



OCCT14003 *Transition to Professional Practice*

Term 2 - 2021

Profile information current as at 14/12/2025 06:50 am

All details in this unit profile for OCCT14003 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 capstone unit will provide you with the opportunity to examine, develop and evaluate your attributes and professional behaviours that, while not explicitly part of the profession's core knowledge and technical skills, are the professional skills required to function as a registered occupational therapist. You will have the opportunity to reflect and evaluate on and evaluate the professional socialisation that has occurred during your formal academic education and practice education, exploring the translation of that professionalism to the complex and dynamic professional sectors in which you may find yourselves practicing. Regulatory requirements for professional practice will be investigated, in addition to consolidating knowledge about the professional and competency standards expected of a new graduate registered health practitioner.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-Requisites OCCT13006 Professional Practice 1 OCCT13005 Professional Practice 2

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 - 2021

- Bundaberg
- Rockhampton

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. **Portfolio**

Weighting: 25%

2. **Objective Structured Clinical Examinations (OSCEs)**

Weighting: 45%

3. **Reflective Practice Assignment**

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 Have Your Say and in-class feedback.

Feedback

The unit content and guest speakers were consistently highlighted as a strength of this unit.

Recommendation

It is recommended that the content remain for the 2021 offering and a similar range of guest speakers will be asked to engage with the unit.

Feedback from Have Your Say and in-class feedback.

Feedback

The motivational interviewing assessment and the job portfolio assessment were highlighted as particularly valuable learning experiences.

Recommendation

It is recommended that both assessment pieces remain for the 2021 offering.

Feedback from Have Your Say

Feedback

It was identified that T2 2020 saw some overlap between OCCT14003 and OCCT14004 content, specifically on the Australian Occupational Therapy Competency Standards (AOTCS) 2018 and working in teams.

Recommendation

It is recommended that this be discussed and resolved at the Occupational Therapy Curriculum Planning Day in December 2020.

Unit Learning Outcomes

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

1. Communicate a clear understanding of contemporary contextual factors in Australia influencing the provision of occupational therapy services
2. Construct a plan for reflective practice and for ongoing learning, support and mentoring following graduation
3. Critically apply relevant legal, ethical and professional reasoning principles to professional practice situations at the level of a beginning registered occupational therapist
4. Prepare a professional portfolio to facilitate the transition from student occupational therapist to a registered, employed occupational therapist.

The new unit overview, unit learning outcomes and assessment pieces are aligned with requirements in the *Australian Occupational Therapy Competency Standards (AOTCS) 2018*. These competency standards acknowledge the diversity of roles and contexts that currently exist in occupational therapy practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Objective Structured Clinical Examinations (OSCEs) - 45%	•		•	
2 - Reflective Practice Assignment - 30%	•	•		
3 - Portfolio - 25%				•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Objective Structured Clinical Examinations (OSCEs) - 45%	•	•	•				•	•		
2 - Reflective Practice Assignment - 30%	•	•	•				•	•	•	
3 - Portfolio - 25%	•			•						

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- working camera and non-distorted audio

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

Desley Simpson Unit Coordinator

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Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Moore, A., & Fitzgerald, C. (2017). New graduate transition to practice: How can the literature inform support strategies? <i>Australian Health Review</i> , 41, pp.308-312.	
Reflecting on professional practice experiences and commencing a new graduate CPD plan according to AHPRA guidelines	Murray, K., & Ward, K. (2019). Attitudes to social media use as a platform for Continuing Professional Development (CPD) within occupational therapy. <i>Journal of Further and Higher Education</i> ,43(4), 545-559. doi: 10.1080/0309877/X.2017.1378313.	Guest session by the Occupational Therapy Professional Practice Manager
Professional reasoning at a graduate level		

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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[Occupational Therapy Board of Australia. \(2018\). Australian Occupational Therapy Competency Standards 2018.](#)

[Occupational Therapy Board of Australia Registration Standards:](#)

- continuing professional development
- professional indemnity insurance arrangements
- English language skills
- criminal history
- recency of practice

AHPRA, OT Australia - codes, registration process, OT competency standards, social media regulations

Guest session by OT Australia representative as available

[Occupational Therapy Board of Australia Codes and Guidelines](#)

- social media policy
- CPD
- supervision

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Preparing to secure a job - interviewing - resume-writing	Resources will be provided on your Moodle site for this topic.	The guest panel will include a CQUni Career Hub Career Specialist and leaders and recruiters in the occupational therapy profession.

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Australian health care systems and impact on occupational therapy clinical practice - featuring NDIS	<p>Barclay, L., Callaway, L., & Pope, K. (2020). Perspectives of individuals receiving occupational therapy services through the National Disability Insurance Scheme: Implications for occupational therapy educators. <i>Australian Occupational Therapy Journal</i>, 67(1), 39-48. https://doi.org/10.1111/1440-1630.12620</p> <p>Hamilton, D., Hancock, N., Scanlan, J. N., & Banfield, M. (2020). The National Disability Insurance Scheme and people with severe and persistent mental illness/psychosocial disability: A review, analysis and synthesis of published literature. <i>Australian New Zealand Journal Psychiatry</i>, 54(12), 1162-1172. https://doi.org/10.1177/0004867420967747</p> <p>Smethurst, G., Bourke-Taylor, H. M., Cotter, C., & Beauchamp, F. (2021). Controlled choice, not choice and control: Families' reflections after one year using the National Disability Insurance Scheme. <i>Australian Occupational Therapy Journal</i>, 68(3), 205-216. https://doi.org/10.1111/1440-1630.12715</p>	

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Bleyer, B. (2020). Casuistry: On a Method of Ethical Judgement in Patient Care. *HEC Forum*, 32(3), 211-226. <https://doi.org/10.1007/s10730-020-09396-7>

Ethical decision-making at a graduate level - application to case studies and workplace scenarios

Hazelwood, T., Baker, A., Murray, C.M., & Stanley, M. (2018). New graduate occupational therapists' narratives of ethical tensions encountered in practice. *Australian Occupational Therapy Journal*, 1-9. doi: 10.1111/1440-1630.12549.

VanderKaay, S., Letts, L., Jung, B., & Moll, S. E. (2020). Doing what's right: A grounded theory of ethical decision-making in occupational therapy. *Scandinavian Journal Occupational Therapy*, 27(2), 98-111.

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Managing oneself in professional practice	Chen, C. C. (2020). Professional Quality of Life among Occupational Therapy Practitioners: An Exploratory Study of Compassion Fatigue. <i>Occupational Therapy in Mental Health</i> , 36(2), 162-175. https://doi.org/10.1080/0164212x.2020.1725713	Job Application Portfolio Due: Week 6 Tuesday (24 Aug 2021) 11:45 pm AEST
Special issues for regional, rural and remote Australia.	Murray, C. M., Edwards, I., Jones, M., & Turpin, M. (2019). Learning thresholds for early career occupational therapists: A grounded theory of learning-to-practise. <i>British Journal of Occupational Therapy</i> , 83(7), 469-482. https://doi.org/10.1177/0308022619876842	

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Motivational Interviewing module 1	Fortune, J., Breckon, J., Norris, M., Eva, G., & Frater, T. (2019). Motivational interviewing training for physiotherapy and occupational therapy students: Effect on confidence, knowledge and skills. <i>Patient Education and Counselling</i> , 102(4), 694-700. https://doi.org/10.1016/j.pec.2018.11.014	
	Norris, M., Eva, G., Fortune, J., Frater, T., & Breckon, J. (2019). Educating undergraduate occupational therapy and physiotherapy students in motivational interviewing: the student perspective. <i>BMC Med Educ</i> , 19(1), 117. https://doi.org/10.1186/s12909-019-1560-8	
	Park et.al. (2019). Model of Human Occupation as a framework for implementation of Motivational Interviewing in occupational rehabilitation. <i>Work</i> , 62, 629-641. doi: 10.3233/WOR-192895.	

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Motivational Interviewing module 2	Alpersetein, D., & Sharpe, L. (2016). The efficacy of motivational interviewing in adults with chronic pain: A meta-analysis and systematic review. <i>The Journal of Pain</i> , 17(4), 393-403.	
	Schaefer, M.R., & Kavookjian, J. (2017). The impact of motivational interviewing on adherence and symptom severity in adolescents and young adults with chronic illness: A systematic review. <i>Patient Education and Counseling</i> , 100, 2190-2199.	
	Ruiz Moral, R. et.al. (2015). Effectiveness of motivational interviewing to improve therapeutic adherence in patients over 65 years old with chronic diseases: A cluster randomized clinical trial in primary care. <i>Patient Education and Counseling</i> 98, 977-983.	

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
OSCE assessments MI	No readings during this assessment week	Motivational Interviewing Practical Assessment Due: Week 9 Friday (17 Sept 2021) 11:45 pm AEST

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Considerations for private occupational therapy practice	Hudgins, E., Stover, A., & Walsh-Sterup, M. (2018). Opening a Private Practice in Occupational Therapy. <i>OT Practice</i> , 23(7), 1-9.	
	Millsteed, J., Redmond, J., & Walker, E. (2017). Learning management by self-employed occupational therapists in private practice. <i>Australian Occupational Therapy Journal</i> , 64(2), 113-120. https://doi.org/10.1111/1440-1630.12331	

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Working in teams: interprofessional practice, understanding your own style, conflict management, understanding workplace bullying policies	Adamson, K., Loomis, C., Cadell, S. & Verweel, L.C. (2018). Interprofessional empathy: A four-stage model for a new understanding of teamwork. <i>Journal of Interprofessional Care</i> , 32(6), 752-761. doi: 10.1080/13561820.2018.1511523.	
	Seaton, J., Jones, A., Johnston, C., & Francis, K. (2021). Allied health professionals' perceptions of interprofessional collaboration in primary health care: an integrative review. <i>Journal of Interprofessional Care</i> , 35(2), 217-228. https://doi.org/10.1080/13561820.2020.1732311	

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
No lectures		Reflective Practice Submissions Due: Week 12 Friday (8 Oct 2021) 11:45 pm AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

The majority of this unit will be offered via Zoom in T2, including the Motivational Interviewing assessment which has been designed 'telehealth-style' to advance your skills in both MI and in telehealth practice.

Assessment Tasks

1 Job Application Portfolio

Assessment Type

Portfolio

Task Description

There are three components to this assessment submission. **Firstly**, you will develop a curriculum vitae (four pages maximum) based on the accumulated knowledge throughout your training and reflections throughout the unit about how to frame your information. **Secondly**, you will consider your professional experiences and skills and use those considerations to prepare responses to selection criteria for a new graduate position. **Thirdly**, you will compose a cover letter addressed to the selection panel highlighting your skills and abilities in a professional and succinct manner.

This authentic assessment piece in this unit is designed to produce documents that can be used to assist in applying for professional positions upon graduation. It is expected that you will apply knowledge gained throughout the term and specifically following the 'careers day' session and translate that into this assessment piece. You will be supplied with a choice of three role descriptions and may choose which one you submit your assessment piece on. The skills obtained in this assessment and the feedback provided by your lecturer may then be applied in the real-world context to job applications upon graduation. As this is an authentic assessment piece, you are not required to reference your submission.

Assessment Due Date

Week 6 Tuesday (24 Aug 2021) 11:45 pm AEST

Return Date to Students

Week 8 Tuesday (7 Sept 2021)

Weighting

25%

Minimum mark or grade

Students must receive 50% and over of the total available marks in order to pass the assessment and the unit overall

Assessment Criteria

You will find a marking rubric on Moodle, detailing the assessment criteria and marks available. In summary, the Portfolio is graded out of 50 marks which cover the areas of:

Appearance (10)

Your curriculum vitae (CV) ought to be impressive. It should be neat, succinct and aesthetically pleasing. Think carefully about how information is organised and how headings are displayed, and which font is used. The CV, cover letter and responses to the selection criteria should make a strong first impression.

Organisation (10)

Each document must be well organised with a clear sequence in order to allow the reader to quickly assess your competencies and attributes in order to be shortlisted.

Content (20)

You must convey your technical and interpersonal skills in an effective, succinct way.

Written expression (10)

All submitted documents must be grammatically correct and without spelling or punctuation errors. The documents must convey your knowledge, skills and abilities through high level written communication.

Referencing Style

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

Submission

Online

Submission Instructions

Students are to upload the documents on Moodle.

Learning Outcomes Assessed

- Prepare a professional portfolio to facilitate the transition from student occupational therapist to a registered, employed occupational therapist.

Graduate Attributes

- Communication
- Information Literacy

2 Motivational Interviewing Practical Assessment

Assessment Type

Objective Structured Clinical Examinations (OSCEs)

Task Description

Motivational Interviewing (MI) is a patient interview style designed to promote behavioural changes in our patients/clients/consumers. Facilitating behaviour change to promote health and wellbeing is a therapeutic skill of great benefit to patient outcomes. Following on from MI lectures, practical sessions and simulated interviews for practice, this assessment requires you to **conduct a patient interview** in which you **demonstrate the principles of motivational interviewing**. The interview will be recorded and observed by the examiner in real-time. Following completion of your interview, you are required to take the recording away and **complete a rating of your performance using the tool provided, and a written reflection**. You will be supplied with a self-assessment template to guide your reflection. The interview will be of **20 minutes duration (maximum)**. The method of your motivational interview and thus your assessment will be via a telehealth process. This advances your skills in both motivational interviewing but also in the application of clinical work across technology platforms which may increasingly be part of flexible patient service offerings. You will be advised of the specific schedule in week 1 of class.

This is assessing graduate-level skills so it is assumed you already have sound skills in setting up the interview space, developing rapport with the patient and utilising professional verbal and non-verbal communication. In this assessment, your skills in evocation, collaboration, supporting autonomy, directing, empathy and asking open-ended questions are the focus. You are demonstrating your ability to facilitate the patient's ownership of goals and actions. The patient/client/consumer will be a "standardised patient" played by an actor.

You must follow the guidelines supplied for your **written reflection**. There is **no word limit** for the written reflection. The assessment criteria provides guidance for you in how your content and written expression will be assessed. Those students who are able to incorporate and synthesise key content, referencing a wide range of relevant readings, and present it in a concise way are likely to score highly. Your written reflection is your own original work, but you will use motivational interviewing reflection tools such as MIA:STEP and MIST in order to inform a robust analysis of your skills. You will be supplied with these tools throughout your learning experience.

Assessment Due Date

Week 9 Friday (17 Sept 2021) 11:45 pm AEST

Students will be advised of the interview schedule in week 9. Rockhampton students must be available Tuesday 14th September and Bundaberg students must be available Friday 17th September.

Return Date to Students

Week 11 Friday (1 Oct 2021)

Weighting

45%

Minimum mark or grade

Students must achieve 50% of the total available marks for this assessment piece to pass the unit overall

Assessment Criteria

A detailed rubric is supplied for you on Moodle.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Communicate a clear understanding of contemporary contextual factors in Australia influencing the provision of occupational therapy services
- Critically apply relevant legal, ethical and professional reasoning principles to professional practice situations at the level of a beginning registered occupational therapist

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

3 Reflective Practice Submissions

Assessment Type

Reflective Practice Assignment

Task Description

Five of the weekly topics in OCCT14003 are linked to a reflective practice assessment task. On each of those topics, you are required to write 500-800 words distributed across the prompt questions supplied to you. The templates of all prompt questions will be supplied to you at the commencement of term. You are to refer to the **Australian Occupational Therapy Competency Standards 2018** document in your weekly responses, as there will be at least one prompt question encouraging you to link those standards to the knowledge obtained in class. There are no right or wrong responses to these assessment pieces; rather it is important that you are **exhibiting reflective practice and decision-making of a graduate practitioner**.

There are five templates corresponding to the following topics: 1) Professional Reasoning, 2) Ethical Decision-Making, 3) National Disability Insurance Scheme and the Medicare Benefits Schedule, 4) Managing Oneself as a New Practitioner and 5) Working in Teams. Each of the five weekly topics has an overall mark available of 6 and will in total contribute to 30% of the overall unit mark.

Assessment Due Date

Week 12 Friday (8 Oct 2021) 11:45 pm AEST

Return Date to Students

Students will receive the marks for this final assessment piece after certification of grades

Weighting

30%

Minimum mark or grade

Students must achieve 50% of the total available marks for this assessment piece in order to pass the unit overall

Assessment Criteria

A marking rubric detailing the assessment criteria and marks available is on Moodle. In summary, the reflective practice submission assessment is graded out of 30 marks. Each of the five topics is awarded a maximum of 6 marks with the following assessment criteria:

- reflection on personal impact
- knowledge translation of relevance to practice with strategies for future practice
- reflection on competency standards

Referencing Style

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

Submission

Online

Submission Instructions

Please ensure each template is saved into one Word document and submitted as one overall document. Please save and upload in a Word format (.doc or .docx) rather than PDF

Learning Outcomes Assessed

- Communicate a clear understanding of contemporary contextual factors in Australia influencing the provision of occupational therapy services
- Construct a plan for reflective practice and for ongoing learning, support and mentoring following graduation

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice
- Social Innovation

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