



OCHS13020 *Future Paradigms in OHS A*

Term 1 - 2021

Profile information current as at 27/04/2024 04:12 am

All details in this unit profile for OCHS13020 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit is the Part A of a two-unit series which will provide you the opportunity to consolidate and apply practically all of the knowledge, skills and attitudes developed during your learning journey in the OHS course, especially in relation to human factors, occupational hygiene and risk management. There is a specific emphasis on developing higher order skills and understanding which are representative of the holistic application of core skills that occurs when a professional understands the interaction between core disciplinary domains in solving complex problems. In addition, you will explore professional practice through the lens of futures methods and thinking, applied research methodology and project management. During this unit (Part A) you will also negotiate with an industry sponsor to complete project work during OCHS13021 Future Paradigms in OHS B (Part B) and will prepare appropriate documentation in readiness for approval.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 2

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite:- 48 credit point, including OCHS12002 Occupational Health and Safety Practice Co-requisite:- OCHS13016 and either OCHS12019 or OCHS13008.

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 - 2021

- Mixed Mode

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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 Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 25%

2. **Portfolio**

Weighting: 25%

3. **Portfolio**

Weighting: 25%

4. **Portfolio**

Weighting: 25%

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 Have Your Say

Feedback

Students found the quantity of reading provided in the first five weeks of term challenging.

Recommendation

Review the required reading list, more clearly separate the Required and Recommended readings.

Unit Learning Outcomes

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

1. Select and apply tools and techniques used to investigate and analyse human factors, occupational hygiene, accidents and other complex problems
2. Design risk management strategies for a variety of settings and communicate 'return on prevention' effectiveness
3. Evaluate the usefulness of futures methods to OHS related domains
4. Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue
5. Lead professional OHS practice through effective project management and facilitation of teams.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 25%			•	•	
2 - Portfolio - 25%	•	•		•	•
3 - Portfolio - 25%	•	•		•	•
4 - Portfolio - 25%	•	•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication		•		•	•

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
2 - Problem Solving	•		•		•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy		•	•	•	
5 - Team Work				•	•
6 - Information Technology Competence				•	•
7 - Cross Cultural Competence	•	•		•	•
8 - Ethical practice	•				
9 - Social Innovation	•	•			
10 - 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	10
1 - Written Assessment - 25%	•		•	•				•		
2 - Portfolio - 25%	•	•	•		•	•	•		•	
3 - Portfolio - 25%	•	•	•		•	•	•		•	
4 - Portfolio - 25%	•	•	•		•	•	•		•	

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: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Elise Crawford Unit Coordinator
e.crawford@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
About this Unit & Future Paradigms	<ul style="list-style-type: none">Workplace Safety Futures	Access to the OHS Body of Knowledge Chapters (OHS BoK)

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Prepare for Placement	<ul style="list-style-type: none">OHS BoK 37.2 A Problem-Solving Model of OHS Practice	Tutorial: What you need to know

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Prepare for residential school - Risk Management Activities	<ul style="list-style-type: none">OHS BoK 34.1 Control: Prevention and interventionAS/NZS ISO 45001:2018	Tutorial (Risk): Res school activities

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Prepare for residential school: Human Factors	OHS BoK <ul style="list-style-type: none">8.2 The Human: basic principles of social interaction34.2 User-Centered Safe Design approach to control	Tutorial (Human Factors): Res school activities

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Prepare for residential school: Occupational Hygiene	Australian Standards <ul style="list-style-type: none">AS 2985-2009AS 1680.1:1990AS 1680 2.4AS/NZS 1269.1:2005	Tutorial (Occupational Hygiene): Res school activities

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Prepare for residential school: Leadership and project management		Tutorial: Final preparations for res school

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
RESIDENTIAL SCHOOL		

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Work placement preparation: Methods for solving problems	OHS BoK 39.1 The OHS Professional as a workplace researcher	Tutorial: Research Methods

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Tutorials: Emerging dilemmas

Work placement preparation: Ethical practice

OHS BoK 38.3 Ethics and Professional Practice

Human Factors Portfolio Due: Week 9 Monday (10 May 2021) 9:00 am AEST

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Work placement preparation: Return on Investment	Economic evaluation of OSH Interventions (Grimani et al. 2018)	Tutorial: Proposal & Pitch Development Occupational Hygiene Portfolio Due: Week 10 Monday (17 May 2021) 9:00 am AEST

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Futures: Emerging Problems & Methods	FJORD 2021 Trends	Pitch presentations via Zoom Tutorial Week 11 Thursday (27 May 2021) 4:00 pm AEST Risk Management Portfolio Due: Week 11 Monday (24 May 2021) 9:00 am AEST

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Futures: Black Swan Events	UN Sustainable Development Agenda 2030	Tutorial: What Next? Proposal & Pitch Due: Week 12 Monday (31 May 2021) 9:00 am AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

This unit has a compulsory residential school in Week 7 (Tuesday - Friday) at Rockhampton. You are responsible for bringing the following personal protective equipment (PPE):

- Long cotton pants (jeans are fine)
- Long sleeved collared shirt (high visibility with reflective strips)
- Safety boots (Steel capped)
- Hard hat
- Clear safety glasses
- Tinted safety glasses (optional)
- Laptop, camera, phone, pen and paper

N.B. Hard hats and high-vis vests will not be available for hire.

Assessment Tasks

1 Proposal & Pitch

Assessment Type

Written Assessment

Task Description

This assessment provides the opportunity to scope and develop a project proposal in OHS practice and forms part of the preparation for your next unit OCHS13021 Future Paradigms in OHS B.

The assessment is in two parts. You are required to submit:

1. the project proposal & pitch slides (due Monday of Week 12)
2. deliver the online 5-minute pitch on your placement project (at the Week 11 tutorial).

1. The project proposal is to document the results of your negotiations with an industry sponsor (client) for the project work that you will undertake during OCHS13021 Future Paradigms in OHS B. The project proposal must clearly document the project, including aims, objectives, timing, and outcomes for both the student and the industry sponsor (client).

Preparations include:

- Identify an industry sponsor (client)
- Contact the Unit Coordinator to discuss placement ideas and concepts (before the end of week 2)
- Negotiate the purpose, scope, and logistics of your placement with your industry sponsor (client)
- Keep the Unit Coordinator informed of the progress of the negotiations

The project proposal document requirements:

Document the completed negotiations as a project proposal suitable for submission to your industry sponsor (client) for approval. Your project proposal must include the following:

- Introduction
- Scope
- Problem solving approach and methodology
- Project Plan Gantt Chart (or similar visual plan)
- Logistics & project management
- Appendices
 - Signed Proposal Agreement Sheet
 - CQUni Work Integrated Learning (WIL) Form
 - Evidence of negotiation with industry sponsor (client)
 - 5-minute pitch slides (3 slides only)
- Professional formatting
- Professional written expression
- Sources and referencing

2. The 5-minute pitch will be delivered via Zoom to your peers and include:

- Introduction
- Tagline (grab attention)
- The problem
- Your proposed solution
- Your unique value proposition
- Thank you
- Three (3) slides

Further information will be provided throughout the term via Moodle, during tutorials, in Residential School and in discussion with the Unit Coordinator.

Assessment Due Date

Week 12 Monday (31 May 2021) 9:00 am AEST

Return Date to Students

Exam Week Monday (14 June 2021)

Weighting

25%

Assessment Criteria

1. Placement Project Proposal (20%)

The proposal will be assessed according to the extent to which the following criteria are met:

- The context, aims and objectives of the project are explained
- The scope of the project is explained
- The description of the problem-solving approach and methodology is justified and demonstrates critical thinking
- The Project Plan (Gantt chart or similar) demonstrates an understanding of task planning, order of steps and milestones.
- The logistics & project management demonstrate management of logistical issues

- Evidence of negotiation with industry sponsor (client) is attached
- Project Proposal Agreement sheet is completed and attached (signatures are preferred but not essential)
- Work Integrated Learning form is completed and attached (signatures are preferred but not essential)
- The Unit Coordinator is advised of negotiation progress between the student and the industry sponsor (client)
- Formatting is professional and suitable for submission to an industry sponsor (client)
- Professional written expression appropriate to a project proposal
- Well supported with relevant authoritative sources that are appropriately referenced

2. 5-Minute Pitch (5%)

The following criteria will be assessed:

- Logical structure
- Message is clear and compelling
- Delivery is confident and engaging
- Project extends your skills in OHS practice
- Delivered within 5 minutes

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Append the Pitch Slides to the Proposal and submit as one document.

Learning Outcomes Assessed

- Evaluate the usefulness of futures methods to OHS related domains
- Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Ethical practice

2 Human Factors Portfolio

Assessment Type

Portfolio

Task Description

During the residential school you will be working in a team to complete several activities on industrial sites that contribute to three residential school portfolios. The subject areas include human factors, risk management, and occupational hygiene. For **each** residential school portfolio there is a team and individual component that is assessed.

Team component (15%)

Each team will submit a team report based on the data collected and further analysis. The report(s) will also include recommendations for improvement.

Individual component (10%)

Each team member will contribute constructively to the team effort while on site. Your leadership and teamworking skills will be evaluated (and assessed) while you are on site. When the report is due for submission, each team member will also complete a Self and Peer Assessment (SPA), where you will evaluate our own performance and that of you team members.

Human Factors Site Activity Report(s)

During the residential school, as a team member, you will undertake human factors analysis activities. While on site you have limited time and hence must work as a team to gather the necessary data required in a professional manner. How you go about the task is up to your team. Support resources and information about the tasks are available on Moodle.

The team report(s):

For submission, your team is to compile a technical report for **each** human factors activity. Photographs, tables and figures should be included in the body of the report; while relevant documents, worksheets, interview questions, and the

like should be appended.

For university purposes, please add the following front matter to your report(s):

- Cover page (Details of the assignment, team identification, due date...)
- Brief letter of transmittal (Directed to the host in appreciation for this learning opportunity)

Typical Format of Human Factors Reports

- Title Page
- Executive Summary
- Table of Contents
- Introduction
- Method
- Results
- Discussion
- Conclusions and Recommendations
- References
- Appendices

Individual Component

- A Self and Peer Assessment (SPA) will be either sent to you via email or provided to you in Moodle. Each team member will be asked to evaluate themselves and their team mates.
- Leadership and teamwork will be evaluated while you conduct on-site activities.

Assessment Due Date

Week 9 Monday (10 May 2021) 9:00 am AEST

Return Date to Students

Week 11 Monday (24 May 2021)

Weighting

25%

Assessment Criteria

Team Human Factors Activity Report(s) 15% (100 marks)

The report will be assessed according to the following criteria:

- Introduction and background - 10 marks
- Methodology - 10 marks
- Results and appendices - 20 marks
- Discussion and conclusion - 20 marks
- Recommendations - 20 marks
- Referencing - 10 marks
- Front matter, written expression, and formatting - 10 marks

Individual component

- **Self and Peer Assessment (SPA) 5%**
 - Averaged SPA results from the team
- **Individual leadership and teamwork while on site 5%**
 - Leadership
 - Collaboration
 - Involvement
 - Communication
 - Cooperation

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

Submit one report on behalf of the team. As an individual complete and submit the Self & Peer Assessment.

Learning Outcomes Assessed

- Select and apply tools and techniques used to investigate and analyse human factors, occupational hygiene, accidents and other complex problems
- Design risk management strategies for a variety of settings and communicate 'return on prevention' effectiveness
- Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue
- Lead professional OHS practice through effective project management and facilitation of teams.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Social Innovation

3 Occupational Hygiene Portfolio

Assessment Type

Portfolio

Task Description

During the residential school you will be working in a team to complete several activities on industrial sites that contribute to three residential school portfolios. The subject areas include human factors, risk management, and occupational hygiene. For **each** residential school portfolio there is a team and individual component that is assessed.

Team component (15%)

Each team will submit a team report based on the data collected and further analysis. The report(s) will also include recommendations for improvement.

Individual component (10%)

Each team member will contribute constructively to the team effort while on site. Your leadership and teamworking skills will be evaluated (and assessed) while you are on site. When the report is due for submission, each team member will also complete a Self and Peer Assessment (SPA), where you will evaluate our own performance and that of your team members.

Occupational Hygiene Site Activity Report(s)

During the residential school, as a team member, you will undertake occupational hygiene monitoring tasks while on an industrial site. While on site you have limited time and hence must work as a team to gather the necessary data required in a professional manner. During residential school you will work with an Occupational Hygienist to understand how to use the monitoring equipment and how to take measurements as per the relevant Australian Standards. Support resources and information about the tasks are available on Moodle.

The team report:

For submission, your team is to compile a single technical report which includes each occupational hygiene activity. The report must be set out in a logical format like the format recommended by the Australian Institute of Occupational Hygiene (AIOH). Photographs, tables and figures should be included in the body of the report; while relevant documents, worksheets, interview questions, and the like should be appended.

For university purposes, please add the following front matter to your report(s):

- Cover page (Details of the assignment, team identification, due date...)
- Brief letter of transmittal (Directed to the host in appreciation for this learning opportunity)

Typical Format of Hygiene Reports

- Title Page
- Executive Summary
- Table of Contents
- Introduction
- Method
- Results
- Discussion

- Conclusions and Recommendations
- References
- Appendices

Individual Component

- A Self and Peer Assessment (SPA) will be either sent to you via email or provided to you in Moodle. Each team member will be asked to evaluate themselves and their team mates.
- Leadership and teamwork will be evaluated while you conduct on-site activities.

Assessment Due Date

Week 10 Monday (17 May 2021) 9:00 am AEST

Return Date to Students

Exam Week Monday (14 June 2021)

Weighting

25%

Assessment Criteria

Team Hygiene Activity Report(s) 15% (100 marks)

The report will be assessed according to the following criteria:

- Introduction and background - 10 marks
- Methodology - 10 marks
- Results and appendices - 20 marks
- Discussion and conclusion - 20 marks
- Recommendations - 20 marks
- Referencing - 10 marks
- Front matter, written expression, and formatting - 10 marks

Individual component

- **Self and Peer Assessment (SPA) 5%**
 - Averaged SPA results from the team
- **Individual leadership and teamwork while on site 5%**
 - Leadership
 - Collaboration
 - Involvement
 - Communication
 - Cooperation

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

Submit one report on behalf of the team. As an individual complete and submit the Self & Peer Assessment.

Learning Outcomes Assessed

- Select and apply tools and techniques used to investigate and analyse human factors, occupational hygiene, accidents and other complex problems
- Design risk management strategies for a variety of settings and communicate 'return on prevention' effectiveness
- Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue
- Lead professional OHS practice through effective project management and facilitation of teams.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work

- Information Technology Competence
- Cross Cultural Competence
- Social Innovation

4 Risk Management Portfolio

Assessment Type

Portfolio

Task Description

During the residential school you will be working in a team to complete several activities on industrial sites that contribute to three residential school portfolios. The subject areas include human factors, risk management, and occupational hygiene. For **each** residential school portfolio there is a team and individual component that is assessed.

Team component (15%)

Each team will submit a team report based on the data collected and further analysis. The report(s) will also include recommendations for improvement.

Individual component (10%)

Each team member will contribute constructively to the team effort while on site. Your leadership and teamworking skills will be evaluated (and assessed) while you are on site. When the report is due for submission, each team member will also complete a Self and Peer Assessment (SPA), where you will evaluate our own performance and that of your team members.

Risk Management Site Activity Report(s)

During the residential school, as a team member, you will undertake risk management activities. While on site you have limited time and hence must work as a team to gather the necessary data required in a professional manner. How you go about the task is up to your team. Support resources and information about the tasks are available on Moodle.

The team report(s):

For submission, your team is to compile a technical report for **each** risk activity. Photographs, tables and figures should be included in the body of the report; while relevant documents, worksheets, interview questions, and the like should be appended.

For university purposes, please add the following front matter to your report(s):

- Cover page (Details of the assignment, team identification, due date...)
- Brief letter of transmittal (Directed to the host in appreciation for this learning opportunity)

Typical Format of Risk Reports

- Title Page
- Executive Summary
- Table of Contents
- Introduction
- Method
- Results
- Discussion
- Conclusions and Recommendations
- References
- Appendices

Individual Component

- A Self and Peer Assessment (SPA) will be either sent to you via email or provided to you in Moodle. Each team member will be asked to evaluate themselves and their team mates.
- Leadership and teamwork will be evaluated while you conduct on-site activities.

Assessment Due Date

Week 11 Monday (24 May 2021) 9:00 am AEST

Return Date to Students

Review/Exam Week Monday (7 June 2021)

Weighting

25%

Assessment Criteria

Team Risk Site Activity Report(s) 15% (100 marks)

The report will be assessed according to the following criteria:

- Introduction and background - 10 marks
- Methodology - 10 marks
- Results and appendices - 20 marks
- Discussion and conclusion - 20 marks
- Recommendations - 20 marks
- Referencing - 10 marks
- Front matter, written expression, and formatting - 10 marks

Individual component

- **Self and Peer Assessment (SPA) 5%**
 - Averaged SPA results from the team
- **Individual leadership and teamwork while on site 5%**
 - Leadership
 - Collaboration
 - Involvement
 - Communication
 - Cooperation

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

Submit one report on behalf of the team. As an individual complete and submit the Self & Peer Assessment.

Learning Outcomes Assessed

- Select and apply tools and techniques used to investigate and analyse human factors, occupational hygiene, accidents and other complex problems
- Design risk management strategies for a variety of settings and communicate 'return on prevention' effectiveness
- Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue
- Lead professional OHS practice through effective project management and facilitation of teams.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Social Innovation

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