



# PODI14008 Podiatry Clinical Practice 4

## Term 1 - 2019

Profile information current as at 03/05/2024 05:47 am

All details in this unit profile for PODI14008 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit, you will continue your honours research project and complete an internal clinical placement. During your internal clinical placement, you will refine your skills in patient assessment, diagnostic decision-making, management and prevention of complex clinical cases. You will be required to manage a diverse caseload including patients who differ in age, cultural/ethnic/socioeconomic status, mental health status, and physical capabilities. Your external clinical placement will give you the opportunity to work in metropolitan, regional and/or remote clinical settings. This unit is also the second unit in the formal requirements for the completion of your honours research project.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

To be enrolled in this unit, students must be enrolled in CB86 Bachelor of Podiatry Practice (Honours) course. Pre-requisites: PODI13011 Podiatry Clinical Practice 3; PODI13012 Paediatrics in Podiatry Practice; PODI13014 Diabetes in Podiatry Practice; PODI13015 Advanced Pharmacology in Podiatry Practice. Co-requisites: PODI14009 Rheumatology and Musculoskeletal Medicine in Podiatry Practice; PODI14010 High Risk Foot and Chronic Wound Care; PODI14014 Surgery in Podiatry Practice.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2019

- Rockhampton
- 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 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. **Project (research)**

Weighting: 40%

#### 2. **Objective Structured Clinical Examinations (OSCEs)**

Weighting: 60%

#### 3. **Professional Practice Placement**

Weighting: Pass/Fail

#### 4. **On-campus Activity**

Weighting: Pass/Fail

### 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 Summary of the 'Have Your Say' feedback.

##### **Feedback**

Students found the weekly case studies helpful in studying for the OSCE assessment task. They also found the format of the case studies, such as being able to collaborate with peers and clinically presenting the cases very helpful.

##### **Recommendation**

This unit will continue to provide weekly case studies using a similar format to assist students with their learning. The aim of this weekly activity was to promote collaboration and assist students in refining their clinical skills.

#### Feedback from Summary of the 'Have Your Say' feedback.

##### **Feedback**

Students identified that the ethics application process was difficult and that the lack of exemplars made it difficult in knowing how to start the application process.

##### **Recommendation**

This unit will provide exemplars of other groups ethics applications to assist future students with the ethics application process. In addition, more resources which help step future students through the process will be made available.

#### Feedback from Summary from student's reflective log and external placement supervisor's reports.

##### **Feedback**

Students and external placement supervisors reported a desire to have a longer external placement. Students reported that one week was not sufficient time to learn and develop their skills. In addition, the external placement supervisors reported that it was difficult to assess how much students have improved within a weeks long placement.

##### **Recommendation**

The external placement time allocation for this unit will be reviewed. In this unit we will endeavour to extend the length of the external placement to ensure that students feel that they have adequate time to learn and develop their skills, and external placement supervisors feel that they have sufficient time to assess student's development.

## Unit Learning Outcomes

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

1. Demonstrate graduate competency in clinical reasoning during the assessment and management of specific clinical problems
2. Assess and evaluate a diverse range of complex podiatric cases including biomechanics, sports injury, diabetes and high risk cases
3. Develop, implement and evaluate interventions for standard and complex podiatric cases including referrals to other relevant health professionals
4. Communicate professionally as an individual and as a member of a team
5. Conduct ethical research, including data management and academic writing, to produce a research project.

Per NPC1317

## 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 - Project (research) - 40%					•
2 - Objective Structured Clinical Examinations (OSCEs) - 60%		•	•	•	
3 - Professional Practice Placement - 0%	•	•	•	•	
4 - On-campus Activity - 0%	•				•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
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 - Project (research) - 40%	•	•	•	•	•	•	•	•	•	
2 - Objective Structured Clinical Examinations (OSCEs) - 60%	•	•	•	•	•	•	•	•		
3 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	•	•	
4 - On-campus Activity - 0%	•	•	•		•	•	•	•		

## Textbooks and Resources

### Textbooks

PODI14008

#### Supplementary

##### **Discovering Statistics Using IBM SPSS Statistics**

firth edition (2017)

Authors: Andy Field

Sage Publications Ltd

Great Britian

ISBN: 9781526419521

Binding: Paperback

PODI14008

#### Supplementary

##### **Essentials of Writing Biomedical Research Papers**

second edition (1999)

Authors: Mimi Zeiger

McGraw-Hill Education - Europe

Europe

ISBN: 9780071345446

Binding: Paperback

#### Additional Textbook Information

These textbook are recommended to assist you with your statistical analysis and writing up of your research.

Discovering Statistics by Andy Field is available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

Essentials of Writing Biomedical Reseach Paper by Zeiger is Out of Print, but may be able to be accessed online.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Endnote (available through Library - see Moodle link)
- Microsoft word AND excel or equivalent Mac or Open Source packages

## 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

**Kerwin Talbot** Unit Coordinator

[k.talbot@cqu.edu.au](mailto:k.talbot@cqu.edu.au)

## Schedule

### Week 1 - Introduction to podiatry clinical practice - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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The lecture this week will be an introduction to the unit and all the requirements which need to be met.

Orientation will be conducted on Tuesday at 11 am.

### **Week 2 - An introduction to statistical analysis (part 1) - 18 Mar 2019**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The lecture this week will cover basic statistics that are fundamental to research.		Hand in Competency Task One

### **Week 3 - An introduction to statistical analysis (part 2) - 25 Mar 2019**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The lecture this week will cover some statistics that are commonly used in surveys.		Hand in Competency Task Two

### **Week 4 - Data management - 01 Apr 2019**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The lecture this week will cover ways to manage and format data collected from participants.		Hand in Competency Task Three

### **Week 5 - How to interpret and present result - 08 Apr 2019**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The lecture this week will cover different ways to interpret your results. During this session we will also look at the different ways in which results can be presented and how the different ways of presenting results may influence clarity and understanding.		Hand in Competency Task Four

### **Vacation Week - 15 Apr 2019**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
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### **Week 6 - Dermatology Case Study - 22 Apr 2019**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The lecture this week will cover a dermatology case study. During this session we will answer some questions, determine a diagnosis and devise a treatment plan using best available evidence		Hand in Competency Task Five.

### **Week 7 - Neurology Case study - 29 Apr 2019**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The lecture this week will cover a neurology case study. During this session we will answer some questions, determine a diagnosis and devise a treatment plan using best available evidence.		Hand in Competency Task Six

### **Week 8 - Clinical Activities - 06 May 2019**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
This week will cover various clinical activities.		

### **Week 9 - Clinical Activities - 13 May 2019**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
This week will cover various clinical activities.		

## Week 10 - Clinical Activities - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week will cover various clinical activities.		

## Week 11 - Sports Injury Case study - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
The lecture this week will cover a sport injury case study. During the session we will answer some questions, determine a diagnosis and devise a treatment plan using best available evidence. This case study may also involve a discussion around rehabilitation and exercise prescription.		
Hand in Competency Task Seven OSCE DUE. Honours Presentation DUE.		
<b>Objective Structured Clinical Examinations - 60%</b> Due: Week 11 Friday (31 May 2019) 11:45 pm AEST		

## Week 12 - Paediatrics Case Study - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
The lecture this week will cover a paediatric case study. During this session we will answer some questions, determine a diagnosis and devise a treatment plan using best available evidence.		
Hand in Competency Task Eight. Written Assessment component of Research Project DUE.		
<b>Research Project - 40%</b> Due: Week 12 Friday (7 June 2019) 11:45 pm AEST		

## Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Professional Practice Placement - Pass / Fail</b> Due: Review/Exam Week Friday (14 June 2019) 11:45 pm AEST		

## Exam Week - 17 Jun 2019

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

**Attendance:** As per the University's recommendation that "All on-campus students are expected to attend scheduled classes," students should also be aware that there is clear evidence to show that attendance rates are directly related to academic progress. It is therefore in your best interest and strongly recommended in the Bachelor of Podiatry Practice (Honours) course, that you attend all scheduled learning activities to support your learning.

**Uniform:** In all practical classes, students are required to wear the nominated uniform. Students must purchase their uniform from the bookshop. This uniform is separate to the mandatory clinical uniform. Please refer to the Podiatry Course Handbook for further details.

### Contacts:

#### Internal Clinical Placement Supervisor (Sydney):

Ms Merridy Lithgow: email: m.lithgow@cqu.edu.au;

#### CQUniversity Health Clinic (Sydney) (Administration/ Reception):

Tel: (02) 9324 5055; email: sydneyhealthclinic@cqu.edu.au;

#### Unit Coordinator / External clinical placement officer / Fourth year coordinator:

Dr Kerwin Talbot: tel: (02) 9324 5726; email: k.talbot@cqu.edu.au;

#### Head of Course (Podiatry):

Dr Malia Ho: tel: (07) 4930 9469 email: m.ho@cqu.edu.au.

## Assessment Tasks

# 1 Research Project - 40%

## Assessment Type

Project (research)

## Task Description

This project will form part of your thesis and will follow on from the systematic review initiated in Podiatry Clinical Practice 3 (PODI13011). This assessment task is made up of an oral presentation (10%) and a written assessment (30%). You will present a Powerpoint presentation (Week 11) and submit a written assessment (Week 12).

The topic of the oral presentation will cover a summary of the key components of your research to date. The PowerPoint presentation should be no longer than 10 minutes with 5 minutes for question and answer. The presentation is an individual presentation.

The written assessment will be in the form of a manuscript and should not exceed 3,000 words (excluding references, figures and tables).

For further information please see the Unit Moodle site.

**Other formatting / referencing requirements:** Referencing (if any) should follow APA format. Please also ensure that each page has a page number and your student number. The text should be in Size 12 Arial font, 1.5 cm spacing with 2 cm page margins. All tables and figures must be labelled and referenced appropriately in the text.

## Assessment Due Date

Week 12 Friday (7 June 2019) 11:45 pm AEST

Please submit the written assessment and powerpoint presentation slides.

## Return Date to Students

The assignment and presentation returned within 3 weeks post the due date.

## Weighting

40%

## Minimum mark or grade

A minimum grade of 50% is required to pass this assessment task.

## Assessment Criteria

This assessment task is worth 40% of your overall grade. Each component of the assessment task will be weighted as such:

- 30% written task
- 10% presentation

In-text citations are counted as part of the word count for assessment purposes. Penalties will be applied where those strict word limits are exceeded (greater than 10% of 3000 word limit). If the content exceeds 10% of the 3,000 word limit, then any additional content that is over the word limit will not be assessed by the examiner (this excludes tables, appendices and the reference list where applicable). The presentation must not exceed the time allocation (greater than 10 minutes). If the presentation exceeds the 10 minute time limit, then any additional content that is over the time limit will not be assessed by the examiner.

If you are late submitting your assessment, penalties will be applied according to the CQUniversity Assessment Policy and Procedures (Higher Education Coursework).

Any demonstrated plagiarism by an individual student will be managed in the following manner:

- The individual student will be managed according to the CQUniversity Academic Misconduct Procedure policy.

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Conduct ethical research, including data management and academic writing, to produce a research project.

## Graduate Attributes

- Communication
- Problem Solving



- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

## 2 Objective Structured Clinical Examinations - 60%

### Assessment Type

Objective Structured Clinical Examinations (OSCEs)

### Task Description

The OSCE will include both written and practical stations of up to 15 minutes in length. The OSCE will last for up to 75 minutes. The OSCE will assess your clinical knowledge, practical and assessment skills and clinical reasoning. Based on written clinical scenarios you will be required to discuss (either verbally and/or written) and/or perform aspects of relevant history taking, diagnosis, assessment, treatment and overall management of the condition and/or clinical scenario presented and complete relevant patient documentation. All assessments may be video and/or audio-recorded for moderation purposes. You are expected to arrive at least 15 minutes before the allocated start time for the OSCE and to wear full clinical uniform with enclosed shoes. The OSCE is closed book.

### Assessment Due Date

Week 11 Friday (31 May 2019) 11:45 pm AEST

### Return Date to Students

Students will receive general feedback on how they performed in each station. This will be posted on the Moodle site 3 weeks after the due date.

### Weighting

60%

### Minimum mark or grade

A minimum grade of 50% is required to pass this assessment task.

### Assessment Criteria

In order to be eligible to PASS the Objective Structured Clinical Examination (OSCE) you must achieve a minimum overall grade of 50% for the OSCE.

If you do not meet the above criterion of a minimum overall grade of 50%, you may be eligible for a supplementary assessment providing you meet the requirements as stipulated in the CQUniversity Grades and Results Procedure and this will be determined by the Unit Coordinator.

### Referencing Style

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

### Submission

Offline

### Learning Outcomes Assessed

- Assess and evaluate a diverse range of complex podiatric cases including biomechanics, sports injury, diabetes and high risk cases
- Develop, implement and evaluate interventions for standard and complex podiatric cases including referrals to other relevant health professionals
- Communicate professionally as an individual and as a member of a team

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 3 Professional Practice Placement - Pass / Fail

### Assessment Type

Professional Practice Placement

### Task Description

You will complete an internal clinical placement at the relevant CQU health clinic. The internal clinical placement is two days each week for 12 weeks. You will provide podiatric care to a diverse range of patients. Internal Clinical Placement (192 hours / 2 days per week for 12 weeks) will be every Tuesday and Wednesday from 8:00 am to 5:00 pm over the 12 week term period.

### Assessment Due Date

Review/Exam Week Friday (14 June 2019) 11:45 pm AEST

All relevant internal clinical placement documents must be submitted via the Moodle page.

### Return Date to Students

Assessment is ongoing, throughout the term.

### Weighting

Pass/Fail

### Assessment Criteria

Clinical placement is compulsory requiring 100% attendance rate. You are required to wear the approved CQUniversity podiatry clinical uniform and to project a professional image at all times. Please refer to the Clinical Placement Handbooks (available on the Moodle site) for further information related to placement.

**Internal placement information:** The internal clinical placement is pass / fail and each student's grade is assessed using the criteria outlined in the Clinical Placement Handbook (available on the Moodle site).

**Practical classes and orthotic manufacturing:** In all practical classes and when working in the orthotic laboratory, students are required to wear the nominated uniform. Please refer to the Clinical Placement Handbook for further detail (available on the Moodle site).

**Note:** If you miss clinical placement you should review the Clinical Placement Handbook, and CQUniversity Work-Integrated Learning / Student Placement Policy and Procedure.

### Please pay attention to the following information:

- Students who are absent from clinical placement must follow the sick leave procedure provided to them during orientation (available on the Moodle site). Students must alert the relevant supervisors regarding their absenteeism prior to the commencement of the allocated clinical learning experience for that day.
- Students are to provide the Unit Coordinator or the Clinical Placement Coordinator with, either a medical certificate or statutory declaration explaining their absence.
- All absence days will need to be made up. Make up sessions will be assigned to you in the case of absence(s).
- The student should be aware that the allocation of clinical placement takes precedence over any personal commitments.
- Students who do not notify the relevant people regarding their absences and who do not attend an allocated placement may receive a fail grade.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Please submit all clinical placement documentation via the Moodle site.

### Learning Outcomes Assessed

- Demonstrate graduate competency in clinical reasoning during the assessment and management of specific clinical problems
- Assess and evaluate a diverse range of complex podiatric cases including biomechanics, sports injury, diabetes and high risk cases
- Develop, implement and evaluate interventions for standard and complex podiatric cases including referrals to other relevant health professionals
- Communicate professionally as an individual and as a member of a team

### Graduate Attributes

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

## 4 On-Campus Activity - Pass / Fail

### Assessment Type

On-campus Activity

### Task Description

You will be expected to complete 8 compulsory competency tasks that forms part of a competency checklist. The competency tasks will be made available to you at the start of term. Each competency task will be completed during teaching and your attendance is compulsory. More details and information regarding the on campus activities will be made available at the start of term.

### Assessment Due Date

Competencies will be due throughout the term time.

### Return Date to Students

Feedback will be given throughout the term time.

### Weighting

Pass/Fail

### Assessment Criteria

The on-campus activities in this unit consist of competency tasks relating to professional podiatry skills, which are inherent requirements to meet the professional standards. Satisfactory completion of these activities on campus are integral to your achievement of learning outcomes and assessment of this unit and other units within the course.

Participation in all competency tasks is required for you to satisfactorily PASS this unit.

If you are unable to attend campus, **you must** notify the Unit Coordinator (in writing/by e-mail) as soon as possible, and provide a medical certificate or statutory declaration supporting any absence within five (5) working days. If the required documentation is not provided to the Unit Coordinator within the stipulated time frame, you will be marked as 'Absent' for the session. Failure to maintain a satisfactory competency record for on-campus activities may seriously undermine your ability to complete this unit and will result in a 'Fail' grade.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit each completed competency task on the competency forum which you can access via the Moodle site.

### Learning Outcomes Assessed

- Demonstrate graduate competency in clinical reasoning during the assessment and management of specific clinical problems
- Conduct ethical research, including data management and academic writing, to produce a research project.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 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