PBHL29002 *Communicable Diseases*
Term 3 - 2025

Profile information current as at 13/12/2025 06:11 pm

General Information

Overview

Communicable diseases transmit from human to human or animal to human. They form a major component of the global burden of disease, thus presenting a significant public health challenge. Developments in health technologies, pharmaceuticals and other preventative approaches and treatments have decreased the impact of communicable diseases over the last century particularly. However, this is countered by an increasing risk of emerging and re-emerging communicable disease outbreaks across borders, in part due to the exponential increase in global travel and the expansion of the human-animal interface. This unit explores the knowledge, principles and skills required to address communicable diseases prevention and control. You will examine the epidemiology of communicable diseases and its relationship to prevention, management and control strategies from a public health perspective. Surveillance and other public health strategies on communicable diseases control are studied. Case studies are used to develop insights into public health responses to communicable diseases control, challenges and facilitators. The unit applies a critical lens to the essential role of cross-sectoral collaboration and partnerships in effective communicable disease strategies and policies.

Details

Career Level: *Postgraduate*
Unit Level: *Level 9*
Credit Points: *6*
Student Contribution Band: *8*
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 3 - 2025

- Melbourne
- Online
- Sydney

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. **Group Work**
Weighting: 50%
2. **Report**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE data

Feedback

While usefulness of assessment feedback was assessed as high (87%) it was relatively lower than other feedback.

Recommendation

Review rubrics and marking guides to ensure evaluation feedback for "Useful Feedback" continues to improve. In addition to the current process where students are encouraged to contact the Lecturer for individual feedback, a separate online class session will give generic feedback, with the option to have breakout rooms for additional individual feedback.

Feedback from Unit coordinator reflection

Feedback

Performance in Assessment 2 relating to critical review and referencing often did not meet the assessment criteria.

Recommendation

Build on the existing structured approach to the Briefing Report (Assessment 2), that scaffolds application of learning related to search strategies, critical review and referencing within classroom settings.

Unit Learning Outcomes

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

1. Identify and explain the major types and modes of transmission of communicable diseases.
2. Interpret and critique risk factors contributing to the burden of communicable diseases from a public health perspective, using a socio-ecological model to focus on at-risk populations.
3. Explain and apply methods of measurement, monitoring and surveillance of communicable diseases and evaluate how they are used to safeguard public health.
4. Critique public health strategies and programs used in the prevention and control of communicable diseases.
5. Appreciate and critique the factors and contexts driving collaborative and coordinated approaches to communicable disease prevention and control.

N/A

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 - Group Work - 50%	•	•	•	•	•
2 - Report - 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		◦		◦	◦

Textbooks and Resources

Textbooks

PBHL29002

Prescribed

Communicable disease control and health protection handbook
Edition: 4th (2019)
Authors: Jeremy Hawker, Norman Begg, Ralf Reintjes, Karl Ekdahl, Obaghe Edeghere, and Jim E. van Steenbergen
Wiley-Blackwell
Hoboken , NJ , USA
ISBN: 9781119328056
Ebook available at the CQU library

Additional Textbook Information
Weekly E-Reading and resource list: Access each week's readings and resources (including textbook and supplementary references) on your Moodle E-reading list for PBHL29002.

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 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Ekramul Hoque Unit Coordinator
ekramul.hoque@cqu.edu.au

Schedule

Week 1 - 10 Nov 2025

Module/Topic	Chapter	Events and Submissions/Topic

Introduction and Unit overview • Understand the teaching, learning, and assessment structure of the unit PBHL29002 • Explain the concept of communicable diseases, including key definitions and transmission pathways • Discuss historical perspectives on communicable diseases, with reference to major outbreaks and public health responses • Analyse communicable diseases within a socio-ecological framework, considering individual, community, and systemic influences	See weekly Learning Activities and e-Reading list on the Moodle site.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 2 - 17 Nov 2025

Module/Topic	Chapter	Events and Submissions/Topic
Concept of disease, disease transmission and classification of communicable diseases (CD) • Explain the concept of disease and disease occurrence in relation to different pathogen types • Classify communicable diseases based on causative agents, transmission characteristics, and clinical features • Describe modes of transmission and infection cycles, including direct, indirect, and vector-borne pathways • Outline the natural history of disease propagation, from exposure to resolution or chronicity • Analyse the role of the epidemiological triad (agent, host, environment) in the causation and transmission of communicable diseases	See weekly Learning Activities and e-Reading list in Moodle.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 3 - 24 Nov 2025

Module/Topic	Chapter	Events and Submissions/Topic

Epidemiology: measuring the patterns of communicable diseases (CD) • Explain key principles and types of communicable disease (CD) surveillance, including active, passive, and sentinel approaches • Discuss the significance of measurement in the epidemiology of CDs, with reference to public health decision-making • Define and distinguish commonly used measures of disease frequency, such as prevalence and incidence • Describe the relationship between risk factors and health outcomes, and apply basic measures of association and risk (e.g. relative risk, odds ratio) • Construct and interpret a 2×2 contingency table, and explain its relevance in epidemiological analysis • Define and differentiate key epidemiological study designs, including cross-sectional, cohort, and case-control studies • Read and interpret epidemiological data, including tables, graphs, and other visualisations	See weekly Learning Activities and e-Reading list in Moodle.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 4 - 01 Dec 2025

Module/Topic	Chapter	Events and Submissions/Topic
Prevention and control principles and strategies 1 • Explain key principles of responding to a communicable disease (CD) outbreak, including preparedness, detection, and containment strategies • Describe the stages and steps involved in outbreak investigation, from case identification to implementation of control measures • Discuss the principles of effective communication during an outbreak, including risk communication and stakeholder engagement • Apply outbreak response strategies to populations at risk, considering socio-demographic, environmental, and health system factors	See weekly Learning Activities and e-Reading list in Moodle.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 5 - 08 Dec 2025

Module/Topic	Chapter	Events and Submissions/Topic

Communicable disease transmission: food- and water-borne diseases • Identify types of communicable diseases (CDs) based on transmission pathways, with a particular focus on water- and food-borne diseases • Analyse the underlying risk factors contributing to water- and food-borne disease outbreaks using a socio-ecological framework • Integrate prior knowledge of CDs, including transmission dynamics, outbreak investigation stages, and communication principles, developed in earlier modules • Apply this understanding to critically review a real-world communicable disease outbreak case	See weekly Learning Activities and e-Reading list in Moodle.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 6 - 15 Dec 2025

Module/Topic	Chapter	Events and Submissions/Topic
Communicable disease transmission: blood-borne and sexually transmitted diseases • Distinguish types of communicable diseases (CDs) based on transmission routes, with a specific emphasis on blood-borne diseases and sexually transmitted infections (STIs) • Evaluate the socio-ecological determinants and risk factors influencing the transmission and burden of blood-borne diseases and STIs • Consolidate prior learning on communicable disease transmission, outbreak investigation processes, and public health communication strategies • Apply this integrated knowledge to critically assess a case study involving a blood-borne or sexually transmitted communicable disease outbreak	See weekly Learning Activities and e-Reading list in Moodle.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Vacation Week - 22 Dec 2025

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week: no teaching sessions		

Vacation Week - 29 Dec 2025

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week: no teaching sessions		

Week 7 - 05 Jan 2026

Module/Topic	Chapter	Events and Submissions/Topic

Communicable disease outbreak investigation • Define what constitutes a communicable disease outbreak • Describe the general principles involved in managing a communicable disease outbreak • Outline the key steps in conducting a communicable disease investigation • Apply investigative approaches to assess and respond to a communicable disease outbreak • Evaluate prevention and control strategies for communicable diseases	See weekly Learning Activities and e-Reading list in Moodle.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 8 - 12 Jan 2026

Module/Topic	Chapter	Events and Submissions/Topic
Preventive and control principles and strategies 2: vaccination and immunisation • Explain the strategies and principles underpinning the prevention and control of communicable diseases (CDs) • Discuss the role of vaccination and immunisation in public health • Analyse factors contributing to vaccine hesitancy and approaches to address it • Interpret the components and structure of the National Immunisation Program (NIP) schedule in Australia	See weekly Learning Activities and e-Reading list in Moodle.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content. **Assessment 1: Group project (50% weighting), due Friday, 6:00PM, 16 January 2026.** **Group Assessment Task** Due: Week 8 Friday (16 Jan 2026) 6:00 pm AEST

Week 9 - 19 Jan 2026

Module/Topic	Chapter	Events and Submissions/Topic
One Health and communicable diseases – why it matters • Understand the historical development of One Health in science and policy, including its foundations in and reliance on Indigenous knowledge and practices • Critically analyse One Health as an interdisciplinary and intersectoral systems-thinking approach to achieving integrated health outcomes • Recognise the value of applying a One Health framework to address contemporary challenges in communicable diseases, food systems, and antimicrobial resistance • Apply systems thinking to evaluate and respond to a food system challenge within a One Health context	See weekly Learning Activities and e-Reading list in Moodle.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 10 - 26 Jan 2026

Module/Topic	Chapter	Events and Submissions/Topic

Policies and legislation in communicable disease prevention and control • Explain the role of public health law in managing vaccination programs, quarantine measures, and bioterrorism threats • Evaluate strategies and infrastructure used in pandemic and epidemic responses, with reference to historical and contemporary methods and technologies • Analyse the functions and strategic priorities of the Australian Centre for Disease Control in national communicable disease management • Design an emergency response plan for communicable disease incidents, incorporating legal, logistical, and ethical considerations	See weekly Learning Activities and e-Reading list in Moodle.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 11 - 02 Feb 2026

Module/Topic	Chapter	Events and Submissions/Topic
Communicable diseases in emergencies and disasters contexts and equity issues • Differentiate between types of disasters and identify key risk factors contributing to communicable disease outbreaks in post-disaster settings • Assess the public health implications of communicable disease outbreaks associated with disasters • Critique the role of health inequities in disaster contexts and their impact on morbidity, mortality, and access to care • Formulate risk management and control strategies for communicable diseases in disaster-affected populations • Examine the structure, function, and global coverage of Multi-Hazard Early Warning Systems (MHEWS) in mitigating disaster-related health risks	See weekly Learning Activities and e-Reading list in Moodle.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 12 - 09 Feb 2026

Module/Topic	Chapter	Events and Submissions/Topic
Free week • Assignment preparation week • No class	See weekly Learning Activities and e-Reading list in Moodle.	Work on your final assessment during this non-teaching week. **Assessment 2: Written (Individual) report (50% weighting), due Friday, 6:00PM, 13 February 2026.** **Written Report: responding to an outbreak (Individual)** Due: Week 12 Friday (13 Feb 2026) 6:00 pm AEST

Exam Week - 16 Feb 2026

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

This unit is offered at Melbourne, Sydney and online:

- Lecturer at Melbourne and online: Dr Ekramul Hoque (ekramul.hoque@cqu.edu.au) - Unit Coordinator
- Lecturer at Sydney: Dr Tomas Megalaa (t.megalaa@cqu.edu.au)

Any inquiry about this unit, kindly, refer to the Unit Coordinator
Holiday replacement class

- Week-10 Monday 26 January 2026 is a public holiday.
- On-campus students are advised to join the schedule online Zoom class on 27 January (Tuesday) 7:00 pm - 9.00 pm
- Online Zoom class link will be accessible to on-campus students closer to session day.

Assessment Tasks

1 Group Assessment Task

Assessment Type
Group Work

Task Description
The **group assessment task** responds to a communicable disease outbreak or issue of concern (topic and group to be allocated by week 3), from a public health (not biomedical!) perspective. Each topic includes: background, the communicable disease burden, transmission, location (geographical), demographic of the community, i.e., who is the impacted population both directly and indirectly; and the role your group will play (usually an arm of a public health unit) to investigate, control, and prevention. In addition, you will outline a specific response you will outline in your Poster, your group will raise particular issues that must be addressed in the context to the impacted population, community, health, government and other relevant stakeholders. Your group work output includes the (1) **Academic Poster** with background information and outbreak investigation (your research, including references) and a (2) **Media release**. In addition you will also complete (3) an **individual reflection** highlighting your team work experience, what worked well and what could be done better. More detailed information about the assessment task will be available on the Moodle site.
The task includes two components:
1. Group Submission
    a. Media Release: A concise, public-facing communication outlining the nature of the outbreak and key public health messages
    b. Academic poster: Background information (your research, including references), overview of your response plan, detailing priorities, interventions, and considerations for the affected population
2. Individual Submission: A personal reflection on your experience working in a group environment, focusing on collaboration, communication, and contribution to the shared task. Also comment on what worked and what could have done better to improve the group work experience

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

Assessment Due Date
Week 8 Friday (16 Jan 2026) 6:00 pm AEST

Return Date to Students
Week 10 Friday (30 Jan 2026)

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria
The assessment criteria for this unit are in the form of a detailed marking rubric which is available from the Moodle site. Broadly, you will be assessed on:
Poster presentation content and background information (20%)

- Presentation content provides an excellent knowledge of the topic both in the poster and background information.
- Explains the type and modes of transmission based on the topic; and draws on highly relevant data and reports and other resources to explain the outbreak burden.
- The poster systematically and clearly describes the outbreak response in the context of the steps of an outbreak investigation.
- The background information expands with relevant information to support the poster content.

Apply a socio-ecological model to identify and focus on at-risk populations in the assessment submissions (25%)

- Presentation poster, background information and media release all provide evidence of highly appropriate responses to the outbreak
- Addressing the socio-ecological model to explain risk factors for the populations identified in the outbreak topic from a public health perspective in considerable detail.

Media release (20%)

- The media release provides an extremely coherent, well-written and well-structured approach.
- It draws on best-practice design tips for creating media release, in the context of the topic from a public health perspective.

Adherence to assessment requirements (10%)

- Both the poster presentation and media release adhere to the assessment structure and requirements in all respects and show evidence of excellent cooperation between group members as evident in a cohesive, coherent submission.
- The poster design is visually attractive poster with a well-structured layout that is extremely easy to read.
- The media release follows convention according to the assessment presentation and content guidelines.

Individual reflection (15%)

- Individual reflection clearly shows the specific, significant contribution of that individual, including high-level attempts to engage in group work and collaboration.
- An Individual Reflection that gives honest, respectful and insightful feedback on your experience working in a group, and lessons learnt.

Writing and integrity (10%)

- The submissions of poster & media release represent the group's original language and ideas.
- Any relevant material taken from other sources is fully cited (APA7.0) in accordance with academic conventions, content is logically coherent, language used is stylistically appropriate.

Further information regarding structure and assessment criteria is available in the 'Assessments' section in Moodle.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Each student needs to upload their group assessment (poster and media release) as well as an individual reflection

Learning Outcomes Assessed

- Identify and explain the major types and modes of transmission of communicable diseases.
- Interpret and critique risk factors contributing to the burden of communicable diseases from a public health perspective, using a socio-ecological model to focus on at-risk populations.
- Explain and apply methods of measurement, monitoring and surveillance of communicable diseases and evaluate how they are used to safeguard public health.
- Critique public health strategies and programs used in the prevention and control of communicable diseases.
- Appreciate and critique the factors and contexts driving collaborative and coordinated approaches to communicable disease prevention and control.

2 Written Report: responding to an outbreak (Individual)

Assessment Type
Report

Task Description
This individual assessment task builds on the topic allocated to you in Week 3 (as part of your Group Assessment 1) to develop a formal report responding to an outbreak. You will assume the role of a Public Health Officer or Advisor for your local Department of Health and have been asked to conduct an investigation of a disease outbreak (allocated in Week 3) and write a report addressing the following:

- Introduction and Background, including causality and burden from a public health perspective, with a focus on your chosen population to provide context (literature review):
    - General characteristic of the population relevant to the given disease outbreak
    - Background infection rate associated with the given outbreak in the specific population
    - Evidence of previous outbreaks associated with the given disease
- Reasons for conducting an investigation into the given disease outbreak
- Sequential description of conducting an outbreak investigation relating to the given disease outbreak condition.
- Does the investigation warrant an environmental investigation of the disease location?
- What type of control measures (immediate and late after completion of the investigation) you are implementing.
- What type of prevention measures you will advised
- Identify key stakeholders across disciplines, community(ies), and public and private sectors. Describe their relevance to the outbreak response
- Communication and dissemination of the investigation findings, e.g., sharing of findings with the affected community, research groups, authorities, presentation in scientific meetings, etc.
- Based on the findings of the investigation, write conclusion and recommendations to improve on the outbreak investigation, response and implication, including strategic, advocacy, operational, policy and (potentially) legislative implications

Word limit: 2000 (±10%) words (excluding title, abstract and reference list)
Gen AI Level 2
Level 2: You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas

Assessment Due Date
Week 12 Friday (13 Feb 2026) 6:00 pm AEST

Return Date to Students
Exam Week Friday (20 Feb 2026)

Assessments returned prior to certification of grades

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria
The assessment criteria for this unit are in the form of a detailed marking rubric which is available from the Moodle site. Broadly, you will be assessed on:

- TITLE: Concisely describes the disease outbreak investigation report topic - (2.00%)
- ABSTRACT: Provides a concise and accurate summary of the report in 150 words - (5.00%)
- INTRODUCTION and BACKGROUND: Relevant introduction and background information of the outbreak investigation - (18.00%)
- KEY COMPONENTS AND STEPS OF THE DISEASE OUTBREAK INVESTIGATION: Demonstrates a comprehensive, clear understanding of components and steps of disease outbreak investigation - (40.00%)
- KEY STAKEHOLDERS, CONTROL AND PREVENTION METHODS: Demonstrates a clear understanding of stakeholders' support and their roles; Demonstrates appropriate application and interpretation of the control and prevention methods (immediate control and future outbreak) - (15.00%)
- CONCLUSION AND RECOMMENDATIONS: precise, relevant and realistic - (10.00%)
- REFERENCES AND REFERENCING: Correct citations and acknowledge the original source of evidence using APA7.0 referencing style within the body of the report (in-text citations) - (5.00%)
- SCIENTIFIC WRITING STYLE and PRESENTATION: Information is conveyed effectively - (5.00%)

Further information regarding structure and assessment criteria is available in the 'Assessments' section in Moodle.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed

- Interpret and critique risk factors contributing to the burden of communicable diseases from a public health perspective, using a socio-ecological model to focus on at-risk populations.
- Critique public health strategies and programs used in the prevention and control of communicable diseases.
- Appreciate and critique the factors and contexts driving collaborative and coordinated approaches to communicable disease prevention and control.

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