



SPCH13009 *Hearing and Multi-Modal Communication*

Term 1 - 2017

Profile information current as at 16/05/2024 03:23 pm

All details in this unit profile for SPCH13009 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit is divided into two elements - hearing and multimodal communication. In the hearing section, students will cover aetiology, assessment and management of hearing disorders. In the multimodal section students will cover oral, manual, augmentative and alternative communication strategies and assistive technology according to the multimodal communication range of practice. Both sections will require practical demonstration of assessment, therapy techniques and communication strategies. The International Classification of Functioning, Disability and Health (ICF) framework and principles of evidence based and interprofessional practice will be applied 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: Students have successfully completed 42 credit points of SPCH coded units.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- 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. **Practical and Written Assessment**

Weighting: 30%

2. **Practical and Written Assessment**

Weighting: 30%

3. **On-campus Activity**

Weighting: Pass/Fail

4. **Examination**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Have your say and in class feedback

Feedback

Positive assessment comments included the following - "I quite enjoyed the assessment pieces that were worth 10% during the term. I feel I learned best from these tasks as they were more practical." And "The best aspects of the course were definitely the practical components and assessments - the hearing screening test, signing test and multimodal resource test."

Recommendation

The practical assessment tasks will remain, however the content of the written assessments will be reviewed.

Action

There continued to be practical elements such as hearing screening assessments, a key word signing test and making PODD (Pragmatic Organisation Dynamic Display) books. The written assessment for the Hearing section was a report directly related to a client from the hearing screening assessments. A final exam converging both hearing and multimodal communication sections of the unit was introduced and the students performed extremely well on this final exam.

Feedback from Have your say and in class feedback

Feedback

The negative comments relating to assessment tasks revolved around the similarity of the two tasks.

Recommendation

The two written assessment tasks - one related to hearing and one related to multimodal communication will be reviewed as far as content and depth of research required.

Action

These assessments were reviewed and changed. A formal examination was included. All students responded very positively to the changes and achieved highly.

Feedback from Have your say and in class feedback

Feedback

A frequent comment in the feedback was that the lecturer was timely in her feedback. One such comment was - "Tina is fantastic in providing support and giving constructive and timely feedback."

Recommendation

The course coordinator will ensure that feedback continues to be timely and is constructive.

Action

The unit coordinator has in general received positive feedback regarding the timeliness of feedback. Students are always kept informed as to the likely return date and feedback is provided and posted onto Moodle in the grades section. This has not changed for 2017 and student feedback to assessment return was rated a 5.

Feedback from Have your say and in class feedback

Feedback

Comments relating to the textbooks for the course were mixed with the central theme being that they were good textbooks but a little difficult.

Recommendation

The textbooks will remain the same but the course coordinator is cognisant of the fact that this cohort found them a little complex to read, therefore this will be monitored closely with the next group of students.

Action

The unit coordinator monitored the progress of the students with the prescribed texts and the 2017 cohort did not find the texts difficult to read and understand. One of the texts is also required in other third year units as well as the fourth year unit SPCH14001 and will remain. It is still under consideration as to whether the audiology textbook will be prescribed or recommended as it is specific to this unit only and there are potentially suitable course resources online (CRO) and "e" options.

Unit Learning Outcomes

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

1. Discuss the various types of hearing impairment including aetiology, characteristics, impact and participation restrictions imposed on the speaker and others in the environment of the speaker using the International Classification of Functioning, Disability and Health (ICF) framework.
2. Identify and describe the concept of multimodal communication using appropriate terminology including assistive technology, manual communication and augmentative and alternative communication (AAC).
3. Administer and interpret hearing screening assessments.
4. Demonstrate the use of formal and informal assessment methods to recommend appropriate multimodal communication strategies for individuals with complex communication needs.
5. Design best practice speech pathology intervention plans for individuals with complex communication needs and/or hearing impairment considering individual needs and the multidisciplinary nature of service delivery.

Speech Pathology Range of Practice covered:

- Adult - Multimodal communication, Speech and Language
- Child - Multimodal communication, Speech and Language

Competency-based Occupational Standards for Speech Pathology (CBOS 2011):

- Unit 1 Assessment - Elements 1.1, 1.2, 1.3 and 1.4 to Intermediate standard
- Unit 2 Analysis and interpretation - Elements 2.1, 2.2, 2.3, 2.4 and 2.5 to Intermediate standard
- Unit 3 Planning evidence based speech pathology practices - Elements 3.1, 3.2, 3.5 and 3.7 to Intermediate standard
- Unit 4 Implementation of speech pathology practice - Elements 4.2 and 4.5 to Intermediate standard
- Unit 5 Planning, providing and managing speech pathology services - Elements 5.4, 5.5, 5.6 and 5.8 to Intermediate standard
- Unit 7 Lifelong learning and reflective practice - Elements 7.1, 7.2, 7.3 and 7.4 to Intermediate standard

Competency Assessment in Speech Pathology (COMPASS®) Generic Professional Competencies:

- Unit 1 Reasoning - Elements 1.1, 1.2 and 1.3 to Intermediate standard
- Unit 2 Communication - Elements 2.1, 2.2 and 2.3 to Intermediate standard
- Unit 3 Learning - Elements 3.1, 3.2, 3.3 and 3.4 to Intermediate standard
- Unit 4 Professionalism - Elements 4.1, 4.2, 4.4 and 4.5 to Intermediate standard

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Practical and Written Assessment - 30%		•		•	•
2 - Practical and Written Assessment - 30%	•		•		•
3 - Examination - 40%	•	•			•
4 - On-campus Activity - 0%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

[illegible]

Multimodal Communication (MMC)

1:

• General Unit Information:

- Class structure and expectations
- Assessment Items

MMC 1:

- Definitions/Terminology
- Practical Activities central to AAC / MMC
- Who needs AAC / MMC Complex Communication needs (CCN)
- ICF framework and AAC
- Introduce Key Word Sign
- Introduce PODD

MULTIMODAL:

- Justice and Redle - Chapter 4 - Augmentative and Alternative Communication
- Speech Pathology Australia Position Paper

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Multimodal Communication (MMC) 2: <ul style="list-style-type: none">• The assessment process• Explore some assessments & issues around assessing informally and formally• Evidence based practice in AAC• Continue Key Word Sign• Continue PODD• Introduce ALS• Introduce PECS	Readings will be posted throughout the term, but make sure you have your Beukelman and Mirenda textbook with you for each class of the MMC section.	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Multimodal Communication (MMC) 3: <ul style="list-style-type: none">• Continue assessment• Intervention / Implementation strategies• Continue Key Word Sign• Continue PODD• Continue PECS• Continue ALS• Exploration of devices / strategies / access / resources	Readings will be posted throughout the term, but make sure you have your Beukelman and Mirenda textbook with you for each class of the MMC section.	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Multimodal Communication (MMC) 4: <ul style="list-style-type: none">• Paediatric Case analysis tasks (including "Riley" case study)• Adult case studies• Continue Key Word Sign• Continue Exploration of devices / strategies / access / resources	Readings will be posted throughout the term, but make sure you have your Beukelman and Mirenda textbook with you for each class of the MMC section.	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Multimodal Communication (MMC) 5: <ul style="list-style-type: none">• Continue with case studies• MASS funding• CAEATI funding• Revise content• Signing practice	Readings will be posted throughout the term, but make sure you have your Beukelman and Mirenda textbook with you for each class of the MMC section.	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Recess		

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Multimodal Communication (MMC) 6: ASSESSMENT week (30%): PRACTICAL (10%): The practical component - key word signing demonstration will be held during scheduled class times or other timetabled allocations. WRITTEN (20%): DUE WEDNESDAY 19th APRIL 5pm - WEEK 6. Instruction booklet to be submitted via Moodle and the PODD resource is to be handed into the unit coordinator in hard copy. PODD electronic data to be emailed to coordinator.		30% - PRACTICAL and WRITTEN ASSESSMENT - MULTIMODAL COMMUNICATION Due: Week 6 Wednesday (19 Apr 2017) 5:00 pm AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Hearing 1: <ul style="list-style-type: none"> • Hearing development • Anatomy and physiology of the hearing mechanisms • Types / Nature of hearing disorders • Causes / Aetiology of Hearing Disorders • Paediatric Hearing Disorders • Adult Hearing Disorders 	Readings will be posted throughout the term but please make sure you have your Clinical Audiology textbook with you in class for the hearing section.	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Hearing 2: <ul style="list-style-type: none"> • Simon McCormack - Audiologist - Deadly Ears team (TBC) • Hearing Assessment • Interpretation of assessment data • Hearing loss and the ICF framework • Evidence based practice principles • Practice conducting hearing screens 	Readings will be posted throughout the term but please make sure you have your Clinical Audiology textbook with you in class for the hearing section.	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Hearing 3: <ul style="list-style-type: none"> • Simon McCormack - Audiologist - Deadly Ears team (TBC) • Practice conducting hearing screens • Impact on communication and strategies for hearing loss • Intervention for hearing loss • Communication Indigenous hearing health • Cochlear Implant • Katherine Huntly from Australian Hearing (TBC) 	Readings will be posted throughout the term but please make sure you have your Clinical Audiology textbook with you in class for the hearing section.	

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Hearing 4: PRACTICAL COMPONENT OF ASSESSMENT DURING CLASS TIME

- Conducting hearing screens for assessment
- Case analysis

Readings will be posted throughout the term but please make sure you have your Clinical Audiology textbook with you in class for the hearing section.

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Hearing 5: <ul style="list-style-type: none"> • Auditory Processing • Case based analysis tasks 	Readings will be posted throughout the term but please make sure you have your Clinical Audiology textbook with you in class for the hearing section.	

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Hearing 6: WRITTEN COMPONENT OF HEARING ASSESSMENT DUE 29th May at 9am. <ul style="list-style-type: none"> • Revision of Hearing and MMC content. 		30% - PRACTICAL and WRITTEN ASSESSMENT - HEARING Due: Week 12 Monday (29 May 2017) 9:00 am AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
Exam will be scheduled either this week or next week.		

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
Exam will be scheduled either this week or last week.		

Term Specific Information

Welcome to the third year unit - SPCH13009 - Hearing and Multimodal Communication (MMC). This unit was introduced in 2015 to cover the specialist areas of hearing and multimodal communication.

In 2015 the format consisted of the first 6 weeks dedicated to "Multimodal Communication" and the second 6 weeks dedicated to "Hearing". This changed in 2016 to the 12 weeks split into one class for MMC and one class for Hearing. Having conducted the unit in the two different formats, 2017 sees us reverting to the original format of the first six weeks devoted to the teaching of the MMC content and the second 6 weeks teaching the Hearing section.

The hearing section includes lectures from guest audiologists including Simon McCormack from Deadly Ears and Katherine Huntly from Australian Hearing in Rockhampton.

As this unit comprises two distinct subjects, there are two textbooks required:

1. Augmentative and Alternative Communication. Supporting Children and Adults with Complex Communication Needs. Fourth Edition. David R. Beukelman and Pat Mirenda.
2. Clinical Audiology. An Introduction. Second Edition. Brad A. Stach, Ph.D.

Throughout this unit whilst Moodle is your "modular object-oriented dynamic learning environment" where all the unit information is provided, please expect that you will be receiving emails from the coordinator regarding alerts, updates to classes, reminders and other important information to "keep you in the loop". Policies and procedures around email communications can be found on your Moodle site and it is important that you are familiar with these and respond or act upon emails received accordingly.

Tina Janes is your unit coordinator and educator and I look forward to working with you throughout the term.

Assessment Tasks

1 30% - PRACTICAL and WRITTEN ASSESSMENT - HEARING

Assessment Type

Practical and Written Assessment

Task Description

This assessment task reflects the learning outcomes related to the hearing section of SPCH13009 Hearing and Multimodal Communication. The practical component involves conducting hearing screening assessments and the written assessment is a report based on a hearing assessment. This is a must pass assessment task.

Assessment Due Date

Week 12 Monday (29 May 2017) 9:00 am AEST

The written section is submitted via Moodle. The practical session times will be arranged for week 10.

Return Date to Students

Monday (12 June 2017)

Feedback will be returned in writing via Moodle.

Weighting

30%

Minimum mark or grade

This is a MUST PASS task. A minimum 50% grade (i.e. 15 out of 30) must be achieved.

Assessment Criteria

The complete rubrics are on Moodle, but in summary you are graded on the following:

Practical - 10%

You are graded on your ability to do the following:

- Conduct a case history
- Conduct an otoscopy and explain results
- Conduct tympanometry and record results
- Conduct a Pure Tone Audiometry Hearing Screen and record results.
- Demonstrate professionalism during the assessment

Written - 20%

You are graded on your ability to do the following:

- Develop a case history form that you will use in the hearing screening process
- Write a report concisely describing the results and information gathered
- In the report make appropriate. Recommendations based on the results obtained.
- Use appropriate conventions - including spelling, punctuation, grammar, referencing
- Use accurate APA style referencing

Referencing Style

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

Submission

Offline Online

Submission Instructions

The written component is submitted to Moodle.

Learning Outcomes Assessed

- Identify and describe the concept of multimodal communication using appropriate terminology including assistive technology, manual communication and augmentative and alternative communication (AAC).
- Demonstrate the use of formal and informal assessment methods to recommend appropriate multimodal communication strategies for individuals with complex communication needs.
- Design best practice speech pathology intervention plans for individuals with complex communication needs and/or hearing impairment considering individual needs and the multidisciplinary nature of service delivery.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 30% - PRACTICAL and WRITTEN ASSESSMENT - MULTIMODAL COMMUNICATION

Assessment Type

Practical and Written Assessment

Task Description

This assessment task reflects the learning outcomes related to the multimodal section of SPCH13009 Hearing and Multimodal Communication. The practical component of this assessment task involves demonstration of key word signing. The written component is the creation of a PODD (Pragmatic Organisation Dynamic Display) resource with an instruction booklet to accompany this.

Assessment Due Date

Week 6 Wednesday (19 Apr 2017) 5:00 pm AEST

This is the due date for the written submission. The unit coordinator will explain the specifics during class.

Return Date to Students

Week 7 Friday (28 Apr 2017)

Written Feedback will be uploaded to Moodle.

Weighting

30%

Minimum mark or grade

This is a MUST PASS task. A minimum 50% grade (i.e. 15 out of 30) must be achieved.

Assessment Criteria

The complete rubrics are on Moodle but in summary you will be graded on the following:

Practical - 10%

You are graded on your ability to do the following:

- Demonstration of single key word signs nominated by examiner
- Determine and demonstrate the key signs to use in phrases provided by the examiner
- Select relevant vocabulary and concepts to sign in a particular scenario provided by the examiner.

Written - 20%

You are graded on your ability to do the following:

- Create a PODD resource that is suitable to the particular client and scenario that has been provided to you.
- The PODD must meet all of the guidelines for PODD creation
- Create an instruction booklet or leaflet that the targeted carers can use to assist them in successful implementation of the PODD.

Referencing Style

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

Submission

Offline Online

Submission Instructions

Both online and offline submissions. Online is via Moodle and offline is to be directly handed to examiner.

Learning Outcomes Assessed

- Discuss the various types of hearing impairment including aetiology, characteristics, impact and participation restrictions imposed on the speaker and others in the environment of the speaker using the International Classification of Functioning, Disability and Health (ICF) framework.
- Administer and interpret hearing screening assessments.
- Design best practice speech pathology intervention plans for individuals with complex communication needs and/or hearing impairment considering individual needs and the multidisciplinary nature of service delivery.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 0% - ON CAMPUS ACTIVITY

Assessment Type

On-campus Activity

Task Description

As this is a practical course, you are required to participate in a wide variety of on-campus activities including hearing screening assessments, reflective practice, creation of AAC resources, implementation of AAC strategies, conducting AAC assessments, video analysis tasks and engage in class based discussions. This is a requirement of the course. Attendance is required in lectures and tutorials to be able to complete these tasks. Attendance is recorded and an 80% rate is stipulated, with the EXCEPTION of explained absences with supporting documentation (e.g. medical certificate, funerals, family illness).

Assessment Due Date

On campus activities occur throughout the term.

Return Date to Students

Students will be provided ongoing feedback but the final pass/fail grade will be provided in week 12.

Weighting

Pass/Fail

Minimum mark or grade

Must pass

Assessment Criteria

You are allocated specific tasks that are to be completed for each week and demonstrated during class time. On-campus activities are designed to enhance students' learning opportunities, teamwork and engagement with the course. Attendance is required in lectures and tutorials to be able to complete these tasks. Attendance is recorded and an 80% rate is stipulated, with the EXCEPTION of explained absences with supporting documentation (e.g. medical certificate, funerals, family illness).

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Discuss the various types of hearing impairment including aetiology, characteristics, impact and participation restrictions imposed on the speaker and others in the environment of the speaker using the International Classification of Functioning, Disability and Health (ICF) framework.
- Identify and describe the concept of multimodal communication using appropriate terminology including assistive technology, manual communication and augmentative and alternative communication (AAC).
- Administer and interpret hearing screening assessments.
- Demonstrate the use of formal and informal assessment methods to recommend appropriate multimodal communication strategies for individuals with complex communication needs.
- Design best practice speech pathology intervention plans for individuals with complex communication needs and/or hearing impairment considering individual needs and the multidisciplinary nature of service delivery.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

40%

Length

180 minutes

Minimum mark or grade

This is a MUST PASS task. A minimum 50% grade (i.e. 20 out of 40) must be achieved.

Exam Conditions

Closed Book.

Materials

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

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