# DGTL12007 *Digital Communications Management*
## Term 2 - 2017

Profile information current as at 21/05/2024 04:16 pm

All details in this unit profile for DGTL12007 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

Digital media has dramatically affected and expanded the ways in which we communicate. This unit provides a theoretical and applied understanding of digital communications, including web, social and mobile technologies. You will evaluate a range of digital communications platforms and strategies, and critically examine key social, economic, ethical and regulatory issues. Through a combination of theory and practice, you will develop essential skills for communicators in the digital age, and identify emerging trends and innovations.

### Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

### Pre-requisites or Co-requisites

Prerequisite: Minimum of 36 credit points
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 - 2017

- Brisbane
- Distance
- Mackay
- Rockhampton
- Sydney

### Attendance Requirements

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

### Website

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

# Class and Assessment Overview

## Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

## Class Timetable

**Regional Campuses**

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

**Metropolitan Campuses**

Adelaide, Brisbane, Melbourne, Perth, Sydney

## Assessment Overview

1. **Practical and Written Assessment**
Weighting: 15%
2. **Practical and Written Assessment**
Weighting: 45%
3. **Practical and Written Assessment**
Weighting: 40%

## 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.

# Unit Learning Outcomes

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

1. explain and evaluate digital communications platforms and strategies that are presently used by individuals and organisations
2. develop and reinforce essential skills for communicators in the digital age, including the creation and consumption of digital media via web, social and mobile technologies
3. critically examine key social, economic, ethical and regulatory issues associated with digital communications.

Not applicable

# 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 - Practical and Written Assessment - 15%** | ● | ● | ● |
| **2 - Practical and Written Assessment - 45%** | ● | ● | ● |
| **3 - Practical and Written Assessment - 40%** | ● | ● | ● |

## 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** | | | |

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Practical and Written Assessment - 15% | • | • | • | • | | • | • | • | | |
| 2 - Practical and Written Assessment - 45% | • | • | • | • | • | • | • | • | | |
| 3 - Practical and Written Assessment - 40% | • | • | • | • | • | • | • | • | | |

## Textbooks and Resources

## Textbooks
DGTL12007

**Prescribed**

**Digital and Social Media Marketing**
(2017)
Authors: Aleksej Heinze, Gordon Fletcher, Tahir Rashid and Ana Cruz
Taylor & Francis Group for Routledge
london and new york , England and USA
ISBN: ISBN 9781138917910 (pbk) 9781315688763 (ebk)
Binding: Paperback
DGTL12007

**Supplementary**

**Digital Innovations for Mass Communications: Engaging the user**
(2014)
Authors: Paul Martin Lester
Taylor & Francis Group for Routledge
oxo
ISBN: ISBN 9780415662949 (pbk) 9780203071816 (ebk)
Binding: Paperback
DGTL12007

**Supplementary**

**Digital Marketing: Integrating strategy and tactics with values**
(2015)
Authors: Ira Kaufman & Chris Horton
Taylor & Francis Group for Routledge
oxo
ISBN: ISBN 9780415716758 (pbk) 9781315879451 (ebk)
Binding: Paperback
DGTL12007

**Supplementary**

**Multimedia Storytelling: for digital communicators in a multiplatform world**
(2016)
Authors: Seth Gitner
Taylor & Francis Group for Routledge
oxo
ISBN: ISBN 9780765641328 (pbk) 9781315720104 (ebk)
Binding: Paperback
DGTL12007

**Supplementary**

**Persuasion Ethics Today,**
(2016)
Authors: Margaret Duffy & Esther Thorson

Taylor & Francis Group for Routledge
oxo
ISBN: ISBN 9780765644725 (pbk) 9781315651309 (ebk)
Binding: Paperback
DGTL12007

**Supplementary**

**Social Media Campaigns**
(2016)
Authors: Carolyn M. Kim
Taylor & Francis Group for Routledge
oxo
ISBN: ISBN 9781138948600 (pbk) 9781315652375 (ebk)
Binding: Paperback
DGTL12007

**Supplementary**

**Social Media Communication: Concepts, Practices, Data, Law and Ethics**
(2015)
Authors: Jeremy Harris Lipschult
Taylor & Francis Group for Routledge
oxo
ISBN: ISBN 9781138776456 (pbk) 9781315773162 (ebk)
Binding: Paperback

**Additional Textbook Information**

**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: Harvard (author-date)
For further information, see the Assessment Tasks.

## Teaching Contacts

**Ashley Holmes** Unit Coordinator
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## Schedule

**Week 1 - 10 Jul 2017**

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

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Digital communications management in context | **Chapter 0**<br>'A visual introduction to digital and social media marketing', Gordan Fletcher, 2017, *Digital and social media marketing: A results-driven approach*, A. Heinze, G. Fletcher, T. Rashid and A. Cruz, Eds., Routledge, New York.<br>0.3 T*he Buyer Persona Spring and action-based learning*<br>0.4 T*he Buyer Persona Spring*<br>Refer also to additional resources via Moodle. | |

**Week 2 - 17 Jul 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Connectivity and human interactivity | **Chapter 9**<br>'Content marketing', Sophie Iredal, Aleksej Heinze and Martin J Williams, of your textbook*, Digital and social media marketing*: *A results-driven approach*, 2017.<br>*Ch. 9.1 to and including 9.6*<br>Refer also to additional resources via Moodle. | |

**Week 3 - 24 Jul 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Technological innovations in digital communications | **Chapter 12**<br>'Measuring brand awareness, campaign evaluation and web analytics', of your textbook, *Digital and social media marketing*: *A results-driven approach*, 2017.<br>*12.4 Web analytics*<br>*12.5 Key performance indicators for small and medium enterprises using Google Analytics*<br>Refer also to additional resources via moodle | |

**Week 4 - 31 Jul 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| The social media revolution | **Chapter 8**<br>'Social media', Alex Fenton and Ashley Jones, of your textbook, *Digital and social media marketing*: *A results-driven approach*, 2017.<br>*Ch. 8.1 to and including 8.5*<br>Refer also to additional resources via Moodle. | |

**Week 5 - 07 Aug 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Life on the go - mobile technology and the rise of the App | **Chapter 11**<br>'Mobile marketing', Bartlomiej Kurzyk, Tahir Rashid, Sayed Ali Hayder, of your textbook, *Digital and social media marketing*: *A results-driven approach*, 2017.<br>*Ch. 11.1 to and including 11.11*<br>Refer also to additional resources via Moodle. | |

**Vacation Week - 14 Aug 2017**

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

**Week 6 - 21 Aug 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Digital communications strategies | **Chapter 6** 'Developing an effective digital presence', Ana Cruz and Stelios Karatzas, of your textbook, *Digital and social media marketing*: *A results-driven approach*, 2017. *Ch. 6.1 to and including 6.15* Refer also to additional resources via Moodle. | **Create platform specific content for multiple social media sites** Due: Week 6 Monday (21 Aug 2017) 9:00 am AEST |

**Week 7 - 28 Aug 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Marketing social networks | **Chapter 8** 'Social media', by Alex Fenton and Ashley Jones, of your textbook, *Digital and social media marketing*: *A results-driven approach*, 2017. *Ch. 8.6 to and including 8.11* Refer also to additional resources via Moodle. | |

**Week 8 - 04 Sep 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Doing business with digital communications | **Chapter 0** 'A visual introduction to digital and social media marketing', Gordan Fletcher, of your textbook, *Digital and social media marketing*: *A results-driven approach*, 2017. **Chapter 7** 'Search engine optimisation: strategy implementation', Aleksej Heinze, of your textbook, *Digital and social media marketing*: *A results-driven approach*, 2017. *Ch. 7.1 to and including 7.7* Refer also to additional resources via Moodle. | |

**Week 9 - 11 Sep 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Digital communications evaluation - measuring success | **Chapter 12** 'Measuring brand awareness, campaign evaluation and web analytics', Alexander Christof and Verena Hausmann, of your textbook, *Digital and social media marketing*: *A results-driven approach*, 2017. *Ch. 12.6 to and including 12.11* Refer also to additional resources via Moodle. | **Establish and develop a professional blog site** Due: Week 9 Wednesday (13 Sept 2017) 9:00 am AEST |

**Week 10 - 18 Sep 2017**

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

| Visual storytelling – digital presentations and online video | Note: Not from prescribed text. Available as a CQUniversity library e-resource.<br>**Chapter 9** 'Multimedia storytelling in strategic communications', Seth Gitner, 2016, *Multimedia Storytelling for Digital Communicators in a Multiplatform World*, Routledge, New York.<br>Refer also to additional resources via Moodle. | |

### Week 11 - 25 Sep 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Privacy and security in the digital age | Note: Not from prescribed text. Available as a CQUniversity library e-resource.<br>**Chapter 3** 'Social media ethics', 'Strategic design – developing a data informed social media campaign', Carolyn Mae Kim, 2016, *Social media campaigns: strategies for public relations and marketing*, Routledge, New York.<br>Refer also to additional resources via Moodle. | |

### Week 12 - 02 Oct 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Digital communications management – practice and profession | | |

### Review/Exam Week - 09 Oct 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| | | **'Digital footprint' analysis, evaluation and recommendations**<br>Due: Review/Exam Week Wednesday (11 Oct 2017) 9:00 am AEST |

### Exam Week - 16 Oct 2017

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

## Assessment Tasks

## 1 Create platform specific content for multiple social media sites

**Assessment Type**
Practical and Written Assessment

**Task Description**
Create platform specific content for popular social media sites, using current layout requirements and dimensions for each site. Those platforms are: Facebook, Twitter, Instagram, LinkedIn, Pinterest, Tumblr and Google+. You will need to tailor the content to suit the site's users, your audience and page layout requirements. You may use [Canva.com](Canva.com) or other ready-made graphic design templates, or you can design your own if you are proficient with graphic design tools (refer to the site layout dimensions contained in Module 2). Choose a previous module discussion or exercise task or create a new story that you will share across multiple platforms. Word count will be determined by the platform's specifications.

**Assessment Due Date**
Week 6 Monday (21 Aug 2017) 9:00 am AEST

**Return Date to Students**

Within approximately 14 days

**Weighting**
15%

**Assessment Criteria**
1/ Overall concept makes use of modular copy principle for multi-platform use:

- short sentences
- short paragraphs
- easy to take in at a glance
- arresting image or graphic
- creates interest
- relevant to purpose
- uses language that engages with a primary emotion
- has a tone of 'voice' appropriate for message and its target audience

Up to 1 mark will be applied for each of the above (up to 8 marks for these criteria).
2/ Content adapted with one example created for each of the following specific platform media requirements in a recommended format and proportional dimension (as per Module 2 lesson resource):

- Facebook
- Twitter
- Instagram
- LinkedIn
- Pinterest
- Tumblr
- Google+

Up to 1 mark will be applied for each of the above (up to 7 marks for these criteria).
Up to 15 marks altogether are available for this assessment item.

### Referencing Style

- [Harvard (author-date)](#)

**Submission**
Online

**Submission Instructions**
Submission is via Moodle. The textual/graphical examples may be submitted as individual image files or compiled as images and texts into a word or pdf file. Audio visual files (if applicable) may be submitted but should be a maximum of 3Mb in file size. Up to 10 files may be submitted overall.

**Learning Outcomes Assessed**

- explain and evaluate digital communications platforms and strategies that are presently used by individuals and organisations
- develop and reinforce essential skills for communicators in the digital age, including the creation and consumption of digital media via web, social and mobile technologies
- critically examine key social, economic, ethical and regulatory issues associated with digital communications.

**Graduate Attributes**

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

# 2 Establish and develop a professional blog site

**Assessment Type**
Practical and Written Assessment

**Task Description**
Establish a professional online presence by setting up a personalised website using a free website building service. Complete the compulsory digital communications tasks, identified as 'Assessment exercises' which are contained in the weekly unit modules; these are identified as 'summative assessment components of Assessment 2 – Professional Blog

Site' (PBS). The website and its digital content will be professionally presented and submitted for assessment. The website building service you choose to deliver your assessment requirements will primarily function as a blogging platform.

The site must have the capacity to:

- post plain text, images, infographics and hyperlinks;
- share photos, external links, chat snippets etc.;
- host RSS feeds and HTML-based widgets;
- embed audio including music tracks and podcasts;
- embed videos which can be uploaded as 'in-feed native videos' or imported from websites such as YouTube, TedTalks or Vimeo;
- make use of its own analytics tools or have the capability of integrating another, for example Google Analytics.

Following is a list of the exercises. Refer to the weekly modules for details.

- Exercise Task 1.1: Preliminary reviews of the various digital tools available on the most popular social networks.
- Exercise Task 2.1: Compare four website building products that offer a free subscription option.
- Exercise Task 2.2: Set up your professional blog web site (PBS)
- Exercise Task 3.1: Transfer your completed Assessment Exercise tasks 1.1 and 2.1 across to your PBS.
- Exercise Task 4.1: Further comparative reviews of specified social media and networking sites to be posted to your PBS.
- Exercise Task 5.1: Share a specified infographic on your PBS.
- Exercise Task 5.2: Generate a QR code for your PBS.
- Exercise Task 6.1: Research and list the common roles and tasks associated with position descriptions pertinent to digital communications management on your PBS.
- Exercise Task 7.2: Post to PBS evidence of your completion of the free Digital Analytics Fundamentals course.
- Exercise Task 7.3: Write a two-minute podcast script on the topic of 'Social Credibility'; produce an MP3 and embed it into your PBS.
- Exercise Task 8.1: Compare two email marketing products and post to your PBS.
- Exercise Task 8.2: Evaluate LinkedIn and post evaluation to your PBS.
- Exercise Task 8.3: Create an RSS feed and share your Exercise 7.3 podcast as a news feed.

**Assessment Due Date**
Week 9 Wednesday (13 Sept 2017) 9:00 am AEST

**Return Date to Students**

Within approximately 14 days

**Weighting**
45%

**Assessment Criteria**
Each of the tasks will be evaluated according to criteria derived from the learning outcomes:

- explain and evaluate digital communications platforms and strategies that are presently used by individuals and organisations,
- develop and reinforce essential skills for communicators in the digital age, including the creation and consumption of digital media via web, social and mobile technologies,
- critically examine key social, economic, ethical and regulatory issues associated with digital communications.

Up to a total of 45 marks will be awarded according to the following table.

| Tasks | Marks Available |
|---|---|
| 1.1 & 2.1 & 2.2 & 3.1 | up to 8.5 |
| 4.1 | up to 5.5 |
| 5.1 & 5.2 | up to 2 (1 for each) |
| 6.1 | up to 4 |
| 7.2 | up to 10 |
| 7.3 | up to 8 |
| 8.1 | up to 2.5 |
| 8.2 & 8.3 | up to 4.5 |

**Referencing Style**

- [Harvard (author-date)](#)

**Submission**
Online

**Submission Instructions**
Submit the blog URL via DGTL12007 Moodle web site: Assessment item 2: Establish a professional blog site

**Learning Outcomes Assessed**

- explain and evaluate digital communications platforms and strategies that are presently used by individuals and organisations
- develop and reinforce essential skills for communicators in the digital age, including the creation and consumption of digital media via web, social and mobile technologies
- critically examine key social, economic, ethical and regulatory issues associated with digital communications.

**Graduate Attributes**

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

# 3 'Digital footprint' analysis, evaluation and recommendations

**Assessment Type**
Practical and Written Assessment

**Task Description**
Complete a detailed analysis of the 'digital footprint' of one of the entities listed below. Identify the digital communications strategy apparent by the entity's online presence. Evaluate the effectiveness of the digital communications strategy employed. Make recommendations to improve the integration, efficiency and success of the entity's current digital communications management strategy as evidenced by its online presence. Submit your analysis, evaluation and recommendations as a multimedia video presentation (8–10 minutes).

1. Select an entity from the list below (or you may choose an entity but it must be approved by the Unit Coordinator):
   - Indigenous Weather Knowledge Project (IWK) hosted by Bureau of Meteorology http://www.bom.gov.au/iwk/
   - Stingray Sisters http://www.stingraysisters.com/story/
   - Flow Hive https://www.honeyflow.com/
   - Orange Sky Laundry http://www.orangeskylaundry.com.au/
   - HoMie http://www.homiestreetstore.com.au/
   - Lock the Gate Alliance http://www.lockthegate.org.au/
2. Using online search techniques, detect the entity's digital footprint (online presence);
3. Develop a set of questions based on your understanding of what makes an effective digital communications strategy;
4. Identify the digital communications strategy currently being employed, listing all digital platforms, services and tools being used;
5. Design a simple digital communications strategy evaluation template and use the template to assess the effectiveness of the digital communications strategy;
6. Make recommendations to improve the integration, efficiency and success of the entity's current digital communications management strategy;
7. Present your findings as a multimedia video presentation;
8. Embed the video into your Professional Blog Site as an 'in-feed native video';
9. Provide a link to the presentation site on your DGTL12007 Moodle, Assessment 3 submission portal.


**Assessment Due Date**
Review/Exam Week Wednesday (11 Oct 2017) 9:00 am AEST

**Return Date to Students**

By certification date for Term 2.

**Weighting**
40%

**Assessment Criteria**
The assessment will be evaluated according to how successfully students have incorporated the advice from unit texts and resources in accordance with the pre-stated learning objectives.
A marking rubric will be provided via Moodle indicating levels of achievement for:

- Detail of the analysis of an organisation's 'digital footprint';
- Demonstrated ability to identify the digital communications strategy apparent by that entity's online presence;
- Sophistication of the student's evaluation of the effectiveness of the digital communications strategy employed by that entity;
- Originality and practicality of student's recommendations to improve the integration, efficiency and success of the entity's current digital communications management strategy;
- Achievement of, and overall communication qualities of the presentation requirement (audiovisual via professional blog).

**Referencing Style**

- Harvard (author-date)

**Submission**
Online

**Submission Instructions**
Submit URL of 'in-feed native video' professional blog post via Moodle.

**Learning Outcomes Assessed**

- explain and evaluate digital communications platforms and strategies that are presently used by individuals and organisations
- develop and reinforce essential skills for communicators in the digital age, including the creation and consumption of digital media via web, social and mobile technologies
- critically examine key social, economic, ethical and regulatory issues associated with digital communications.

**Graduate Attributes**

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

# Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

**What is a breach of academic integrity?**
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

**Why is academic integrity important?**
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

**Where can I get assistance?**
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

**What can you do to act with integrity?**



**Be Honest**
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem