



NURS20172 Nursing and Professional Practice 2

Term 2 - 2018

Profile information current as at 14/12/2025 04:57 am

All details in this unit profile for NURS20172 have been officially approved by CQUUniversity 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 continues from Nursing and Professional Practice 1 and extends your nursing knowledge and skills to consolidate your professional nursing confidence and competence in managing complex patient problems. You will be able to validate your nursing judgements and clinical decisions through professional reflection and critical thinking. You will also be able to support others in the management of technologies in a variety of clinical contexts and advocate for the patient and their family in the interprofessional context. This unit will be undertaken in the hospital health service where you are employed.

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

Prerequisite: NURS20171 Nursing and Professional Practice 1

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 2 - 2018

- Distance

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. **Practical Assessment**

Weighting: Pass/Fail

2. **Portfolio**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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. Demonstrate advanced clinical skills within a health context
2. Advocate for patients and families within the interprofessional context
3. Initiate clinical evaluations and interventions in clinical settings
4. Support others in the management of treatment technologies
5. Use evidence based practices to improve patient outcomes
6. Role model professional attributes
7. Apply reflection-in-action to ensure person centered care and the necessity of self-care.

NA

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	5	6	7
1 - Practical Assessment - 0%	•	•	•	•	•	•	•
2 - Portfolio - 0%	•	•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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 - Practical Assessment - 0%	○	○	○			○		
2 - Portfolio - 0%	○		○	○			○	

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

Joyce Hendricks Unit Coordinator
j.hendricks@cqu.edu.au

Schedule

Week 1 - Module 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Demonstrating advanced clinical skills within a health context	The Australian Nursing and Midwifery Board Issues of definition around Scope of Nursing Practice	Advanced Clinical Skills, Advanced Practice Regulation and Scope of Practice

Week 2 - Module 1 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Demonstrating advanced clinical skills within a health context	Learning based on research about the basic and advanced clinical skills of new graduate RNs.	Self-rating and self-development of skills and communication related to advanced clinical skills.

Week 3 - Module 2 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Advocate for patients and families within the inter-professional context	Inter-professional team roles and responsibilities	Undertake learning activity related to patient advocacy

Week 4 - Module 3 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Initiate clinical evaluation and interventions in clinical settings	Deliberate practice and upskilling	Group practice using identified area of skill development

Week 5 - Module 3 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Initiate clinical evaluation and interventions in clinical settings	Current issues in clinical interventions and evaluations	Identifying commonly missed care in clinical practice

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - Module 4 - 20 Aug 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Support others in the management of treatment technologies	The future of technology	Patient teaching scenarios Assessment 1 due - practical assessment Practical Assessment Due: Week 6 Monday (20 Aug 2018) 11:55 pm AEST
Week 7 - Module 4 - 27 Aug 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Support others in the management of treatment technologies	Clinical teaching and learning strategies	Group discussion: feedback and student or new staff performance
Week 8 - Module 5 - 03 Sep 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Using evidence-based practices to support improved patient outcomes	Using evidence to develop your skill to improve patient outcomes	Developing a professional portfolio
Week 9 - Module 5 - 10 Sep 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Using evidence-based practices to support improved patient outcomes	Background to Evidence-Based Practice	Team approach to implementation
Week 10 - Module 6 - 17 Sep 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Role model professional attributes	Exploring professional attributes of nursing	Personal attributes for role modelling
Week 11 - Module 7 - 24 Sep 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Apply reflection-in-action to ensure person centred care and the necessity for self-care	Differentiation and discussion of reflection-in-action and reflection-on-action	Interdisciplinary reflection
Week 12 - Module 7 - 01 Oct 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Apply reflection-in-action to ensure person centred care and the necessity for self-care	Self-care during transitions in nursing.	Transition shock – theory and practice Assessment 2 due - portfolio with contract Portfolio with learning contract Due: Week 12 Monday (1 Oct 2018) 11:55 pm AEST
Review/Exam Week - 08 Oct 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 15 Oct 2018		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Practical Assessment

Assessment Type

Practical Assessment

Task Description

ASSESSMENT TASK ONE

This assessment addresses learning outcomes:

1. Demonstrate advanced clinical skills within a health context
2. Initiate clinical evaluations and interventions in clinical settings
6. Role model professional attributes

Practical Assessment

This assessment is to be undertaken at your local health service. This is a pass/fail course. However, this assessment contributes to 40% of your overall mark. The assessment is scored out of 100. It is provided to give to an indication of your practice against criteria. This assessment occurs over the term and is undertaken by a nurse educator or a clinical nurse in your clinical area. So there is not a designated day for the assessment. The assessors will be using the criteria below to determine whether you meet the requirements (learning outcomes) for this unit.

Area of assessment	Marking Criteria	Allocation of mark	Marking Criteria Pass or Fail
Planning for skills assessment	Evidence of preparation for skills assessment	Workbook shows planning skill (5)	Pass = Workbook has regular entries over time. Workbook writing discusses consultation with colleagues Evidence of discussion with colleagues is provided Fail = Workbook is sparsely documented. Weekly topics are not addressed. No evidence of discussion with colleagues /10
		Workbook evidence of collegial collaboration in planning (5)	
Reflection and collegial consultation	Evidence of reflection on skills assessment	Workbook evidence of skills reflection (5)	Pass = Evidence of reflection is workbook and follows an evidence-based practice. Evidence of collegial discussions and role model supplied Fail = Writing in workbook is descriptive of tasks only. No reflection evident. No reflective framework identified No evidence supplied indicating collegial discussions took place No evidence of how /10
		Workbook evidence of collegial consultation regarding skill development (5)	
Skill performance	Demonstrates professional skill in communication, hygiene, asepsis, health education and documentation during skill performance	Communication (4)	Pass = Competence is shown in each area of skill development. Discussion of skill development evident. Fail = Not yet competent in any one area. No or little discussion of one's own skill development /20
		Hygiene (4)	
		Asepsis (4)	
		Health education (4)	
		Documentation (4)	

Assessment Due Date

Week 6 Monday (20 Aug 2018) 11:55 pm AEST

Return Date to Students

Weighting

Pass/Fail

Assessment Criteria

Area of assessment	Marking Criteria	Allocation of mark	Marking Criteria Pass or Fail
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Planning for skills assessment	Evidence of preparation for skills assessment	Workbook shows planning skill (5)	Pass = Workbook has regular entries over time. Workbook writing discusses consultation with colleagues Evidence of discussion with colleagues is provided Fail = Workbook is sparsely documented. Weekly topics are not addressed. No evidence of discussion with colleagues	/10
		Workbook evidence of collegial collaboration in planning (5)		
		Workbook evidence of skills reflection (5)	Pass = Evidence of reflection is workbook and follows an evidence-based practice. Evidence of collegial discussions and role model supplied Fail = Writing in workbook is descriptive of tasks only. No reflection evident. No reflective framework identified No evidence supplied indicating collegial discussions took place No evidence of how	/10
Reflection and collegial consultation	Evidence of reflection on skills assessment	Workbook evidence of collegial consultation regarding skill development (5)		
		Communication (4)		
	Demonstrates professional skill in communication, hygiene, asepsis, health education and documentation during skill performance	Hygiene (4)	Pass = Competence is shown in each area of skill development. Discussion of skill development evident. Fail = Not yet competent in any one area. No or little discussion of one's own skill development	/20
Skill performance		Asepsis (4)		
		Health education (4)		
		Documentation (4)		

Referencing Style

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

Submission

Offline

Submission Instructions

This assessment is to be undertaken at your local health service.

Learning Outcomes Assessed

- Demonstrate advanced clinical skills within a health context
- Advocate for patients and families within the interprofessional context
- Initiate clinical evaluations and interventions in clinical settings
- Support others in the management of treatment technologies
- Use evidence based practices to improve patient outcomes
- Role model professional attributes
- Apply reflection-in-action to ensure person centered care and the necessity of self-care.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility

2 Portfolio with learning contract

Assessment Type

Portfolio

Task Description

ASSESSMENT TASK TWO

This assessment addresses learning outcomes:

1. Demonstrate advanced clinical skills within a health context
2. Advocate for patients and families within an inter-professional context
3. Initiate clinical evaluation and interventions in clinical settings
4. Support others in the management of treatment technologies

5. Use evidence-based practices to support improved patient outcomes

6. Role model professional attributes

7. Apply reflection-in-action to ensure person centred care and the necessity for self-care

This assessment takes the form of a Portfolio - with a learning contract.

The format for the portfolio is provided by your Hospital Health Service. This assessment will be facilitated at your local health service. This is a pass/fail course. This assessment contributes to 60% of your overall mark. The assessment is scored out of 100. Scores are provided to give an indication of your progress towards becoming a confident and competent Registered Nurse.

This assessment occurs over the term and is undertaken by a nurse educator or a clinical nurse in your clinical area. So there is not a designated day for the assessment. This assessment incorporates aspects from assessment one. The assessors will be using the criteria below to determine whether you meet the requirements (learning outcomes) for this unit.

This assessment will evaluate your development of advanced nursing skills throughout the term. This will be a fresh look at these skills with the aim of understanding how advanced skills differ from beginning skills.

Learning Contract

This contract is to be used for students enrolled in NURS20172 Nursing Practice 2. The objectives of this contract need to be achieved at either your place of employment as a Registered Nurse or at a designated clinical study day or across both areas.

Assessment 2			
Contract Objectives Log	Previously competent / now advanced / yes or no	Marking Criteria P/F	Sign/ Date
1. Demonstrates ability to obtain accurate measurements of a range of patient signs and symptoms using a range of different devices and accurately interpret findings.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
2. Is able to identify the pattern of concern for escalation in the vital signs of patients in a range of clinical contexts.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
3. Demonstrates ability to auscultate: lung fields, apical pulse, bowel sounds and interpret findings.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
4. Demonstrates ability to perform an ECG and identify life-threatening cardiac arrhythmias		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
5. Is able to identify and meet patient needs for hygiene across the entire body (general areas, body folds, genital areas, hair, eyes, teeth, mouth, ears, nose, feet and hands).		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
6. Is able to routinely perform the 5 moments of hand hygiene and encourages others to do so.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
7. Is able to identify a patient at risk for skin breakdown and implement preventative strategies.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
8. Is able to identify evidence-based wound care interventions for simple and complex wounds.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
9. Demonstrates a sound understanding of the complexity of medication monitoring and administration and accesses suitable resources to support accuracy.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
10. Is able to assess and interpret mobility needs for individual patients who are bed-ridden or mobile.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
11. Demonstrates a sound ability to meet nutritional needs for each patient, including assistance with eating and drinking as indicated.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
12. Can identify bowel patterns in individual patients and facilitate regularity as appropriate to condition.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
13. Demonstrates the ability to identify bowel related dysfunction [constipation/ diarrhoea/bleeding] and escalates or manages as appropriate.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	

14. Can insert and/or manage tubes used to drain fluid from or insert fluid into the body.
15. Is able to manage single and multiple Intravenous Lines with or without medications added.
16. Demonstrates the ability to identify urinary retention or low urine output and escalates appropriately.
17. Demonstrates the ability to manage a person requiring oxygen or other breathing assistance devices.
18. Demonstrates an understanding of the requirements of pain management and accesses specialised assistance as required.
19. Is able to identify a patient with hypertension and escalates and/or implements appropriate health teaching
20. Is able to identify a patient with very low or very high blood sugar and take appropriate action.
21. Demonstrates the ability to perform procedures related to altered vascular status, such as Doppler and peripheral pulses, and interprets findings
22. Demonstrates ability to calculate and assess BMI and describe significance of the result
23. Demonstrates a sound understanding of mental health issues relevant to the acute care setting.
24. Implements appropriate interventions related to mental health symptoms.

Pass - advanced skill acquired. Judgement evident. **Fail** - skill not acquired. Judgement not evident.

Pass - advanced skill acquired. Judgement evident. **Fail** - skill not acquired. Judgement not evident.

Pass - advanced skill acquired. Judgement evident. **Fail** - skill not acquired. Judgement not evident.

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Pass - advanced skill acquired. Judgement evident. **Fail** - skill not acquired. Judgement not evident.

Pass - advanced skill acquired. Judgement evident. **Fail** - skill not acquired. Judgement not evident.

Pass - advanced skill acquired. Judgement evident. **Fail** - skill not acquired. Judgement not evident.

Pass - advanced skill acquired. Judgement evident. **Fail** - skill not acquired. Judgement not evident.

Assessment Due Date

Week 12 Monday (1 Oct 2018) 11:55 pm AEST

Return Date to Students

Weighting

Pass/Fail

Assessment Criteria

Assessment 2			
Contract Objectives Log	Previously competent / now advanced / yes or no	Marking Criteria P/F	Sign/ Date
1. Demonstrates ability to obtain accurate measurements of a range of patient signs and symptoms using a range of different devices and accurately interpret findings.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
2. Is able to identify the pattern of concern for escalation in the vital signs of patients in a range of clinical contexts.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
3. Demonstrates ability to auscultate: lung fields, apical pulse, bowel sounds and interpret findings.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
4. Demonstrates ability to perform an ECG and identify life-threatening cardiac arrhythmias		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
5. Is able to identify and meet patient needs for hygiene across the entire body (general areas, body folds, genital areas, hair, eyes, teeth, mouth, ears, nose, feet and hands).		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
6. Is able to routinely perform the 5 moments of hand hygiene and encourages others to do so.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
7. Is able to identify a patient at risk for skin breakdown and implement preventative strategies.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
8. Is able to identify evidence-based wound care interventions for simple and complex wounds.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
9. Demonstrates a sound understanding of the complexity of medication monitoring and administration and accesses suitable resources to support accuracy.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	
10. Is able to assess and interpret mobility needs for individual patients who are bed-ridden or mobile.		Pass - advanced skill acquired. Judgement evident. Fail - skill not acquired. Judgement not evident.	

11. Demonstrates a sound ability to meet nutritional needs for each patient, including assistance with eating and drinking as indicated.

12. Can identify bowel patterns in individual patients and facilitate regularity as appropriate to condition.

13. Demonstrates the ability to identify bowel related dysfunction (constipation/ diarrhoea/bleeding) and escalates or manages as appropriate.

14. Can insert and/or manage tubes used to drain fluid from or insert fluid into the body.

15. Is able to manage single and multiple Intravenous Lines with or without medications added.

16. Demonstrates the ability to identify urinary retention or low urine output and escalates appropriately.

17. Demonstrates the ability to manage a person requiring oxygen or other breathing assistance devices.

18. Demonstrates an understanding of the requirements of pain management and accesses specialised assistance as required.

19. Is able to identify a patient with hypertension and escalates and/or implements appropriate health teaching

20. Is able to identify a patient with very low or very high blood sugar and take appropriate action.

21. Demonstrates the ability to perform procedures related to altered vascular status, such as Doppler and peripheral pulses, and interprets findings

22. Demonstrates ability to calculate and assess BMI and describe significance of the result

23. Demonstrates a sound understanding of mental health issues relevant to the acute care setting.

24. Implements appropriate interventions related to mental health symptoms.

Pass - advanced skill acquired. Judgement evident. **Fail** - skill not acquired. Judgement not evident.

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Pass - advanced skill acquired. Judgement evident. **Fail** - skill not acquired. Judgement not evident.

Referencing Style

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

Submission

Offline

Submission Instructions

To be negotiated at your local health service

Learning Outcomes Assessed

- Demonstrate advanced clinical skills within a health context
- Advocate for patients and families within the interprofessional context
- Initiate clinical evaluations and interventions in clinical settings
- Support others in the management of treatment technologies
- Use evidence based practices to improve patient outcomes
- Role model professional attributes
- Apply reflection-in-action to ensure person centered care and the necessity of self-care.

Graduate Attributes

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