BMSC13013 *Research Project*
Term 2 - 2024

All details in this unit profile for BMSC13013 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit provides opportunity for students to complete discipline specific research activities during the 3rd year of their course of study. This involves application of scientific research methodologies to a research problem.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisite: BMSC12010 Clinical Biochemistry or BIOL12105 Scientific Analysis and Statistics or ALLH12006 Evidence Based Practice for Health Professionals
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2024

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit 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: 20%
2. **Presentation**
Weighting: 30%
3. **Written Assessment**
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 Unit Comments Report

Feedback

Allowing to select a research topic in the student's chosen field will help with the engagement of students.

Recommendation

It is not possible to allow students to choose any topics of research they wish, given the structure of this unit, time restrictions, and requirements of different topics. This unit aims to provide students with the introductory knowledge and skills required for research and understanding the process of research. The unit is not designed to or has the potential to accommodate all research interests students have. This should be communicated more clearly to students. Each term additional projects are added to the list. Additional discipline-specific research project offerings will require the involvement of researchers/mentors from the disciplines.

Feedback from SUTE Unit Comments and Teacher Reports

Feedback

Additional assessment-specific tutorial videos just before each assessment and tutorials on times/days suitable to different students can help clarify the requirements.

Recommendation

A separate tutorial recording for each assessment was provided in the assessment tile of the unit. Each tutorial focused on activities relevant to assessments, with templates, suggestions, and guidelines to complete each assessment. In addition, students had trouble-shooting tutorials in which they could ask any question related to the assessments. These tutorials were offered on a set time/day but also on-demand with the potential to be offered at a time/day suitable to students. Unit Coordinator will communicate these more clearly in the next offering of the unit.

Feedback from SUTE Unit Comments and Teacher Reports

Feedback

The structure of the unit and lectures, and the support offered by the unit coordinator were appreciated.

Recommendation

Continue with the scaffolded structure of the unit and support for students.

Unit Learning Outcomes

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

1. Develop and deliver a concise research proposal
2. Apply scientific research methodologies to complete a research project
3. Present research findings via written and oral presentations.

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
1 - Written Assessment - 20%	●		
2 - Presentation - 30%	●	●	●
3 - Written Assessment - 50%	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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			

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Saman Khalesi Unit Coordinator
s.khalesi@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Orientation and Introduction to Research Project	Lecture(s), lecture notes and additional reading will be provided on the unit Moodle page	• Zoom tutorial on orientation to the unit and assessments. Identify your research project (refer to the Assessment Information section for more information).

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Research Aim and Literature Review	Lecture(s), lecture notes and additional reading will be provided on the unit Moodle page	• Zoom tutorial on the content from week 2 and proposal development.

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Research Methodology 1 (Design and Data Collection)	Lecture(s), lecture notes and additional reading will be provided on the unit Moodle page	• Zoom tutorial on the content from week 3 and proposal development. **Part 1 of Research Proposal** (Assessment 1, Part 1) due: Week 3 Friday 5:00 pm AEST.

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Research Methodology 2 (Data Management and Analysis)	Lecture(s), lecture notes and additional reading will be provided on the unit Moodle page	• Zoom tutorial on the content from week 4 and proposal development.

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

| Developing Project Proposal | Notes and additional reading will be provided on the unit Moodle page | **Part 2 of your Research Proposal** (Assessment 1, Part 2) due: Week 5 Friday 5:00 pm AEST. |

Vacation Week - 12 Aug 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
No lecture this week.		

Week 6 - 19 Aug 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Presenting Research	Notes and additional reading will be provided on the unit Moodle page	• Zoom tutorial (problem-solving).

Week 7 - 26 Aug 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Designating and Reporting Research findings	Notes and additional reading will be provided on the unit Moodle page	**Oral Presentation** (Assessment 2, Part 1) due: Week 7 Friday 5:00 pm AEST.

Week 8 - 02 Sep 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Developing Manuscript	Notes and additional reading will be provided on the unit Moodle page	• Zoom tutorial (problem-solving).

Week 9 - 09 Sep 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
No lecture this week.		**Self and peer assessment** (Assessment 2, part 2) due: Week 9 Friday 5:00 pm AEST.

Week 10 - 16 Sep 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
No lecture this week.		• Zoom tutorial (problem-solving).

Week 11 - 23 Sep 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
No lecture this week.		

Week 12 - 30 Sep 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Manuscript Due: Week 12 Monday (30 Sept 2024) 5:00 pm AEST

Review/Exam Week - 07 Oct 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Exam Week - 14 Oct 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Term Specific Information

Your Unit Coordinator this term is Dr Saman Khalesi. Saman can be contacted via the Unit Moodle forum or email (s.khalesi@cqu.edu.au).

The Unit and Learning Content:
This unit provides you with the foundation skills and knowledge to design, propose, implement, and report a research project. It has three scaffolded assessments including a proposal (worth 20%), an oral presentation (worth 30%) and a written report in the form of a manuscript (worth 50%). The learning materials for each week are designed to assist you with understanding the process involved in research and the completion of each assessment task. The following learning content will be provided on the unit Moodle page:

- Learning Booklets
- Online tutorials
- Assessment Guides
- Communication forums

Learning Booklets:
For each teaching week, you will have a "Learning Booklet" accessible through the weekly tiles. They contain the learning materials for the week, including descriptions, short lectures, examples, learning activities, discussion topics, and links to additional reading materials to complement your learning.

Online Tutorials:
Throughout the term, Zoom tutorial sessions will be held online only. The day and time of these weekly tutorials will be advised on the unit Moodle site. During these tutorials, we will discuss weekly learning contents and apply those to a "teaching project" developed specifically for tutorials. This will allow you to practice your research skills and learnings in a sample project, ask relevant questions, and troubleshoot any problems you face during your own research projects. All Zoom tutorial sessions will be recorded to enable all students to view the content if they are unable to attend the live tutorial. If you have never used Zoom before, please take a look at the Zoom information provided in the Moodle Help for Students in the Support menu on Moodle.

Assessment Guides:
The Unit Assessment Guide has been developed to provide a comprehensive overview of the assessment tasks for the unit. This guide is available in the Assessment tile in the unit Moodle site. For each assessment task, a recorded tutorial is also available on the Moodle page to help with understanding assessment requirements.

Communication forums:
Discussion of research-related topics is integral to understanding and communicating the process of research and research findings. Open discussion is important. However, it is expected that you will ALWAYS weigh up the evidence (from reputable sources only), and respect the right of every student to have an opinion, even if it differs from your own. Please respect your fellow peers and always maintain a polite, respectful dialogue, and communicate in a professional manner at all times.

Throughout the term, all NON-PERSONAL communications between students and the Unit Coordinators (for example, questions relating to assessment tasks, due dates, learning activities etc.) must be conducted via the relevant forums in the unit Moodle site. Any PERSONAL communications (personal illness, life events) should be held with the Unit Coordinators via email or telephone. All emails must include your name, contact details, the unit code and a brief message that clearly outlines your question/communication.
All requests for extensions on assessment task due dates must be made via the Assessment Extension Request (AER) system in Moodle.

Assessment Tasks

1 Proposal

Assessment Type
Written Assessment

Task Description
The body of knowledge and literature are constantly expanding as improvements in science, technology and further

discoveries take place. As a health professional and scientist, you will need to be at the forefront of this advance. This unit will provide you with the knowledge and skills to read, evaluate and undertake research projects. In this assessment, you are required to identify a research project, read and critically evaluate the available literature and develop a research proposal that uses scientific research methodologies to answer specific research questions.

A suitable research project may include:
A) a project based on a provided dataset.

- Dataset project involves analysing and interpreting the data already collected to answer research questions.
- The list of available datasets will be provided on the unit Moodle page.

OR
B) a short hands-on research project

- A hands-on project may involve experiments, laboratory work, fieldwork, measurements, or observation to collect data and analyse the results.
- The list of available hands-on projects will be provided on the unit Moodle page.
- Please note that there is a limited number of hands-on projects available. The feasibility of doing a hands-on project must be decided in consultation with the Unit Coordinator and associated Discipline Leaders/Researchers prior to the end of week one (1).

There are two (2) parts to your research proposal:

- Part 1 will include your project title, aim(s) and research question(s) (100 - 150 words). It accounts for 5% of the weight for this assessment task and needs to be submitted by Friday of Week 3.
- Part 2 will include background and significance (based on the literature review), methodology, expected outcomes, and references (400 - 600 words). It accounts for 15% of the weight for this assessment task and needs to be submitted by Friday of Week 5.

Proposal templates, assessment guide and additional materials to support the development of your research proposal will be provided on the unit Moodle page.

Assessment Due Date

Part 1: Friday 26 July (Week 3) 5 pm AEST & Part 2: Friday 9 August (Week 5) 5 pm AEST

Return Date to Students

Return 2 weeks following submission

Weighting
20%

Minimum mark or grade
50%

Assessment Criteria
Part 1 accounts for 5% and Part 2 for 15% of the weight for this assessment task (overall 20% of your unit total mark). The Proposal Templates provide an overview of the requirements. The proposal will be assessed using a marking rubric available on the Moodle page.
The marking criteria for Part 1 will include:

- Clarity and accuracy of project title, question(s) and aim(s)
- Accuracy and quality of writing and compliance with submission requirements

The marking criteria for Part 2 will include:

- Clarity and completeness of background (summary of literature review) and significance
- Accuracy and quality of methodology/experimental approaches and analysis proposed for the project and expected outcomes
- Accuracy and quality of writing, referencing, citation and compliance with submission requirements

Feedback: The marking rubric includes criteria to help identify your weaknesses and strengths in your Proposal Writing. General feedback and suggestions to improve performance will also be provided. If you require additional feedback for

this task, you should contact the Unit Coordinator.

Student are permitted to use **Generative AI** for this assessment in the following ways:

- developing literature search strategies
- compiling suitable literature sources and locating data
- guidance for structuring the assignment

If Generative AI is used in any way, it <u>must be cited</u> as per the CQU Guidelines (Academic Learning Centre). If students choose to use generative AI, the <u>following statement must be completed and included </u>on the front page of the uploaded assessment: "I have used (insert technology) to (insert how you used this) in accordance with the requirements of this unit. The reason I used this was to (explain why you used it). The details of how I used it as (insert how). I hereby declare that the submission is an appropriate representation of my individual skills and abilities to meet the requirements of the task/s."

As per academic writing requirements and assessment criteria; citations of information should be of the primary source (i.e. statistics returned by AI must be fact-checked and referenced from their original source as well as the AI source). Failure to cite primary sources as well as AI sources could be considered a breach of academic integrity.

Your use of Generative AI must be clearly outlined in an appendix as a separate file which includes the prompt used and Generative AI response (in line with marking rubric). Failure to include an appendix may result in academic integrity investigation.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Learning Outcomes Assessed

- Develop and deliver a concise research proposal

2 Oral Presentation

Assessment Type
Presentation

Task Description
Presenting research ideas and proposals, and research findings at scientific conferences, funding organisations and professional development meetings is a critical step in developing and conducting high-quality research. It is through the feedback you receive from the audience and colleagues that you can identify ways to improve your research. Also, as an audience in these presentations, you will learn from others increase your knowledge and skill, and maybe learn new research methods or interesting facts. In this assessment, you will have the opportunity to learn the skills of presenting your research proposal and reviewing and providing constructive feedback to your peers.

There are two (2) parts involved in the completion of this assessment :

- Part 1: you are required to submit an oral presentation (10 to 15 minutes) on the proposed project via a webcam or video recording by Friday of Week 7. For this, you should make PowerPoint slides (no more than 15 slides) explaining your proposed research, its significance and the methods you propose to answer research questions. This part accounts for 25% of the weight of this assessment task.
- Part 2: you are required to review and assess oral presentations submitted by your peers by Friday of Week 9. You will rate your own presentation and 3-4 of your peer's presentations. Information on how to complete this self and peer assessment will be provided on the unit Moodle page. This part accounts for 5% of the weight of this assessment task.

Additional information will be provided on the unit Moodle page. Many applications can be used for recording. Camtasia, Zoom, PowerPoint, Teams, etc. offer free trials and recording options. You will be required to upload your recording to YouTube as an 'unlisted' video and submit the link in a Word document to be marked. Instructions on how to submit your presentation will be provided in the unit's Assessment Guide.

Assessment Due Date

Part 1 (oral presentation): Friday 30 August (Week 7) 5pm AEST & Part 2 (self and peer assessment): Friday 13

September (Week 9) 5pm AEST

Return Date to Students

Return 2 weeks following submission

Weighting
30%

Minimum mark or grade
50%

Assessment Criteria
Part 1 (Oral Presentation) accounts for 25% and Part 2 (self and peer assessment) accounts for 5% of the weight of this assessment (overall 30% of your unit total mark).
Your Presentation will be assessed using a marking rubric available in the Assessment Guide provided on the Moodle page.
The marking criteria include:

- Clarity and accuracy of presentation of research information (including topic, background, aims, etc.), findings, discussion, conclusion and future directions for the research
- Clarity and quality of presentation, structure, audience engagement and timing
- Structure, grammar and submission requirements

The self and peer assessment section will have a similar structure to the above-mentioned criteria. Your rates will be reviewed and moderated if required. Further information on this section will be provided during the term.
Feedback: The marking rubric includes criteria to help identify your weaknesses and strengths in your Oral Presentation. General feedback and suggestions to improve performance will also be provided. If you require additional feedback for this task, you should contact the Unit Coordinator.
Student are permitted to use **Generative AI** for this assessment in the following ways:

- developing literature search strategies
- compiling suitable literature sources and locating data
- guidance for structuring the assignment

If Generative AI is used in any way, it must be cited as per the CQU Guidelines (Academic Learning Centre). If students choose to use generative AI, the following statement must be completed and included on the front page of the uploaded assessment: "I have used (insert technology) to (insert how you used this) in accordance with the requirements of this unit. The reason I used this was to (explain why you used it). The details of how I used it as (insert how). I hereby declare that the submission is an appropriate representation of my individual skills and abilities to meet the requirements of the task/s."
As per academic writing requirements and assessment criteria; citations of information should be of the primary source (i.e. statistics returned by AI must be fact-checked and referenced from their original source as well as the AI source). Failure to cite primary sources as well as AI sources could be considered a breach of academic integrity.
Your use of Generative AI must be clearly outlined in an appendix as a separate file which includes the prompt used and Generative AI response (in line with marking rubric). Failure to include an appendix may result in academic integrity investigation.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
To upload your oral presentation, you should use YouTube and upload your recording as "unlisted" video (which makes your video only available to ones you share the link with). You need to submit your link in a word document using the Moodle assessment submission system. The detailed structure for video submission will be provided in the Assessment Guideline, available in the Assessment Resources section of the unit Moodle page.

Learning Outcomes Assessed

- Develop and deliver a concise research proposal
- Apply scientific research methodologies to complete a research project
- Present research findings via written and oral presentations.

3 Manuscript

Assessment Type
Written Assessment

Task Description
Dissemination of knowledge and research discoveries to the scientific communities is essential for global improvements to our technologies and currently accepted practices or standards of care. Researchers must be proficient in conveying their research findings through written submissions to journals or other forms of scientific communication. A scientific manuscript is a formal report of the research and findings. This assessment will provide you with the opportunity to prepare a written manuscript based on the project you have proposed and conducted, and its findings. You are required to submit your manuscript by Monday of Week 12.

Your manuscript should be between 2000 – 2500 words and should include the following section:

- Abstract: summary of the research and its findings in a structured way
- Introduction: definition of the topic and discussion on what is known (literature review), the gaps and the significance of the study, and the aim and research questions
- Method: description of the materials, methods and analyses used to answer research questions
- Results: presentation of the findings of the research in a clear and concise way in text, tables and figures
- Discussion: interpretations of the findings and how they compare with literature, what they add and what are the limitations
- Conclusion: summary of the findings, and meaningful and supported suggestions for the application of the findings
- References to the literature used and cited in the manuscript

Template, assessment guide and additional materials to support the development of the manuscript will be provided on the unit Moodle page.

Assessment Due Date
Week 12 Monday (30 Sept 2024) 5:00 pm AEST

Return Date to Students
Exam Week Friday (18 Oct 2024)

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria
Your manuscript will be assessed using a detailed marking rubric available on the Moodle page. The marking criteria include:

- Clarity and accuracy of the title, abstract, introduction and background
- Accuracy of the methods/statistical analysis and ethics consideration (if applicable) outlined
- Clarity of results and findings and accuracy of reporting
- Logic and accuracy of discussion and limitations
- Clarity of conclusion and the implication of findings
- Referencing, structure, grammar and submission requirements

Feedback: The marking rubric includes criteria to help identify your weaknesses and strengths in your Manuscript writing. General feedback and suggestions to improve performance will also be provided. If you require additional feedback for this task, you should contact the Unit Coordinator.

Student are permitted to use **Generative AI** for this assessment in the following ways:

- developing literature search strategies
- compiling suitable literature sources and locating data
- guidance for structuring the assignment

If Generative AI is used in any way, <u>it must be cited</u> as per the CQU Guidelines (Academic Learning Centre). If students

choose to use generative AI, the following statement must be completed and included on the front page of the uploaded assessment: "I have used (insert technology) to (insert how you used this) in accordance with the requirements of this unit. The reason I used this was to (explain why you used it). The details of how I used it as (insert how). I hereby declare that the submission is an appropriate representation of my individual skills and abilities to meet the requirements of the task/s."

As per academic writing requirements and assessment criteria; citations of information should be of the primary source (i.e. statistics returned by AI must be fact-checked and referenced from their original source as well as the AI source). Failure to cite primary sources as well as AI sources could be considered a breach of academic integrity.

Your use of Generative AI must be clearly outlined in an appendix as a separate file which includes the prompt used and Generative AI response (in line with marking rubric). Failure to include an appendix may result in academic integrity investigation.

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Develop and deliver a concise research proposal
- Apply scientific research methodologies to complete a research project
- Present research findings via written and oral presentations.

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