SPCH13006 *Speech Pathology Work-Integrated Learning 4*

Term 2 - 2023

Profile information current as at 12/10/2024 05:12 pm

All details in this unit profile for SPCH13006 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 have the opportunity to work with adults and/or children with a wide range of communication and/or swallowing goals and needs through the completion of work integrated learning experiences. You will learn how to adapt your practice in response to individual, family, and community input, strengths, goals, and needs. The domains of professional conduct, and reflection and lifelong learning will be embedded throughout the unit. Prior to the commencement of the unit, you must complete all pre-clinical requirements and maintain these requirements throughout the unit.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisites:SPCH13001 - Speech Pathology Work-Integrated Learning 3SPCH13010 - Swallowing and Feeding Across the LifespanSPCH13003 - Assessment of Neurogenic Communication ConditionsSPCH13012 - Voice Across the Lifespan 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

- 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. **Presentation**
Weighting: 50%
2. **Professional Practice Placement**
Weighting: Pass/Fail
3. **Portfolio**
Weighting: 50%
4. **Learning logs / diaries / Journal / log books**
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 Verbal feedback in class.

Feedback

A student commented reviewing pre-prepared written reflection examples was beneficial in developing their reflective practice capability and helped prepare them for the reflective practice assessment in this unit.

Recommendation

It is recommended students continue to to bring to class pre-prepared written reflections for analysis and discussion so students can develop greater accuracy and confidence in writing reflections for clinical practicums and assessments.

Unit Learning Outcomes

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

1. Demonstrate clinical and professional competence, as defined by Speech Pathology Australia, during work-integrated learning experiences
2. Demonstrate emerging proficiency in the knowledge, skills, and attributes associated with the professional standards outlined by Speech Pathology Australia
3. Apply person-centred, family-centred, and community-centred approaches in optimising communication and swallowing
4. Document and track the work-integrated learning experiences gained across areas of communication and swallowing

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 - Presentation - 50%		•	•	
2 - Professional Practice Placement - 0%	•			
3 - Portfolio - 50%		•	•	
4 - Learning logs / diaries / Journal / log books - 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

Tina Janes Unit Coordinator
t.janes@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
RECORDED / ONLINE: • Explanation of assessments • Unit and placement expectations • Summary of global perspective articles TUTORIAL: • Discussion of global perspectives in relation to assessment one • Speech Pathology Australia Professional Standards in relation to global perspectives • Reflection from previous placement • Implementation of feedback received from previous placement	Readings will be placed on Moodle	

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
RECORDED / ONLINE: • Short- and long-term goals • Intermediate competencies for all CBOS elements TUTORIAL: • Professionalism • Ethical considerations on placement, in class and in the community • Communicating effectively • Reflection from placement	Readings will be placed on Moodle	

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
RECORDED / ONLINE: • Measuring outcomes • Preparing clients for discharge from speech pathology services TUTORIAL: • Reflection from placement • Responding to and implementing feedback • Community centred practice	Readings will be placed on Moodle	

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
There is no tutorial or recorded content this week.	Readings will be placed on Moodle	

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
There is no recorded content this week but you will access the interprofessional education (IPE) Moodle site to receive your case study. In the tutorial session you will prepare for your IPE case study.	Readings will be placed on Moodle	

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
There is no recorded content this week. In the tutorial session you will present your assessment one to the class.	Readings will be placed on Moodle	**Presentation** Due: Week 6 Wednesday (23 Aug 2023) 9:00 am AEST

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
There is no recorded content this week but in the tutorial session you will prepare for your IPE case study.	Readings will be placed on Moodle	

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
There is no tutorial or recorded content this week.	Readings will be placed on Moodle	

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
RECORDED / ONLINE: • Clinical Yarning 1 TUTORIAL: • Reflect on Clinical Yarning content • Communicating with Aboriginal and Torres Strait Islander clients, families and communities • The impact of our own identity on how we communicate with people from culturally and linguistically diverse backgrounds • Reflections from placement	Readings will be placed on Moodle	

Week 10 - 18 Sep 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
There is no tutorial or recorded content this week.	Readings will be placed on Moodle	

Week 11 - 25 Sep 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
RECORDED / ONLINE: • Compassion fatigue • Counselling in speech pathology TUTORIAL: • Placement pathway - how far have you come • Reflection from placement	Readings will be placed on Moodle	

Week 12 - 02 Oct 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
There is no tutorial or recorded content this week.	Readings will be placed on Moodle	**Reflective Practice Portfolio** Due: Week 12 Friday (6 Oct 2023) 9:00 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

Welcome to SPCH13006 (WIL 4) for Term 2, 2023. Tina Janes is your unit coordinator and the clinical education coordinator for SPCH13006. In this unit you will have one a day a week sessional placement commitment, interprofessional education learning and class (tutorial and online/recorded) commitments. You will be able to access the assessment cupboard on Mondays from 11:00am-1:00pm.

Assessment Tasks

1 Presentation

Assessment Type
Presentation

Task Description
This assessment item constitutes 50% of the unit grade and relates directly to the following unit learning outcomes:

- Demonstrate emerging proficiency in the knowledge, skills, and attributes associated with the Professional Standards outlined by Speech Pathology Australia
- Apply person centred, family centred, and community centred approaches in optimising communication and swallowing outcomes

For this assessment task, you will be required to complete an oral presentation which explains the global perspective of speech pathology in relation to a specific topic (e.g. literacy, stuttering). You are required to present on how your selected country and topic compares to the Australian perspective. The required duration of your presentation is 10 minutes with 5 minutes allocated to questions from your peers and assessor. You will also be graded on how you respond to these questions. The specifics of the assessment task are as follows:

- You will select a country and topic to compare with Australia
- These countries and topics will be offered on Moodle for you to select and include:

    - Augmentative and Alternative Communication (AAC) - Australia versus South Africa
    - Augmentative and Alternative Communication (AAC) - Australia versus the USA
    - Dysphagia - Australia versus the United Kingdom
    - Dysphagia - Australia versus Canada
    - Hearing - Australia versus Canada
    - Hearing - Australia versus South Africa
    - Stuttering - Australia versus the Netherlands
    - Stuttering - Australia versus the United Kingdom
    - Literacy - Australia versus the USA
    - Literacy - Australia versus the United Kingdom

- You will consider the following in your comparison between Australia, your chosen country and topic:

    - Is the Australian scope broader or narrower?
    - What is similar between the two countries with respect to the chosen topic?
    - What is the difference between the two countries with respect to the chosen topic?
    - What are the expectations of graduates regarding practice in this area?

- Compare the public perception (attitudes, beliefs, awareness, support) of speech pathologists and your chosen topic in Australia and comparison country. Consider the following in your comparison:

    - Do consumer-oriented guidelines/resources (e.g., hearing loss support network) direct consumers to speech pathologists?
    - Do cultural or linguistic differences impact service availability or approach to service provision?
    - Compare the perceptions of your topic between at least two viewpoints, e.g. speech pathologists and the public; speech pathologists and teachers etc.

- Describe interprofessional service delivery similarities and differences. Consider the following in your comparison:
    - How are other professions involved in the delivery of your chosen topic and country compared to Australia? Describe the distinct versus overlapping roles in each country.
    - Is there a clearly defined scope of practice between speech pathologists and the other profession(s) in your chosen country and Australia? Note that interprofessional can include any other professionals such as allied health, medical, education, nursing.

Assessment Due Date
Week 6 Wednesday (23 Aug 2023) 9:00 am AEST

PowerPoint presentation to be uploaded to Moodle

Return Date to Students
Week 8 Monday (4 Sept 2023)

Grades and feedback will be uploaded to Moodle

Weighting
50%

Minimum mark or grade
A must-pass grade of 50% (i.e., 25/50) is required to pass this assessment task and the unit

Assessment Criteria
Criteria one will assess your ability to clearly describe and discuss how your chosen country and scope of practice compares to Australia. This will reflect your ability to present speech pathology from a broader global perspective. Criteria one will be worth 80% of your grade for this assessment task. This includes your ability to respond to questions from the assessor and your peers.
Criteria two will assess your ability to deliver a clear and engaging presentation. This will include your ability to utilise effective verbal communication skills to deliver the content of your presentation. You will also be assessed on your ability to actively engage the audience and use visual media. Criteria two will be worth 20% of your grade for this assessment task.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
PowerPoint will be uploaded to Moodle

assessmentOutcome

- Demonstrate emerging proficiency in the knowledge, skills, and attributes associated with the professional standards outlined by Speech Pathology Australia
- Apply person-centred, family-centred, and community-centred approaches in optimising communication and swallowing

assessmentGradAttribute

2 Sessional placement

Assessment Type
Professional Practice Placement

Task Description
For this placement, you will be required to attend one full day per week of clinic at your assigned placement site for 12 weeks (or equivalent). Your CE will assess your competence across the seven CBOS units and each of the four generic professional competencies at both the mid and final points of the placement through the use of the COMPASS Online assessment tool. In addition, you will be required to complete a self-assessment at each of these placement points through COMPASS Online.
At the commencement of your placement you will need to complete a learning contract which is to be reviewed by you and your CE as part of the mid-placement and final-placement assessments. By the end of your placement you are expected to demonstrate intermediate level competence across each of the CBOS Units 1-7 and in each generic professional competency unit. Your placement this term will involve either a paediatric or an adult caseload. You do not need to submit any documentation to Moodle for your COMPASS assessed placement. Further information regarding the expectations when participating in clinical placements such as dress code, attendance requirements and mandatory checks (pre-clinical requirements) can be found in the 2023 Speech Pathology Clinical Education Handbook. An electronic copy of this document will be made available through the SPCH13006 Moodle page. Note that all pre-clinical requirements mentioned in the 2023 Speech Pathology Clinical Education Handbook (and also stipulated on the online SONIA database) must be completed prior to commencing a placement and must remain current for the duration of the placement. Any student who fails to comply will not be permitted to commence their placement which will affect their ability to complete this assessment task. Further information and instructions regarding all mandatory checks (pre-clinical requirements) can be found on the SONIA database or obtained by contacting the Work-Integrated Learning (WIL) team via email: wil-hmas@cqu.edu.au

Assessment Due Date

The final COMPASS assessment must be completed by the final day of placement

Return Date to Students

Results will be made available to students within fourteen days of the completion of their final COMPASS assessment. This notification will occur via email and/or Moodle. There are no documents that are required to be returned to the students.

Weighting
Pass/Fail

Minimum mark or grade
By the end of your placement you are expected to demonstrate intermediate level competence across each of the CBOS Units 1-7 and in each generic professional competency unit.

Assessment Criteria
You will be assessed on the following four generic professional competencies through the use of COMPASS Online:

- Professional Competency Unit 1: Reasoning
- Professional Competency Unit 2: Communication
- Professional Competency Unit 3: Learning
- Professional Competency Unit 4: Professionalism

You will also be assessed on the following seven CBOS Units:

- CBOS Unit 1: Assessment
- CBOS Unit 2: Analysis and Interpretation
- CBOS Unit 3: Planning Evidence-Based Speech Pathology Practice
- CBOS Unit 4: Implementation of Speech Pathology Practice
- CBOS Unit 5: Planning, Providing and Managing Speech Pathology Services
- CBOS Unit 6: Professional and Supervisory Practice
- CBOS Unit 7: Lifelong Learning and Reflective Practice

Further information regarding each of these units can be found in the COMPASS Assessment Resource Manual, available through COMPASS online: https://compass.speechpathologyaustralia.org.au/compass/portal/portal.jsp

In order to complete all of the requirements and pass this assessment task, you must:

- Complete a learning agreement in the first three weeks of the placement and have this reviewed by you and your CE as part of the mid-placement and final-placement assessments.
- Complete a self-assessment through COMPASS online a minimum of two days prior to meeting with your CE at both the mid-placement and final-placement assessment points.
- Be assessed by your CE across all seven CBOS units and each of the four generic professional competency (GPC) units at the mid-placement and final-placement points.
- By the end of your placement, demonstrate **intermediate** level competence across each of the CBOS units 1-7, according to COMPASS Online results that are determined by your CE.
- By the end of your placement, demonstrate **intermediate** level competence across each of the four generic professional competency (GPC) units, according to COMPASS Online results that are determined by your CE.

Both the pass and failure criteria that apply to clinical placements are described in detail in the 2023 Speech Pathology Clinical Education Handbook. Both CEs and students should familiarise themselves with these criteria. As stated in the Clinical Education Handbook, the Clinical Education Coordinator will make the final decision regarding a student's results based on all available evidence relating to the student's performance whilst completing the placement.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
No submission method provided.

assessmentOutcome

- Demonstrate clinical and professional competence, as defined by Speech Pathology Australia, during work-integrated learning experiences

assessmentGradAttribute

3 Reflective Practice Portfolio

Assessment Type
Portfolio

Task Description
This assessment item constitutes 50% of the unit grade and relates directly to the following unit learning outcomes:

- Demonstrate emerging proficiency in the knowledge, skills, and attributes associated with the Professional Standards outlined by Speech Pathology Australia
- Apply person-centred, family-centred, and community-centred approaches in optimising communication and swallowing

This assessment task is comprised of five individual tasks. While the assessment task is not due until Friday week 12, you are encouraged to complete the individual tasks throughout the term. Each assessment task corresponds to specific content taught within the unit either in the face-to-face tutorials or through online lectures/activities. The corresponding week for each task has been outlined below and on the SPCH13006 Moodle page.
Task 1: Speech pathology from a global perspective
Content covered in week 1
Recommended word count: 300 words

Mark: 7.5
Specific details are provided on the task description and rubric, but in summary you are required to reflect upon speech pathology from a global perspective and how this relates to speech pathology to you personally and the Australian community.

Task 2: Ethical considerations in relation to your placement, in class and in the community
Content covered in week 2
Recommended word count: 300 words
Mark: 7.5
Specific details are provided on the task description and rubric, but in summary you are required to reflect upon ethical considerations you have encountered in your placement opportunities in relation to the SPA code of ethics.

Task 3: Community centred practice
Content covered in week 3
Recommended word count: 300 words
Mark: 7.5
Specific details are provided on the task description and rubric, but in summary you are required to reflect upon the significance of speech pathologists/pathology forming an integral role in community centred practice as opposed to only client centred and family centred practices. Reference to the role the ICF plays in community centred practice is required.

Task 4: Working with Aboriginal and Torres Strait Islander Peoples
Content covered in week 9
Recommended word count: 300 words
Mark: 7.5
Specific details are provided on the task description and rubric, but in summary you are required to reflect upon the completion of the Clinical Yarning module and the signficance of speech pathologists embedding culturally secure practices in their roles with individuals, families and communities.

Task 5: Reflection
Content covered weeks 1 - 11
Recommended word count: 750 words
Mark: 10
Submit a 'deep' level reflection based on your SPCH13006 clinical placement using the Description-Interpretation-Outcome framework. This may be a reflection on your placement as a whole or just one part of your placement including a single day, session, or client. A general tip when writing in-depth and insightful reflections is that the reader should not be left wondering 'why?' or 'how?' The answers to these questions should be provided within the reflection. For example, if you identify that reflecting verbally with a supervisor immediately after you have finished a session with a client is difficult for you, you should go beyond simply stating that this is something that needs improving. You should explain why you find this challenging, why it may (or may not) be an issue, how you know it is (or isn't) an issue, how you are going to address it (if in fact it is a problem).

Assessment Due Date
Week 12 Friday (6 Oct 2023) 9:00 am AEST

The assignment is to be uploaded to Moodle

Return Date to Students
Exam Week Monday (16 Oct 2023)

Results and feedback will be uploaded to Moodle

Weighting
50%

Minimum mark or grade
A minimum grade of 50% (i.e., 25/50) is required to pass this assessment and the unit

Assessment Criteria
A detailed task description and marking rubric are available via Moodle. You will be graded on a number of elements related to two main criteria as outlined below:

- **Criterion 1** assesses the content of the five parts of your reflective practice assignment based on the task description. This criterion is marked out of 40.

- **Criterion 2** assesses the formatting, writing style, grammar and APA referencing throughout the assessment task. This criterion is marked out of 25 and converted to a mark out of 10.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Assessment is to be uploaded to Moodle

assessmentOutcome

- Demonstrate emerging proficiency in the knowledge, skills, and attributes associated with the professional standards outlined by Speech Pathology Australia
- Apply person-centred, family-centred, and community-centred approaches in optimising communication and swallowing

assessmentGradAttribute

4 Record of WIL Experiences

Assessment Type
Learning logs / diaries / Journal / log books

Task Description
You must complete a Work Integrated Learning Log showing the clinical experiences/hours you accumulated at your sessional placement. At the completion of the placement, this form must be signed by both you and your CE. You must then submit the form via Moodle within one week of the completion of your sessional placements. The specific record form that is to be used and the instructions for completion is available on Moodle.
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. 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 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

The WIL log is to be uploaded to Moodle within one week of completion of your sessional placement

Return Date to Students

There are no items to return for this task

Weighting
Pass/Fail

Minimum mark or grade
This is a must pass assessment requirement. A completed and signed Work Integrated Learning Log must be submitted via Moodle in order to pass this assessment task and the overall unit.

Assessment Criteria
In order to pass this assessment task, you must complete and submit a copy of the Work Integrated Learning Log provided to you by the Clinical Education Coordinator within one week of completing your placement. Instructions for completion are available on the record form that have been provided to you on Moodle.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Students will upload completion of the WIL log to Moodle within one week of completion of the sessional placement

assessmentOutcome

- Document and track the work-integrated learning experiences gained across areas of communication and

swallowing

assessmentGradAttribute

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