

# NURS20161 *Contemporary Australian Healthcare*

## Term 1 - 2026

Profile information current as at 08/06/2026 02:55 pm

All details in this unit profile for NURS20161 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

This unit will provide you with the knowledge of the health and healthcare needs of a range of people within Australia's culturally diverse society with an emphasis on Aboriginal and Torres Strait Islander health perspectives. You will review contemporary models of health services used to provide healthcare to populations in urban, rural and remote locations. You will explore the social determinants of health by analysing health conditions and the provision of quality and culturally safe health care. The role of the government will also be analysed in terms of the provision of health care. You will use your judgement in a range of simulated scenarios across these contextual factors in order to contribute to meaningful and responsive care.

#### 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

Must be enrolled in CH79 Graduate Certificate in Nursing (Re-Entry) Co-requisite: NURS20160

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 - 2026

- 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. Portfolio

Weighting: 50%

2. Written Assessment

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 anonymous questionnaire on Microsoft Teams

##### Feedback

Eight of the 12 students who responded strongly agreed that the learning expectations were clearly defined

##### Recommendation

It's important to communicate expectations for each term with clarity and consistency. Providing students with a well-defined overview of what's required helps foster confidence and preparedness. Clear guidance ensures everyone understands the goals, responsibilities, and standards from the outset.

## Feedback from anonymous questionnaire on Microsoft Teams

### Feedback

Nine of the 12 students who responded agreed that the course was well organised, while an additional three students strongly agreed.

### Recommendation

Build on these successful methods by developing additional learning materials (e.g., visual aids, practical examples, or interactive tools) that align with the teaching approach.

## Feedback from anonymous questionnaire on Microsoft Teams

### Feedback

All twelve of the students who responded strongly agreed that the course was taught in a manner that helped them understand the underlying concepts.

### Recommendation

Responding to common themes and sharing planned improvements helps build trust and shows students their input is valued. Feedback should guide teaching adjustments—whether refining instructional strategies, clarifying assessments, or providing additional resources. By fostering open dialogue and reviewing feedback trends over time, educators can create a more inclusive, responsive, and high-quality learning environment. The introduction of open office synthesises this philosophy.

## Feedback from Student email

### Feedback

I am really enjoying the materials in 161 and the deep thinking required. It is helping to shape what I want to eventually do when I come back to nursing. Not to mention helping me to think differently. So thanks!

### Recommendation

Continue to provide intellectually stimulating and reflective learning materials that encourage deep thinking and personal growth. Student feedback indicates that the content not only supports academic development but also inspires students to reflect on their future roles in nursing. Maintaining this level of engagement through thoughtfully designed content can further enhance student motivation, critical thinking, and career clarity. I will consider exploring additional opportunities to integrate reflective practice into the curriculum to support this positive trajectory.

## Feedback from SUTE Data

### Feedback

The most frustrating things I found with the unit coordinator teaching in this subject was her ability to understand what we were asking in lectures/emails and to foster an environment where we felt safe to ask questions and speak, and then the way she communicated in return. It often felt like she wasn't understanding our question based on how left of field her answer would be. Additionally, assignments!! The assignment wording was so confusing and often when we would ask for clarity by Simone she would make us feel like we were a bit silly to ask it and then would often say "'check the rubric' "'check the rubric' "'I can only mark you against the rubric' .... which was SUCH an unhelpful response. We READ the rubric, it's saying the same confusing words that the assessment was saying at the top. That's NOT giving any clarity. We need more examples or a break down in wording.

### Recommendation

Thank you for sharing your experience so openly. It's clear that you and your peers were genuinely seeking clarity and support, and it's unfortunate that the communication didn't always meet those needs. Feeling misunderstood—especially when asking for help—can be discouraging, and your feedback highlights the importance of creating a learning environment where questions are welcomed and explanations are accessible. Regarding the assignments, your point about the rubric being referenced without further clarification is well taken. While rubrics are meant to guide expectations, they should be paired with clear examples and thoughtful breakdowns to truly support student understanding. Your insights are valuable and will help inform improvements in how instruction and feedback are delivered moving forward.

## Feedback from SUTE Data

### Feedback

I respect the unit coordinator as a clinician/nurse. I believe she is truly passionate about high quality nursing practice and would be an amazing nurse on ward (knowledge and skill). I mostly appreciated how passionate she was for high quality nursing. I also think Simone genuinely cares about us as students. The unit coordinator was really good at challenging us to critically think.

### Recommendation

Thank you for offering such insightful feedback. It's encouraging to hear that the unit coordinator's dedication to high-quality nursing practice and her strong clinical knowledge made a meaningful impact. Her ability to challenge students to think critically, while showing genuine care, reflects a teaching style that is both inspiring and impactful. To build on these strengths, the unit coordinator might consider incorporating more structured opportunities for student-led

discussion and reflection, which could further enhance critical thinking. Additionally, offering varied examples or case studies during instruction could help bridge theory with practice and support deeper understanding. These small adjustments could make her teaching even more engaging and accessible for a diverse group of learners.

## Feedback from SUTE Data

### Feedback

Lots of good things to say about the unit coordinator. Its inspiring to see an experienced nurse who cares for high quality nursing care. The unit coordinator was great at guiding me through the course content and making me understand the requirements of the course. She explained everything extensively when necessary and how they apply in the real nursing world.

### Recommendation

It's wonderful to hear how the unit coordinator clinical experience and commitment to high-quality nursing care inspired you throughout the course. Her ability to clearly explain course requirements and connect them to real-world practice is a valuable strength. To further enhance learning, she might consider incorporating more interactive case studies or simulations that mirror clinical scenarios. This could deepen understanding and help students apply theoretical knowledge with greater confidence.

## Unit Learning Outcomes

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

1. Analyse the role of government in the provision of healthcare in Australia
2. Research and assess the impact of the social determinants of health on common health conditions
3. Apply a process of cultural safety to a range of scenarios with particular consideration of Aboriginal and Torres Strait Islander peoples and people of other cultures
4. Compare and contrast nursing roles in the contemporary models of healthcare used in Australia.

### Standard 1: Thinks critically and analyses nursing practice

1.2 develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice

1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures

### Standard 2: Engages in therapeutic and professional relationships

2.2 communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights

2.3 recognises that people are the experts in the experience of their life

2.4 provides support and directs people to resources to optimise health-related decisions

2.5 advocates on behalf of people in a manner that respects the person's autonomy and legal capacity

### Standard 6: Provides safe, appropriate and responsive quality nursing practice

6.5 practises in accordance with relevant policies, guidelines, standards, regulations and legislation

## 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 - Portfolio - 50%	●			●
2 - Written Assessment - 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 - First Nations Knowledges				
9 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

### Assessment Tasks

### Graduate Attributes

	1	2	3	4	5	6	7	8	9
1 - Portfolio - 50%	○		○	○					
2 - Written Assessment - 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)
- Academic Learning Centre services
- CQ U library search engines for research articles
- Microsoft Word
- Zoom account (Free)
- Zoom app on your smart phone or access to Zoom on your laptop
- Laptop/Computer
- CQUniversity Library Resources
- Microsoft Teams (both microphone and webcam capability)
- EndNote (bibliographical software). EndNote bibliographic software to format your references is NOT mandatory. However, it will be a great tool to manage your research references and cite them in texts. Consult ITD for instructions on how to download this software. It is easy to use and very helpful. See <https://my.cqu.edu.au/group/it-services/endnote> to access the software
- Zoom access for weekly meetings
- CQUniversity Library Nursing/Midwifery/Social Work Resources
- Australian Standards (through CQU library)
- Word processing and presentation software capable of creating and exporting files in .docx and .pptx formats (e.g. Microsoft Word and PowerPoint or equivalent).
- CQU library search tools
- Zoom (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

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Danielle Le Lagadec Unit Coordinator

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## Schedule

Week 1 - 09 Mar 2026

Module/Topic

Chapter

Events and Submissions/Topic

Activity: Access the Teams page and introduce yourself to your colleagues by providing your name and maybe why you are studying this unit and course.  
 Check out the Academic Learning Centre (ALC), which has dedicated resources for your unit. Week 2 ALC class will outline your assessment. Assessments: Review the assessment tasks and make a study plan. Foundations of Academic Integrity Program: Complete your annual program.  
 Announcements and Discussion Teams: Check for posts and updates.

E-book 1: Cleaning the invisible bedpan

Review the Moodle site and click on all the links.  
 Find out what is in Student Support? Find out how to find the library? Click on the link to learn about the Academic Learning Centre.  
 Readings and activities as outlined in the E-Book.

**Week 2 - 16 Mar 2026**

Module/Topic	Chapter	Events and Submissions/Topic
E-book 1: Cleaning the invisible bedpan	Readings and activities as outlined in the E-Book.	Zoom/Teams - Workshop as scheduled in the Moodle Virtual Classes tab. Starts with ALC in the afternoon session. ALC time management, referencing and analysing the task. Announcement and Discussion Teams - Check for posts and updates. Student email - Check your student email or Teams at least once per week for important communications.

**Week 3 - 23 Mar 2026**

Module/Topic	Chapter	Events and Submissions/Topic
E-book 1: Cleaning the invisible bedpan	Readings and activities as outlined in the E-Book.	Zoom/Teams - Workshop as scheduled in the Moodle Virtual Classes tab. Announcement and Discussion Teams - Check for posts and updates. Student email - Check your student email or Teams at least once per week for important communications.

**Week 4 - 30 Mar 2026**

Module/Topic	Chapter	Events and Submissions/Topic
E-Book 2: Cultural Safety	Readings and activities as outlined in the E-Book.	Zoom/Teams - Workshop as scheduled in the Moodle Virtual Classes tab. Census Date - Tuesday Week 4 Sentence and paragraph structure with the ALC in the afternoon class. Announcement and Discussion Teams - Check for new posts and updates. Student email - Check your student email or Teams at least once per week for important communications.

**Week 5 - 06 Apr 2026**

Module/Topic	Chapter	Events and Submissions/Topic
E-Book 3: Australian Health Priority Areas	Readings and activities as outlined in the E-Book.	Zoom/Teams - Workshop as scheduled in the Moodle Virtual Classes tab. Announcement and Discussion Teams - Check for new posts and updates. Student email - Check your student email or Teams at least once per week for important communications.

**Week 6 - 13 Apr 2026**

Module/Topic	Chapter	Events and Submissions/Topic

Zoom/Teams - Workshop as scheduled in the Moodle Virtual Classes tab. Announcement and Discussion Teams - Check for new posts and updates. Student email - Check your student email or Teams at least once per week for important communications.

E-Book 3: Australian Health Priority Areas

Readings and activities as outlined in the E-Book.

**Vacation Week - 20 Apr 2026**

Module/Topic

Chapter

Events and Submissions/Topic

This is a scheduled vacation week. There are no resources to access this week.

Please use this mid-term break as an opportunity to rest and recover. Enjoy your break!

No timetabled learning activities. Please use this week to progress your assessments.

**Week 7 - 27 Apr 2026**

Module/Topic

Chapter

Events and Submissions/Topic

E-Book 4: Australian Healthcare System

Readings and activities as outlined in the E-Book.

Zoom/Teams - Workshop as scheduled in the Moodle Virtual Classes tab. Announcement and Discussion Teams - Check for new posts and updates. Referencing with the ALC in the afternoon class. Student email - Check your student email or Teams at least once per week for important communications.

Short Answer Portfolio Due: Week 7 Wednesday (29 Apr 2026) 4:00 pm AEST

**Week 8 - 04 May 2026**

Module/Topic

Chapter

Events and Submissions/Topic

E-Book 4: Australian Healthcare System

Readings and activities as outlined in the E-Book.

Zoom/Teams - Workshop as scheduled in the Moodle Virtual Classes tab. Announcement and Discussion Teams - Check for new posts and updates. Student email - Check your student email or Teams at least once per week for important communications.

**Week 9 - 11 May 2026**

Module/Topic

Chapter

Events and Submissions/Topic

E-Book 4: Australian Healthcare System

Readings and activities as outlined in the E-Book.

Zoom/Teams - Workshop as scheduled in the Moodle Virtual Classes tab. Announcement and Discussion Teams - Check for new posts and updates. Student email - Check your student email or Teams at least once per week for important communications.

**Week 10 - 18 May 2026**

Module/Topic

Chapter

Events and Submissions/Topic

E-Book 4: Australian Healthcare System

Readings and activities as outlined in the E-Book.

Zoom/Teams - Workshop as scheduled in the Moodle Virtual Classes tab. Announcement and Discussion Teams - Check for new posts and updates. Student email - Check your student email or Teams at least once per week for important communications.

**Week 11 - 25 May 2026**

Module/Topic

Chapter

Events and Submissions/Topic

<p>The final two weeks of the term are dedicated to your final assessment task. Please contact the ALC or the unit coordinator directly for assistance.</p>	<p>Finalise readings and activities as outlined in the E-Book.</p>	<p>Announcement and Discussion Teams - Check for new posts and updates. Student email - Check your student email or Teams at least once per week for important communications. Student Unit and Teaching Evaluation survey - We encourage you to provide feedback about your unit and teaching experiences in this unit. The survey opens in Week 11 and closes one week before the release of grades.</p>
<p>Week 12 - 01 Jun 2026 Module/Topic</p>	<p>Chapter</p>	<p>Written Assessment Due: Week 11 Wednesday (27 May 2026) 4:00 pm AEST</p>
<p>Revision</p>	<p>Don't forget to complete the email unit evaluation at the end of the term. Use this week to revise the learning material.</p>	<p>Events and Submissions/Topic Announcement and Discussion Teams - Check for new posts and updates. Student email - Check your student email or Teams at least once per week for important communications. Student Unit and Teaching Evaluation survey - We encourage you to provide feedback about your unit and teaching experiences in this unit. The survey opens in Week 11 and closes one week before the release of grades.</p>
<p>Exam Week - 08 Jun 2026 Module/Topic</p>	<p>Chapter</p>	<p>Events and Submissions/Topic</p>

## Term Specific Information

As this unit is offered online, students are asked to prepare their own individual study plan to undertake self-led and self-directed study throughout the term. A key to your success is a strategic self-directed approach to learning and regular contact with your Unit Coordinator. Please check the Announcements and Discussion forums at least twice a week - there will be regular announcements about assessments and unit resources throughout the term and reviewing this information is essential to unit knowledge and your success. CQUniversity communicates with students through the CQUniversity email. We recommend that you access your CQUniversity email at least twice a week so that you do not miss vital information about your studies.

## Assessment Tasks

### 1 Short Answer Portfolio

Assessment Type  
Portfolio

Task Description

This assessment requires you to demonstrate your understanding of the Australian government's involvement in healthcare provision and the evolving roles of nurses within contemporary healthcare models.

Instructions

Please refer to the assessment task instructions on the unit Moodle site.

Academic Integrity

You must abide by the principles of academic integrity (see Student Academic Integrity Policy and Procedure). Completion of this assessment with another party or sharing of responses is not permitted at any time. This assessment requires students to adhere to the guidelines on the use of artificial intelligence tools as specified in the Artificial Intelligence Assessment Scale (AIAS). Any misuse or lack of disclosure regarding the use of AI tools will be considered a breach of academic integrity. CQUniversity Gen AI tools approved for use in this assessment are Microsoft CoPilot (protected version), Studiosity and Grammarly. You are permitted to use technology or tools that assist with spelling, grammar or formatting.

Level of GenAI Use Allowed: Level 2: You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

#### Extensions

Extensions to this assessment are available as per policy. The 72-hour grace period may apply to this assessment.

#### Minimum Pass Criteria

- You must achieve a minimum grade of 49.5% to pass this assessment.
- You must achieve a cumulative grade of at least 49.5% across all assessments to pass this unit.
- In the event you are eligible for a supplementary assessment, all assessment tasks must be reasonably attempted in this unit.

#### Assessment Due Date

Week 7 Wednesday (29 Apr 2026) 4:00 pm AEST

Submit your assessment via the unit Moodle site

#### Return Date to Students

Week 9 Wednesday (13 May 2026)

Students will be advised of release of assessment marking via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, the "Return to Students Information" is an approximate date.

#### Weighting

50%

#### Minimum mark or grade

49.5%

#### Assessment Criteria

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

#### Referencing Style

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

#### Submission

Online

#### Submission Instructions

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

#### Learning Outcomes Assessed

- Analyse the role of government in the provision of healthcare in Australia
- Compare and contrast nursing roles in the contemporary models of healthcare used in Australia.

#### Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research

## 2 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

This assessment requires you to critically explore how social determinants of health influence health outcomes in Australia and apply cultural safety principles to healthcare scenarios.

#### Instructions

Please refer to the assessment task instructions on the unit Moodle site.

#### Academic Integrity

You must abide by the principles of academic integrity (see Student Academic Integrity Policy and Procedure).

Completion of this assessment with another party or sharing of responses is not permitted at any time. This assessment requires students to adhere to the guidelines on the use of artificial intelligence tools as specified in the Artificial Intelligence Assessment Scale (AIAS). Any misuse or lack of disclosure regarding the use of AI tools will be considered a breach of academic integrity. CQUniversity Gen AI tools approved for use in this assessment are Microsoft CoPilot (protected version), Studiosity and Grammarly. You are permitted to use technology or tools that assist with spelling, grammar or formatting.

Level of GenAI Use Allowed: Level 2: You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

#### Extensions

Extensions to this assessment are available as per policy. The 72-hour grace period may apply to this assessment.

#### Minimum Pass Criteria

- You must achieve a minimum grade of 49.5% to pass this assessment.
- You must achieve a cumulative grade of at least 49.5% across all assessments to pass this unit.
- In the event you are eligible for a supplementary assessment, all assessment tasks must be reasonably attempted in this unit.
- In accordance with policy, any marks and/or grades for assessments released to students prior to Certification of Grades are provisional and are subject to moderation and confirmation through the relevant Program and Divisional Assessment Committees.

#### Assessment Due Date

Week 11 Wednesday (27 May 2026) 4:00 pm AEST

Submit your assessment via the unit Moodle site

#### Return Date to Students

Exam Week Wednesday (10 June 2026)

Students will be advised of release of assessment marking via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, the 'Return to Students Information' is an approximate date.

#### Weighting

50%

#### Minimum mark or grade

49.5%

#### Assessment Criteria

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

#### Referencing Style

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

#### Submission

Online

#### Submission Instructions

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

#### Learning Outcomes Assessed

- Research and assess the impact of the social determinants of health on common health conditions
- Apply a process of cultural safety to a range of scenarios with particular consideration of Aboriginal and Torres Strait Islander peoples and people of other cultures

#### Graduate Attributes

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