PSYC13026 *Psychology Capstone*
Term 2 - 2023

Profile information current as at 25/04/2024 04:51 pm

General Information

Overview

This capstone unit provides you with the opportunity to reflect upon what you have learned from your undergraduate psychology degree, and to apply your discipline-specific knowledge within a professional context. There will be a focus on the transition into the workforce or further study, including the opportunity to review and finalise your professional ePortfolio, and to reflect on your values and current competencies as a future professional in the field of psychology. You will work in a small team to complete an applied major group project to address a real-world problem faced by an external organisation. Working as scientist-practitioners, your project (such as a research proposal, grant application, literature review, intervention, or evaluation), will be based on contemporary research evidence and consideration of cultural and ethical issues, and will highlight your discipline-specific and professional knowledge and skills.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

96 credit points including PSYC13015 in CC43.
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 - 2023

- Adelaide
- Bundaberg
- Cairns
- Online
- Rockhampton
- 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. **Group Work**
Weighting: Pass/Fail
2. **Portfolio**
Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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](#).

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 end of term unit evaluation

Feedback

Students requested an opportunity to receive feedback from the unit coordinator in relation to their presentations.

Recommendation

Schedule a formal session where groups can receive one-on-one feedback about their project and presentation from the unit coordinator, prior to final delivery in week 12. This would be in addition to opportunities to meet with the project partner.

Feedback from Student end of term unit evaluation

Feedback

Students suggested that examples of the group work project, including instruction on preparing research budgets should be provided.

Recommendation

More resources and support will be provided to students to assist in the preparation of their group's presentation (e.g. examples of past group pitches, assistance with pitching, and developing budgets and timelines).

Feedback from Student end of term unit evaluation

Feedback

Students commented that the e-portfolio was useful but would have preferred it on a more well-known platform such as LinkedIn.

Recommendation

Students will continue to be required to prepare an e-portfolio. It is a university requirement that all students prepare a portfolio during their degree, and Portfolium is the current preferred and supported platform. The unit coordinator will continue to provide resources for producing high-quality and professional portfolios, including how to integrate the portfolio with other online job-seeking tools such as LinkedIn.

Feedback from Unit Coordinator reflection

Feedback

Groups would benefit if they had to complete and submit a group memorandum of understanding (MoU) rather than it be a suggested activity.

Recommendation

Review submission requirements and schedule a time point early in the term when groups are required to submit a copy of their group memorandum of understanding (MoU).

Feedback from Student end of term unit evaluation

Feedback

Some students found that having the unit centred around a group assessment was stressful and unfair because of having to rely upon groupmates to pass the unit.

Recommendation

Assessments will continue to be reviewed and amended to ensure fairness and that they are clearly related to the unit learning outcomes. Working collaboratively is a vital graduate skill, and this skill is identified as an Australian Psychology Accreditation Council (APAC) foundational competency. The Psychology Capstone unit provides an opportunity to work in groups on a real-world problem. Two of the three assessment items related to the group work activity are individual tasks. This will be made clearer to students.

Unit Learning Outcomes

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

1. Demonstrate career readiness and insight into the skills, knowledge and personal attributes necessary to meet the standards of performance and practice expected in the workplace.
2. Develop creative solutions to issues faced in the workplace.
3. Critically reflect on the learning associated with the capstone project and identify further areas of learning and professional development.
4. Identify and display interpersonal skills and teamwork to a level commensurate with a professional workplace.

In this unit, students will achieve all of the graduate competencies as outlined by the Australian Psychological Accreditation Council (APAC) (https://www.psychologycouncil.org.au/standards). These include:

- Competency 1.1: Comprehend and apply a broad and coherent body of knowledge of psychology, with a depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach.
- Competency 1.2: Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.
- Competency 1.3: Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats
- Competency 1.4: Demonstrate an understanding of appropriate values and ethics in psychology
- Competency 1.5: Demonstrate interpersonal skills and teamwork
- Competency 1.6: Demonstrate self-directed pursuit of scholarly inquiry in psychology.

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	4
1 - Group Work - 0%	•	•	•	•
2 - Portfolio - 0%	•	•	•	•

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				

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)

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

Bradley Smith Unit Coordinator
b.p.smith@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
The capstone unit	Refer to Moodle website for required reading material and activities.	

Week 2 - 17 Jul 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Week 3 - 24 Jul 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Working in groups	Refer to Moodle website for required reading material and activities.	

Week 4 - 31 Jul 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Week 5 - 07 Aug 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Career pathways 1: Preparing for the job market	Refer to Moodle website for required reading material and activities.	

Vacation Week - 14 Aug 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Week 6 - 21 Aug 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Delivering the perfect pitch	Refer to Moodle website for required reading material and activities.	

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Working with clients	Refer to Moodle website for required reading material and activities.	**Portfolio** Due: Week 8 Friday (8 Sept 2023) 11:59 pm AEST

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Career pathways 2: Postgraduate options	Refer to Moodle website for required reading material and activities.	

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
The 'pitch' (presentations to partner organisations)	Refer to Moodle website for required reading material and activities.	**Capstone Project** Due: Week 12 Thursday (5 Oct 2023) 10:00 am AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

The majority of this unit involves working in a small group. Active participation in the group task is expected from week 2 to week 12. Your contribution to the group task and your ability to work within the group will be assessed by the unit coordinator and your peers. Please ensure you are prepared for this, and actively communicate with your group members throughout the term.

Workshops are delivered fortnightly. The 'off weeks' are expected to be used for groups to get together and work on the group project. Attendance at workshops is not compulsory (they will be recorded), however, participation from all students is greatly encouraged to maximise the learning experience for all.

Please ensure that you are available to attend the week 12 workshop. This is when you and your group will present live (via Zoom) to the partner organisation. A schedule with the exact presentation time will be released by week 10.

Assessment Tasks

1 Capstone Project

Assessment Type
Group Work

Task Description
There are four elements to this assessment task (Parts A to D), as outlined below.
* Parts A and B are to be submitted as a group, and Parts C and D are to be submitted individually.

PART A- Group contract*- Due by Week 5, Friday 11 August, 11.59pm AEST
Groups work best when all members understand and agree to expectations. As such, groups will be required to develop

and agree to a group contract (often referred to as a Memorandum of Understanding [MoU] or Team Charter) in the early stages of their capstone project. The group contract will need to clearly articulate relevant aspects such as the aim of the project, the role of members, a communication plan, a schedule of meetings, a code of conduct (e.g., plagiarism), and timelines/deadlines for completion. A basic MOU template is provided in Moodle but groups are encouraged to develop one that best reflects their group (there are many exemplars online).

PART B- Group presentation*- To be presented live (via Zoom) in the workshop session in Week 12 (Thursday 5 October, 10am AEST)

A series of real-world problems will be made available. You must choose one of these as the focus of your capstone project. These problems will be proposed by an external partner (e.g. local or state government department, not-for-profit organisation, research group, community group, mental health provider), and represent a significant issue currently faced in the community. Working in small groups as scientist-practitioners, you will be required to present an evidence-based feasible solution to the problem. This project represents an opportunity to practice your group work skills and apply your theoretical understanding of human behaviour to practical 'real life' applications that you are likely to face in the workplace.

Groups of approximately 4 will be randomly allocated by the unit coordinator based on the topic selected. Topics will be made available in week 1, and groups allocated by the end of week 2 of the term. Active participation in the group task is expected from week 3 to week 12. Your contribution to the group task and your ability to work within the group will also be assessed by your peers (see Assessment Part 1c). Please ensure you are prepared for this, and actively communicate with your group members throughout the term.

The outcome should resemble a research proposal or pitch, detailing an innovative way to address the problem. For example, to design an evaluation or intervention that the partner organisation might be able to implement. Solutions must be evidenced-based and feasible. The proposal must be presented in a visual form, as if you are presenting the solution as either (a) employees of the partner organisation presenting to management who have tasked you with finding a solution to this problem, or (b) as external providers seeking to win a grant or tender to carry out this work that is being offered by the partner organisation.

Your group's pitch will be presented live (in real-time) via Zoom in week 12. The partner organisation will be present to receive the pitch and provide feedback. Presenting in person and confidently articulating your ideas and responding to questions represent critical skills required for working in many organisations, and this project seeks to emulate this environment.

The format of the presentation is flexible, and will largely reflect the nature of the problem and solution. Some suggested parts of the pitch might include the background/literature review on the issue, a project logic, a service model, an evaluation plan, a timeline and a budget. The process used to come to the solution may also form an important part of the pitch.

Presentations should be around 10-12 minutes with an additional 8 min for questions from the audience (presenters will be cut off at 13 minutes). Each member of the group is required to present a component of the presentation. The week 12 workshop will be a conference-style event, so you will need to plan your schedules to be available to attend the event (a schedule of presentations will be developed later in the term). You will need to seek approval and make arrangements with the Unit Coordinator if one or more of the group is not able to be in attendance. In this instance, available group members should be present for the question time component of the presentation. Formal feedback relating to the presentation will be given by the unit coordinator and informal feedback from the organisational partner.

You will be working closely with the partner organisation throughout the term. Depending on the availability of the partner organisations, there will be at least three planned 'touch points' across the term. These represent an opportunity for groups to engage with representatives from the organisation to ask questions and obtain feedback before the delivery of the final product.

PART C- Self and peer evaluation of group work- Due by Week 13, Friday 13 October, 11.59pm AEST

Your ability to work in a group setting (communication, collaboration, commitment) will be assessed by yourself and your peers (group members). This will enable your group work skills to be evaluated and help ensure accountability in relation to your role and contribution to the group task. This feedback will be used to evaluate teamwork skills and the eligibility of group members to pass the unit. As such, it is important to be as fair and honest as possible in your assessment.

An evaluation form assessing six criteria will be made available on Moodle for completing this task.

PART D- Personal reflection- Due by Week 13, Friday 13 October, 11.59pm AEST

You will be required to write a brief reflection in relation to your engagement and experience with the major group project- including such things as engagement with the project, team processes, engagement with the industry representatives, broader professional issues, cultural safety, and how this experience has contributed to your own professional identity, values and future employability goals.

A personal reflection form, with five questions relating to your group work experience, will be made available in Moodle for completing this task. Each response should be between 200 and 400 words.

Assessment Due Date

Week 12 Thursday (5 Oct 2023) 10:00 am AEST

Group presentation due during the Week 12 workshop. See 'task description' for deadlines for each of the individual assessment items (parts A, C, and D)

Return Date to Students

Grade and feedback to be returned to students within 2 weeks of the due date.

Weighting
Pass/Fail

Minimum mark or grade
To achieve a pass for Assessment 1 you will need to achieve at least 70/100.

Assessment Criteria
To achieve a pass for Assessment 1 you will need to achieve at least 70/100 overall. That is, the scores from parts A, B, C and D must total at least 70.
*Please note that Parts A and B will be given as a group grade. That is, all contributing members of the group will receive the same mark and feedback for the group contract and the group presentation.
Each part will be graded according to the criteria outlined below:

PART A- Group contract (15%)*
This component will be graded out of 15 marks. Groups must submit a group contract (in the form of an MoU or team charter) that addresses the following:

- Project goals and objectives (2 marks)
- The role of all group members (3 marks)
- A communication plan (e.g., mode of communication, a schedule of meetings, how issues will be addressed) (3 marks)
- Project timelines/deadlines for completion (3 marks)
- Identification of risks, assumptions, and obstacles that may be encountered and how these might be mitigated (3 marks)
- Be agreed upon by all members of the group (1 mark)

PART B- Group presentation (45%)*
This component will be graded out of 45 marks. Marks will be allocated according to the criteria outlined below.

1. Structure and flow (7 marks)
2. Content (22 marks)
3. Communication and engagement style (9 marks)
4. Collaboration (7 marks)

A more detailed marking rubric will be provided in Moodle. Informal feedback relating to the presentation will also be given to you from the partner organisation.

PART C- Self and peer evaluation of group work (15%)
This component will be graded out of 15 marks. Using the six criteria outlined below, you will evaluate each member of your group, as well as yourself, relating to group work and engagement in the group task. The unit coordinator will take the self and peer scores into account, and provide a weighted score. A more detailed evaluation form will be provided in Moodle.

Criteria

1. Participation in developing ideas and planning project (2.5 marks).
2. Willingness to discuss the ideas of others (2.5 marks).
3. Cooperation with other group members (2.5 marks).
4. Interest, engagement and enthusiasm in the project (2.5 marks).
5. Participation in leading/facilitating discussion (2.5 marks).
6. Quality of completed work (2.5 marks).

PART D- Personal reflection (25%)
This component will be graded out of 25 marks. Marks will be allocated according to the criteria outlined below. It is important that statements relating to experiences and opinions are supported with specific examples. For example, instead of saying 'our final product was good', articulate and give examples explaining why you thought it was good.

Your group (5 marks)

Q1. Summarise the makeup of your group, the topic/issue selected, engagement with the partner organisation, and provide a summary of the final pitch/product (e.g., what was the issue and the nature of your group's solution).

Reflection on experience (10 marks)
Q2. Personal contribution: Describe your personal role in the group, interest and enthusiasm in the project, participation in leading and facilitating discussion, and opinion about the quality of the final product. Provide specific examples. (5 marks).
Q3. Assessment of team experience: Describe how well your group cooperated, communicated, and made decisions, how the group handled challenges, the benefits of groupwork, and challenges of groupwork. Be sure to use specific examples. (5 marks).

Evidence of personal development (10 marks)
Q4. Articulate (using examples) at least one new understanding or insight you have gained about yourself and at least one new understanding about groupwork because of your experience. (5 marks)
Q5. Discusses at least one thing you would do the same and at least one thing you would do differently to improve your teamwork experience in the workplace (providing specific recommendations). (5 marks)

Referencing Style

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

Submission
Online Group

Submission Instructions
The group presentation (part a) will be delivered via Zoom during the week 12 workshop. Parts b and c should be submitted to Moodle in the one document provided.

Learning Outcomes Assessed

- Demonstrate career readiness and insight into the skills, knowledge and personal attributes necessary to meet the standards of performance and practice expected in the workplace.
- Develop creative solutions to issues faced in the workplace.
- Critically reflect on the learning associated with the capstone project and identify further areas of learning and professional development.
- Identify and display interpersonal skills and teamwork to a level commensurate with a professional workplace.

2 Portfolio

Assessment Type
Portfolio

Task Description
For this assessment task, you will be required to finalise your ePortfolio via the Portfolium website. As part of this process, you will be asked to reflect on your values and current competencies as a psychology graduate and future professional in the field of psychology.
Portfolium is an academic portfolio network allowing you to showcase your education and work accomplishments, and connect with other professionals and organisations. You will be given free access to this account for life. For students commencing the degree from 2021, the ePortfolio/Portfolium was first introduced as part of 'PSYC11011- Personal and Professional Psychology', and should have been updated throughout your degree. If you do not currently have a Portolium account/profile, you will need to establish one to complete the task. Resources for creating your portfolio will be provided to you in Moodle.
Use this task to curate an amazing version of yourself to show employers upon graduation. As such, it is important that your profile displays a consistent narrative, and highlights what is unique about you. There will be a minimum number of criteria you need to meet to achieve a pass.

Assessment Due Date
Week 8 Friday (8 Sept 2023) 11:59 pm AEST

Return Date to Students
Week 10 Friday (22 Sept 2023)
Grade and feedback returned within 2 weeks of the due date.

Weighting
Pass/Fail

Minimum mark or grade
To achieve a pass on this assessment you will be required to have achieved 70/100.

Assessment Criteria

This assessment will be graded out of 100 marks. To achieve a pass on this assessment you will be required to have achieved a minimum mark of 70/100. Please make sure you check your privacy settings to ensure that the profile, projects, and resume are visible.

Marks will be allocated according to each of the following criteria:

An up-to-date profile (5 marks)

- A Portfolium profile that includes your name, location, education, profile and background photo, and tagline text (2 marks)
- Highlight at least one accomplishment, achievement, certificate, award or experience (1 mark)
- Connection to at least 4 of your colleagues (e.g., from your group task, teaching staff) (1 mark)
- Upload a professional resume (1 mark)

Reflection on your career aspirations and core values (15 marks)

In the 'Introduction' section of your profile, write a mini biography/statement of at least 250 words, that:

- Provides appropriate insight into who you are, what you are currently doing, what you have done or where you have come from, why you are interested in psychology, and the career you wish to engage in when you finish your degree (7 marks)
- Do the free online values test https://personalvalu.es/ to find out your core values. Once you have completed the values test, reflect on how your employment aims match your core values (8 marks)

Reflection on your skills and knowledge from the psychology degree (30 marks)

This section requires you to be familiar with the course learning outcomes of your degree (e.g. CC43), and the Australian Psychology Accreditation Council (APAC) Graduate competencies for undergraduate (level one)

Under 'Education' on your profile, ensure the details of your current degree (e.g. Bachelor of Psychological Science), university, and completion dates are provided. In the 'description' section of the degree, write:

1. A personal statement of at least 100 words, outlining your experience and engagement with the undergraduate degree, and your attainment of key graduate capabilities (e.g., skills and knowledge) (7 marks)
2. Provide an evaluation of at least 100 words of how successfully you have acquired these graduate capabilities, including a description of your strengths and weaknesses, and how this relates to your values and professional identity (8 marks)

Under 'Courses' on your profile, enter a minimum of <u>ten</u> of the level 2 (PSYC12xxx) and level 3 (PSYC13xxx) psychology units that you have completed as part of your psychology degree (at CQUniversity or elsewhere). For each unit:

1. Provide the title, unit code, and date studied.
2. Rewrite (paraphrase) the unit overview and unit learning outcomes into a short statement (1 paragraph) highlighting the key skills and knowledge you learned from the unit (15 marks)

Details of the course learning outcomes can be found in the CQU Handbook. Details relating to the unit learning outcomes are available from the unit profiles (found on the Moodle site of each unit [under 'information' on the toolbar], or individual units listed in the Handbook under 'course structure').

Evidence of APAC competencies (50 marks)

Upload at least 5 pieces of academic work from your degree that highlight the skills and knowledge of a psychology graduate, as outlined in the APAC level one graduate competencies. This includes:

1. Demonstration of your <u>written communication</u> skills on a topic related to psychology (e.g., essay)
2. Demonstration of your <u>oral communication</u> skills (e.g., oral presentation)
3. A research report or similar demonstrating your knowledge and application of psychological <u>research methods</u> (e.g., research report)
4. An example of when you have applied knowledge and skills of psychology in a manner that is <u>reflexive, culturally appropriate and sensitive to the diversity of individuals</u>
5. Demonstrate <u>interpersonal skills and teamwork</u> (e.g., a product from a group task- it can be the group presentation from this unit).

Upload each piece of work as a 'Project' in Portfolium. For each item, you must include:

1. The piece of work (e.g., Word document, video file or link to YouTube, Powerpoint)
2. The project task/description
3. A brief reflection about what you learned from the experience (e.g. skills, knowledge, experience), and
4. Why/how this task and learning is relevant to psychology in the workplace or your future career. That is, link the project/artefact to your skills.

Each piece of work and reflection is worth 10 marks.

Referencing Style

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

Submission
Online

Submission Instructions
When completed, please provide the unit coordinator through Moodle with an accessible link to your ePortfolio. Ensure that the portfolio and contents is set to 'public', or that a private link is provided (see Moodle for instructions).

Learning Outcomes Assessed

- Demonstrate career readiness and insight into the skills, knowledge and personal attributes necessary to meet the standards of performance and practice expected in the workplace.
- Develop creative solutions to issues faced in the workplace.
- Critically reflect on the learning associated with the capstone project and identify further areas of learning and professional development.
- Identify and display interpersonal skills and teamwork to a level commensurate with a professional workplace.

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