NURS20160 *The Nurse Professional*
Term 3 - 2020

Profile information current as at 28/04/2024 06:43 pm

General Information

Overview

This unit provides you with advanced knowledge of contemporary nursing practice in the Australian healthcare industry. You will examine current legislation, registration standards and scope of practice documents in order to organise and delegate safe and effective healthcare for individuals, families and groups. Ethical and legal considerations that arise from working in the nursing profession will be critically analysed and you will consider ethical, professional and self-management implications for practice. You will be encouraged to demonstrate sound judgement in applying legal and ethical frameworks in a simulated activity. You will critically evaluate the use of evidence-informed practice in nursing and will examine its significance in clinical leadership. This allows you to design and communicate a quality improvement plan in a simulated health setting.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Students must be enrolled in either: CH79 Graduate Certificate in Nursing (Re-Entry) orCL02 Graduate Certificate in Nursing (International Registered Nurse Entry)
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 3 - 2020

- Cairns
- Online
- 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 Postgraduate 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: 50%
2. **Online Quiz(zes)**
Weighting: 50%

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

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

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

Previous Student Feedback

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

Feedback from Student Survey
Feedback
Dynamism and adaptability of the teaching team during COVID-19.

Recommendation

COVID-19 will continue into the future and we will be forced to continuously adapt to the challenges it presents. It is recommended that to remain dynamic and agile, the teaching team must practice self-care which includes taking holidays. It is also recommended that the School and individual unit coordinators manage their resources effectively, so as to mitigate staff burnout.

Feedback from Student Survey Class Feedback

Feedback

Group Accountability Study (GAS) groups - mixed results. Some found that they were disorganised, one student felt that the way the groups were split was racist, others felt that "GAS group collaboration and brainstorming was…best".

Recommendation

It is recommended that GAS groups remain. The skills acquired and practised in the group are important skills for nurses. Moreover, connection with other people is a trauma-informed approach to teaching. In the future students will be able to choose their own GAS groups, however, will be encouraged to mix with other cultural groups. I will explain that having an "Aussie" in the group is just as important for that student as it is for others; we work in a multicultural environment.

Feedback from Student feedback

Feedback

Assessment markers were inconsistent.

Recommendation

It is recommended a standard list of feedback items be provided to markers in the future. Marking guides, videos, and one-on-one conversations do not seem to improve consistency. Some markers seem to focus on the minutia (APA referencing, spelling and grammar) rather the content. This may be related to the 30min/assessment piece model we run.

Feedback from Student feedback

Feedback

Assessment tasks lacked clarity.

Recommendation

The assessment items were AQF level 8 and required thinking and revising time. They also required student autonomy and creativity. My assessment of the situation is that this feedback was more of a trust issue between the students and the teacher. I will recommend formative feedback to students to improve their confidence around the assessment task.

Feedback from Student feedback

Feedback

It is difficult to find content in the Moodle books.

Recommendation

It is recommended In the FAQs, to provide information about how students can download the Moodle Book (and search within the book).

Feedback from Student feedback

Feedback

Spelling and grammar issues in the Moodle book content.

Recommendation

It is recommended that while the unit coordinator is streamlining the content (see previous feedback), they check spelling and grammar. Software such as Grammarly would be useful.

Unit Learning Outcomes

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

1. Apply legal and ethical frameworks and professional codes and guidelines to nursing practice
2. Delegate nursing care in an appropriate manner, to optimise patient outcomes in simulated scenarios
3. Evaluate sources of evidence in order to design an evidence-informed nursing care plan
4. Apply the principles of clinical leadership to construct a best-practice change concept.

The unit learning outcomes are linked to the Nursing and Midwifery Board of Australia's "Registered Nurses Standards for Practice".

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — | N/A Level | ○ | Introductory Level | ● | Intermediate Level | ● | Graduate Level | ○ | Professional Level | ○ | Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Presentation - 50%			●	●
2 - Online Quiz(zes) - 50%	●	●		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication		○		○
3 - Cognitive, technical and creative skills	○	○	○	○
4 - Research			○	
5 - Self-management	○			
6 - Ethical and Professional Responsibility	○			
7 - Leadership		○		○
8 - 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
1 - Presentation - 50%	○	○	○	○			○	
2 - Online Quiz(zes) - 50%	○		○		○	○		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Laptop/Computer

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Simone Ohlin Unit Coordinator
s.ohlin@cqu.edu.au
Lydia Mainey Unit Coordinator
l.mainey@cqu.edu.au

Schedule

Week 1 - 09 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Over the first two weeks, we review and extend your knowledge on person-centred care and transformational leadership.	1. The person-centred care framework 2. NSQHS Standard 2 3. Essentials of care	Please see a detailed weekly schedule here: [Schedule Link](#)

Week 2 - 16 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week we extend your knowledge of person-centred care, practice development, and transformational leadership.	1. Transformational Leadership 2. Practice Development	GAS group and discussion: Person-centred care and transformational leadership conceptual framework

Week 3 - 23 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Over the next three weeks, we will comprehensively review and build upon your knowledge of evidence-informed practice and knowledge translation.	1. Searching for the evidence	**Assessment 1;** Submission 1**:** person-centred care and transformation leadership conceptual framework, nursing care plan topic, research question.

Week 4 - 30 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week we extend on your knowledge of evidence-informed practice and knowledge translation.	1. Analysing the Evidence	GAS group and discussion: Review Protocol and literature review

Vacation Week - 07 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
This is a designated vacation week. Enjoy a well-earned rest.	There is no work this week.	There is no work this week.

Week 5 - 14 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
We continue to extend on your knowledge of evidence-informed practice and knowledge translation.	1. Translating research findings	**Assessment 1;** Submission 2**:** Analysis of one journal article

Week 6 - 21 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Over the next two weeks, we will comprehensively review and build upon your knowledge of the nursing scope of practice and delegation. This week will focus on the scope of practice of the healthcare team.	1. Healthcare team Scope of Practice	

Vacation Week - 28 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
This is a designated vacation week. Enjoy a well-earned rest.	There is no work this week.	There is no work this week.

Week 7 - 04 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week we build on the scope of practice and focus on delegation.	1. Delegation	Assignment 1 Final Submission **Research project** Due: Week 7 Monday (4 Jan 2021) 5:00 pm AEST

Week 8 - 11 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Over the next two weeks, we will build upon your knowledge of nursing law, professional guidelines and ethics	1. Code of Conduct.	

Week 9 - 18 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
We continue our review of ethical and legal frameworks this week focusing on nursing ethics.	1. ICN Code of Ethics	

Week 10 - 25 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
We finish our review and ethical and legal frameworks by focusing on nursing and the law.	1. Registered Nurse Standards for Practice.	

Week 11 - 01 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week we put it all together.		

Week 12 - 08 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week has been set aside for wrap-up and reflections.	Consider if you have met the learning outcomes and graduate attributes of the unit.	Assignment 2 quiz due **Open-book online quiz** Due: Week 12 Friday (12 Feb 2021) 11:55 pm AEST

Term Specific Information

Due to the Australian State and Federal response to COVID-19, all classes will be held online. It is important that you have ongoing access to the resources to support online study.
You will need access to these resources for around 12.5hrs/week per 6 credit point unit of study. That means, if you are studying full-time, you will require access to a computer/laptop and a reliable internet connection for 50hours/week.
Please see the next section for more information.

Assessment Tasks

1 Research project

Assessment Type
Presentation
Task Description

> **UNIT CODE NURS20160 UNIT TITLE The Nurse Professional Assessment 1– Evidence -Informed reportUNIT CODE NURS20160**
>
> **UNIT TITLE The Nurse Professional
> Assessment 1– Evidence -Informed report**

Type: Written assessment
Due date: Time 1700hrs
There are three submission dates. See submission details below, submission dates are week 3, 5 and 7.
Weighting: 50%
Length: 1500 - 1700
Unit Coordinator: Simone Ohlin

> **Learning Outcomes Assessed**

3. Evaluate sources of evidence in order to design an evidence-informed nursing care plan
4. Apply the principles of clinical leadership to construct a best-practice change concept.

> **Aim**

The aim of this assessment is to demonstrate your understanding of using evidence-based research to lead nursing care in a person-centered approach.

> **Instructions**

Using the template provided in Moodle, you will complete a small (5 article) literature review project on a nursing care planning topic of your choice. You will learn how to perform the review during your studies. The lecturer will support you through tutorials and you will submit sections of your assessment and receive feedback periodically. Students who do well in this assessment may be invited to extend their review and submit their manuscript to a nursing journal (assistance will be provided by the lecturer).
In this process you will use the template to undertake the following steps:
1. Create a person-centred/transformational conceptual framework
2. Develop a research question
3. Undertake a data-based search
4. Select and analyse 5 journal articles.
5. Summarise the findings and embed in your conceptual framework.

> Literature and references

In this assessment use at least a total of 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.

Requirements

1. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
2. Please include a cover page that has the Unit name, code and assignment title. Your name and student number and the name of the lecturer.
3. Include page numbers on each page in a footer.
4. Write in the third-person perspective.
5. Use formal academic language
6. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
7. The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

1. You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
2. We recommend that you access your discipline specific library guide: the Nursing Resource Guide;
3. We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website
4. For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
5. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Submissions

1. Week 3: Friday 1700rs person-centred care and transformational leadership conceptual framework, nursing care planning topic, research question (PICO /PEO)
2. Week 5: Friday 1700hrs - analysis of one journal article

Final Assessment Due Date

Week 7 Monday (04 Jan. 2021) 5:00 pm AEST
Please allow yourself enough time to learn how to upload your assignment to Moodle.

Return Date to Students

Week 10 Wednesday (27 Jan. 2021)
Students who have received extensions or are undergoing academic integrity investigations may receive feedback later than the return date.
Weighting 50%
Submit your assessment via the unit Moodle site in Microsoft Word format only in one document.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date
Week 7 Monday (4 Jan 2021) 5:00 pm AEST
Please allow yourself enough time to learn how to upload your assignment to Moodle.

Return Date to Students

Week 10 Monday (25 Jan 2021)

Students who have received extensions, or are undergoing academic integrity investigations may receive feedback later than the return date.

Weighting

50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
Organisation (5%) An engaging and well-planned submission. It is logical, clear, concise and persuasive.	A well-planned submission. It is logical and clear. At times it is not concise or persuasive and is mostly clear and comprehensive.	Appropriately planned submission. It mostly proceeds logically and is somewhat clear and comprehensive.	Adequately planned submission. At times, it is repetitive or lacks cohesion. It is not clear or comprehensive.	The submission does not follow a logical sequence.
Presentation (10%) Written material is very well-presented and free from spelling, grammar and structural errors. The assessment is within the set word count and the student's work is original.	There are minor errors (in spelling, grammar and paragraph structure) which do not affect the meaning and flow of the submission. The assessment is within the set word count and the students' work is original.	There are some errors (in spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count and the students' work is mostly original.	There are errors (in spelling, grammar and paragraph structure) that impede the meaning and flow of the submission. The assessment is within the set word count and the students' work is mostly original.	A poorly presented assessment. There are many errors in spelling, grammar and paragraph structure which significantly reduce the readability of the document. The word count has not been adhered to OR a substantial part of the work is not original.
Informed argument (10%) Consistent and judicious integration of appropriate references to support and reflect all ideas, information and quotations. A minimum of 7 references is used. These may be peer-reviewed or grey literature.	Consistent integration of appropriate references to support and reflect ideas, information and quotations, with 1 exception. A minimum of 7 references is used. These may be peer-reviewed or grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 2 or 3 exceptions. A minimum of 7 references is used. These may be peer-reviewed or grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 4 or 5 exceptions. A minimum of 7 references is used. These may be peer-reviewed or grey literature.	Fails to, or infrequently attempts (>5 errors) to integrate appropriate references to support and reflect ideas, information and quotations. Less than 7 references have been cited.
Referencing(5%) Accurate APA referencing. No errors.	1-2 consistent punctuation/formatting errors (may be made multiple times)	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (may be made multiple times) OR 1-2 content errors.	Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (may be made multiple times) or 3-4 content errors.	APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting
Process (10%) Mastery of the literature review process is demonstrated. Well-substantiated literature review methods are employed.	Thorough understanding of the literature review process is demonstrated.	An understanding of the literature review process is demonstrated.	An understanding of the literature review process is somewhat demonstrated	Minimal/no understanding of the literature review process is demonstrated.

Question (10%) Insightful research question that is relevant, and clearly articulated (using PICO/PEO).	The research question is relevant and appropriately articulated (using PICO/PEO).	The research question is mostly relevant and well-articulated (using PICO/PEO).	The research question is somewhat relevant and but lacks cohesion (using PICO/PEO).	The research question is not relevant OR non-cohesive (using PICO/PEO).
Analysis (10%) Thorough and analytical understanding of the 5 journal articles. The critical analysis extends beyond the individual journal articles to incorporate the context of the review.	Thorough and analytical understanding of the 5 journal articles. Critical analysis sometimes extends beyond the individual journal article to incorporate the context of the review.	Thorough understanding of the 5 journal articles. The critical analysis does not extend beyond the journal articles.	An understanding of the 5 journal articles with limited critical analysis.	Minimal/no understanding of the 5 journal articles or critical analysis
Findings (10%) Research findings clearly address the research question. Direction regarding best practice is relevant and well-articulated.	Research findings clearly address the research question. Direction regarding best practice is relevant.	Research findings address the research question. Direction regarding best practice is mostly relevant.	Research findings somewhat address the research question. Direction regarding best practice is somewhat relevant.	Research findings do not address the research question. Direction regarding best practice is not relevant.
Synthesis (30%) Unique, and well-reasoned alignment of research findings, best practice, PersonCentred Care and Transformational Leadership	Well-reasoned alignment of research findings, best practice, Person-Centred Care and Transformational Leadership.	Alignment of research findings, best practice, Person-Centred Care and Transformational Leadership is present and consistently correct.	Alignment of research findings, best practice, Person-Centred Care and Transformational Leadership is mostly present.	Minimal/no alignment of research findings, best practice, Person-Centred Care and Transformational Leadership.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Ensure the assessment has been submitted and is not sitting as a 'draft' in Moodle.

Learning Outcomes Assessed

- Evaluate sources of evidence in order to design an evidence-informed nursing care plan
- Apply the principles of clinical leadership to construct a best-practice change concept.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Leadership

2 Open-book online quiz

Assessment Type
Online Quiz(zes)

Task Description
Length: 90 minutes

Format: Open-book online quiz
You will undertake a multiple-choice quiz at the end of the term.
The quiz will test your knowledge, application of knowledge to practice and critical thinking concerning:

- The Code of Conduct for Nurses
- The ICN Code of Ethics
- The Registered Nurse Standards for Practice
- The NMBA Decision-making Framework for Nursing and Midwifery
- Mandatory reporting

The quiz contains 5 scenarios. Each scenario has 5 multiple-choice quiz questions. Therefore there are 25 multiple choice quiz questions. Each question is worth 1 point. Marks are not deducted for incorrect answers.
The 25 questions are broken down as follows:
Knowledge = 5 quiz questions
Application = 12 quiz questions
Critical Thinking = 8 quiz questions
The 25 quiz questions are drawn from a bank of 200 questions.
Students who do not pass the quiz on the first attempt may re-attempt the quiz one week later.
The maximum grade a student can achieve on the re-attempt is 50%

Number of Quizzes
1

Frequency of Quizzes
Other

Assessment Due Date
Week 12 Friday (12 Feb 2021) 11:55 pm AEST
The quiz will open at 9am on Friday and will close at 11.55pm. Extensions will be allowed in extenuating circumstances.

Return Date to Students

Marks will be released tuesday the following week

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
The student achieves between 22-25, demonstrating excellent understanding, application and critical reasoning.	The student achieves 19-21, demonstrating a strong understanding, application and clinical reasoning.	The student achieves 17-18, demonstrating sound understanding, application and clinical reasoning	The student achieves between 13-16, demonstrating adequate understanding, application and clinical reasoning.	The student achieves 12 or below, demonstrated insufficient understanding, application or clinical reasoning.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
The quiz will open at 9am on Friday, week 12 and close at 11.59pm. A second attempt will be open 1 week later for students who did not achieve a passing grade.

Learning Outcomes Assessed

- Apply legal and ethical frameworks and professional codes and guidelines to nursing practice
- Delegate nursing care in an appropriate manner, to optimise patient outcomes in simulated scenarios

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills

- Self-management
- Ethical and Professional Responsibility

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