



SPCH12007 *Speech Pathology Work-Integrated Learning 2*

Term 2 - 2022

Profile information current as at 25/04/2024 02:10 pm

All details in this unit profile for SPCH12007 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

In this unit, you will develop the foundation professional skills required to practise as speech pathologists, with a particular focus on the knowledge and practical skills required to plan and implement therapeutic interventions across a range of practice areas. While undertaking Work-Integrated Learning (WIL) components of this unit, you will develop novice level clinical competencies during assessment and therapy sessions. In order to commence this unit, you must have completed all pre-clinical requirements, and maintain these requirements throughout the unit.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite: SPCH13005 Acoustics and Phonetics SPCH12004 Speech Pathology Work-Integrated Learning 1SPCH12002 Communication Development and Disorders in Early Childhood

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 - 2022

- 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. **Written Assessment**

Weighting: 60%

2. **Reflective Practice Assignment**

Weighting: 40%

3. **Professional Practice Placement**

Weighting: Pass/Fail

4. **Professional Practice Plans (learning plans)**

Weighting: Pass/Fail

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student Unit Evaluation Data

Feedback

Students would like clearer expectations in relation to assessment tasks.

Recommendation

It is recommended that the unit coordinator should set clear expectations of assessment tasks through the assessment task descriptions, including use of a detailed rubric.

Feedback from Student feedback

Feedback

Students enjoyed applying theory to practice in their work integrated learning experience at the CQUniversity Health Clinic.

Recommendation

It is recommended that students should continue to complete a work integrated learning experience at the CQUniversity Health Clinic as part of this unit.

Unit Learning Outcomes

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

1. Apply holistic, evidence-based strategies which maximise client participation and achievement during speech pathology assessment and intervention
2. Develop and implement evidence-based assessment and therapy plans for speech pathology practice
3. Demonstrate reflective practice skills in a clinical setting.

The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia's Professional standards.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | |
|---|-------------------|---|---|
| | 1 | 2 | 3 |
| 1 - Written Assessment - 60% | | • | |
| 2 - Reflective Practice Assignment - 40% | | | • |
| 3 - Professional Practice Placement - 0% | • | • | • |
| 4 - Professional Practice Plans (learning plans) - 0% | • | | |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | |
|---|-------------------|---|---|
| | 1 | 2 | 3 |
| 1 - Communication | • | • | • |
| 2 - Problem Solving | • | | • |
| 3 - Critical Thinking | • | • | • |
| 4 - Information Literacy | • | • | • |
| 5 - Team Work | | | • |
| 6 - Information Technology Competence | | • | |
| 7 - Cross Cultural Competence | | | |
| 8 - Ethical practice | • | • | • |
| 9 - Social Innovation | • | • | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | |

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

Susan Walker Unit Coordinator
s.walker3@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|--------------------------------------|
| Online lectures/activities: <ul style="list-style-type: none">• goal setting and selecting therapy targets• selecting treatment approaches though ethical decision making• communication in the clinical setting Tutorial: <ul style="list-style-type: none">• goal setting and selecting therapy targets• selecting treatment approaches though ethical decision making• communication in the clinical setting | | Readings will be outlined on Moodle. |

Week 2 - 18 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|--------------------------------------|
| Online lectures/activities: <ul style="list-style-type: none">• using the 'Description-Interpretation-Outcome' framework for reflecting• selecting treatment approaches/targets and writing goals for speech sound intervention• designing treatment and session plans Tutorial: <ul style="list-style-type: none">• selecting treatment approaches/targets and writing goals for speech sound intervention• designing treatment and session plans | | Readings will be outlined on Moodle. |

Week 3 - 25 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--------------------------------------|------------------------------|
| Online lectures/activities: <ul style="list-style-type: none"> selecting treatment approaches/targets and writing goals for language intervention designing treatment and session plans Tutorial: <ul style="list-style-type: none"> selecting treatment approaches/targets and writing goals for language intervention designing treatment and session plans | Readings will be outlined on Moodle. | |

Week 4 - 01 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--------------------------------------|------------------------------|
| Online lectures/activities: <ul style="list-style-type: none"> data collection interacting with parents and providing "homework" Tutorial: <ul style="list-style-type: none"> in-class reflection data collection | Readings will be outlined on Moodle. | |

Week 5 - 08 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--------------------------------------|------------------------------|
| Online lectures/activities: <ul style="list-style-type: none"> writing progress notes Tutorial: <ul style="list-style-type: none"> in-class reflection writing progress notes | Readings will be outlined on Moodle. | |

Vacation Week - 15 Aug 2022

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

Week 6 - 22 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--------------------------------------|------------------------------|
| Online lectures/activities: <ul style="list-style-type: none"> assessment and intervention for indigenous populations Tutorial: <ul style="list-style-type: none"> assessment and intervention for indigenous populations in-class reflection | Readings will be outlined on Moodle. | |

Week 7 - 29 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--------------------------------------|------------------------------|
| Online lectures/activities: <ul style="list-style-type: none"> aural habilitation Tutorial: <ul style="list-style-type: none"> aural habilitation | Readings will be outlined on Moodle. | |

Week 8 - 05 Sep 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--------------------------------------|---|
| Online lectures/activities: <ul style="list-style-type: none"> paediatric language development programs Tutorial: <ul style="list-style-type: none"> guest speaker from the Hanen Centre | Readings will be outlined on Moodle. | Treatment plan Due: Week 8 Monday (5 Sept 2022) 9:00 am AEST |

Week 9 - 12 Sep 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--------------------------------------|------------------------------|
| Online lectures/activities: <ul style="list-style-type: none"> inter-professional practice and the ICF | | |
| Tutorial: <ul style="list-style-type: none"> inter-professional practice and the ICF in-class reflections | Readings will be outlined on Moodle. | |

Week 10 - 19 Sep 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--------------------------------------|------------------------------|
| Online lectures/activities: <ul style="list-style-type: none"> guest speaker from Queensland Children's Hospital : promotion and prevention in speech pathology | | |
| Tutorial: <ul style="list-style-type: none"> guest speaker from Queensland Children's hospital: promotion and prevention in speech pathology | Readings will be outlined on Moodle. | |

Week 11 - 26 Sep 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--------------------------------------|------------------------------|
| Online lectures/activities: <ul style="list-style-type: none"> speech pathology practice in different contexts writing therapy reports in different clinical settings | | |
| Tutorial: <ul style="list-style-type: none"> reviewing therapy reports from different clinical settings in-class reflections | Readings will be outlined on Moodle. | |

Week 12 - 03 Oct 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--------------------------------------|------------------------------|
| Online lectures/activities: <ul style="list-style-type: none"> working in a team use of technology in therapy | | |
| Tutorial: <ul style="list-style-type: none"> use of technology in therapy in-class reflections | Readings will be outlined on Moodle. | |

Review/Exam Week - 10 Oct 2022

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

Exam Week - 17 Oct 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|---|
| | | Reflective practice assignment Due: Exam Week Monday (17 Oct 2022) 9:00 am AEST |

Term Specific Information

For students participating in their practicum placement in Term 3 (2022/2023) alternative assessment due dates will be provided by the Clinical Education Co-ordinator (CEC) by no later than week 8 of Term 2. Students will be able to access the Speech Pathology Assessment Cupboard on Fridays from 11:00am-12:30pm.

Assessment Tasks

1 Treatment plan

Assessment Type

Written Assessment

Task Description

For this assessment you are required to submit two consecutive therapy plans for a paediatric client you see at the CQUniversity Health Clinic. These session plans must pertain to the first two therapy sessions you run in the clinic. Your therapy plans must clearly detail:

- Long-term and short-term goals for the client
- A description of each activity to be completed including the time frame
- The resources required for each activity
- The scaffolding/prompting you intend to provide to the client
- How you plan to collect data (you may attach any data recording forms used as an appendix)
- How you intend to set up the environment
- The therapy approach/es you intend to use

Therapy plan one and two must also clearly outline a justification for the following aspects of the plan:

- Therapy goals selected
- Therapy approach chosen

These justifications should be written with reference to evidence based practice (e.g., literature, your Clinical Educator's guidance, client priorities) and your assessment results (which may be attached as an appendix). A template for this assessment task will be provided for you on Moodle.

Assessment Due Date

Week 8 Monday (5 Sept 2022) 9:00 am AEST

This assessment task must be uploaded to Moodle by the due date/time.

Return Date to Students

Week 10 Monday (19 Sept 2022)

Feedback will be uploaded to Moodle.

Weighting

60%

Minimum mark or grade

This is a MUST PASS assessment task. You must receive a minimum mark of 50% to pass this assessment task.

Assessment Criteria

Criterion one assesses your ability to develop a clear, appropriate and comprehensive therapy plan which is clinically justified.

Criterion two assesses your writing style and conventions and use of APA-7th referencing.

Referencing Style

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

Submission

Online

Submission Instructions

This assessment must be uploaded to Moodle by the due date/time

Learning Outcomes Assessed

- Develop and implement evidence-based assessment and therapy plans for speech pathology practice

2 Reflective practice assignment

Assessment Type

Reflective Practice Assignment

Task Description

To complete this reflective practice assignment, you need to do the following:

1. Choose two of the four Generic Professional Competencies. For each of the two competencies, you need to identify and reflect upon one area of strength and one area for improvement, specifically indicating the applicable element/s. Your strength and area for improvement may fall within the the same element of a competency area, or in two separate elements. Your assignment should include reflections for two areas of strength and two areas for improvement, a total of four reflections.

2. For each strength and area of improvement, provide explicit examples by following the "Description- Interpretation- Outcome" framework. Your example may relate to your work-integrated-learning experiences or your academic learning experiences in SPCH12007. When describing your example, you need to consider and compare your understanding and performance for that competency at the beginning of term compared to the end of term.
3. For each area of improvement that you identify, write a SMART behavioral goal to describe how you will progress your competency. Discuss one strategy you can apply to assist you in meeting that objective.

Assessment Due Date

Exam Week Monday (17 Oct 2022) 9:00 am AEST

This assessment task must be uploaded to Moodle by the due date/time.

Return Date to Students

Feedback will be uploaded to Moodle.

Weighting

40%

Minimum mark or grade

This is a MUST PASS assessment task. You must receive a minimum grade of 50% to pass this assessment task.

Assessment Criteria

Criterion 1 assesses your ability to identify and reflect upon one area of strength and one area for improvement for one of the four Generic Professional Competencies. You are also required to identify a SMART behavioural objective and a strategy to meet this objective.

Criterion 2 assesses your ability to identify and reflect upon one area of strength and one area for improvement for one of the four Generic Professional Competencies (this must be a different GPC to criterion 1). You are also required to identify a SMART behavioural objective and a strategy to meet this objective.

Criterion 3 assesses your ability to apply appropriate writing, grammar and formatting conventions including the use of APA 7th Edition referencing and formatting.

Referencing Style

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

Submission

Online

Submission Instructions

This assessment must be uploaded to Moodle by the due date/time.

Learning Outcomes Assessed

- Demonstrate reflective practice skills in a clinical setting.

3 Paediatric Sessional Placement

Assessment Type

Professional Practice Placement

Task Description

You will be required to attend and participate in a 12 week sessional placement, one partial day per week (for 12 weeks) during Term 2, 2022 (or Term 3 2022/3 if mutually agreed upon). Information regarding these dates, as well as the duration and nature of the placement, will be provided to you by your Clinical Education Coordinator and/or Unit Coordinator at least two weeks prior to the commencement of your placement.

Your paediatric sessional placement will provide you with an opportunity to develop your competence as a Speech Pathologist under the supervision of a Clinical Educator (CE), in a clinical setting (e.g., typically the CQU Health Clinic). This particular placement will be focused on paediatric clinical practice.

Further details regarding learning agreements can all be found in the 2022 Speech Pathology Clinical Education Handbook, which is available on Moodle. In addition, the handbook describes the expectations of students who are completing placements, including information regarding dress code, professional conduct, confidentiality, and managing a range of issues during placements. You should ensure that you are familiar with the contents of the 2022 Clinical Education Handbook prior to commencing any placement.

This assessment item has a pass/fail criteria and must be passed in order to achieve a pass grade for this unit. Note that in order to commence this sessional placement, you must have met all pre-clinical requirements (i.e., mandatory checks) and these must remain current for the duration of your placement. Information regarding pre-clinical requirements can be obtained from the Work-Integrated Learning Office via email: smas-clinicalplacements@cqu.edu.au.

Different workplaces may also have additional pre-clinical requirements that relate to their particular workplace/facility/organisation, such as training related to the use of telepractice or infection control, or specific vaccinations such as the influenza vaccination (this is particularly the case when working with vulnerable populations, such as the elderly and immuno-compromised individuals). It is up to you as the student to ensure that you have met all of these requirements, otherwise you may not be able to attend a placement and complete this assessment task.

Assessment Due Date

You must upload your completed SPCH12007 placement assessment rubric to Moodle no later than one week after the placement finishes.

Return Date to Students

You will be notified of your placement outcome within two weeks of placement completion by the Clinical Education Coordinator.

Weighting

Pass/Fail

Minimum mark or grade

This is a must pass assessment, you must meet all requirements listed in the assessment criteria to pass the assessment task.

Assessment Criteria

During your placement, your CE, a qualified Speech Pathologist, will assess your competence by use of the assessment rubric provided on Moodle. To pass your professional placement, you must meet each of the following requirements:

- A pass mark on the placement assessment using all the criterion of the SPCH12007 clinical placement rubric at the end of placement.
- Completion of a learning contract at the beginning of your placement, this is a learning agreement that is reached between you and your CE , within the first two weeks of placement.
- You must also complete and submit any additional documentation that is required by the CE or placement organisation, such as written reports and information for client files.

You will be assessed under the three domains of Speech Pathology Australia's Professional Standards for Speech Pathologists in Australia (Professional Standards).

- professional conduct
- reflective practice and life-long learning
- speech pathology practice.

Your competence will be assessed by behavioural descriptors that align with the "novice" level in Speech Pathology Australia's Compass (R) assessment tool.

The novice-level student:

- requires a high degree of supervisory support
- recalls some aspects of relevant theory

Needs support to:

- draw conclusions about a client
- develop a plan for action
- understand the total clinical situation
- apply problem-solving strategies, principles and theory
- spends a high degree of time and effort in meeting clinical responsibilities
- is highly focused on own performance, rather than on the client

The Clinical Education Coordinator will determine if the student has met the above criteria.

Referencing Style

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

Submission

Offline

Submission Instructions

You must upload your completed SPCH12007 placement assessment rubric to Moodle no later than one week after the final day of placement.

Learning Outcomes Assessed

- Apply holistic, evidence-based strategies which maximise client participation and achievement during speech pathology assessment and intervention
- Develop and implement evidence-based assessment and therapy plans for speech pathology practice
- Demonstrate reflective practice skills in a clinical setting.

4 Learning Agreement and Record of WIL Hours and Experience

Assessment Type

Professional Practice Plans (learning plans)

Task Description

This assessment has two parts, Part 1 Learning Agreement and Part 2 Record of WIL hours and Experience.

Part 1 Learning Agreement

At the start of your paediatric clinical placement you will be required to prepare a learning agreement, using the Learning Agreement document provided to you on Moodle. This is a learning agreement that is reached between you and your CE, this must be completed and signed within the first two weeks of placement and reviewed at the end of your placement. Your learning goals must be written in the SMART format, i.e, Specific, Measurable, Achievable, Realistic and Time-Bound. The completed Learning Agreement is submitted at the end of the clinical placement signed by the student and clinical educator. Further details regarding learning contracts can all be found in the 2022 Speech Pathology Clinical Education Handbook which is available on Moodle.

Part 2 Record of WIL Hours and Experience

As you complete your sessional placement as part of this unit, you are required to track and record your work-integrated learning experiences by logging your hours on the "Work Integrated Learning Log" provided to you on Moodle. The instructions required to complete this process can be found in the 2022 Speech Pathology Clinical Education Handbook as well as on Moodle. To help ensure the accuracy of this hours record, it is strongly recommended that you record your time after each clinic.

It should be noted that Speech Pathology Australia (SPA) does not specify the number of clinical hours that students must complete during the course of any Australian university's Speech Pathology program. SPA instead places the focus on the minimum level of competence, skills and knowledge required for entry into the workforce as a qualified and competent speech pathologist (The Speech Pathology Association of Australia Limited, 2005). CQUniversity's approach is consistent with SPA's philosophy and therefore does not have a specific requirement regarding the minimum number of clinical hours each student must complete by the end of the Speech Pathology course. Submission of the record form for this unit is therefore a pass/fail assessment requirement. You should be aware however that you are also expected to track this data and keep copies for your own records, as evidence of clinical hours may be required if you are requested to provide evidence of clinical experience when applying for work as a speech pathologist overseas.

Assessment Due Date

Your signed Learning Agreement and Record of WIL Experiences are due within one week of completion of your sessional placement.

Return Date to Students

You will be informed of whether you have met the pass criteria for this assessment within fourteen days of the due date by the Clinical Education Coordinator.

Weighting

Pass/Fail

Minimum mark or grade

This is a must-pass assessment task. To pass, you must submit a completed and signed Learning Agreement and WIL record of hours (signed by both the CE and student) within one week of completing your paediatric clinical placement.

Assessment Criteria

In order to pass this assessment task you must:

- complete and submit an electronic copy of your signed Learning Agreement outlining your SMART goals for the placement, within one week of completing your paediatric clinical sessional placement.
- complete and submit an electronic copy of the Speech Pathology Work-Integrated Learning Log, within one week of completing your paediatric clinical sessional placement. Instructions for completion can be found in the 2022 Speech Pathology Clinical Education Handbook as well as on Moodle.

Referencing Style

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

Submission

Online

Submission Instructions

You must submit a record of your Learning Agreement and WIL hours, signed by your clinical educator and self, via Moodle no later than one week after the final placement day.

Learning Outcomes Assessed

- Apply holistic, evidence-based strategies which maximise client participation and achievement during speech pathology assessment and intervention

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