



# ECHO11003 *Fundamentals of Cardiac Science*

## Term 1 - 2024

Profile information current as at 30/04/2024 09:36 am

All details in this unit profile for ECHO11003 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 provides an insight into the science of cardiac assessment by exploring the role and scope of practice of the cardiac physiologist and echocardiographer within the Australian health care system. You will acquire knowledge of communication strategies used in clinical practice and explore the types of cardiac testing procedures available and the outcomes of those assessments. You will apply your knowledge and skills to demonstrate procedures for the provision of safe patient care, ultrasound scanning coordination, spatial awareness and grey-scale pattern recognition in a simulated clinical environment. The aim of this unit is to provide introductory knowledge and skill that will support your learning throughout the Echocardiography / Cardiac Physiology course.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisite Students must be enrolled in CV69 Bachelor of Echocardiography and Cardiac Physiology / Graduate Diploma of Echocardiography

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 - 2024

- Mixed Mode

### 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. **Written Assessment**

Weighting: 40%

#### 2. **Practical Assessment**

Weighting: Pass/Fail

#### 3. **Online Test**

Weighting: 60%

### 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 SUTE Suvery

**Feedback**

Some student feedback suggested that the time allowance for the final Online test was insufficient.

**Recommendation**

Further review of question length and time allocation will commence.

#### Feedback from SUTE Survey

**Feedback**

Some students felt that their written assessments were evaluated against standards beyond their experience.

**Recommendation**

An exemplar written submission will be made available with assessment resources. The marking guide will be reviewed to see if improvements can be made to further clarify assessment expectations and more defined grading criteria.

#### Feedback from Residential school feedback

**Feedback**

Students responded positively to the new residential school format, which incorporated more scanning time and an anatomical wet lab.

**Recommendation**

The current residential school format will be continued.

#### Feedback from SUTE

**Feedback**

Students would appreciate additional feedback on Assessments.

**Recommendation**

Additional feedback will be provided via zoom and the overall assessment strategy for the unit will be reviewed.

## Unit Learning Outcomes

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

1. Define the scope of practice and professional requirements of cardiac physiologists and echocardiographers, including legal and ethical considerations
2. Discuss the provision of cardiac assessment within the context of general diagnostic services in the Australian health care system
3. Apply common communication strategies used in the healthcare environment
4. Apply introductory level knowledge of ultrasound equipment, image acquisition and interpretation, body and cardiac imaging planes, using appropriate terminology
5. Demonstrate knowledge of safe practice, including infection control and ergonomic principles.

1. Australian Sonographer Accreditation Registry (ASAR): Accreditation Standards for Cardiac Sonography - Foundation units of competence (Unit 1-5) and Critical Practice (Unit 8).
2. Edwards, C, Thoirs, K, Osborne, B, Slade, D, McDonald, S, Lombardo, P, et al. Australian sonographer competency—A new framework. *Sonography*. 2022; 9( 3): 108- 115. <https://doi.org/10.1002/sono.12309>.
3. American Society of Echocardiography Guideline Documents.

## 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 - Practical Assessment - 0%			•	•	•
2 - Written Assessment - 40%	•	•			
3 - Online Test - 60%	•	•	•	•	•

### 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	•		•	•	•
9 - Social Innovation		•			
10 - Aboriginal and Torres Strait Islander Cultures					

## Textbooks and Resources

### Textbooks

ECHO11003

#### Prescribed

#### **The Normal Examination and Echocardiographic Measurements**

Edition: 3rd (2017)

Authors: Bonita Anderson

Echotext Pty Ltd

Brisbane , Queensland , Australia

ISBN: 978-0-9923222-1-2

Binding: Hardcover

#### **Additional Textbook Information**

The prescribed textbook can be purchased from the CQUniversity Bookshop, <http://bookshop.cqu.edu.au> (search the unit code).

Recommended journals and articles on the E-Reading list will be available online.

You will need access to the following IT resources:

- CQUniversity student email
- Internet
- Unit website (Moodle)

[View textbooks at the CQUniversity Bookshop](#)

### 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: [Vancouver](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Kim Prince** Unit Coordinator

[k.prince@cqu.edu.au](mailto:k.prince@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Role and scope of practice	See eReading list for additional online resources, ie: supporting articles and documents.	Order CQUniversity uniform from the Bookshop for Residential School in week 9.

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Australian healthcare system	See eReading list for additional online resources, ie: supporting articles and documents.	

**Week 3 - 18 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Diagnostic services	See eReading list for additional online resources, ie: supporting articles and documents.	

**Week 4 - 25 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Communication	See eReading list for additional online resources, ie: supporting articles and documents.	

**Week 5 - 01 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Clinical indications	See eReading list for additional online resources, ie: supporting articles and documents.	<b>Optional online quiz:</b> Opens: Thursday (4 April 2024) 08:00am AEST

**Vacation week - 08 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 15 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Infection control and vital signs	See eReading list for additional online resources, ie: supporting articles and documents.	<b>Written assessment</b> Due: Week 6 Tuesday (16 Apr 2024) 5:00 pm AEST

**Week 7 - 22 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Gross cardiac anatomy	See eReading list for additional online resources, ie: supporting articles and documents.	

**Week 8 - 29 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Two-dimensional Echocardiography and image orientation	See eReading list for additional online resources, ie: supporting articles and documents.	<b>Compulsory Lab Induction Checklist</b> Due: Week 8 Friday (3 May 2024) 5:00pm AEST

**Week 9 - 06 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Residential school	See eReading list for additional online resources, ie: supporting articles and documents.	<b>Practical assessment</b> Due: Week 9 Friday (10 May 2024) 3:00 pm AEST

**Week 10 - 13 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Safe practice	See eReading list for additional online resources, ie: supporting articles and documents.	

**Week 11 - 20 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Legal frameworks	See eReading list for additional online resources, ie: supporting articles and documents.	

**Week 12 - 27 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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Revision See eReading list for additional online resources, ie: supporting articles and documents.

#### Review/Exam Week 1 - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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#### Review/Exam week 2 - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

### Unit Coordinator and Contact Details

Your unit coordinator for ECHO11003 Fundamentals of Cardiac Science is Kim Prince. The most efficient and preferred method of contacting Kim is via the Q&A forum located on the unit Moodle site. However, if your query is of a personal nature, please contact the unit coordinator directly via email: k.prince@cqu.edu.au or phone: 07 30234244. Kim's office days are Wednesday, Thursday and Friday and she is located in Brisbane.

### Tutorials

Tutorials for this unit will be delivered 'live' online using Zoom with links provided on the unit Moodle site and will be held on Wednesday afternoons. These sessions will also be recorded and subsequently made available on Moodle. The tutorials will incorporate a discussion of the weekly content delivered and associated revision material. Advice will also be provided to support preparation for related assessments, guidelines for academic writing and referencing along with outlining the services available to students. It is highly encouraged for students to attend these sessions for further understanding and development of knowledge and content and to participate in discussions in provision for meeting learning outcomes.

### Progress optional quiz

In break week there is an optional online quiz to assess your progress. By completing this online quiz, student and teacher gain knowledge on current understanding of content along with providing the student with feedback which can assist in the following weeks of study in this unit.

The quiz will be open from Thursday 4th April 2024 at 8:00am and remain open until the end of term. This is a non-weighted assessment and will not contribute to final grade.

### Unit Study Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5hrs of study per week. An example of estimated time management for this unit is below:

- 3 hours watching recorded lectures
- 2 hours completing recommended readings
- 1.5 hours creating study notes
- 1 hour completing weekly study questions
- 1 hour participating in/or viewing the weekly tutorial
- 4 hours preparing for the written assessment, practical assessments or the final examination.

### Compulsory Residential School

Attendance at Residential School is mandatory and is to be completed at the campus of enrollment only. Prior to attendance, you are required to complete the online lab induction for your campus of enrolment and submit the lab induction checklist to Moodle. The links required for accessing the online lab induction and lab induction checklist are provided on the unit Moodle site. This documentation is required to comply with CQUniversity's Occupational Health and Safety policy. Lab uniforms are also compulsory and should be purchased during week 1 of term to ensure timely arrival.

**Please ensure that you complete all the activities listed under the orientation tile on the Moodle site upon first enrolment.**

## Assessment Tasks

# 1 Written assessment

## Assessment Type

Written Assessment

## Task Description

Cardiac physiologists are involved in the diagnosis and treatment of patients with heart disease. It is important to understand the scope of practice of a cardiac physiologist which may include setting up equipment, carrying out cardiac specific tests and assisting with related procedures, recording, and analysing results.

To fulfill this diverse role, cardiac physiologists must have comprehensive knowledge of cardiovascular disease and common cardiac diagnostic tests. Cardiac physiologists need to be able to communicate effectively and practice safely within professional and ethical frameworks.

Refer to lecture and tutorial materials and use researched information to respond to the below questions. Images or tables should only be included in your responses if they support discussion or will help engage reader.

**The use of generative artificial intelligence (AI) is not permitted for this assessment.**

### Question 1: Communication (approx. 400 words)

As a health professional we must demonstrate awareness of other cultures to prevent barriers to health care developing. People's cultural beliefs, values and worldviews can influence thinking, behaviours, and interactions with others. This is particularly true for Aboriginal and Torres Strait Islander people.

'A sonographer may adopt different communication strategies when performing an echocardiogram on a First Nation Australian'.

Justify this statement by discussing how a sonographer might develop patient rapport and explain an echocardiogram when first meeting the patient. Your response should include discussion of body language and verbal communication adjustments. Tables or graphs to display or compare information that are useful for the submission may be included.

### Question 2: Cardiovascular disease and prevention (approx. 400 words)

The Heart Foundation builds community awareness about the benefits of living a heart-healthy lifestyle and offers education and support to those living with heart disease.

Review the Heart Foundation website and reflect on your readings. In your own words address the below points:

- Define cardiovascular disease.
- Other than exercise, describe three (3) easy lifestyle adjustments that can be implemented to improve cardiovascular health and reduce the risk of heart attack.
- Describe three (3) health benefits of regular physical activity and exercise.
- Explain why the adoption of exercise and other related cardiovascular lifestyle adjustments by the broader community, has the potential to positively impact the Australian Health Care System as a whole.

Tables or graphs to display or compare information that are useful for the submission may be included.

### Question 3: Diagnostic testing: (approx. 400 words)

As cardiac physiologists, it is important that we understand the difference between diagnostic tests and the role we play in the performance of each of these tests.

'A transoesophageal echocardiogram (TOE) is similar yet different to a transthoracic echocardiogram (TTE)'.

Justify this statement by comparing the two procedures and imaging outcomes. Your response should:

- Include a brief description of each procedure.
- Briefly describe the role a cardiac physiologist (echocardiographer) is likely to play during each procedure.
- Compare infection control considerations associated with each test.
- Identify two (2) imaging advantages TOE has over TTE.

Tables or graphs to display or compare information that are useful for the submission may be included.

## WORD COUNT

Total word count 1200 words +/- 10%.

Word count does not include headings, images, indexes, or references but does include explanations of tables and figures.



## REFERENCING

Vancouver referencing with in-text citation. A minimum of five (5) references to be researched of which three (3) must be within the last 5 years.

## FORMAT

- A4 format
- Orientation portrait
- Header with student name and email
- Footer with page numbers
- Font size 14
- Title page should include: (refer to exemplar on Moodle)
  - Student name
  - Student number
  - Unit number & name
  - Assessment title
  - Word count

## Assessment Due Date

Week 6 Tuesday (16 Apr 2024) 5:00 pm AEST

## Return Date to Students

Individual results will be published within two (2) weeks of the due date.

## Weighting

40%

## Minimum mark or grade

50

## Assessment Criteria

You will be assessed using the Written Assessment marking rubric (available on Moodle) on your ability to:

- Address the questions with comprehensive responses.
- Keep within the word limit.
- Reference accordingly in line with the CQUniversity Vancouver guide.
- Locate and critically evaluate information.
- Writing style, including grammar and sentence structure.
- The appropriate use of images or tables to discussion topics.
- Discuss professional requirements of an echocardiographer.
- Presentation.

A downloadable copy of the Written Assessment task rubric can be found on the Moodle site.

## Referencing Style

- [Vancouver](#)

## Submission

Online

## Submission Instructions

Document must be appropriately labelled with student name, student number and document descriptor as illustrated. (Example identification: John SMITH\_S12345\_Written Assessment).

## Learning Outcomes Assessed

- Define the scope of practice and professional requirements of cardiac physiologists and echocardiographers, including legal and ethical considerations
- Discuss the provision of cardiac assessment within the context of general diagnostic services in the Australian health care system

## 2 Practical assessment

### Assessment Type

Practical Assessment

### **Task Description**

Students will be required to practice high-quality hygiene practices and demonstrate appropriate scanning and interpretation skills throughout this practical assessment. Students will use theoretical knowledge from lectures and tutorials as well as skills and information provided at the residential school to perform these assessments under the supervision of a tutor/assessor.

**Practical assessment task 1:** Demonstrate hand hygiene.

- Demonstrate competency in the performance of effective hand washing (safe practice) using soap and water.

**Practical assessment task 2:** Introduction to Echocardiographic scanning skills.

**Part A includes the assessment of the below attributes.**

- Demonstrate introductory knowledge of cardiac ultrasound scanning, probe manipulation and scan sector orientation.
- Demonstrate professional behaviour and safe practice.
- Identify sector orientation.
- Manipulation of transducer, including the use of appropriate terminology.
- Demonstrate professional behaviour, communication with clear explanation of the test.

A time limit of 10min will be applied to practical assessment task 2.

You must be available to act as a patient model for peer practical assessments. You may have to be a patient model on more than one occasion. You cannot request who you scan for your practical assessment.

### **Part B: Self reflection rubric.**

The student is required to complete the self assessment rubric provided on Moodle on day two (2) of residential school. Failure to submit part B will result in a FAIL grade for practical task 2.

### **Assessment Due Date**

Week 9 Friday (10 May 2024) 3:00 pm AEST

### **Return Date to Students**

Immediate feedback.

### **Weighting**

Pass/Fail

### **Assessment Criteria**

Students will be assessed using the Practical assessment task 1 marking rubric and Practical assessment task 2 marking rubrics (part A & B). The rubrics will assess a student's ability to:

- Demonstrate professional behaviour and safe practice.
- Demonstrate introductory knowledge of cardiac ultrasound scanning.
- Identify sector orientation.
- Manipulate the transducer.
- Use appropriate terminology.

**To be deemed competent and pass, all action criteria boxes must be performed correctly in Part A and Part B must be submitted prior to the completion of residential school.**

Practical tasks 1 and 2 are graded separately so that if one is passed and another is not, only the failed task must be repeated successfully to pass overall. Following provision of assessment feedback, only one opportunity for re-sit of any failed tasks will be provided. Practical assessment re-sits will be held on the same day as the original attempt (Friday 10th May 2024). All enrolled students must be available to act as a patient model for peer re-sits if requested by the unit coordinator.

### **Referencing Style**

- [Vancouver](#)

### **Submission**

Offline

### **Submission Instructions**

In person during residential school.

## Learning Outcomes Assessed

- Apply common communication strategies used in the healthcare environment
- Apply introductory level knowledge of ultrasound equipment, image acquisition and interpretation, body and cardiac imaging planes, using appropriate terminology
- Demonstrate knowledge of safe practice, including infection control and ergonomic principles.

## 3 Online test

### Assessment Type

Online Test

### Task Description

Students are required to respond to a series of questions via an online test, within the prescribed time frame. This online test will assess the student's understanding of the content presented throughout the unit delivery. Questions will be drawn from a resource bank, to allow the online test to be different for each student. All unit content presented in lectures, tutorial presentations, at the residential school and within prescribed readings is assessable. The online test may include multiple choice, short answer, calculation or image interpretation style questions. Students are encouraged to have a calculator available when sitting the test.

To successfully complete the online test, students must:

- Access the online test.
- Attempt the online test only once (once started, the online test cannot be paused).
- Prepare personal notes and have a calculator when attempting the online test.
- Undertake the online test as an individual.

Perusal time and online test duration will be 70 minutes in total.

Notify relevant staff and TASAC if technical issues arise during the online test. TaSAC is available for immediate assistance during AEST business hours only.

**Please note:** It is important that you commence the online test before Thursday 30th May 2024 as the online test will automatically close at 8:00 pm (AEST) on Friday the 31st May 2024. If you have not completed the test by this time, your test will be submitted incomplete. In the absence of an approved extension, students will receive a mark of zero (or fail) for this assessment, if it is not completed by the scheduled date and time.

Students are advised to refer to the 'Assessment Policy and Procedure (Higher Education Coursework)' document for additional university guidelines regarding assessments.

### Assessment Due Date

Online test opens Thursday 30th May 2024 8:00am AEST and closes Friday 31st May 8:00pm AEST.

### Return Date to Students

Individual results will be published within two (2) weeks of the due date.

### Weighting

60%

### Minimum mark or grade

50

### Assessment Criteria

Question responses will be assessed according to your ability to:

- Demonstrate sound knowledge of the scope and requirements of cardiac scientists within the context of the current Australian health care system
- Use appropriate terminology and descriptors as well as grammar and spelling
- Appropriately interpret presented sonographic images and cardiac assessment data
- Succinctly respond with accurate answers

### Submission instructions:

At the assigned time, the online test can be accessed and completed through the assessment tab at the top of the ECHO11003 Moodle site. The online test will automatically close after the allocated time has elapsed.

**Submission**

Online

**Learning Outcomes Assessed**

- Define the scope of practice and professional requirements of cardiac physiologists and echocardiographers, including legal and ethical considerations
- Discuss the provision of cardiac assessment within the context of general diagnostic services in the Australian health care system
- Apply common communication strategies used in the healthcare environment.
- Apply introductory level knowledge of ultrasound equipment, image acquisition and interpretation, body and cardiac imaging planes, using appropriate terminology.
- Demonstrate knowledge of safe practice, including infection control and ergonomic principles.

**Graduate Attributes**

- Communication
- Problem solving
- Critical thinking
- Information literacy
- Information technology competence cross cultural competence
- Ethical practice
- Social innovation

**Referencing Style**

- [Vancouver](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Define the scope of practice and professional requirements of cardiac physiologists and echocardiographers, including legal and ethical considerations
- Discuss the provision of cardiac assessment within the context of general diagnostic services in the Australian health care system
- Apply common communication strategies used in the healthcare environment
- Apply introductory level knowledge of ultrasound equipment, image acquisition and interpretation, body and cardiac imaging planes, using appropriate terminology
- Demonstrate knowledge of safe practice, including infection control and ergonomic principles.

## 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