



MGMT20143 *Think Big*

Term 1 - 2019

Profile information current as at 04/05/2024 12:30 am

All details in this unit profile for MGMT20143 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

Think Big is a unit about generating, developing, and evaluating ideas for the introduction of innovative and viable new ventures. Think Big entails a process of discovery designed to develop creation of dynamic and impactful enterprises. You will learn about innovation business concepts and the design of performance-differentiating business models. The unit will assist you to generate new marketable ideas and develop skills in innovative thinking, and market assessment in digital, commercial, service and social contexts. This unit will also introduce you to the concept of ideation and horizon thinking, and explore how creative and innovative ideas are generated through teamwork and by brainstorming or workshopping ideas. You will be able to apply the principles of lean entrepreneurship and appreciate what is involved when starting a business or a social enterprise, as well as how to pitch business ideas to potential investors as part of an entrepreneurial team. The unit has a strong practice and market disruption focus.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

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 1 - 2019

- Brisbane
- Mackay
- Melbourne
- Online
- 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 Postgraduate 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 Assessment**

Weighting: 30%

2. **Practical Assessment**

Weighting: 30%

3. **Presentation 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](#).

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 'Have Your Say' survey responses

Feedback

I was really thinking a business after my graduation but I was not directed on how to carry out the business plan. So, this unit gave me a clear idea on how to start a new business through idea generation and present them in front of investor through business pitch. I will surely apply them in coming days. Thanks lecturer and unit coordinator for the providing such learning platform and boosting my confidence towards entrepreneurship.

Recommendation

Continue to highlight the value of research insights to the practical aspects of entrepreneurship. Furthermore, continue to highlight the commercialisation of ideas that arise through media coverage and networks.

Feedback from 'Have Your Say' survey responses

Feedback

Most practical unit I have come across so far. My professor has been a great inspiration.

Recommendation

The field is continuously evolving and this dynamic is great to share. Implementation and the continual recalibration of effort and resources underscores the importance of Lean Start-ups.

Feedback from 'Have Your Say' survey responses

Feedback

The way the explanation is given on moodle site for each assignment is excellent and easy to understand which is the best part of this unit.

Recommendation

Ensuring clarity of requirements in Moodle and quick access/navigation to relevant information reflects good design principles.

Feedback from 'Have Your Say' survey responses

Feedback

Awesome teaching staff and having good knowledge of subject. All over it was excellent

Recommendation

Maintain teaching excellence through regular collegial discussion of progress across the teaching term.

Feedback from 'Have Your Say' survey responses

Feedback

I guess the commercialisation part of the idea is what was not sufficiently covered in the course.

Recommendation

Commercialisation is a logical step forward in developing a subsequent unit.

Unit Learning Outcomes

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

1. Define and apply key concepts of innovation in commercial, digital, service, and social contexts
2. Investigate cases of disruptive innovation in different business and social contexts by applying lean entrepreneurship principles
3. Develop ideas using conceptualisation frameworks, innovation personas and horizon thinking in different business and social contexts
4. Demonstrate an understanding of and apply the stages of the innovation process, including learn how to forecast the success and market diffusion of your innovation using business model design logic
5. Identify and discuss the technical, financial and organisational constraints to innovation in markets that occur in real-life through the use of teamwork and brainstorming.

nil

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	5
1 - Practical Assessment - 30%	•			•	•
2 - Practical Assessment - 30%		•	•	•	
3 - Presentation and Written Assessment - 40%	•	•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	◦	◦	◦		◦
2 - Communication			◦	◦	
3 - Cognitive, technical and creative skills	◦	◦		◦	◦
4 - Research		◦		◦	◦
5 - Self-management	◦				
6 - Ethical and Professional Responsibility			◦		
7 - Leadership			◦	◦	
8 - 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
1 - Practical Assessment - 30%	◦	◦	◦	◦	◦		◦	
2 - Practical Assessment - 30%	◦	◦	◦	◦	◦	◦	◦	
3 - Presentation and Written Assessment - 40%	◦	◦	◦	◦	◦	◦	◦	

Textbooks and Resources

Textbooks

MGMT20143

Prescribed

New Venture Creation: Entrepreneurship for the 21st Century

Edition: 10 (2015)

Authors: Spinelli S & Adams R

McGraw Hill

USA

ISBN: 9781308851020

Binding: eBook

Additional Textbook Information

Digital E-text book:

<https://www.mheducation.com.au/9781308851020-aus-ebook-new-venture-creation-entrepreneurs-hip-for-the-21st-century-10th-edition> ISBN 9781308851020 with a price of \$54.95

However, if you prefer a paper text, they are available at the CQUni Bookshop here:

<http://bookshop.cqu.edu.au> (search on the Unit code)

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

Malcolm Johnson Unit Coordinator

m.n.johnson@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Part A: Introduction to Think Big Part B: Workshop perspectives on the lean entrepreneur (and intrapreneur)	Spinelli S. & Adams, R. (2017) New Venture Creation: Entrepreneurship for the 21st Century. McGraw Hill. Chapters 1 & 2 Cooper, B. & Vlaskovits, P. (2013). The Lean Entrepreneur. Hoboken, NJ: Wiley Chapters 1 and 2	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Part A: Business Model deconstruction
Part B: Workshop the entrepreneurial process

Cooper, B. & Vlaskovits, P. (2013). The Lean Entrepreneur. Hoboken, NJ: Wiley Chapters 3 and 5.
Osterwalder, A. & Pigneur, Y (2010) Business Model Generation: A Handbook for Visionaries, Game Changers and Challengers. Wiley. Chapter 1 and 2.
Changers, and Challengers. Wiley Chapters 1 and 2

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Part A: Advanced Manufacturing and Design Thinking Part B: Workshop the building blocks of a business model	Cooper, B. & Vlaskovits, P. (2013). The Lean Entrepreneur. Hoboken, NJ: Wiley Chapters 4 and 6. Osterwalder, A. & Pigneur, Y (2010) Business Model Generation: A Handbook for Visionaries, Game Changers and Challengers. Wiley. Chapter 3.	Please advise team you will be working with for Assignment 3

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Part A: Disruptive technologies Part B: Workshop critical linkages and success factors in a business model.	Spinelli S. & Adams, R. (2017) New Venture Creation: Entrepreneurship for the 21st Century. McGraw Hill. Chapter 4 Cooper, B. & Vlaskovits, P. (2013). The Lean Entrepreneur. Hoboken, NJ: Wiley Chapter 2. Osterwalder, A. & Pigneur, Y (2010) Business Model Generation: A Handbook for Visionaries, Game Changers and Challengers. Wiley. Chapters 4 and 5.	Assessment 1: Business Model Deconstruction: Due Monday 8 April at 5:00PM AEST

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Part A: Idea generation Part B: Workshop what does it take to develop a viable business idea	Spinelli S. & Adams, R. (2017) New Venture Creation: Entrepreneurship for the 21st Century. McGraw Hill. Chapters 5 & 6 Cooper, B. & Vlaskovits, P. (2013). The Lean Entrepreneur. Hoboken, NJ: Wiley Chapter 4. Osterwalder, A. & Pigneur, Y (2010) Business Model Generation: A Handbook for Visionaries, Game Changers and Challengers. Wiley. Chapter 4. Access materials in Moodle Week 5	BUSINESS MODEL DECONSTRUCTION Due: Week 5 Monday (8 Apr 2019) 5:00 pm AEST

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Part A: Digital age and integration of value chains and people's networks Part B: Workshop alternative business ideas: are they solving a real need?	Access materials in Moodle Week 6	

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Workshop your preferred business idea: Is there a business model that will deliver this benefit profitably?	Access materials in Moodle Week 7	

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Workshop your preferred business idea: Identify the key linkages among the business model building blocks that are critical to the launch and early growth phases.	Access materials in Moodle Week 8.	Assignment 2: Idea Generation and Business Model Development: Due Monday 13 May at 5:00PM AEST Idea Generation and Business Model Development Due: Week 8 Monday (6 May 2019) 5:00 pm AEST

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review the ideas developed by team members. Reach consensus on how you will select the 'Best idea' to develop further for Assignment 3	Access materials in Moodle Week 9.	

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Workshop idea enhancement	Access materials in Moodle Week 10.	

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Workshop business model enhancement	Access materials in Moodle Week 11.	

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Workshop Business Pitch presentation		Assignment 3: Idea Selection and Business Pitch: Due Monday 10 June at 5:00PM AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Idea Selection and Business Pitch Due: Review/Exam Week Monday (10 June 2019) 5:00 pm AEST

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 BUSINESS MODEL DECONSTRUCTION

Assessment Type

Practical Assessment

Task Description

To be completed **individually**, you are required to prepare a 1500-word business report that deconstructs an organisation's business model and identifies the critical success factors that make the business sustainable. Your analysis will demonstrate your critical thinking skills and your ability to professionally articulate your findings. Before commencing, you must seek your lecturer's approval to undertake an analysis of the business you have chosen.

The type of organisation that should be identified for study is one that is relatively new, innovative in how they operate, and have most likely been established in the last five years.

To achieve a result that meets your study objectives, please ensure the business report addresses each of the assessment criteria detailed below and which is elaborated in the marking rubric.

Length: 1500-words

Format: Business Report

Business Model Canvas format: From Osterwalder & Pigneur (2010)

Reference Format: American Psychological Association (APA)

Assessment Due Date

Week 5 Monday (8 Apr 2019) 5:00 pm AEST

Return Date to Students

Week 6 Monday (22 Apr 2019)

Results and marking comments will be available through Feedback Studio. Please click on the blue pencil to access the feedback.

Weighting

30%

Assessment Criteria

This 30 per cent assignment will be assessed on the following criteria (pro-rated out of 100%):

1. Provide a succinct description of the business, the industry in which it operates, the market or markets it serves, and the products and services it provides (10%)
2. Deconstruct the business model of the selected business using the nine building blocks in Osterwalder & Pigneur's canvas (20%)
3. Explain the key interrelationships that exist across the nine building blocks (20%)
4. Identify and discuss the critical success factors the business has to get right to achieve sustainable success (10%)
5. Evaluate what factors might impact the success of the business model (10%)
6. Discuss the changes you would make to the business model if this was your business (20%)
7. Quality of written submission, minimum 6 peer-reviewed journals, and APA referencing format (10%).

Referencing Style

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

Submission

Online

Submission Instructions

Please submit via Turnitin in Moodle

Learning Outcomes Assessed

- Define and apply key concepts of innovation in commercial, digital, service, and social contexts
- Demonstrate an understanding of and apply the stages of the innovation process, including learn how to forecast the success and market diffusion of your innovation using business model design logic
- Identify and discuss the technical, financial and organisational constraints to innovation in markets that occur in real-life through the use of teamwork and brainstorming.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Leadership

2 Idea Generation and Business Model Development

Assessment Type

Practical Assessment

Task Description

The objective of this **individual assessment** submission is to learn how to develop your own business idea,

complemented by research and observational insights that detail why the need is compelling. Please submit a 1500-word business report of your idea, a detailed business model (BM) canvas, discussion of the interrelationships among the BM components that are essential to success, critical risks and assumptions, and overall feasibility. The business model canvas must be discussed in the report and included as an appendix.

The assessment criteria are detailed below.

Length: 1500 words

Format: Business Report

Business Model Canvas format: From Osterwalder & Pigneur (2010)

Reference Format: APA

Assessment Due Date

Week 8 Monday (6 May 2019) 5:00 pm AEST

Return Date to Students

Week 10 Monday (20 May 2019)

Results and marker comments will be available in Moodle through Feedback Studio. Please click on the blue Pencil to access feedback.

Weighting

30%

Assessment Criteria

Idea Generation and Business Model Development (30%). Criteria evaluation below pro-rated out of 100%. Marking Rubric provided in Moodle.

1. Effective explanation of the customer/market problem that needs solving and/or the reason the innovation is required. (15%)
2. Persuasive argument of the customer/client benefits to be generated by the idea (10%)
3. Discussion of the proposed business model (15%)
4. Identification and discussion of the key interrelationships in the BM that will support success of the idea (10%)
5. Critical success factors to be managed during execution of the idea (15%)
6. Identification of critical risks and assumptions (10%)
7. Evaluation of the overall feasibility of the idea (15%)
8. Quality of written submission, minimum 6 peer-reviewed journals, and APA referencing format (10%).

Referencing Style

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

Submission

Online

Submission Instructions

Please submit online via Moodle

Learning Outcomes Assessed

- Investigate cases of disruptive innovation in different business and social contexts by applying lean entrepreneurship principles
- Develop ideas using conceptualisation frameworks, innovation personas and horizon thinking in different business and social contexts
- Demonstrate an understanding of and apply the stages of the innovation process, including learn how to forecast the success and market diffusion of your innovation using business model design logic

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

3 Idea Selection and Business Pitch

Assessment Type

Presentation and Written Assessment

Task Description

This is a **group assignment** that builds on the work completed in Assessment 2.

The objective of Assessment 3 is to develop skills that enable you to evaluate which idea (from Assessment 2) has the highest chance of success, and to then prepare a pitch that presents a compelling business case to secure financial backing. This facilitates an appreciation of what potential investors will be evaluating before they commit to project investment.

In summary, there are two parts to Assessment 3. The first requires the group to prepare a 1500-word business report that compares then selects which business idea to present from Assessment 2. The second involves everyone in the team pitching the idea to secure development capital. This needs to be recorded in Zoom with each team member presenting relevant PPT slides. **Both the Business Report (Idea Selection) and Pitch (Zoom video recording) need to be uploaded by the team leader (only) to Turnitin in Moodle.** The criteria for each component of the assessment are detailed below:

Idea Selection (15%)

The structure of the 1500-word business report should be set out as follows (with pro-rata assessment weighting totalling 100%):

1. Idea Evaluation (Develop an evaluation framework to compare the ideas developed individually in Assessment 2) (20%)
2. Idea Selection (Describe and justify how the best idea was selected) (20%)
3. Improvements (Identify any gaps that need to be addressed before the idea is pitched to an investor) (20%)
4. Revised Business Model (Amend the business model canvas to incorporate the above revisions) (20%)
5. Cash flow projections (Prepare 'best case' and 'worst case' cash flow projections for the first two years. Remember to state your assumptions about the key drivers of cash flow in each scenario) (20%)

The Pitch (25%)

Using Zoom, record a (maximum) 10-minute PowerPoint presentation that explains and sells the business idea to potential investors and customers

Each team member must present their aspect of the pitch in no more than 3-minutes.

The pitch should be structured to include the following (with pro-rata assessment weighting totalling 100%):

1. Overview of the proposed venture idea and underlying business model (10%)
2. More detailed explanation of:
 - a. The problem solved (5%);
 - b. How the idea is monetised (5%);
 - c. Financial feasibility (Cash flow projections for the first two years: and Key Ratios: Break-even point and ROI) (5%);
 - d. Operational feasibility (5%); and
 - e. Scope and scalability of the idea for commercialisation (5%).
3. What you are seeking from the investor (10%)
4. What you are offering in return (10%)
5. Presentation was creative and persuasive (15%)
6. Presentation demonstrated commercial acumen (15%)
7. Evidence (references) supporting the idea are provided in the Notes sections of relevant PPT slides (15%)

Assessment Due Date

Review/Exam Week Monday (10 June 2019) 5:00 pm AEST

On behalf of all group members, the group leader is required to upload to Moodle the 1500-word business report selecting the idea, a video recording of the pitch using Zoom, and the PowerPoint used.

Return Date to Students

Exam Week Monday (17 June 2019)

Results for the assignment will be returned after finalisation of grades.

Weighting

40%

Assessment Criteria

Idea selection (15%) will be assessed (pro-rata out of 100%) on the following criteria:

1. Develop an evaluation framework to compare the ideas that were developed individually in Assessment 2 (20%)
2. Describe and justify how the best idea was selected (20%)
3. Identify any gaps that need to be addressed before the idea is pitched to an investor (20%)
4. Revision of the business model canvas to incorporate the above (20%)
5. Prepare 'best case' and 'worst case' cash flow projections for the first two years (20%)

Presentation Pitch (25%) will be assessed (pro-rata out of 100%) on the following criteria:

1. Overview of the proposed venture idea and underlying business model (10%)
2. More detailed explanation of:
 - a. the problem solved (5%);
 - b. how the idea is monetised (5%);

- c. financial feasibility (Key Ratios: Break-even point and ROI) (5%);
- d. operational feasibility (5%); and
- e. scope and scalability of the idea for commercialisation (5%).
- 3. What you are seeking from the investor (10%)
- 4. What you are offering in return (10%)
- 5. Presentation was creative and persuasive (15%)
- 6. Presentation demonstrated commercial acumen (15%)
- 7. Evidence (references) supporting the idea are provided in the Notes sections of relevant PPT slides (15%)

Referencing Style

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

Submission

Online Group

Submission Instructions

On behalf of all group members, the team leader is required to upload to Turnitin in Moodle the 1500-word business report selecting the idea, and a video recording of the pitch using Zoom, and the PowerPoint used.

Learning Outcomes Assessed

- Define and apply key concepts of innovation in commercial, digital, service, and social contexts
- Investigate cases of disruptive innovation in different business and social contexts by applying lean entrepreneurship principles
- Demonstrate an understanding of and apply the stages of the innovation process, including learn how to forecast the success and market diffusion of your innovation using business model design logic
- Identify and discuss the technical, financial and organisational constraints to innovation in markets that occur in real-life through the use of teamwork and brainstorming.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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