crime classification & measurement (15%)	Precise legal/sociological definition; nuanced classification; insightful use of multiple data sources (incl. dark figure/media analysis); clear limits of measurement. (15-13)	Accurate definition; appropriate classification; correct use of stats; acknowledges some limits. (12.5-11.5)	Mostly accurate; some minor gaps; limited discussion of measurement limits. (11-10)	Basic definition; minimal classification detail; uses data superficially. (9.5-7.5)	Misdefined/misclassified; inaccurate or absent data; no limits discussed. (7.25-0)
2. Application of criminological theory (20%)	Selects highly relevant theory; explains clearly; applies to the issue with strong reasoning and evidence. (20-17)	Relevant theory; good explanation; mostly sound application. (16.5-15)	Appropriate but somewhat general application; limited depth. (14.5-13)	Minimal or descriptive application; limited link to evidence. (12.5-10)	Inaccurate theory use; no meaningful application. (9.75-0)
3. Justice system responses (20%)	Analyses police/courts/corrections with aims, discretion, outcomes; engages with inequality/ethics; uses evidence. (20-17)	Sound analysis; some engagement with discretion/inequality. (16.5-15)	Adequate descriptive coverage; limited analysis. (14.5-13)	Mostly descriptive; little critical engagement. (12.5-10)	Inaccurate or missing; no evidence. (9.75-0)
4. Societal & institutional evaluation (15%)	Critically evaluates broader societal responses, media, policy; offers balanced insights. (15-13)	Clear evaluation with some critique. (12.5-11.5)	Some evaluation; tends toward description. (11-10)	Limited evaluation; generalisations. (9.5-7.5)	Absent or erroneous. (7.25-0)
5. Presentation & writing (10%)	Exceptionally well-structured and written; ideas flow logically; language is clear, precise, and engaging. (10-8.5)	Well-structured and clearly written; minor issues with flow or clarity. (8-7.5)	Adequately structured; writing is generally clear but may lack polish. (7-6.5)	Structure is weak or inconsistent; writing may be unclear or awkward. (6-5)	Poorly structured and written; difficult to follow or understand. (4.75-0)

6. Use of sources (10%)	Uses a wide range of high-quality, scholarly and reputable sources. (10-8.5)	Uses a strong range of reputable sources (6-8), including required typologies. Sources are relevant and used effectively to support arguments. Some evidence of critical consideration. (8-7.5)	Uses sufficient sources (6+), though some may be general or less suitable. Uses evidence mostly descriptively, with limited critical engagement. Required source types may be present but not well integrated. (7-6.5)	Uses the minimum number of sources, with some low-quality or inappropriate selections. Limited or inconsistent evidence use. Missing one required source type (statistics or legislation). (6-5)	Uses fewer than required sources OR relies heavily on unreliable sources. Missing required source types. Points are unsupported or inaccurately sourced. Little or no engagement with evidence. (4.75-0)
7. Referencing (10%)	Flawless use of APA 7th referencing; all sources correctly cited. (10-8.5)	Minor errors in APA referencing; citations mostly correct. (8-7.5)	Some errors in APA style; citations generally present. (7-6.5)	Frequent errors in referencing; inconsistent citation. (6-5)	Referencing is incorrect or absent. (4.75-0)

Referencing Style

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

Submission

Online

Submission Instructions

Submission via Moodle

Learning Outcomes Assessed

- Analyse basic criminology theories and how they relate to criminal activity

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

3 Reflective portfolio

Assessment Type

Written Assessment

Task Description

Length: 1800 words (+/-10%)

Weight: 50%

Submission format: Submit as a Word Doc (not PDF), Title page (not included in word count), 12 pt font of your choice (something legible and professional), 1.5-line spacing, and APA 7 referencing format (on a new page at the end; not included in word count)

Ethical Note - Do not disclose traumatic personal experiences. You may reflect on ideas, observations, and learning from study, media, or work. If this task raises personal concerns, contact university support services.

Academic Integrity - Original work; paraphrase with citations; no AI generated content submitted as your own unless explicitly permitted and acknowledged.

AI may be used for pre-task activities such as brainstorming, outlining, and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.

Purpose - Consolidate learning across the unit and demonstrate growth in understanding crime, criminological theory, the criminal justice system, and societal/institutional responses — while articulating your emerging professional identity, ethical stance, and commitment to social innovation.

Task & Structure - Write a reflective portfolio with the following sections:

Title page (separate page; not included in word count; add details including your word count & name)

Introduction (100-150 words): What you'll reflect on and why

Reflection 1 - Understanding crime (500 words)

How have your definitions/assumptions about crime, deviance, and harm evolved?

What did you learn about measuring crime (dark figure, data limits, media)?
 How did one theory change the way you interpret a specific issue?

Reflection 2 – The criminal justice system (500 words)

What challenged your ideas about policing, courts, sentencing, or corrections?
 Where do discretion, inequality, or systemic constraints appear?
 What did you learn about victims in the CJS?

Reflection 3 – Future directions & social innovation (500 words)

What does ethical practice look like for you now?
 Which contemporary issue (e.g., AI in policing, restorative justice, Indigenous over-representation) most shaped your thinking?
 What realistic, evidence-informed change could you champion?

Conclusion (100-150 words): Key takeaways, next steps for your learning

References list (new page; as needed — reflective writing can still cite readings, lectures, workshops, policy)

Sources - At least 6 quality sources recommended (unit readings count). Cite selectively to support your reflections (e.g., a theory, statistic, policy).

The marking criteria will focus on the following areas. See the marking rubric for performance levels for grading.

- Depth of reflection & metacognition
- Engagement with CJS & society
- Ethical practice & information literacy
- Use of sources
- Presentation & writing
- Referencing

Assessment Due Date

Week 12 Tuesday (2 June 2026) 9:00 am AEST

Submission via Moodle

Return Date to Students

Withheld until certification of grades

Weighting

50%

Assessment Criteria

Criterion (Weight)	High Distinction (85-100)	Distinction (75-84)	Credit (65-74)	Pass (50-64)	Fail (0-49)
1. Depth of reflection & metacognition (30%)	Sophisticated self-analysis; clearly evidences changed thinking; integrates experience with ideas; avoids mere narration. (30-25.5)	Strong reflection; mostly analytical; shows growth. (25-23)	Moderate reflection; mix of description and analysis. (22.5-19.5)	Basic reflection; largely descriptive. (19-15)	Minimal/absent reflection; anecdotal only. (14.75-0)
2. Engagement with CJS & society (20%)	Insightful critique of policing/courts/corrections and societal/institutional dynamics (discretion, inequality, ethics); well-reasoned. (20-17)	Clear critique with evidence. (16.5-15)	Some critique; limited depth. (14.5-13)	Mostly descriptive. (12.5-10)	Incorrect or absent analysis. (9.75-0)
3. Ethical practice & professional identity (20%)	Articulates a mature ethical stance; identifies responsibilities and realistic boundaries; connects to future practice. (20-17)	Clear ethical awareness and professional orientation. (16.5-15)	Emerging ethical awareness. (14.5-13)	Basic statements about ethics. (12.5-10)	Ethical issues ignored or mishandled. (9.75-0)
4. Use of sources (10%)	Selective, high-quality sources used to support reflection; citations accurate. (10-8.5)	Good source use; minor citation issues. (8-7.5)	Adequate; some integration issues. (7-6.5)	Minimal sources; inconsistent citations. (6-5)	Little/no evidence; referencing inaccurate. (4.75-0)
5. Presentation & writing (10%)	Engaging, clear reflective-academic voice; logical structure; minimal errors; meets length. (10-8.5)	Well written; minor issues. (8-7.5)	Generally clear; some lapses. (7-6.5)	Understandable but uneven. (6-5)	Unclear and error-prone. (4.75-0)
6. Referencing (10%)	Flawless use of APA 7th referencing; all sources correctly cited. (10-8.5)	Minor errors in APA referencing; citations mostly correct. (8-7.5)	Some errors in APA style; citations generally present. (7-6.5)	Frequent errors in referencing; inconsistent citation. (6-5)	Referencing is incorrect or absent. (4.75-0)

Referencing Style

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

Submission

Online

Submission Instructions

Submission via Moodle

Learning Outcomes Assessed

- Explain the roles of individuals and key agencies within the justice system
- Examine the societal and institutional responses to criminal justice in Australia.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

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