HRMT19014 *Human Resources Planning, Recruitment & Selection*

Term 2 - 2017

Profile information current as at 07/05/2024 05:31 am

All details in this unit profile for HRMT19014 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 a changing employment environment, it is critical that HR practitioners are aware of the most effective ways to attract and retain talent. This unit provides an overview of the functions of human resource planning, recruitment and selection, and the associated legal and ethical considerations. Students will learn how to plan for the future staffing needs of the organisation and will analyse a variety of approaches to recruiting and selecting employees. The integration of HR planning, recruitment and selection with other HR and management functions is also addressed.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Prerequisite: HRMT 11011
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2017

- Brisbane
- Distance
- Mackay
- Melbourne
- 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).

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. **Presentation**
Weighting: 35%
2. **Portfolio**
Weighting: 45%
3. **Online Quiz(zes)**
Weighting: 20%

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.

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 'Have Your Say' feedback.

Feedback

Continue to provide reminder text SMS messages as this provides a personal touch.

Recommendation

Continue to provide reminder text SMS messages.

Feedback from Student 'Have Your Say' feedback.

Feedback

Continue to provide weekly recorded lecture videos with Lecturer video and audio that expand the understanding of the course learning objectives with regards to an individuals experience in the workplace.

Recommendation

Ensure the weekly recorded lectures with video and audio explain content in terms of an individuals experiences in the workplace for all twelve term weeks.

Feedback from Student 'Have Your Say' feedback.

Feedback

Provide a text that covers all aspects of the course in the detail required and let students know that content from journal articles provided on moodle can also form part of any quiz based assessment.

Recommendation

Ensure that students are explicitly made aware that all learning resources provided can form the basis of assessment and that content from a text is not soley assessable in a quiz format. Some assessable content can come from peer reviewed journal articles provided to students in moodle.

Feedback from Student 'Have Your Say' feedback.

Feedback

Provide a practice quiz exemplar of the type of questions likely in a quiz based assessment.

Recommendation

Provide this resource to students.

Feedback from Student 'Have Your Say' feedback.

Feedback

Provide all twelve recorded lectures for each week prior to the commencement of week one.

Recommendation

Provide all recorded lectures for each term week prior to the commencement of week one.

Feedback from Student 'Have Your Say' feedback.

Feedback

Ensure that the time allocated to a quiz assessment is appropriate.

Recommendation

Review time allocated for quiz assessment and the role of superior time management in the modern working environment is understood by students.

Unit Learning Outcomes

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

1. Discuss the importance of effective planning for future organisational staffing requirements.
2. Describe the legal and ethical considerations when recruiting and selecting staff.
3. Explain effective job design and job analysis techniques.
4. Explain the most popular recruitment strategies and their accompanying benefits and risks.
5. Explain the most popular selection strategies and their accompanying benefits and risks.
6. Identify the key issues in retaining and managing talent.
7. Describe how HR planning, recruitment and selection should integrate with other HR functions.

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	5	6	7
1 - Presentation - 35%	●	●	●	●	●	●	●
2 - Portfolio - 45%	●	●	●	●	●	●	●
3 - Online Quiz(zes) - 20%	●	●	●	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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							

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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 - Presentation - 35%	•	•	•	•	•	•	•	•		
2 - Portfolio - 45%	•	•	•	•		•	•	•		
3 - Online Quiz(zes) - 20%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks
HRMT19014

Prescribed

Effective Recruitment and Selection Practices
Edition: Sixth (2014)
Authors: Robert-Leigh Compton, Bill Morrissey, Alan Nankervis
Oxford University Press
South Melbourne , Victoria , Australia
ISBN: 9781925091151
Binding: Paperback

Additional Textbook Information
Note: The University recommends you download an e-book direct from the Publisher.
However, if paper books are preferred, you can purchase them through the CQUni Bookshop here.

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: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Jacqueline Larkin Unit Coordinator
jacqueline.larkin@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Human Resource Planning	1	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Recruitment Process	2	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Legislation and Legal Issues	3	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Job Analysis and Competency Profiling	4	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Attracting the Best Talent & Outsourcing Recruitment	5 & 6	**Assessment Task 1 - PowerPoint Presentation** Due: Week 5 Friday (11 Aug 2017) 5:00 pm AEST

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Interview Preparation	7	

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Selection Interview	8	

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessing the Interview	9	

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Selection Decision and Contracts	10	

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation of Recruitment and Selection & Induction of New Employees	13, 14	**Assessment Task 2 - Portfolio** Due: Week 10 Friday (22 Sept 2017) 5:00 pm AEST

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Human Resource Management Information Systems & Retaining and Managing Talent	11	

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

International Perspectives	12	**Assessment Task 3 - Online Quiz** Due: Week 12 Friday (6 Oct 2017) 5:00 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment Task 1 - PowerPoint Presentation

Assessment Type
Presentation

Task Description
Before you commence this assessment, you must read and follow all the instructions as per the assessment guidelines (including the assessment rubric) available from the Moodle site.
This is an individual assessment that requires you to prepare a PowerPoint presentation and a recorded voice-over for Oz Industries based on the case study titled – Board Women.

Instructions:
You are to assume that you are an external consultant and have been asked by Gail Wilson, HR manager, to make a presentation to the Executive Management team of Oz Industries. Read the case study below and then respond to each of the case study discussion questions that is to form the basis of your presentation.

Case Study - Board Women
'I see there is a push to get more women on boards', says Gina Zigomanis, Company Secretary for Oz Industries, to no-one in particular.
'A good thing too', responds Gail Wilson, HR manager for Oz Industries. 'Gender inequality in the workplace should not be tolerated. I think the number of women appointed to the board of directors of Australian companies is a disgrace.'
'I agree Gail, there should be more women on boards', adds Gina.
Mark Douglas, Oz Industries CEO, turns in his chair to directly face the two women sitting opposite.
'Everyone agrees with that providing the appointments are made on merit'.
'Hear hear', adds Todd DeVries, Marketing manager for Oz Industries. 'If women are appointed on the basis of merit, no-one will object. But to appoint someone to the board just because they are a woman is wrong'.
'Agreed', interjects Britney Pearson, CFO for Oz Industries. 'A company is in the business of making profit. It does not exist to implement some feminist agenda. Its responsibility is to its shareholders'.
'I can't believe this. Everyone knows that Australian boards are simply clubs for old boys. Without legislation to enforce quotes nothing will change', says Gina.
'I'm with you Gina', Gail says enthusiastically. 'It's time for companies to "walk the talk" – change the gender mix of boards or face a quota.'
'I disagree', says Britney. 'I believe it is possible to achieve a better gender balance on boards without quotas'.
'How can you say that, Britney?' All the evidence shows that the representation of women on boards is so low it's embarrassing'.
'Quotas are a short-term fix. They are cosmetic. If you force women on to boards, you risk having marginalised "token" directors instead of "real" directors who make the decisions.'
'What about the fact that a high proportion of female directors is related too company share price performance?'
'Correlation is not causation', interjects Mark.
'It is also a fact', adds Todd, 'that not all women favour quotas because they see them as demeaning their own achievements'.
'I agree, Todd', says Britney. 'Quotas are political correctness gone mad.'
'This is not about political correctness, it is about fairness', Gail responds.
'Come on Gail', says Britney. 'All quotas do is reinforce the stereotypical view that we women are not as good as managers as men.'
'If you legislate for quotas – what about a board quota for those with disabilities, gays and lesbians, Asians, elderly workers...? Quotas are a bit of social engineering designed to help white, middle-class females.'
'Mark, how could you say that?' says Gail. 'It is well recognised that most boards are made of white, middle-aged men with a private school education – they don't call it an old boys' club for nothing.'
'I am in favour of targets, not quotas. What quotas do is put women down and promote mediocrity. Too many women

believe they deserve it – why should they be appointed to a board if they are not prepared to earn it? says Mark. 'The number of female directors is increasing. I agree gender diverse boards add value, but I am strongly opposed to quotas. Companies should set targets and formulate clear policies on how they plan to meet them.'

'Makes sense', adds Britney. 'To me, quotas treat the symptoms, not the cause.'

'I'm sorry, but I cannot accept that point of view – nothing will change without mandatory quotas,' replies Gail. 'Failing to recruit from a more diverse talent pool is bad for the company, its shareholders and the public in general.'

'Well', says Gina, 'I am tired of the stalling, women have been too patient for too long. It's time that the government introduced quotas for women.'

'You and Gail are entitled to your viewpoint but I don't want to be patronised. I want to be appointed on the basis of my ability', says Britney.

'Okay Gina, if one accepts your argument then you must also favour setting quotas to increase ethnic diversity, religious etcetera, etcetera – where does it all end?' asks Todd.

'With tokenism and more government red-tape, that's where', retorts Mark. 'Quotas are just an agenda item for white middle-class women'.

'When will you get it?' says Gina. 'Board diversity means improved organisational performance and the fair treatment of women. There are no excuses. Quotas are needed and needed now'.

Adapted from: Stone, R. J. (2017). Human resource management. (9th ed.). John Wiley and Sons. (pp.264-265)

Case Study Discussion Questions:

1. Critically review the points raised by the following:
a. Mark Douglas, CEO, Oz Industries
b. Gina Zignmanis, Company Secretary, Oz Industries
c. Gail Wilson, HR manager, Oz Industries
d. Britney Pearson, CFO, Oz Industries
e. Todd DeVries, Marketing manager, Oz Industries
2. Which manager(s) do you agree with? Which manager(s) do you disagree with? Explain your answer.
3. Identify the various stakeholders involved and their likely viewpoints.
4. Make a recommendation about what Oz Industries should do about board women.

Assessment Due Date
Week 5 Friday (11 Aug 2017) 5:00 pm AEST
Assessment Task 1 - PowerPoint Presentation

Return Date to Students
Week 7 Friday (1 Sept 2017)
Assessments will be returned after the marking and moderation processes are completed. However, sometimes there might be a delay pending contingencies. Also, late submissions will result in significant delays in returning your assessments.

Weighting
35%

Assessment Criteria
Your PowerPoint Presentation will be assessed on the extent to which it meets each of the following criteria:
Introduction (10%)
Knowledge of Content (30%)
Presentation Delivery (30%)
Conclusion (10%)
Visual Aids (20%)
Further details on each assessment criteria are outlined in the assessment rubric.
Penalty for late submission without approval if applicable [(-5%× 35)/day = -1.75 marks/day]
Important: Plagiarism will be reported to the Academic Services Centre of the University and may result in a "zero" mark.

Referencing Style

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

Submission
Online

Submission Instructions
The PowerPoint Presentation should be submitted as a single MS PowerPoint document. PDF documents are not acceptable for submission for this assessment task. Please ensure that you minimise the size of any graphics and images in the file so that the PowerPoint Presentation can be uploaded to Moodle. The audio file must be included/embedded in the MS PowerPoint file.

Learning Outcomes Assessed

- Discuss the importance of effective planning for future organisational staffing requirements.
- Describe the legal and ethical considerations when recruiting and selecting staff.
- Explain effective job design and job analysis techniques.
- Explain the most popular recruitment strategies and their accompanying benefits and risks.
- Explain the most popular selection strategies and their accompanying benefits and risks.
- Identify the key issues in retaining and managing talent.
- Describe how HR planning, recruitment and selection should integrate with other HR functions.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Assessment Task 2 - Portfolio

Assessment Type
Portfolio

Task Description
Before you commence this assessment, you will need to read and follow all instructions as per the assessment guidelines (includes the assessment rubric) available on the Moodle site.
This is an individual assessment that requires you to prepare a portfolio. You need to submit your portfolio online through the Moodle site as an MS Word doc (no PDF files) using Times Roman 12 point size font with 1.5 line spacing.
A portfolio can be seen as both a product and a process:
• As a product, it holds the work records and documents what you have produced during the course, and represents an edited collection of your learning achievements.
As a process-oriented tool, it enables you to monitor your own learning systematically, reflect on your learning performance, present a coherent account of your achievements and obtain feedback on your learning.
Instructions:
1. Read and respond to all of the five (5) parts for the portfolio as outlined below. Note: the approximate number of words for each part is listed as a guide.
2. Include a title page and a table of contents page as part of your portfolio.
3. Ensure that each part starts on a new page.

Part 1: Position Description and Job Analysis (500 words)
Interview a person who is an employed graduate (a graduate may be a member of your family, professional network or a friend).
Then complete a job analysis of their position as a graduate in their current position.
From the job analysis, develop a position description and provide this in your portfolio. The position description should follow the construction of p. 65 of the prescribed textbook.
The Job Analysis should contain the following subheadings:
• Tasks and Responsibilities;
• Key Performance Indicators (KPIs);
• Tools and Equipment; and
• Relationships.
You should outline any training needs of the graduate in order to perform the 'Tasks and Responsibilities' detailed above. This part should be written in the third person passive grammatical style. No referencing is required for this part.

Part 2: Job Analysis Benefits (500 words)
This part requires you to critically discuss Job Analysis and its benefits and costs to an organisation hiring professionals (degree qualified employees). It is important that you understand exactly what is required when you have to 'critically discuss..'.

Part 3: Resume (800 words)
You are to assume you have read a job advertisement on Seek.com for a 'HR Recruitment Consultant'. This could be at a graduate level. Assume you are a student about to graduate from CQUniversity and are applying for your first job in Australia.
For this part of your portfolio, you are to prepare a resume for this job application. There are a lot of resume styles. You may need to undertake some research and a Google search to determine the choice of styles available and the one that you believe is representative of all your learning in this course to Week 10.

An aspect of this part is that you will need to make a judgement call (otherwise known as 'critical analysis') on what is the best resume style and formatting to apply for this job. This part should be written in the first person grammatical style and no referencing is required.

Part 4: Resume Self Reflection (200 words)

In this part of your portfolio, you will need to justify your choice of resume style that you used in part three. This part should be written in the first person grammatical style and requires references to support your thinking.

Part 5: References list

This part of your portfolio is for you to provide a reference list (unlimited word count as it is not included in the word count for the portfolio). You should include at least five (5) sources of information, excluding the prescribed textbook, from a combination of scholarly academic journal articles. This is a minimum requirement and would ensure a pass mark for the portfolio. All sources should be listed in alphabetical order and be cited in the main body using the American Psychological Association (APA) referencing style.

Assessment Due Date

Week 10 Friday (22 Sept 2017) 5:00 pm AEST
Assessment Task 2 - Portfolio

Return Date to Students

As this is the final written assessment for this unit, the marks for this assessment will be returned following certification of grades on Friday 3 November 2017.

Weighting

45%

Assessment Criteria

Your portfolio will be assessed on the extent to which it meets each of the following criteria:

Analysis and Justifications (35%)
Integration of Literature (20%)
Research (20%)
Self-Reflection (5%)
Presentation, referencing, organisation, structure, communication (20%)
Further details on each assessment criteria are outlined in the assessment rubric.
Penalty for late submission without approval if applicable [(-5%× 45)/day = -2.25 marks/day]

Important: Plagiarism will be reported to the Academic Services Centre of the University and may result in a "zero" mark.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission

Online

Submission Instructions

Portfolio must be submitted online via the Moodle site as an MS Word doc (no PDF files) using 12 point size font with 1.5 line spacing.

Learning Outcomes Assessed

- Discuss the importance of effective planning for future organisational staffing requirements.
- Describe the legal and ethical considerations when recruiting and selecting staff.
- Explain effective job design and job analysis techniques.
- Explain the most popular recruitment strategies and their accompanying benefits and risks.
- Explain the most popular selection strategies and their accompanying benefits and risks.
- Identify the key issues in retaining and managing talent.
- Describe how HR planning, recruitment and selection should integrate with other HR functions.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Assessment Task 3 - Online Quiz

Assessment Type
Online Quiz(zes)

Task Description

- The online quiz will test student knowledge and understanding of the topics covered in the unit.

- The online quiz consists of 20 multiple choice questions.

- Students are allowed only one attempt at the online quiz.

- Quiz questions are drawn from a large pool of questions.

- Upon commencing the online quiz, students have up to 30 minutes to complete.

- Each question is worth 1 mark.

Number of Quizzes
1

Frequency of Quizzes

Assessment Due Date
Week 12 Friday (6 Oct 2017) 5:00 pm AEST
Assessment Task 3 - Online Quiz

Return Date to Students
Review/Exam Week Friday (13 Oct 2017)

Weighting
20%

Assessment Criteria
The online quiz is scored out of 20 marks.
Each question is worth 1 mark.

Referencing Style

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

Submission
Online

Submission Instructions
Students are allowed only one attempt at the online quiz. Upon commencing the online quiz, students have up to 30 minutes to complete.

Learning Outcomes Assessed

- Discuss the importance of effective planning for future organisational staffing requirements.
- Describe the legal and ethical considerations when recruiting and selecting staff.
- Explain effective job design and job analysis techniques.
- Explain the most popular recruitment strategies and their accompanying benefits and risks.
- Explain the most popular selection strategies and their accompanying benefits and risks.
- Identify the key issues in retaining and managing talent.
- Describe how HR planning, recruitment and selection should integrate with other HR functions.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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