



INDG19016 *Contemporary Indigenous Issues*

Term 1 - 2018

Profile information current as at 28/04/2024 10:06 am

All details in this unit profile for INDG19016 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 students should be able to develop insights into the central issues facing Indigenous people in Australia today: political voice and representation; law and justice; health and housing; education; employment; the Stolen Generations; land rights; and cultural expression. Students should be able to place these issues within the context of history, social structure and race relations. Students examine recent controversies surrounding the history of race relations in Australia, and whether or not this history is relevant when examining the contemporary situation of Indigenous people. Students should be able to evaluate political debates and policies concerning Indigenous people and their relationship with non-Indigenous people.

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

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 - 2018

- Distance

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. **Written Assessment**

Weighting: 30%

2. **Written Assessment**

Weighting: 50%

3. **Written Assessment**

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](#).

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

It would be good to have a quicker return on graded assessment.

Recommendation

In 2018, with a new Unit Coordinator in place, the emphasis will be on a faster return of graded assessment, while still maintaining comprehensive and constructive feedback.

Unit Learning Outcomes

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

1. Show insight into the key contemporary issues for Indigenous people in Australia today.
2. Place these issues within the context of history, social structure and race relations.
3. Evaluate political debates and policies concerning Indigenous people and their relationship with non-Indigenous people.
4. Analyse questions of identity, voice and power in the representation of Indigenous people and issues.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|------------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Written Assessment - 30% | • | • | • | • |
| 2 - Written Assessment - 50% | • | • | • | • |
| 3 - Written Assessment - 20% | • | • | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|-----------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Communication | • | • | • | • |
| 2 - Problem Solving | | | | |
| 3 - Critical Thinking | • | • | • | • |

| Graduate Attributes | Learning Outcomes | | | |
|-----------------------------------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 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 | | | | |

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|------------------------------|---------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Written Assessment - 30% | • | | • | • | | • | • | • | | |
| 2 - Written Assessment - 50% | • | | • | • | | • | • | • | | |
| 3 - Written Assessment - 20% | • | | • | • | | • | • | • | | |

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)
- Microsoft Office

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Mary-Frances O'Dowd Unit Coordinator
mf.odowd@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------|
| Week 1: Controversies. An overview of Aboriginal and Torres Strait Islander occupancy of Australia and an examination of 'Terra Nullius' claimed by the British. | | |

Week 2 - 12 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------|
| Week 2: History and Social Structure. An examination and critique of the experience of invasion and colonisation on Australia's First Nations people. An investigation of the history wars and a critical analysis of how the colonial past of Australia is remembered. | | |

Week 3 - 19 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------|
| Week 3: Aboriginal & Torres Strait Islander Political participation & representation. An investigation into the Australian parliamentary strategies and expectations of Aboriginal and Torres Strait Islander peoples. | | Written Academic Essay Assessment 1 Due: Week 3 Friday (23 Mar 2018) 11:45 pm AEST |

Week 4 - 26 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------|
| Week 4: Aboriginal and Torres Strait Islander Health and Well-being. An investigation into the continuing social justice issues impacting on Aboriginal and Torres Strait Islander peoples and trans generational trauma. | | |

Week 5 - 02 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------|
| Week 5: Issues impacting on contemporary Aboriginal and Torres Strait Islander Health and Well-being. An examination of 'Closing the gap', social & environmental determinants, the impact of chronic diseases, and Well-being principles and Practice. an exploration of theoretical and practical issues in the definition of health insights from Aboriginal Australia. | | |

Vacation Week - 09 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| No Module. | | |

Week 6 - 16 Apr 2018

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

Week 6: **Law and social Justice Issues effecting Aboriginal and Torres Strait Islander peoples.** An investigation into Housing and lifestyle, racism and incarceration. We examine the Deaths in Custody Report, 'Murri Court' and living with two Laws.

Week 7 - 23 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------|
| Week 7: Educational Issues effecting the participation of Aboriginal and Torres Strait Islander students and staff. We explore Aboriginal ways of learning, Western system and Educational curriculum, Educational expectations and support, Bilingual and Bothways/ Two ways methodology. | | |

Week 8 - 30 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------|
| Week 8: Issues effecting Aboriginal and Torres Strait Islander peoples Employment. We examine the economy, business and entrepreneurs, Non-Government Organisation's and sustainable cultural community development. | | Written Academic Report Assessment 2 Due: Week 8 Friday (4 May 2018) 11:45 pm AEST |

Week 9 - 07 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------|
| Week 9: Aboriginal and Torres Strait Islander peoples Cultural Expression and economic contribution to Australia's economy. An exploration into the continuing growth of arts and cultural expression and cultural tourism. | | |

Week 10 - 14 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------|
| Week 10: Issues effecting Aboriginal and Torres Strait Islander peoples recognition and Treaty. An examination into the Australian government's reluctance to develop Treaties with and recognise Aboriginal and Torres Strait Islander peoples in the constitution. | | |

Week 11 - 21 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------|
| Week 11: Reconciliation-Where to now? An examination of Australia's practical and symbolic reconciliation process from 1991 to 2017. | | |

Week 12 - 28 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------------------------------------------------------------------|---------|------------------------------|
| Week 12: Reflections on the unit and students understanding of Aboriginal Australia. | | |

Review/Exam Week - 04 Jun 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|---------------------------------------------------------------------------------------------------------------|
| | | Written Academic Essay Assessment 3 Due: Review/Exam Week Monday (4 June 2018) 11:45 pm AEST |

Exam Week - 11 Jun 2018

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

Assessment Tasks**1 Written Academic Essay Assessment 1****Assessment Type**

Written Assessment

Task Description

The purpose of this written assignment is to demonstrate your learning and understanding of the controversies that Aboriginal and/ or Torres Strait Islander people have endured since invasion and colonisation of this continent. The use of appropriate terminology is considered highly important.

Select a controversy below and critically discuss:

1. Eddie Mabo's high court challenge of Terra Nullius to gain recognition of Torres Strait Islander land rights within the framework of Australia's law was another struggle for justice gained by Aboriginal and Torres Strait Islander peoples against the continuing agenda about the invasion and settlement of Australia.
2. Are past injustices still relevant to the situation of Aboriginal and Torres Strait Islander peoples today or is using these past injustices simply part of a 'guilt industry' promoted by 'sectional interests' and their allied 'elites' in the academy?
3. Is Andrew Bolt a champion of 'free speech' by questioning the Aboriginal identity of light skinned, so-called Aborigines?

The structure for your assignment should include Cover and Criteria sheet, Title, Introduction and Conclusion. Sub headings are optional along with inclusion of additional materials (photos, maps, images etc) correctly cited in the paper (using the Harvard system) will add to the mark and the total number of references should be at least six, but more is always better. *Word length:* 1500 words.

Assessment Due Date

Week 3 Friday (23 Mar 2018) 11:45 pm AEST

Return Date to Students

Week 5 Wednesday (4 Apr 2018)

Weighting

30%

Assessment Criteria

Assessment criteria Students will be assessed on the following criteria -

Content: Presentation and Development: of main points and discussion/ approach relevant to the question and use of appropriate terminology. *Use of key concepts:* from the unit relevant to the learning outcomes. *Introduction:* state aims, purpose, structure and background of the paper. *Breadth of reading:* a minimum of SIX references. *Analysis of major findings:* examples and supporting evidence addressing the identified topics within the assessment task. *Conclusion:* Coming to a final position on the topic with overview and summary of main points/ arguments in paper; and **Presentation: Attention to Grammar and Spelling:** including paragraph structure and clarity of expression. *Legibility and Format:* line spacing, font, margins, style, etc. *Word count:* (10% either side of word limit).

HD 85-100%**D 75-84%****C 65-74%****P 50-64%****F Below 50%**

| | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Written presentation engages fully with the question. | Written presentation engages with the question. | Written presentation engages mostly with the question. | Written presentation engages with some aspects of the question. | Written presentation lacks engagement with the question. |
| Sophisticated and insightful use of relevant and credible evidence. | Excellent use of relevant and credible evidence. | Comprehensive use of relevant and credible evidence. | Superficial use of evidence. | Minimal use of evidence. |
| The chosen genre is well presented. The written piece is professionally edited and presented. Ideas are clearly expressed. Language is manipulated in a sophisticated way. | The chosen genre is well presented. The written piece is clearly edited and carefully presented. Ideas are clear. Language is skilfully manipulated. | The chosen genre is well presented. The written piece is edited and well presented. Ideas are evident. Language is successfully manipulated. | The writing is discernible despite errors in style and conventions. Some ideas are evident. Language used in a satisfactory way. | The written response is sometimes discernible despite frequent errors in vocabulary, style and conventions. |
| Accurately uses the conventions of a recognised system of referencing. | Uses elements of a recognised system of referencing. | Uses few elements of a recognised system of referencing with frequent inaccuracies. | Uses some elements of a recognised system of referencing. | Uses few elements of a recognised system of referencing with frequent inaccuracies. |

Referencing Style

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

Submission

Online

Submission Instructions

Harvard

Learning Outcomes Assessed

- Show insight into the key contemporary issues for Indigenous people in Australia today.
- Place these issues within the context of history, social structure and race relations.
- Evaluate political debates and policies concerning Indigenous people and their relationship with non-Indigenous people.
- Analyse questions of identity, voice and power in the representation of Indigenous people and issues.

Graduate Attributes

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

2 Written Academic Report Assessment 2

Assessment Type

Written Assessment

Task Description

The purpose of this written assignment report is to demonstrate your learning and understanding of contemporary Aboriginal and Torres Strait Islander people and the impacts on their 'lived experience'.

Examine and critically analyse one of the following assertions made about Aboriginal and Torres Strait Islander people and their engagement with Australia's mainstream majority:

1. *The changes in the relationship between Aboriginal and Torres Strait people and the British legal system since the*

introduction of the Aboriginal legal services including the development of 2-way customary and community law have not made any difference to First Nations peoples representation in the correctional system.

2. Initiatives of the Federal Government ensure that Aboriginal people get 'special privileges' in the area of Health and social services.

The structure for your assignment should include Cover and Criteria sheet, Title, Introduction and Conclusion. Sub headings are optional along with inclusion of additional materials (photos, maps, images etc) correctly cited in the paper (using the Harvard system) will add to the mark and the total number of references should be at least 10, but more is always better. *Word length:* 3000 words.

Assessment Due Date

Week 8 Friday (4 May 2018) 11:45 pm AEST

Return Date to Students

Week 10 Wednesday (16 May 2018)

Weighting

50%

Assessment Criteria

You will be assessed on the following criteria -

Content: *Presentation and Development:* of main points and discussion/ approach relevant to the question and use of appropriate terminology. *Use of key concepts:* from the unit relevant to the learning outcomes. *Introduction:* state aims, purpose, structure and background of the paper. *Breadth of reading:* a minimum of TEN references. *Analysis of major findings:* examples and supporting evidence addressing the identified topics within the assessment task. *Conclusion:* Coming to a final position on the topic with overview and summary of main points/ arguments in paper; and **Presentation:** *Attention to Grammar and Spelling:* including paragraph structure and clarity of expression. *Legibility and Format:* line spacing, font, margins, style, etc. *Word count:* (10% either side of word limit).

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Show insight into the key contemporary issues for Indigenous people in Australia today.
- Place these issues within the context of history, social structure and race relations.
- Evaluate political debates and policies concerning Indigenous people and their relationship with non-Indigenous people.
- Analyse questions of identity, voice and power in the representation of Indigenous people and issues.

Graduate Attributes

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

3 Written Academic Essay Assessment 3

Assessment Type

Written Assessment

Task Description

The purpose of this written assignment is to demonstrate your learning and understanding of Aboriginal and/ or Torres Strait Islander people's issues relating to Treaty, Reconciliation, 'lived experience' in Australia's society today.

Choose 1 of the following Essay Topics below and critically discuss:

1. Racial discrimination and racial hatred (vilification) legislation have not deterred racism in Australia.
2. It is easier for the Torres Strait Islanders to secede from the Commonwealth of Australia than it is for Aboriginal people to achieve self-government.
3. Prime Minister Kevin Rudd's apology to the Stolen Generation did not go far enough. The Queen and the British Parliament should apologise for what occurred from 1770 - 1901 and apply pressure for the Australian government to

develop a Treaty with Australia's First Nations people similar to that as the reigning monarch of Canada (Victoria, Edward VII or George V) from 1871 to 1921 established.

The structure for your assignment should include Cover and Criteria sheet, Title, Introduction and Conclusion. Sub-headings are optional along with inclusion of additional materials (photos, maps, images etc) correctly cited in the paper (using the Harvard system) will add to the mark and the total number of references should be at least ten, but more is always better. *Word length:* 1000 words. *Weight:* 20%

Assessment Due Date

Review/Exam Week Monday (4 June 2018) 11:45 pm AEST

Return Date to Students

Exam Week Wednesday (13 June 2018)

Weighting

20%

Assessment Criteria

Students will be assessed on the following criteria -

Content: *Presentation and Development:* of main points and discussion/ approach relevant to the question and use of appropriate terminology. *Use of key concepts:* from the unit relevant to the learning outcomes. Introduction: state aims, purpose, structure and background of the paper. *Breadth of reading:* a minimum of SIX references. *Analysis of major findings:* examples and supporting evidence addressing the identified topics within the assessment task. *Conclusion:* Coming to a final position on the topic with overview and summary of main points/ arguments in paper; and

Presentation: *Attention to Grammar and Spelling:* including paragraph structure and clarity of expression. *Legibility and Format:* line spacing, font, margins, style, etc. *Word count:* (10% either side of word limit).

| HD 85-100% | D 75-84% | C 65-74% | P 50-64% | F Below 50% |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Written presentation engages fully with the question. | Written presentation engages with the question. | Written presentation engages mostly with the question. | Written presentation engages with some aspects of the question. | Written presentation lacks engagement with the question. |
| Sophisticated and insightful use of relevant and credible evidence. | Excellent use of relevant and credible evidence. | Comprehensive use of relevant and credible evidence. | Superficial use of evidence. | Minimal use of evidence. |
| The writing accords closely with the style and conventions of the chosen genre. The written piece is professionally edited and presented. Ideas are clearly expressed. Language is manipulated in a sophisticated way. | The writing accords, for the most part with the style and conventions applicable to the chosen genre. The written piece is clearly edited and carefully presented. Ideas are clear. Language is skilfully manipulated. | The chosen genre is well presented. The written piece is edited and well presented. Ideas are evident. Language is successfully manipulated. | The writing is discernible despite errors in style and conventions. Some ideas are evident. Language used in a satisfactory way. | The written response is sometimes discernible despite frequent errors in vocabulary, style and conventions. |
| Accurately uses the conventions of a recognised system of referencing. | Uses elements of a recognised system of referencing. | Uses few elements of a recognised system of referencing with frequent inaccuracies. | Uses some elements of a recognised system of referencing. | Uses few elements of a recognised system of referencing with frequent inaccuracies. |

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Show insight into the key contemporary issues for Indigenous people in Australia today.
- Place these issues within the context of history, social structure and race relations.
- Evaluate political debates and policies concerning Indigenous people and their relationship with non-Indigenous people.
- Analyse questions of identity, voice and power in the representation of Indigenous people and issues.

Graduate Attributes

- Communication
- 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