



SPCH13009 *Hearing and Multi-Modal Communication*

Term 2 - 2019

Profile information current as at 29/04/2024 03:17 am

All details in this unit profile for SPCH13009 have been officially approved by CQU University 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 multi-modal communication. In the hearing section, you will cover aetiology, assessment and management of hearing disorders. In the multi-modal section, you will cover oral, manual, assistive technology and augmentative and alternative communication strategies. Both sections will require you to explain and demonstrate assessment, therapy techniques and communication strategies. Theoretical frameworks, 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: SPCH12006 Linguistics SPCH13005 Acoustics and Phonetics Co-requisites: SPCH12003 Functional Anatomy of Head, Neck and Thorax SPCH13004 Communication Disorders in School-Aged Children

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 - 2019

- 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: 30%

2. **Case Study**

Weighting: 30%

3. **In-class Test(s)**

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 In-Class Feedback

Feedback

The experiential learning and authentic assessment continue to receive positive feedback from students.

Recommendation

Experiential learning and authentic assessment should remain as characteristics of this unit.

Feedback from Have Your Say

Feedback

Students commented that the timeframe between learning of multimodal communication content and the examination was too great.

Recommendation

The unit coordinator should review the types of assessments and align the assessment to each component so that the knowledge testing of multimodal communication occurs mid-term.

Unit Learning Outcomes

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

1. Use current theoretical frameworks to discuss the various types of hearing impairment, as well as the impact of hearing impairment on the speaker and their community
2. Interpret hearing screening assessments
3. Discuss the application of multi-modal communication in the assessment and treatment of children and adults
4. Demonstrate the use of formal and informal assessment methods to recommend appropriate multi-modal 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.

The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia. The Speech pathology range of practice areas covered in this unit are:

- Adult - Multi-modal communication, Speech and Language, and
- Child - Multi-modal communication, Speech and Language.

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 - Written Assessment - 30%			•	•	•
2 - Case Study - 30%	•	•			•

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
3 - In-class Test(s) - 40%	•		•		

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

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•	•	•	•		•	•	•	•	
2 - Case Study - 30%	•	•	•	•		•	•	•		
3 - In-class Test(s) - 40%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

SPCH13009

Prescribed

Augmentative and Alternative Communication. Supporting Children and Adults with Complex Communication Needs

Edition: 4th (2013)

Authors: Beukelman, D & Mirenda, P

Brookes Publishing

Baltimore, MD, USA

ISBN: 978-1-59857-196-7

Binding: Hardcover

SPCH13009

Prescribed

Introduction to Audiology

12th edition (2015)

Authors: Martin, F.N. & Clark, J.G

Pearson

USA

ISBN: 9780133472981

Binding: eBook

Additional Textbook Information

This unit covers two modules (Hearing and Multimodal Communication). You are required to have two texts in this unit (one for each module).

The enhanced e-text features of Introduction to Audiology (e-text) are only available through the Pearson e-text format. The Pearson e-text app is available through Google Play and in the App store. You will require Android OS 3.1-4, a 7" or 10" tablet or iPad iOS 5.0 or later. Third party e-texts and downloads will not provide you with the enhanced e-text features.

Where paper texts have been identified, e-texts are a suitable alternative for this unit.

The texts in CB87 have been considered as a cumulative library, so you are encouraged to continue to utilise the texts from previous units as you progress through your curriculum.

[View textbooks at the CQUniversity Bookshop](#)

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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Barbra Zupan Unit Coordinator

b.zupan@cqu.edu.au

Tina Janes Unit Coordinator

t.janes@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Orientation to unit resources and assessment tasks. Definitions/Terminology in multimodal communication (MMC). Communication competence and MMC. Introduction to MMC systems.	Beukelman, D.R. & Mirenda, P. (2013) <i>Augmentative and Alternative Communication: supporting children and adults with complex communication needs</i> (4th Edition). Baltimore, Maryland: Paul H Brookes Publishing, USA. Chapter 1, pp 3-16.	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Communication Efficiency and MMC. <ul style="list-style-type: none"> • message management for different settings. • symbol systems and the development of understanding. • communication and rate enhancement. • unaided and aided systems. 	Beukelman, D.R. & Mirenda, P. (2013) <i>Augmentative and Alternative Communication: supporting children and adults with complex communication needs</i> (4th Edition). Baltimore, Maryland: Paul H Brookes Publishing, USA. Chapter 2-3, pp.17-72.	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Multimodal Assessment.	Beukelman, D.R. & Mirenda, P. (2013) <i>Augmentative and Alternative Communication: supporting children and adults with complex communication needs</i> (4th Edition). Baltimore, Maryland: Paul H Brookes Publishing, USA. Chapter 5, pp101-129.	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Assessment domains.	Beukelman, D.R. & Mirenda, P. (2013) <i>Augmentative and Alternative Communication: supporting children and adults with complex communication needs</i> (4th Edition). Baltimore, Maryland: Paul H Brookes Publishing, USA. Chapter 6, pp131-186.	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Interventions. <ul style="list-style-type: none"> • responding now and planning for the future. • instructions for facilitators. 	Beukelman, D.R. & Mirenda, P. (2013) <i>Augmentative and Alternative Communication: supporting children and adults with complex communication needs</i> (4th Edition). Baltimore, Maryland: Paul H Brookes Publishing, USA. Chapter 7, pp187-200.	

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
There are no classes during Break Week.		

Week 6 - 26 Aug 2019

Module/Topic**Chapter****Events and Submissions/Topic**

Interventions for children and adults with more complex needs.

In-Class Test 1 Due: Week 6 Wednesday (28 August 2019) 1:00pm AEST.
Multimodal Communication Report Part 1 Due: Week 6 Friday (30 August). 8.59am AEST.
Multimodal Communication Report Part 2 Due: Week 6 Friday (30 August). 8.59am AEST. Individual assessment between 9:00am and 11:00am AEST.

Multimodal Communication Report
 Due: Week 6 Friday (30 Aug 2019)
 8:59 am AEST

Week 7 - 02 Sep 2019**Module/Topic****Chapter****Events and Submissions/Topic**

This week you will begin your study in Hearing and the Auditory System.

Martin, F. N., and Clark, John G. (2015). *Introduction to Audiology: Global Edition*. Harlow: Pearson Education Limited. Retrieved from ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=5187248>. Chapters 9, 10 and 11, pp 236-334.

Week 8 - 09 Sep 2019**Module/Topic****Chapter****Events and Submissions/Topic**

Types, Nature and Causes of Hearing Loss.

Martin, F. N., and Clark, John G. (2015). *Introduction to Audiology: Global Edition*. Harlow: Pearson Education Limited. Retrieved from ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=5187248>. Chapter 2. pp 36-49.

Week 9 - 16 Sep 2019**Module/Topic****Chapter****Events and Submissions/Topic**

Hearing Assessment.

Martin, F. N., and Clark, John G. (2015). *Introduction to Audiology: Global Edition*. Harlow: Pearson Education Limited. Retrieved from ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=5187248>. Chapters 4, 5, 6. pp 90- 169.
 Review of the following chapters is also recommended:
 Martin, F. N., and Clark, John G. (2015). *Introduction to Audiology: Global Edition*. Harlow: Pearson Education Limited. Retrieved from ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=5187248>. Chapters 7 and 8. pp 170-235.

In-Class Test 2 Due: Week 9 Wednesday (18 September 2019) 1:00 pm AEST

Week 10 - 23 Sep 2019**Module/Topic****Chapter****Events and Submissions/Topic**

Hearing Assessment and Audiological Management.

Martin, F. N., and Clark, John G. (2015). *Introduction to Audiology: Global Edition*. Harlow: Pearson Education Limited. Retrieved from ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=5187248>. Chapter 7, 8 and 14. pp 170-235; 384-417.

Week 11 - 30 Sep 2019**Module/Topic****Chapter****Events and Submissions/Topic**

Audiological Habilitation and Rehabilitation.

Martin, F. N., and Clark, John G. (2015). *Introduction to Audiology: Global Edition*. Harlow: Pearson Education Limited. Retrieved from ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=5187248>. Chapter 15. pp418-458.

Week 12 - 07 Oct 2019**Module/Topic****Chapter****Events and Submissions/Topic**

Habilitation and Rehabilitation.

In Class Test 3 Due: Week 12 Friday (11 October 2019) at 9:00 am AEST

Hearing Case Study Due: Week 12 Monday (7 Oct 2019) 9:00 am AEST

Review/Exam Week - 14 Oct 2019**Module/Topic****Chapter****Events and Submissions/Topic****Exam Week - 21 Oct 2019****Module/Topic****Chapter****Events and Submissions/Topic**

Term Specific Information

Welcome to Term 2 and your study in SPCH13009.

You will be studying this unit with other *CB87 Bachelor in Speech Pathology (Honours)* students.

SPCH13009 is delivered in two separate components. The first component (multimodal communication) will be delivered from Weeks 1-6. The second component (hearing) will be delivered from Weeks 7-12.

Your unit coordinator for this term is Judy Broadhurst. You can contact Judy on email j.broadhurst@cqu.edu.au or by phoning 49306481.

Your learning and teaching staff will be Judy Broadhurst (multimodal communication) and Harriet Hansler (hearing).

You can contact Harriet Hansler on email h.hansler@cqu.edu.au

Assessment Tasks

1 Multimodal Communication Report

Assessment Type

Written Assessment

Task Description

This assessment task reflects the learning outcomes related to the multimodal section of SPCH13009 Hearing and Multimodal Communication.

Part 1: You will be provided with a problem based learning module at the beginning of term. You will be required to:

- Review the module resources;
- Submit your answer for all the questions in the module;
- Explain your clinical reasoning for your answers; and
- Appropriately justify your claims by using evidence-based practice. You will need to identify and cite six separate sources.

Part 2: You will be required to demonstrate key word signs in two practical activities. Part 2 will occur during scheduled class time. You will be required to:

- Determine and demonstrate the key signs to use in phrases provided by the examiner; and
- Select relevant vocabulary and concepts to sign in a particular scenario provided by the examiner.

Assessment Due Date

Week 6 Friday (30 Aug 2019) 8:59 am AEST

Part 1 must be submitted through Moodle. Part 2 will occur as an individual assessment during class time on Friday (Week 6).

Return Date to Students

Week 8 Friday (13 Sept 2019)

The marking rubric and assessment task feedback comments will be returned through Moodle.

Weighting

30%

Minimum mark or grade

You MUST PASS this assessment task (overall mark of at least 15/30 marks) in order to pass SPCH13009.

Assessment Criteria

You MUST PASS this assessment task (overall mark of at least 15/30 marks) in order to pass SPCH13009.

Part 1 is weighted 20% of your overall mark. You will receive a mark out of 20.

Part 2 is weighted 10% of your overall mark. You will receive a mark out of 10.

You will be graded on the following:

Part 1: Problem based learning scenario (20 marks)

You will be graded on your ability to do the following:

- Accurately and comprehensively answer the questions in the module (10 marks).
- Appropriately justify your claims by citing six separate sources of evidence-based practice. (5 marks).
- Accurately use APA referencing and academic writing style (5 marks).

Part 2: Signing (10 marks)

You will be graded on your ability to do the following:

- Determine and demonstrate the key signs to use in phrases provided by the examiner (5 marks)
- Select relevant vocabulary and concepts to sign in a particular scenario provided by the examiner (5 marks).

Referencing Style

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

Submission

Offline Online

Submission Instructions

Part 1 must be submitted through Moodle. Part 2 will occur as an individual assessment during scheduled class time on Friday (Week 6). You will be assigned your 10-minute time slot for completion of Part 2 at least one week prior to the due date.

Learning Outcomes Assessed

- Discuss the application of multi-modal communication in the assessment and treatment of children and adults
- Demonstrate the use of formal and informal assessment methods to recommend appropriate multi-modal 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.

Graduate Attributes

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

2 Hearing Case Study

Assessment Type

Case Study

Task Description

For this assessment task, you will be assigned either a paediatric or adult case study. You will be provided with background information about a client and a copy of that client's hearing assessment results. You will be required to do the following as part of this assessment task:

Step 1: Review the case materials;

Step 2: Complete the ICF model (using the template provided on Moodle), applying the information provided in the case materials;

Step 3: Write an audiological report that summarises the background information (reflecting aspects of the ICF) and concerns of the client and his/her carers; a summary and interpretation of the hearing assessment results, recommendations and two recommended strategies that will facilitate communication while the individual awaits implementation of audiological management plans, and;

Step 4: Write a reflection that describes how and why you chose your two recommended strategies making specific reference to aspects of evidence-based practice (250 words maximum per recommended strategy).

You MUST PASS this assessment task (overall mark of at least 15/30 marks) in order to pass SPCH13009.

Assessment Due Date

Week 12 Monday (7 Oct 2019) 9:00 am AEST

You must submit your assessment task through Moodle.

Return Date to Students

Exam Week Monday (21 Oct 2019)

The marking rubric and assessment task feedback comments will be returned through Moodle.

Weighting

30%

Minimum mark or grade

You MUST PASS this assessment task (overall mark of at least 15/30 marks) in order to pass SPCH13009.

Assessment Criteria

You MUST PASS this assessment task (overall mark of at least 15/30 marks) in order to pass SPCH13009.

You will be graded on your ability to clearly and succinctly describe the client's background generally and within the context of the ICF, as well as your ability to describe the hearing assessments.

You will also be graded on the accuracy of the report and interpretation of hearing assessment results.

Your reflection will be graded on the depth in which you've considered evidence-based practice in the selection of your communication strategies, as well as the appropriateness of these strategies for the client's circumstances and hearing assessment results.

Writing style (including organisation, spelling, punctuation, and grammar) will also be graded (included APA referencing where relevant).

You will receive a mark out of Marks will be assigned as follows:

Grading Outline for Hearing Case Study

- ICF Model and Report: 14 marks
- Written Reflection for communication strategies: 10 marks
- Writing Style: 6 marks

Referencing Style

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

Submission

Online

Submission Instructions

You must submit your assessment task through Moodle.

Learning Outcomes Assessed

- Use current theoretical frameworks to discuss the various types of hearing impairment, as well as the impact of hearing impairment on the speaker and their community
- Interpret hearing screening assessments
- Design best practice speech pathology intervention plans for individuals with complex communication needs and/or hearing impairment.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 In-class test(s)

Assessment Type

In-class Test(s)

Task Description

There are three in-class tests during the term. One test will focus on multimodal communication. Two tests will focus on hearing.

You **MUST PASS** this assessment task (overall mark of at least 20/40 marks) in order to pass SPCH13009.

- **Test 1** is scheduled for Wednesday, 28 August 2019 at 1:00pm. The test will focus on the application of multi-modal communication in the assessment and treatment of children and adults. Test 1 will be weighted as 20% of your overall mark. You will have up to 90 minutes to complete this test.
- **Test 2** is scheduled for Wednesday, 18 September 2019 at 1:00pm. This test aims to ensure you are comfortable with the foundational content of the hearing component of the unit, namely the anatomy of the ear and the types, nature and causes of hearing loss. Test 2 will be weighted as 10% of your overall mark. You will have 60 minutes to complete this test.
- **Test 3** is scheduled for Friday 7 October 2019 at 9:00am. This test focuses primarily on the applied content of the unit and will include hearing assessment, audiological management, habilitation and rehabilitation. While there will not be specific questions on content included in Hearing Test 1, you will need to apply your knowledge and understanding of that content as part of the Hearing Test 2 questions. You will have up to 60 minutes to complete this test.

NOTE: You should arrive to the class 5-10 minutes early on test days, to ensure that you are ready to start on time. These will be closed book tests - this means that any study notes, books or other reference material cannot be used and must remain at the front of the classroom for the duration of the test.

Assessment Due Date

These will be closed book tests which will occur during scheduled class time during Week 6 (Test 1), Week 9 (Test 2) and Week 12 (Test 3). This means that any study notes, books or other reference material cannot be used and must remain at the front of the classroom for the duration of the test.

Return Date to Students

Marks and feedback will be available through the Moodle site within 2 weeks of the due date of each test. Test 1 will be returned by the 11 September 2019. Test 2 will be returned by the 2 October 2019. Test 3 will be returned by the 23 October 2019.

Weighting

40%

Minimum mark or grade

You **MUST PASS** this assessment task (overall mark of at least 20/40 marks) in order to pass SPCH13009.

Assessment Criteria

You will receive marks for each question as outlined on the test paper. You will receive marks for the accuracy and depth of your understanding in the areas of multimodal communication (Test 1) and hearing (Test 2 & 3).

Test 1 will assess your application of multi-modal communication in the assessment and treatment of children and adults.

Test 2 will assess your understanding of the anatomy of the ear and the types, nature and causes of hearing loss.

Test 3 will assess your application of theory to hearing assessment, audiological management, habilitation and rehabilitation.

Referencing Style

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

Submission

Offline

Submission Instructions

The test paper must be submitted to the teacher by the end of the allocated test period (Test 1 - 90 minutes; Test 2 - 60 minutes; Test 3 - 60 minutes).

Learning Outcomes Assessed

- Use current theoretical frameworks to discuss the various types of hearing impairment, as well as the impact of hearing impairment on the speaker and their community
- Discuss the application of multi-modal communication in the assessment and treatment of children and adults

Graduate Attributes

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

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