



NURS20160 *The Nurse Professional*

Term 1 - 2023

Profile information current as at 07/05/2024 02:29 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 - 2023

- 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. **Written Assessment**

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 SUTE data

Feedback

Assessment feedback was particularly helpful.

Recommendation

Continue treating assessment feedback as a teaching exercise.

Feedback from SUTE data

Feedback

The course was well structured and easy to follow. Simone Ohlin was always enthusiastic and full of energy in conducting our lectures, it does make difference. Excellent work!

Recommendation

Continue to review structure and intertwine theoretical units and relevance to the clinical unit.

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 - Written Assessment - 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				

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)
- Camera and microphone for attending Zoom tutorials
- Laptop/Computer
- Microsoft Teams (both microphone and webcam capability)

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

Schedule

Week 1 - 06 Mar 2023

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. The person-centred care framework 2. NSQHS Standard 2 3. Essentials of care	Please see a detailed weekly schedule in Moodle

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
This week will be an ALC session class.		Team discussion: Person-centred care and transformational leadership conceptual framework

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
This week we extend your knowledge of person-centred care, practice development, and transformational leadership.	1. Searching for the evidence	

Week 4 - 27 Mar 2023

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	Team discussion: Review Protocol and literature review WEEK 4 Feedback Due

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
This is an ALC class We continue to extend on your knowledge of evidence-informed practice and knowledge translation.		

Vacation Week - 10 Apr 2023

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 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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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.

Assignment 1 Final Submission

1. Healthcare team Scope of Practice

Assessment 1- Evidence - Informed report Due: Week 6 Friday (21 Apr 2023) 5:00 pm AEST

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
This week we build on the scope of practice and focus on delegation.	1. Delegation	

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Over the next weeks, we will build upon your knowledge of nursing law, professional guidelines and ethics. • Code of conduct	1. Defining Moral Boundaries	

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Final ALC class		

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
We finish our review and ethical and legal frameworks by focusing on nursing and the law.	3. Working Legally 4. Consolidation activity	Quiz Due: Week 10 Friday (19 May 2023) 11:55 pm AEST

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
This week is left free to study for and undertake the Assessment 2 Quiz Please fill in the "have your say" email evaluations for this unit.		Assessment 2 Quiz

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1- Evidence -Informed report

Assessment Type

Written Assessment

Task Description

Type: Written assessment

Submission date: Time 1700hrs

There are two submission dates: Week 4 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

Task

This assessment piece has 3 steps.

Step 1: Create a research question and conduct a small literature review to explore "best practice" for an aspect of **ONE** of the following topics:

1. Pain assessment for patients with Dementia in aged care settings
2. Treatment of diabetic foot ulcers
3. Patient advocacy from the nursing perspective.

Step 2: Create a diagram utilising the concept of: Idealised influence and accountability (conceptual framework) then combine them within the person-centred care framework

Step 3: Explain how you would use your conceptual framework to integrate the findings of your research into a clinical environment.

Instructions

Using the template provided to you in Moodle, complete a small (5 article) literature review project on nursing care from your choice of topic from above. 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 research question from **ONE** of the topics. Using PEO/PICO.
2. Undertake a database search
3. Select 5 articles and undertake the analysis
4. Create a diagram of a Person-centred/ Idealised influence and accountability (conceptual framework)
5. Present a summary of findings

Literature and references

In this assessment use at least 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 government, university, or peak national bodies: for example, the Australian College of Nursing.

Formatting 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](#).

Submissions

Submit your assessment (as a single document) via the unit Moodle site in Microsoft Word format only.

Week 4: Friday (31st March 2023) 1700rs A nursing care topic research question (PICO /PEO) and analysis of journal article and a person-centred/ idealised influence and accountability conceptual framework

Final Assessment Due Date

Week 6 Friday (21st April 2023) 5:00 pm AEST

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

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.

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

Due Date Information

Due Date

21/04/2023 05:00 pm (Friday, Week 6)

This is the final assessment due date.

Return To Students Information

Return Date

5/05/2023 (Friday, Week 9)

Return Description

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

Assessment Due Date

Week 6 Friday (21 Apr 2023) 5:00 pm AEST

Return Date to Students

Week 9 Friday (12 May 2023)

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

Weighting

50%

Assessment Criteria

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) that 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) that 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 are 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 are 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 are 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 are 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.

A 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 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 idealised influence and accountability (conceptual framework).

Well-reasoned alignment of research findings, best practice, Person-Centred Care and idealised influence and accountability (conceptual framework) .

The alignment of research findings, best practice, Person-Centred Care and idealised influence and accountability (conceptual framework) is present and consistently correct.

Alignment of research findings, best practice, Person-Centred Care and idealised influence and accountability (conceptual framework) is mostly present.

Minimal/no alignment of research findings, best practice, Person-Centred Care and idealised influence and accountability (conceptual framework) .

Referencing Style

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

Submission

Online

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.

2 Quiz**Assessment Type**

Online Quiz(zes)

Task Description

NURS20160

The Nurse Professional

Assessment 2

Type: Online quiz

Quiz opens: 9am (AEST) Friday 19th May 2023 (Week 10)

Quiz closes: 1155pm (AEST) Friday 19th May 2023 (Week 10)

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.

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.

Marking 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.

Number of Quizzes

Frequency of Quizzes

Assessment Due Date

Week 10 Friday (19 May 2023) 11:55 pm AEST

Quiz opens: 9am (AEST) Friday 19th May 2023 (Week 10) Quiz closes: 1155pm (AEST) Friday 19th May 2023 (Week 10)

You have a maximum of 90 minutes to complete the quiz

Return Date to Students

Week 11 Monday (22 May 2023)

Weighting

50%

Assessment Criteria**Marking 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

- 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.

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

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