



NURS20160 *The Nurse Professional*

Term 1 - 2022

Profile information current as at 11/05/2024 12:07 am

All details in this unit profile for NURS20160 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit provides 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) or CL02 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 1 - 2022

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit 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 Moodle feedback

Feedback

ALC classes run earlier than the week of handing in assignments would have helped me. The ALC workshops on assignment writing and referencing etc were very helpful, however, I think they needed to start earlier in the unit to assist with the first assignment.

Recommendation

ALC classes to be moved earlier into the term for term 2.

Feedback from Moodle Feedback

Feedback

The GAS groups are a great way to engage with other students but perhaps allocating 3 or 4 times during the week where people can connect might be a better way to engage regularly.

Recommendation

GAS groups for Term 2 to be allocated.

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
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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.maine@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

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 in the getting Started tab in Moodle

Week 2 - 14 Mar 2022

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 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
This week will be an ALC session class. 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; Feedback Submission 1: person-centred care and transformation leadership conceptual framework, nursing care plan topic, research question.

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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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

Week 5 - 04 Apr 2022

Module/Topic

Chapter

Events and Submissions/Topic

This week will be an ALC session
We continue to extend on your knowledge of evidence-informed practice and knowledge translation.

1. Translating research findings

Assessment 1; Feedback Submission
2: Analysis of one journal article

Vacation Week - 11 Apr 2022

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 6 - 18 Apr 2022

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

Assignment 1 Final Submission

Research project Due: Week 6
Friday (22 Apr 2022) 5:00 pm AEST

Week 7 - 25 Apr 2022

Module/Topic

Chapter

Events and Submissions/Topic

This week there is a ALC session
This week we build on the scope of practice and focus on delegation.

1. Delegation

Week 8 - 02 May 2022

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 - 09 May 2022

Module/Topic

Chapter

Events and Submissions/Topic

We finish our review and ethical and legal frameworks by focusing on nursing and the law. This week we put it all together.

1. ICN Code of Ethics
2. Registered Nurse Standards for Practice

Week 10 - 16 May 2022

Module/Topic

Chapter

Events and Submissions/Topic

This week is left free to study for the Assessment 2 Quiz
Please fill in the "have your say" evaluations for this unit.

Assessment 2 Quiz

Week 11 - 23 May 2022

Module/Topic

Chapter

Events and Submissions/Topic

Open-book online quiz Due: Week 11
Friday (27 May 2022) 11:55 pm AEST

Week 12 - 30 May 2022

Module/Topic

Chapter

Events and Submissions/Topic

Review/Exam Week - 06 Jun 2022

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Research project

Assessment Type

Presentation

Task Description

UNIT CODE NURS20160

UNIT TITLE The Nurse Professional

Assessment 1- Evidence -Informed report

Type: Written assessment

Due date: Time 5:00 AEST

Submission date: There are three submission dates in week 3, 5 and final submission in week 6. See submission details below.

Weighting: 50%

Length: 2000 words (this is in addition to the 754 words of the word template)

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

This assessment piece has three aims. The first aim is to create a diagram that demonstrates how to combine transformational leadership traits within the person-centred care framework. The second aim is to conduct a small literature review to discover “best practice” on a nurse care planning topic of your choice. The final aim is to demonstrate how you would use your conceptual framework to integrate the findings of your research into a clinical environment.

Instructions

Using the provided template, 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 periodically. In this process you will use the template to undertake the following steps:

1. Create a diagram of Person-centred/Transformational conceptual framework
2. Develop a research question
3. Undertake a data-based search
4. Select 5 articles and undertake analysis
5. Present a summary of findings

Literature and references

In this assessment use at least a total of 7 contemporary references (<5 years) to support your discussion (this includes the 5 reviewed articles). 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

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 (this is the standard pre-set margin in Microsoft Word).
2. Please include a cover page that has the Unit name, unit code and assignment title. Your name and student number and the name of the lecturer.
3. Include page numbers on each page.
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. 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.
4. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Marking

If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

Submissions

Submit your assessment via the unit Moodle site in Microsoft Word format only in one document.

1. **Week 3:** Friday 5:00pm AEST person-centred care and transformational leadership conceptual framework, nursing care planning topic, research question (PICO /PEO)
2. **Week 5:** Friday 5:00pm AEST- analysis of journal article

Final Assessment Due Date

Week 6 Friday (22nd April 2022) 5:00 pm AEST

Please allow yourself enough time to learn how to upload your assignment to Moodle.

Return Date to Students

Week 9 Friday (13th May 2022)

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

Marking Criteria

If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. For the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed

Assessment Due Date

Week 6 Friday (22 Apr 2022) 5:00 pm AEST

Please allow yourself enough time to learn how to upload your assignment to Moodle.

Return Date to Students

Week 9 Friday (13 May 2022)

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, Person-centered 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

NURS20160

The Nurse Professional
Assessment 2

Type: Online quiz

Quiz opens: 9am (AEST) Friday 27th May 2022 (Week 11)

Quiz closes: 1155pm (AEST) Friday 27th May 2022 (Week 11)

Completion time: 90 mins

Weighting: 50%

Length: 25 multiple choice questions

Unit Coordinator/s: Simone Ohlin

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

Aim

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

Instructions

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.

This is an open book quiz. You can refer to your learning materials at any time during your attempt.

You have a maximum of 90 minutes to complete the quiz. You must complete the quiz in one sitting. Once you start the quiz, you must complete it in 90 minutes. The quiz will automatically close at the end of 90 minutes and will submit your result even if you have not finished.

Once you have started the quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.

If you have any technical issues let the unit coordinators know immediately. Take a screenshot or photo of the issue and email it to the unit coordinators. We will assist you with resolving it or refer you to TaSAC for further assistance (toll-free phone number 1300 666 620).

Requirements

- Computer access with a reliable internet connection.
- Relevant learning materials available to access during the quiz.

Marking

If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

Submission

- You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.
- Results for the quiz will be available after the attempt is complete.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 11 Friday (27 May 2022) 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

Week 12 Monday (30 May 2022)

Weighting

50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
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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.
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Referencing Style

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

Submission

Online

Submission Instructions

The quiz will open at 9am on Friday, week 10 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