



COMM11003 Communication in Professional Contexts

Term 2 - 2018

Profile information current as at 27/09/2024 10:17 am

All details in this unit profile for COMM11003 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 introduces you to elementary professional communication concepts. Topics include communication theory and practice, small group communication, oral and written communication, teamwork, and ethical issues. All topics are discussed with an emphasis on practical exercises and application.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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

Offerings For Term 2 - 2018

- Brisbane
- Bundaberg
- Cairns
- Distance
- Gladstone
- Mackay
- Melbourne
- Noosa
- Perth
- Rockhampton
- Sydney
- Townsville

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: 35%

2. **Written Assessment**

Weighting: 35%

3. **Presentation and Written Assessment**

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 Student evaluations

Feedback

Students appreciated the range and variety of assessment items.

Recommendation

The unit is core in a number of courses in term 1 with the main cohorts being professional communication, digital media and creative arts. Other cohorts include business, property and aviation. Given the number of cohorts and their varying abilities and interests, it is recommended to maintain a range and variety of assessment items to help engage these cohorts.

Feedback from Student evaluations

Feedback

Students appreciated the support given by unit coordinators. They appreciated having two coordinators in a large unit.

Recommendation

The unit has large numbers and is core in a number of courses. It is recommended that having two coordinators be maintained in order to give the different cohorts the support and help they need to succeed in the unit.

Feedback from Student evaluations

Feedback

Some students expressed concerns about the group work assessment.

Recommendation

The benefits of group work assessment outweigh the concerns. In fact, some students stated they enjoyed the group assessment. It is recommended that the group work assessment remains.

Feedback from Coordinators, teaching staff and student feedback.

Feedback

In term 2, 2018 a change of unit proposal was submitted based upon a clearer understanding of teaching and coordination responsibilities for such a large cohort in both terms 1 and 2.

Recommendation

It is recommended to reduce three large assessment items to two key assignments and an ongoing engagement activity. This will ensure good support for students as well as a manageable marking load for teaching staff.

Unit Learning Outcomes

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

1. Demonstrate oral, written and interpersonal communication in professional contexts
2. Explain the relationship between communication and technology in professional contexts, including information management and knowledge transfer
3. Discuss ethical use and dissemination of information in professional contexts
4. Identify effective communication in intrapersonal, interpersonal, small group and intercultural contexts
5. Communicate effectively in a variety of business and academic communication genres, both written and oral.

Skills

By the end of this unit, you will be able to communicate effectively with peers and superiors. You will have improved your skills in the core areas of:

- writing
- oral communication
- interpersonal communication
- research.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | |
|---|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Written Assessment - 35% | • | • | • | • | • |
| 2 - Written Assessment - 35% | • | • | • | • | • |
| 3 - Presentation and Written Assessment - 30% | • | • | • | | • |

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 - Written Assessment - 35% | • | | • | • | | | • | | | |
| 2 - Written Assessment - 35% | • | • | | • | | | | • | | |

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|--|---------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3 - Presentation and Written Assessment - 30% | • | • | • | • | • | | | | | |

Textbooks and Resources

Textbooks

COMM11003

Prescribed

Communication skills for business professionals

Edition: 1st (2015)

Authors: Phillip Cenere, Robert Gill, Celeste Lawson and Michael Lewis

Cambridge University Press

Melbourne , Victoria , Australia

ISBN: 978-1-107-65662-8

Binding: Paperback

Additional Textbook Information

An electronic link to the prescribed unit text will be made available on the Moodle website for any student who prefers an e-text option.

[View textbooks at the CQUniversity Bookshop](#)

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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Lynette Costigan Unit Coordinator

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Tris Kerslake Unit Coordinator

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Schedule

Week 1: Introduction to communication concepts - 09 Jul 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Introduction to communication concepts in a professional context. What is professional communication? What is transmission theory? Why are we all going to be professional communicators? This week, we look at the basics.

See Weekly Lesson 1 for associated readings

Week 2: Audience and context - 16 Jul 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Audience and context. Every instance of effective communication must begin with an understanding of your audience. Why? And what do we mean by 'Context'? We begin constructing communication. | See Weekly Lesson 2 for associated readings | |

Week 3: The medium and the message - 23 Jul 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| The medium and the message. When is an email not just an email? Can you ever send an SMS text to your CEO? What are the critical differences between communication media? This week we look at communication options. | See Weekly Lesson 3 for associated readings | |

Week 4: Information gathering - 30 Jul 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Information gathering: research and information literacy. There is a world of information out there and as a university graduate, you'll be paid to be able to access it. This week, we show you how. | See Weekly Lesson 4 for associated readings | |

Week 5: Writing for understanding - 06 Aug 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Writing for understanding. It's not enough these days to be skilled in specialist knowledge; you need to be able to <i>communicate</i> this knowledge, especially in writing. | See Weekly Lesson 5 for associated readings | |

Break Week - 13 Aug 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Break week. Relax, unwind or use the time to catch up. | | |

Week 6: Intercultural communication - 20 Aug 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|--|
| Intercultural communication. You will not only be working in a team after you leave university but increasingly, in a team populated by people from all over the world. This week we examine communication across cultures. | See Weekly Lesson 6 for associated readings | Essay or Annotated Reference List Due: Week 6 Friday (24 Aug 2018) 6:00 pm AEST |

Week 7: Oral presentations - 27 Aug 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Oral presentations.

One of the fastest-growing methods of business and corporate communication these days is the use of presentation and conferencing technologies. We show you how to use them effectively.

See Weekly Lesson 7 for associated readings

Week 8: Non-verbal communication - 03 Sep 2018

Module/Topic

Chapter

Events and Submissions/Topic

Non-verbal communication.

What is non-verbal communication?

How can you use it to your advantage?

How do you avoid the obvious problems? This week, we make you smile.

See Weekly Lesson 8 for associated readings

Week 9: Teamwork, conflict resolution and negotiation - 10 Sep 2018

Module/Topic

Chapter

Events and Submissions/Topic

Teamwork, conflict resolution and negotiation.

At some point, everyone will work in a team of some type. Big teams, small teams, teams filled with people you'll never meet except online. We begin your teamwork here.

See Weekly Lesson 9 for associated readings

Week 10: Understanding yourself - 17 Sep 2018

Module/Topic

Chapter

Events and Submissions/Topic

Understanding yourself and others.

Before you can manage and communicate to your own team, you need to understand your own motivations and communication style. This week, you explore yourself.

See Weekly Lesson 10 for associated readings

Communication Blog Due: Week 10 Friday (21 Sept 2018) 6:00 pm AEST

Week 11: Ethics in a professional context - 24 Sep 2018

Module/Topic

Chapter

Events and Submissions/Topic

Ethics in a professional context.

There are fewer limitations and restrictions on how people communicate today. This means there is a growing pressure of ethical expectation on how professionals communicate. We explore this.

See Weekly Lesson 11 for associated readings

Week 12: Review - 01 Oct 2018

Module/Topic

Chapter

Events and Submissions/Topic

Review.

This week is allocated to a review of the key elements of the unit, so that you are able to incorporate them into your final assignment.

Weekly Lesson 12 reviews key unit concepts discussed throughout the term

Week 13 - 08 Oct 2018

Module/Topic

Chapter

Events and Submissions/Topic

Group report Due: Review/Exam Week Monday (8 Oct 2018) 6:00 pm AEST

Week 14 - 15 Oct 2018

Module/Topic

Chapter

Events and Submissions/Topic

Term Specific Information

Assessment Tasks

1 Essay or Annotated Reference List

Assessment Type

Written Assessment

Task Description**Essay OR Annotated Reference List: 1,500 words (35 marks)**

Your task is to produce either a formally written essay or an annotated reference list.

Essay topic (1,500 words +/- 10%):

All good communication is based on an understanding of the audience. Identify the key variables that may be present in an audience and discuss how a message might need to be adapted to manage these differences. Write a formal 1,500 word essay on this topic. Upload this to Moodle as a Word document (no zipped files, pdf or rtf files).

You are to use a minimum of four (4) CARS compliant sources in addition to the unit text in the referencing of your essay. Your sources should include at least two (2) journal articles accessed from the Library databases. You are to use the American Psychological Association (APA) style of referencing.

CARS checklist:

C = is the source CREDIBLE? Does it make sense? Is it a place that usually provides unbiased/impartial information?

A = is the source ACCURATE? Is it up to date? Are the statistics/data recent or relatively 'fresh'?

R = is the source RELIABLE? Is it a place you can always count on to be correct and trustworthy?

S = is the source SUBSTANTIATED? Do you know who wrote/designed/hosts it? Do you have a name you can check up on?

Note: Attach a copy of the marking criteria sheet at the end of the essay Word document before submission for marking.

Annotated reference list topic (1,500 words):

Research and select ten (10) different sources of information on the theme of 'the audience in business communication'. Each chosen source must meet the CARS checklist. Do not include more than three (3) general or business websites.

Other sources you may use include: Hard copy books; E-Books; Journals and magazines; Hard copy newspaper articles; Online newspaper articles; Reports; Conference papers; An academic web site or a stand alone academic document on the web; Government documents; Legal documents; University-provided study materials; Specialist industry sources.

You should include the unit text.

When you have selected ten sources, create an APA style reference for each one and then write a 150 word summary of each source. Your completed assignment will be a Word document detailing ten sources, each referenced in the APA style. Each source will be annotated by its own 150 word summary. Upload this to Moodle as a Word document (no zipped files, pdf or rtf files).

Note: Attach a copy of the marking criteria sheet at the end of the Word document before submission for marking.

Further details on this assessment and a criteria sheet are provided on the Moodle unit website. Please review all assessment information before beginning this assignment.

Assessment Due Date

Week 6 Friday (24 Aug 2018) 6:00 pm AEST

This assignment is due on Friday of Week 6 by 6pm AEST (Australian Eastern Standard Time).

Return Date to Students

Week 8 Friday (7 Sept 2018)

Marks and feedback will normally be returned within two weeks of submission.

Weighting

35%

Assessment Criteria

This assessment task relates to the general assessment criteria below:

- Written argument
- Use of sources to support argument
- Structure
- Writing standard
- Referencing

Referencing Style

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

Submission

Online

Submission Instructions

Submit essay/list to be marked via the unit Moodle site. Attach the marking criteria sheet at the end of the document before submitting to Moodle.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

Learning Outcomes Assessed

- Demonstrate oral, written and interpersonal communication in professional contexts
- Explain the relationship between communication and technology in professional contexts, including information management and knowledge transfer
- Discuss ethical use and dissemination of information in professional contexts
- Identify effective communication in intrapersonal, interpersonal, small group and intercultural contexts
- Communicate effectively in a variety of business and academic communication genres, both written and oral.

2 Communication Blog

Assessment Type

Written Assessment

Task Description

Communication Blog: 1,500 words (+/- 10%) (35 marks)

Specifically, you will write and publish a post (300 words +/- 10%) on each of the following topics:

1. You are required to use appropriate spelling, grammar and presentation in your assignments. Discuss the place of each of these three traditional elements of writing in contemporary business communication. Use at least two CARS-compliant sources of information to reference your discussion and to create an APA reference list at the end of your post.
 2. Go here: <https://www.demilked.com/social-advertisement-powerful-ads/> . Discuss any one of these advertisements in terms of audience, message, noise and context. You should use at least two CARS-compliant information sources in your discussion and the inclusion of relevant journal articles is highly recommended. Include an APA reference list of your sources at the end of your post.
 3. Go here: <https://www.acf.org.au/reports>. Discuss the key messages in one of these reports. Include the link to your selected report with your post. You should use at least two CARS-compliant information sources in your discussion and the inclusion of relevant journal articles is highly recommended. Include an APA reference list of your sources at the end of your post.
 4. Cenere, Gill, Lawson and Lewis (2015, p. 198.) state that: "We communicate professionally to achieve objectives." Discuss this idea in relation to your own future career or area of study. You should use at least two CARS-compliant information sources in your discussion and the inclusion of relevant journal articles is highly recommended. Include an APA reference list of your sources at the end of your post. .
 5. Identify and discuss any two key areas in this unit that you will be able to apply to your other areas of study (e.g. reflect on what have you learned in COMM11003). How will the areas you have identified assist you in your ongoing learning? You should use at least two CARS-compliant information sources in your discussion and the inclusion of relevant journal articles is highly recommended. Include an APA reference list of your sources at the end of your post.
- To create and publish your blogposts, you will:

1. Set up a blog on **WordPress** (<https://signup.wordpress.com/signup/>). Use your own name or a professional title for the blog - do not use the unit name or code in the title.
2. Post the URL link of your blog together with your first blogpost in the **Blog Forum** by the end of Week 4. Your remaining four posts are to be uploaded to your blog by the Friday of Week 10. **Anything published to your blog after Friday of Week 10 will not be marked.**
3. Students are expected to engage with the unit material and each other in this task by offering productive feedback via the Blog Forum.
4. Complete your posts early so you can receive detailed feedback from your Tutor. The Unit Coordinators will review Distance students' completed blogs (i.e. five uploaded posts).
5. Improve your blog discussions by the inclusion of different types of media (e.g. written text, hyperlinks, photographs, diagrams, audio, gifs, videos etc.).

Further details on this assessment and a criteria sheet are provided on the Moodle unit website. Please review all assessment information before beginning this assignment.

Assessment Due Date

Week 10 Friday (21 Sept 2018) 6:00 pm AEST

Posts throughout the term. Final submission by Friday Week 10, 06:00 PM AEST (Australian Eastern Standard Time).

Return Date to Students

Week 12 Friday (5 Oct 2018)

Marks and feedback will normally be returned within two weeks of submission.

Weighting

35%

Assessment Criteria

This assessment task relates to the general assessment criteria below:

- Writing standard
- Writing/presentation structure
- Research and referencing
- Link between response, topic and key communication concepts.
- Attention to requirements of task

Referencing Style

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

Submission

Online

Submission Instructions

Upload the marking criteria sheet with your name and blog URL as a Word document by Friday of Week 10

Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Ethical practice

Learning Outcomes Assessed

- Demonstrate oral, written and interpersonal communication in professional contexts
- Explain the relationship between communication and technology in professional contexts, including information management and knowledge transfer
- Discuss ethical use and dissemination of information in professional contexts
- Identify effective communication in intrapersonal, interpersonal, small group and intercultural contexts
- Communicate effectively in a variety of business and academic communication genres, both written and oral.

3 Group report

Assessment Type

Presentation and Written Assessment

Task Description

Group Report: 2,000 word written report OR 10 minute recorded presentation with slideshow (30 marks)

Speaking with customers or clients is an integral part of business life. However, while face-to-face meetings with customers are often very productive, they can also be difficult to plan for and manage, especially if you are a new employee.

For this report/presentation assignment, imagine your group has been asked to produce a 'Speaking with Customers' Guide for new employees in the form of a written report or a presentation. This guide should be focused on a specific area of industry or business (e.g. Accounting; Marketing; HR; Design; Publishing, etc.).

Your group will produce either a written report on this topic, **or** create a recorded PowerPoint presentation with voiceover. Your report/presentation must identify factors involved in speaking successfully with clients and a section on troubleshooting some common problems.

Some points to consider in your discussion:

- Customer needs and how to identify problems.
- Communication barriers and conflict resolution.
- Role of verbal and non-verbal communication.
- Awareness of cross-cultural communication.

The written report must use a formal report format. **The recorded presentation** must include a PowerPoint slide show. You are required to research and include **at least five (5)** CARS-compliant references in the report/presentation in addition to the unit text. The inclusion of journal articles as referenced sources is highly recommended.

The report is required to be worked on in groups of three. All group members are expected to contribute equally to the final result. In *exceptional* circumstances students may be permitted to submit the assessment as an individual. Please contact the Unit Coordinators if you believe your situation to be genuinely problematic.

On-campus students will be put into groups by their Tutor.

Distance students will be put into groups by the Unit Coordinators. Distance students should maintain regular contact with the Moodle unit website and with your group members through Zoom, email and/or phone.

Further details on this assessment and a criteria sheet are provided on the Moodle unit website. Please review all assessment information before beginning your report.

Assessment Due Date

Review/Exam Week Monday (8 Oct 2018) 6:00 pm AEST

This assignment is due on Monday of Review/Exam Week by 6pm AEST (Australian Eastern Standard Time).

Return Date to Students

Exam Week Friday (19 Oct 2018)

Marks and feedback will normally be returned within two weeks of submission.

Weighting

30%

Assessment Criteria

This assessment task relates to the general assessment criteria below:

- Report structure (written/recorded presentation)
- Use of sources
- Argument
- Writing/presentation standard
- Referencing
- Group work

Referencing Style

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

Submission

Online Group

Submission Instructions

Only ONE group member to submit report to be marked via the unit Moodle site. Attach the marking criteria sheet at the end of the document before submitting to Moodle.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work

Learning Outcomes Assessed

- Demonstrate oral, written and interpersonal communication in professional contexts
- Explain the relationship between communication and technology in professional contexts, including information management and knowledge transfer
- Discuss ethical use and dissemination of information in professional contexts
- Communicate effectively in a variety of business and academic communication genres, both written and oral.

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