

PMSC12004 *Advanced Electrophysiology and Coronary Care*

Term 1 - 2025

Profile information current as at 21/05/2026 12:05 am

All details in this unit profile for PMSC12004 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 apply evidence-based knowledge of pathophysiology to identify and differentiate between a broad range of cardiovascular conditions. You will learn to accurately interpret electrocardiographs (ECGs) and diagnose coronary conditions including dysrhythmias and acute coronary syndromes. In addition, you will integrate knowledge of current evidence-based practice to articulate and undertake appropriate clinical assessments, skills and interventions in the management of cardiovascular conditions. In doing so, you will incorporate the principles of safe, professional, ethical and culturally safe practice as it relates to paramedicine.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: *6*

Student Contribution Band: *8*

Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisites: PMSC12001 Procedures & Skills in Paramedic Care. PMSC11004 Paramedic Medical Emergencies 1. BMSC11011 Human Anatomy and Physiology 2 or BMSC11002 Human Body Systems 2. Please note: Any student who has not successfully completed a PMSC residential school within the preceding 12 months should consult with the Head of Course to discuss completing a PMSC12001 Procedures & Skills refresher. This ensures currency with all contemporary skills and procedures in line with industry standards and professional capabilities.

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 - 2025

- Mixed Mode

Attendance Requirements

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

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: 50%

2. In-class Test(s)

Weighting: 20%

3. Practical Assessment

Weighting: Pass/Fail

4. Online Test

Weighting: 30%

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

Feedback

Students reported satisfaction with the clear and concise manner of the course content.

Recommendation

Continue to produce content with the same style of presentation to ensure the material is accessible and straightforward for all students.

Feedback from SUTE

Feedback

Students complained about not having enough hands-on experience at residential school.

Recommendation

Ensure teacher student ratios are 1:6 to ensure the students have plenty of hands-on practice.

Feedback from SUTE

Feedback

Students felt like they didn't get to showcase their ECG interpretation skills in the exam to their best ability due to short timeframe.

Recommendation

Review the ECG exam and adjust the times accordingly to allow more time for students to undertake the exam.

Feedback from SUTE

Feedback

Some students felt they didn't have adequate exposure to some of the assessable scenarios during residential school.

Recommendation

Implement greater structure into the residential school, to ensure all students are exposed to the same scenarios themes to ensure preparation for the assessment task

Feedback from SUTE

Feedback

Students asked for videos as an example of expected level of simulation to use for preparation prior to attending residential schools.

Recommendation

Provide exemplar videos of common cardiac presentations for students to use as part of their preparation for residential school.

Unit Learning Outcomes

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

1. Apply evidence-based knowledge of pathophysiology to identify and differentiate between a broad range of cardiovascular conditions
2. Accurately interpret electrocardiographs (ECGs) and diagnose coronary conditions including dysrhythmias and acute coronary syndromes
3. Integrate knowledge of current evidence-based practice to articulate and undertake appropriate clinical assessments, skills and interventions in the management of cardiovascular conditions
4. Incorporate the principles of safe, professional, ethical and culturally safe practice as it relates to paramedicine.

The Paramedicine Board of Australia requires that units align with the Professional Capabilities for Registered Paramedics, which consist of five (5) domains. The below section aligns the proposed learning outcomes with these domains. In addition, the learning outcomes have been aligned with the National Safety and Quality Health Service (NSQHS) Standards.

Professional Capabilities for Registered Paramedics

Standard/Attribute/Criteria	Learning Outcome
Domain 1: The professional and ethical practitioner 1.1.1, 1.1.3, 1.1.5, 1.1.6, 1.1.9, 1.1.10, 1.1.11, 1.2.1, 1.2.2, 1.2.4, 1.2.5, 1.2.6, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2	L01, L02, L03, L04
Domain 2: The communicator and collaborator 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	L01, L02, L03, L04
Domain 3: The evidence-based practitioner 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.4.4	L01, L02, L03, L04
Domain 4: The safety and risk management practitioner 4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, 4.3.3, 4.5.2, 4.5.3, 4.6.6, 4.7.2, 4.7.4, 4.7.8	L01, L02, L03, L04
Domain 5: The paramedicine practitioner 5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.6, 5.4.1, 5.4.2, 5.4.4, 5.4.5, 5.4.6, 5.6.1, 5.6.2, 5.6.3, 5.6.4	L01, L02, L03, L04

National Safety and Quality Health Service Standards

Standard	Learning Outcomes
Partnering with Consumers	L02, L03, L04
Preventing and Controlling Infections	L03, L04
Medication Safety	L03, L04
Comprehensive Care	L01, L02, L03, L04
Communicating for Safety	L03, L04
Recognising and Responding to Acute Deterioration	L03, L04

Alignment of Learning Outcomes, Assessment and Graduate Attributes

—	N/A Level	●	Introductory Level	●	Intermediate Level	●	Graduate Level	○	Professional Level	○	Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	●			●
2 - In-class Test(s) - 20%		●		
3 - Practical Assessment - 0%		●	●	●
4 - Online Test - 30%	●	●	●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication		●	●	

Graduate Attributes

Learning Outcomes

	1	2	3	4
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 - First Nations Knowledges				
11 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks

PMSC12004

Prescribed

Huszar's ECG and 12-Lead Interpretation

Edition: 6th (2021)

Authors: Keith Wesley

Elsevier

ISBN: 9780323711951

5th Edition can also be used.

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

Sarah Lumley Unit Coordinator

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Tim Makrides Unit Coordinator

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Schedule

Week 1: The 12 Lead ECG - 10 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• 12 Lead ECG Placement• Clinical Indications and Trouble Shooting the 12-lead ECG	Huszar's ECG and 12-Lead Interpretation; Chapter 2, 3, 4, 12	
<ul style="list-style-type: none">• ECG Basics		
<ul style="list-style-type: none">• A Journey Through the 12 Lead ECG• Systematic Approach to ECG Interpretation		

Week 2: ECG Rhythms: Part 1 - 17 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Sinus Rhythms• Atrial Rhythms• Junctional Rhythms• Ventricular Rhythms	Huszar's ECG and 12-Lead Interpretation; Chapter 5, 6, 7, 8	

Week 3- ECG Rhythms: Part 2 - 24 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• AV Blocks• Bundle Branch Blocks• STEMIs	Huszar's ECG and 12-Lead Interpretation; Chapter 9, 13, 15, 16	

Week 4- ECG Rhythms Part 3 - 31 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Axis Deviation• STEMI Mimics• Non-cardiac ECGs• Introduction to Evidence Based Practice and Scientific Enquiry	Huszar's ECG and 12-Lead Interpretation; Chapter 14, 15, 16,	

Week 5- Acute Coronary Syndromes - 07 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Introduction to ACS• Clinical Features of ACS• ACS Management• Cardiac Pharmacology: GTN, Aspirin, Amiodarone, Adrenaline, Fentanyl	Huszar's ECG and 12-Lead Interpretation; Chapter 17 Relevant Queensland Ambulance Service Digital Clinical Practice Manual Clinical Practice Guidelines and Procedure	

Vacation Week - 14 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6- Resuscitation - 21 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
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<ul style="list-style-type: none"> • Resuscitation • Return of Spontaneous Circulation • Legal Aspects of Resuscitation 	<p>Huszar's ECG and 12-Lead Interpretation; Chapter 17 Relevant Queensland Ambulance Service Digital Clinical Practice Manual Clinical Practice Guidelines and Procedure</p>	
<p>Week 7 - 28 Apr 2025</p> <p>Module/Topic</p>	<p>Chapter</p>	<p>Events and Submissions/Topic</p>
<ul style="list-style-type: none"> • SVT and Valsalva • Cardiogenic APO and Heart Failure • CPAP/ PEEP 	<p>Huszar's ECG and 12-Lead Interpretation; Chapter 13,16,17. Relevant Queensland Ambulance Service Digital Clinical Practice Manual Clinical Practice Guidelines, Procedures and Pharmacology</p>	
<p>Week 8 - 05 May 2025</p> <p>Module/Topic</p>	<p>Chapter</p>	<p>Events and Submissions/Topic</p>
<ul style="list-style-type: none"> • Myocardial Infarction • Cardiogenic Shock • Common Cardiac Medications 	<p>Huszar's ECG and 12-Lead Interpretation; Chapter 14, 15, 16, 17 Relevant Queensland Ambulance Service Digital Clinical Practice Manual Clinical Practice Guidelines</p>	<p>Assignment due 5th May 0900.</p> <p>Written Task Due: Week 8 Monday (5 May 2025) 9:00 am AEST</p>
<p>Week 9- Reperfusion - 12 May 2025</p> <p>Module/Topic</p>	<p>Chapter</p>	<p>Events and Submissions/Topic</p>
<ul style="list-style-type: none"> • Thrombolysis and pPCI guidelines, referral and consult processes. • Thrombolysis and pPCI checklists and associated pharmacology. 	<p>Huszar's ECG and 12-Lead Interpretation; Chapter 17 Relevant Queensland Ambulance Service Digital Clinical Practice Manual Clinical Practice Guidelines, Procedures and Pharmacology's</p>	
<p>Week 10- Residential School A - 19 May 2025</p> <p>Module/Topic</p>	<p>Chapter</p>	<p>Events and Submissions/Topic</p>
<p>For those not at Residential school this week, this is a revision week.</p>	<p>Relevant Queensland Ambulance Service Digital Clinical Practice Manual Clinical Practice Guidelines, Procedures and Pharmacology's</p>	<p>ECG In class Test Due: Week 10 Thursday (22 May 2025) 3:00 pm AEST Practical Assessment Due: Week 10 Friday (23 May 2025) 11:45 pm AEST</p>
<p>Week 11- Residential School B - 26 May 2025</p> <p>Module/Topic</p>	<p>Chapter</p>	<p>Events and Submissions/Topic</p>
<p>For those not at Residential school this week, this is a revision week.</p>	<p>Relevant Queensland Ambulance Service Digital Clinical Practice Manual Clinical Practice Guidelines, Procedures and Pharmacology's</p>	
<p>Week 12 - 02 Jun 2025</p> <p>Module/Topic</p>	<p>Chapter</p>	<p>Events and Submissions/Topic</p>
<p>Revision Week</p>		
<p>Exam Week - 09 Jun 2025</p> <p>Module/Topic</p>	<p>Chapter</p>	<p>Events and Submissions/Topic</p>
		<p>Opens: 0900 Monday 9th June Closes: 0900 Monday 16th June</p> <p>Online Test Due: Exam Week Monday (16 June 2025) 9:00 am AEST</p>

Assessment Tasks

1 Written Task

Assessment Type
Written Assessment

Task Description
Weighting: 50% of overall unit grade
Assessment Due Date : Monday of Week 8, (5th May) 0900.
Minimum Requirements: 50%

Preamble

In this written assessment you will be presented with a simulated case and asked to address several components of paramedic practice: patient presentation, pathophysiology, management, legalities of resuscitation and death notifications.

Task Description

You are presented with a sixty-five-year-old female complaining of discomfort in her chest and abdomen. The patient was doing the grocery shopping when she began to feel generally unwell with discomfort in her chest and abdomen and a 'banding' sensation across her chest and into her back. She is mildly short of breath, nauseous and feeling generally unwell. She drove herself home and symptoms continued to worsen, prompting her to call an ambulance.

The patient has very recently been diagnosed with stage 4 breast cancer and has verbalised to her husband that she doesn't want to undergo chemotherapy, preferring that she lives the remainder of her life with dignity and comfort. She has not undergone a formal documentation process of her wishes. Despite her diagnosis, she feels well within herself and continues to work and participate in activities she enjoys.

Past medical history: hypertension, type 2 diabetes and hyperlipidaemia, new terminal diagnosis of stage 4 breast cancer.

Social history: non-smoker, occasional drinker, lives with husband and supportive extended family live locally.

Medications: aspirin, perindopril, metformin

Observations are:

- GCS 15
- Heart rate: 90bpm
- Respiratory rate: 22/minute
- Oxygen saturations: 94% room air
- Blood glucose level: 14.2mmol/L
- Blood pressure: 160/88mmHg
- Temperature: 37.0 C
- 12 lead ECG: Sinus rhythm with ST elevation in I, aVL, ST depression in II, aVF

Part A (750 words)

You are to write a response which addresses the following components:

1. Determine the provisional and differential diagnoses based on the presenting information.
2. Discuss the underlying pathophysiology of the patient condition.
3. Analyse and evaluate the management options available for this patient.

Part B (750 words)

The patient deteriorates despite implementing the appropriate pre-hospital management and they now present in cardiac arrest. Her husband states there is no Do Not Resuscitate Order or Advanced Health Directive. He presents to you a Statement of Choice. He asks you not to resuscitate her.

In your response you are required to:

1. Discuss the documentation required to make a legally binding decision regarding resuscitation and how the Statement of Choice should be interpreted in this context.
2. Present a clear argument for ceasing or continuing resuscitation.
3. Reflect on the professional responsibilities of paramedics providing end-of-life care.

Part C (750 words)

Regardless of your decision to start or withhold resuscitation, the patient now meets life extinct criteria. Using your own cultural background, discuss how you as a paramedic would approach a death notification.

In your response you must:

1. Analyse how your personal cultural background shapes your communication style and could influence your approach to delivering death notifications.
2. Compare and contrast your cultural approach to death notifications with another culture, identifying key differences in customs, communication norms and emotional responses.
3. Propose strategies for improving your skills in delivering death notifications and communicating in cross cultural contexts.

Assessment Due Date
Week 8 Monday (5 May 2025) 9:00 am AEST

Return Date to Students
Week 11 Monday (26 May 2025)

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria

The expected word count for your written assessment is 2500 excluding references (use the above word counts as a guide). You do not need to structure this as an essay as introductions and conclusions are not necessary. Please use subheadings to assist in structure. You will be assessed in accordance with the rubric provided on the unit Moodle page. Please upload your assignment as a PDF.

Please refer to the Generative AI Permission Document available on your Moodle site for guidelines on the acceptable and unacceptable use of generative AI in this unit.

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Apply evidence-based knowledge of pathophysiology to identify and differentiate between a broad range of cardiovascular conditions
- Incorporate the principles of safe, professional, ethical and culturally safe practice as it relates to paramedicine.

2 ECG In class Test

Assessment Type
In-class Test(s)

Task Description

Assessment Due Date

- Residential Block A: 22nd May
- Residential Block B: 29th May

During the compulsory residential school, you will undertake an in-class test designed to assess your ability to interpret commonly encountered pre-hospital ECGs. You will have thirty minutes to interpret ten ECGs. You are required to demonstrate your ability to apply the 5-step method to correctly diagnose the ECGs.

Assessment Due Date
Week 10 Thursday (22 May 2025) 3:00 pm AEST

For students in Res Group A. Students in Res B will sit their ECG exam Thursday week 11.

Return Date to Students
Week 10 Monday (19 May 2025)

Weighting
20%

Minimum mark or grade
50%

Assessment Criteria

This will be a closed book, written exam with no collaboration with other students permitted.

Referencing Style

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

Submission
Offline

Submission Instructions

This exam will be undertaken at Residential School.

Learning Outcomes Assessed

- Accurately interpret electrocardiographs (ECGs) and diagnose coronary conditions including dysrhythmias and acute coronary syndromes

3 Practical Assessment

Assessment Type
Practical Assessment

Task Description

During the compulsory residential school, you will participate in two simulations, designed to replicate commonly encountered cardiac conditions, providing opportunities to assess your knowledge and understanding of any topic or material covered throughout the unit by means of structured, simulated patient interactions. They will also be designed to assess your ability to perform a thorough and accurate patient assessment and use this information to formulate a provisional diagnosis. In combination with your patient assessment and provisional diagnosis, you will be required to implement appropriate and timely clinical interventions, procedures and/or skills commensurate with your current scope of practice. Scene management and effective communication skills, including the ability to deliver a clinical handover to a senior clinician (i.e. CCP/ICP/MICA) or other healthcare professionals, will also be assessed.

Assessment Due Date

Residential Block A: 23rd May
Residential Block B: 30th May

Assessment Due Date

Week 10 Friday (23 May 2025) 11:45 pm AEST

For Res school B, practical assessment will be held on Friday week 11.

Return Date to Students

Week 12 Friday (6 June 2025)

For Res School B, practical assessment return of grades will occur by Friday week 13.

Weighting

Pass/Fail

Minimum mark or grade

50%

Assessment Criteria

A marking rubric for this assessment task will be provided on the unit Moodle page. You are required to pass both simulations to pass the assessment task. If you fail one simulation, you will be offered to re-attempt a similar simulation. Failure to pass the re-sit will result in an overall failure grade for the unit. If both simulations are below the pass mark, no re-attempt will be available. The assessment will be based on marking criteria covering the following key points:

- Systematic Approach
- 12-lead ECG acquisition and interpretation
- Resuscitation management
- Pharmacology
- Graduate attributes: communication, problem solving, critical thinking and professionalism.

Assessments will be moderated by the Unit Coordinator and therefore finalisation of grades will not be made available at the completion of your assessment until moderation is completed.

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Accurately interpret electrocardiographs (ECGs) and diagnose coronary conditions including dysrhythmias and acute coronary syndromes
- Integrate knowledge of current evidence-based practice to articulate and undertake appropriate clinical assessments, skills and interventions in the management of cardiovascular conditions
- Incorporate the principles of safe, professional, ethical and culturally safe practice as it relates to paramedicine.

4 Online Test

Assessment Type
Online Test

Task Description

You will be required to complete an online test that will consist of various multiple-choice questions, 12 lead ECG interpretations and short answer responses testing your knowledge on the content from the semester.

Assessment Due Date
Exam Week Monday (16 June 2025) 9:00 am AEST

Online Test will open at 0900 on the 9th of June.

Return Date to Students
Exam Week Friday (20 June 2025)

Weighting
30%

Minimum mark or grade
50%

Assessment Criteria

You will be required to answer each question to receive the marks allocated to that question. Non-attempts will score a zero mark for that question. Quizzes may not be reattempted. When the time limit expires, open attempts will automatically be submitted. This is an individual assessment with no collaboration allowed.

In the absence of an approved extension, there will be no opportunity to complete the task after closing date.

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Apply evidence-based knowledge of pathophysiology to identify and differentiate between a broad range of cardiovascular conditions
- Accurately interpret electrocardiographs (ECGs) and diagnose coronary conditions including dysrhythmias and acute coronary syndromes
- Integrate knowledge of current evidence-based practice to articulate and undertake appropriate clinical assessments, skills and interventions in the management of cardiovascular conditions

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