NURS20166 *Learning and Teaching in the Clinical Setting*

Term 1 - 2019

Profile information current as at 05/05/2024 07:34 pm

All details in this unit profile for NURS20166 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 course provides you with a comprehensive framework for planning, guiding and evaluating learning activities in the clinical setting. You will explore theories and concepts that underpin adult learning to support your teaching in the clinical environment. You will develop the skills and knowledge to foster a culture of learning that includes engagement with health professionals and others in the clinical setting, to share knowledge and practices that support person-centered care.

Details

Career Level: *Postgraduate*
Unit Level: *Level 9*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 1 - 2019

- 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. **Workplace Project**
Weighting: 50%
2. **Reflective Practice Assignment**
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.

Unit Learning Outcomes

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

1. Apply clinical education theoretical frameworks to your specialty
2. Explain a philosophy for teaching practice relevant to the clinical context
3. Construct an educational plan for a specific health/patient education context
4. Conduct and evaluate a clinical educational session
5. Examine the ethical and legal issues related to clinical teaching and learning.

NA

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	5
1 - Workplace Project - 50%	●		●	●	
2 - Reflective Practice Assignment - 50%		●			●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Workplace Project - 50%	○	○	○	○	○	○	○	
2 - Reflective Practice Assignment - 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)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Adele Baldwin Unit Coordinator
a.baldwin@cqu.edu.au
Julie Shaw Unit Coordinator
j.m.shaw@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to learning and teaching in the clinical setting Clinical learning and teaching in the international and national context	Nil	• Readings related to the topic • ZOOM tutorial - Introducing the unit of study, identifying milestones, discussion on the assignments • Discussion Forum – Tell us a little about yourself and what you hope to learn from this unit of study.

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
The teaching and learning cycle Teaching principles Gibbs cycle for reflective practice	Nil	• Prescribed readings • ZOOM Tutorial - Planning your workplace project

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Teaching principles Fundamentals of learning success	Nil	• Prescribed readings • Discussion Forum - Reflection on practice

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Strategies for adult learning Planning the learning experience	Nil	• Prescribed readings • Discussion Forum - Reflection on practice

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
The importance of communication in learning and teaching Considering a personal model of teaching	Nil	• Prescribed readings • ZOOM Tutorial – Knowing yourself

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Nil		

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Teaching methods in clinical practice • Simulation • Peer learning • Mentoring in practice • Problem based learning • Reflections • Case studies • Ward rounds and hand over • The teaching moment	Nil	• Literature search on one teaching method • Discussion Forum - Reflection on practice **ASSESSMENT 1 DUE: FRIDAY 26TH APRIL** **Workplace Teaching Project** Due: Week 6 Friday (26 Apr 2019) 11:55 pm AEST

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Developing a positive environment for teaching · Using learner strengths and abilities · Organisational space and place · Preparation	Nil	• Prescribed readings • ZOOM Tutorial – Identifying learning strengths – avoiding the square peg in a round hole

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Using evidenced based practice in teaching Testing learner knowledge Setting learning goals Teaching clinical skills	Nil	• Discussion Forum - Reflection on practice

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Providing effective feedback Planning next steps Managing performance	Nil	ZOOM Tutorial – Managing difficult situations

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Barriers to effective teaching and learning Common challenges Finding solutions Workplace conflict		Discussion Forum - Reflection on practice

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Clinical leadership Clinical governance	Nil	ZOOM Tutorial – Continuing practice development for quality care **ASSESSMENT 2 DUE: WEDNESDAY 29TH MAY** **Reflective Practice Assignment (50%)** Due: Week 11 Wednesday (29 May 2019) 11:55 pm AEST

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Monitoring and evaluating learning outcomes Planning the annual learning cycle	Nil	Discussion Forum - Reflection on practice

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Workplace Teaching Project

Assessment Type
Workplace Project

Task Description
Task Description
This assessment has three parts and all three parts are required to be submitted.
Part A requires you to submit a 1000 word essay explaining and justifying your teaching philosophy and the education theoretical framework that will underpin your planned teaching session (20%).
Part B requires you to submit a lesson plan for an educational session on a topic related to your specialty using the given Proforma (up to 300 words) plus a 15 min video/zoom recorded education session presenting that topic (25%).
Part C requires you to submit your assessment of five (5) colleagues' recorded presentations, inclusive of constructive feedback, using the given assessment criteria (5%).
Task Instructions
STEP 1:
PART A: ESSAY
The aim of this essay is to provide insight into your educational philosophy and how combined with the use of the selected theoretical framework used in the unit, supports the presentation of your chosen topic.
Your essay should introduce the reader to the discussion of your teaching philosophy and the educational philosophy that underpins your education session; explain why these are important in education; and provide the outline the way in which your discussion of the topic will be presented.
· The content of the essay:

- should describe your teaching philosophy and justify how it supports the topic you have presented

- describe the educational framework and justify how it supports the topic you presented and how it relates to your educational philosophy

· The essay should conclude with an overview of your discussion and an opinion on the appropriateness and usefulness of your teaching philosophy and educational framework in supporting the education session.

Essay Format

Font size is Calibri 11 or Times New Roman 12 and double spaced
You should use APA 2016 edition referencing style - URL
https://www.cqu.edu.au/__data/assets/pdf_file/0019/244045/APAGuide.pdf
Your essay should be page numbered and include a title page
The word count Part A Step 1: 300 maximum; Step 2: is 1000 (+/- 10%).
Refer to the marking rubric prior to writing.
STEP 2 - PART B
LESSON PLAN:
Using the given lesson plan proforma,

- Identify the topic from your specialty on which you will educate your learner
- Identify your learner/audience characteristics that will affect the lesson delivery. The learner may be a colleague/student nurse/patient.
- Identify the context of delivery

· List the learning outcomes (maximum 5) of the education sessions using Bloom's taxonomy (Adams, 2015; Su, 2011)
· Identify the content of the education sessions
· List the learning resources you will require for the education session
· Identify how you will assess the learning
Bloom's Taxonomy references
Adams, N. (2015). Bloom's taxonomy of cognitive learning objectives. *Journal of the Medical Library Association, 103*(3), 152-153. doi: 10.3163/1536-5050.103.3.010
Su, Whei Ming, & Osisek, P. (2011). The revised bloom's taxonomy: Implications for educating nurses. *The Journal of Continuing Education in Nursing, 42*(7), 321-7. http://dx.doi.org.ezproxy.cqu.edu.au/10.3928/00220124-20110621-05

STEP 3: PART B
RECORDED EDUCATION SESSION
The aim of this session is to demonstrate your skills and ability to provide education

 After developing your lesson plan organise your venue and the necessary equipment to provide and record your education session – this may also include a learner.
· Your recording may be a video or a Zoom recording.
· Record the education session
· Introduce yourself to the learner and provide the overall aim of the education session
· Ensure that your learning outcomes and required content are addressed
· Ensure that your learner is engaged in the session
· Demonstrate assessment in the education
· Provide feedback on learning
· Conclude the learning session
STEP 4: PART C
ASSESSMENT OF EDUCATION SESSIONS
This activity provides you with the opportunity to demonstrate your ability to provide objective and constructive feedback in the critique of peer education presentations.
Using the provided presentation marking criteria forms, objectively assess the five given education sessions
Provide a summary of your assessment: what was good/what needs work?
Ensure that your written feedback is objective and constructive

Assessment Due Date
Week 6 Friday (26 Apr 2019) 11:55 pm AEST
Please upload your Project here

Return Date to Students
Week 8 Friday (10 May 2019)
Results will be uploaded with feedback.

Weighting
50%

Minimum mark or grade
50

Assessment Criteria
NURS20166 Assessment 1 Part A Essay Rubric

High Distinction 85 – 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%	
Structure 30%					
Efficiency and organization10%					
The essay has a very clear and succinct introduction and conclusion. The introduction outlines the direction of the essay and the conclusion very clearly brings it to a logical close.	The essay has a clear introduction/conclusion. The topic is introduced and outlines the direction of the essay. The conclusion brings the essay to a logical close.	The essay has an appropriate introduction and conclusion, however it is not clearly presented.	The essay has an introduction and conclusion which are confusing and difficult to follow.	The essay does not have an introduction and/or a conclusion.	/10
Presentation 10%					
The essay has an excellent presentation. The essay demonstrates an expert command of the topic and is well well-paced, confident and compelling. The essay is very well-presented and free from errors.	A very good presentation. The essay demonstrates a very sound understanding of the topic. The written material has minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).	The essay is presented well however is has some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).	The presenter demonstrates an understanding of the topic and the presentation conveys this. The written material has 5 or 6 inconsistent errors (spelling, grammar and paragraph structure).	Poorly presented assignment. The essay has many inaccuracies in spelling, grammar and paragraph structure. (> 7 errors).	/10
Referencing use 5%					
Consistently integrates up-to- date references to support and reflect all ideas, factual information and quotations.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates up-to- date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date refs to support and reflect ideas, factual information and quotations.	/5
Referencing					
There are no errors in the use of references in the essay.	There are 1-2 errors in the use of references.	There are 3-4 errors in the use of references.	There are 5-6 errors in the use of references.	There are more than 7 errors in the use of references.	/5

High Distinction 85 – 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%	
Approach and Argument 70%					
Relevancy 35%					
Content is entirely relevant to the topic, the approach comprehensively addresses the topic and proceeds **logically and is within the** word limit.	Content is very relevant to the topic, the approach clearly addresses the task and proceeds logically and is within the word limit.	Content is appropriate to the topic, the approach mostly addresses the task and for the most part proceeds **logically and is within the** word limit.	Content addresses the topic but is at times repetitive or lacks cohesion and is within **the set time/ word limit** .	Content is irrelevant and or does not address the topic and lacks cohesion. The word limit has not **been adhered to**	/35
Critical analysis 35%					
There is very clear critical analysis in the justification of the teaching philosophy and theoretical education framework in supporting the education session	There is clear critical analysis in the justification of the teaching philosophy and theoretical education framework in supporting the education session	There is evidence of analysis in the justification of the teaching philosophy and theoretical education framework in supporting the education session research	There is little analysis evident in the essay.	There is no evidence of analysis in the essay.	/35
TOTAL					/100

NURS20166 ASSESSMENT 1 PART B MARKING RUBRIC

High Distinction 85 – 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%	
Lesson Plan					
The lesson plan is presented concisely and logically	There is clear evidence that the lesson plan is presented clearly and concisely	There is evidence that there has been some attempt to present the lesson plan concisely and logically	There is little evidence that the lesson plan is either concise or logical in presentation	Neither concise or logically presented	/5
All 5 sections of the lesson plan have been clearly addressed	There is clear evidence that all five sections of the lesson plan have been addressed	There is evidence that there has been some attempt to address all five sections of the lesson plan	There is little evidence that all 5 sections of the lesson plan have been addressed	There is no evidence that the 5 sections of the lesson plan have been addressed	/5
Education Session					
Content					

The education session clearly follows the lesson plan with the content being very clearly appropriate to the topic and the audience. There has very clearly been appropriate use of relevant resources for the context of the session. Assessment of learning was clearly evident	The education session follows the lesson plan with the content being clearly appropriate to the topic and the audience. There has clearly been appropriate use of relevant resources for the context of the session. Assessment of learning was clearly evident	There is evidence that the education session follows the lesson plan with aspects of the content being appropriate to the topic and the audience. There has been some appropriate use of relevant resources for the context of the session. There was limited evidence of assessment of learning	There is little evidence that the education session follows the lesson plan or that the content is appropriate to the topic or the audience. There has been appropriate little use of relevant resources for the context of the session. There was limited evidence of assessment of learning	There is no evidence that the presentation follows the lesson plan.	/10

Presentation Style

The presenter very clearly engaged with the learner/s in a respectful and safe manner effectively communicating both verbally and non-verbally. The presentation very clearly flowed logically	The presenter clearly engaged with the learner/s in a respectful and safe manner effectively communicating both verbally and non-verbally. The presentation clearly flowed logically	There is evidence that the presenter engaged with the learner in a somewhat respectful and safe manner and attempted to communicate both verbally and non-verbally. The presentation flowed logically	There is little evidence that the presenter engaged with the learner in a respectful and safe manner. There is little evidence of effective communication, verbally and non-verbally. The presentation did not continuously flow	There is no evidence o learner engagement. There is no evidence of respectful communication. The presentation did not flow	/5

TOTAL					/25

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Please upload your word document into the drop box provided.

Learning Outcomes Assessed

- Apply clinical education theoretical frameworks to your specialty
- Construct an educational plan for a specific health/patient education context
- Conduct and evaluate a clinical educational session

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

2 Reflective Practice Assignment (50%)

Assessment Type
Reflective Practice Assignment

Task Description
This assessment addresses the following Unit learning outcomes:
   4. Conduct and evaluate a clinical educational session
   5. Examine the ethical and legal issues related to clinical teaching and learning.

Task Description
The aim of this assessment is for you to reflect on and demonstrate your knowledge and skills in the evaluation of lesson plans and related education sessions.

Task Steps

Step 1: Gather your Lesson Plan and the feedback from your lesson plan and presentation, including student feedback, from Assessment 1.

Step 2: Introduce the essay by identifying the topic of discussion, why it is relevant, and the approach you will take in discussing the topic

Step 3: Following the approach identified in the introduction and using the Assessment 1 feedback reflect on your lesson plan and education session from Assessment 1 and evaluate both.

Step 4: Ensure that the evaluation is substantiated using the current reflection and clinical education literature.

Step 5: Conclude with a summary of the discussion and a conclusion regarding your Lesson Plan and Education session.

FORMAT
Font size is Calibri 11 or Times New Roman 12 and double spaced
You should use APA 2016 edition referencing style - URL

https://www.cqu.edu.au/__data/assets/pdf_file/0019/244045/APAGuide.pdf
Your essay should be page numbered and include a title page
The word count Part A Step 1: 300 maximum; Step 2: is 1000 (+/- 10%).
Refer to the marking rubric prior to writing.

Assessment Due Date
Week 11 Wednesday (29 May 2019) 11:55 pm AEST
Please upload your assessment here

Return Date to Students
Review/Exam Week Friday (14 June 2019)
Results will be uploaded online

Weighting
50%

Minimum mark or grade
50

Assessment Criteria
NURS20166 Assessment 2 Reflective Assignment Rubric

High Distinction 85 – 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%	
Structure 30%					
Efficiency and organization 10%					
The essay has a very clear and succinct introduction and conclusion. The introduction outlines the direction of the essay and the conclusion very clearly brings it to a logical close.	The essay has a clear introduction/conclusion. The topic is introduced and outlines the direction of the essay. The conclusion brings the essay to a logical close.	The essay has an appropriate introduction and conclusion, however it is not clearly presented.	The essay has an introduction and conclusion which are confusing and difficult to follow.	The essay does not have an introduction and/or a conclusion.	/10
Presentation 10%					
The essay has an excellent presentation. The essay demonstrates an expert command of the topic and is well well-paced, confident and compelling. The essay is very well-presented and free from errors.	A very good presentation. The essay demonstrates a very sound understanding of the topic. The written material has minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).	The essay is presented well however is has some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).	The presenter demonstrates an understanding of the topic and the presentation conveys this. The written material has 5 or 6 inconsistent errors (spelling, grammar and paragraph structure).	Poorly presented assignment. The essay has many inaccuracies in spelling, grammar and paragraph structure. (> 7 errors).	/10
Referencing use 5%					
Consistently integrates up-to- date references to support and reflect all ideas, factual information and quotations.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates up-to- date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date refs to support and reflect ideas, factual information and quotations.	/5
Referencing 5%					
There are no errors in the use of references in the essay.	There are 1-2 errors in the use of references.	There are 3-4 errors in the use of references.	There are 5-6 errors in the use of references.	There are more than 7 errors in the use of references.	/5

High Distinction 85 – 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%	
Approach and Argument 70%					
Relevancy 35%					
Content is entirely relevant to the topic, the approach comprehensively addresses the topic and proceeds **logically and is within the** word limit.	Content is very relevant to the topic, the approach clearly addresses the task and proceeds logically and is within the word limit.	Content is appropriate to the topic, the approach mostly addresses the task and for the most part proceeds **logically and is within the** word limit.	Content addresses the topic but is at times repetitive or lacks cohesion and is within **the set time/ word limit**	Content is irrelevant and or does not address the topic and lacks cohesion. The word limit has not **been adhered to.**	/35
Critical analysis 35%					
There is very clear critical analysis in the reflection of the lesson plan and related education session which is very clearly substantiated by the reflection and clinical education literature	There is clear critical analysis in the reflection of the lesson plan and related education session which is clearly substantiated by the reflection and clinical education literature	There is evidence of analysis in the reflection of the lesson plan and related education session which has been substantiated by the reflection and clinical education literature	There is little analysis evident in the essay. There is little reflection in the essay	There is no evidence of analysis or reflection in the essay.	/35
TOTAL					/100

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Learning Outcomes Assessed

- Explain a philosophy for teaching practice relevant to the clinical context
- Examine the ethical and legal issues related to clinical teaching and learning.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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