



SPCH14009 Speech Pathology Work-Integrated Learning 5

Term 1 - 2022

Profile information current as at 06/05/2024 04:04 am

All details in this unit profile for SPCH14009 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 children and/or adults with a wide range of communication and/or swallowing difficulties in sessional placements. A focus will be placed on the application of your clinical skills within the International Classification of Functioning, Disability and Health (ICF) framework, through a combination of tutorials and sessional clinical placements. During tutorials you will further develop your reflective practice skills through group discussions and share your knowledge and experiences with peers. You will also compile a collection of reflections in the form of a portfolio that provides evidence of your professional growth, knowledge, skills and competence. This unit also requires you to complete learning plans for your placements. Your sessional placements will provide you with work-integrated learning experiences, which will enable you to develop and demonstrate approaching-entry-level skills across Speech Pathology Australia's competency standards. 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 4*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites: SPCH13006 Speech Pathology Work-Integrated Learning 4 SPCH13008 Neurogenic Communication Disorders 2 SPCH13009 Multi-Modal Communication

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 - 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. **Case Study**

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 Have Your Say Survey

Feedback

Students reported that they enjoyed the opportunity to reflect in class and receive feedback from their lecturer and peers.

Recommendation

Students should continue to be provided with time to reflect orally in class and receive feedback from the lecturer and their peers.

Feedback from Have Your Say Survey

Feedback

Students reported that they enjoyed the in-class case studies as they felt it prepared them for a range of assessment tasks.

Recommendation

Students should continue to be given the opportunity to present real case studies in class which are linked to their current clinical placement.

Feedback from Have Your Say Survey and Verbal Student Feedback

Feedback

Students reported that the structure of their clinical placements was stressful and overwhelming as they engaged in four different placements over 12 weeks.

Recommendation

The Clinical Education Coordinator should seek to re-structure the 4th year clinical placement model to ensure students experience more consistency on their placements.

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. Apply theory to practice when assessing, treating and managing clients across different practice areas and in different settings
3. Demonstrate the ability to use critical reflective practice skills to develop professional reasoning and engage in lifelong learning
4. Document and track the work-integrated learning experiences gained across Speech Pathology Australia's competency standards and range of practice areas.

The following information describes the range of practice areas and competencies that are linked to this unit's learning outcomes, content and/or assessments:

- **Speech Pathology Range of Practice Areas:** Voice, Swallowing, Speech, Language, Multi-Modal Communication, Fluency (the range of practice areas covered within this unit will depend largely on the nature of each student's sessional placements, however, each student will have the opportunity to demonstrate an appropriate level of competence (approaching entry-level) with an adult and/or paediatric population across one or more of these range of practice areas)
- **Competencies:** The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	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

Clancy Conlon Unit Coordinator
c.conlon@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Face to face tutorial:

- Reflecting on clinical placement
- Developing learning plans
- Case conference

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Face to face tutorial:

- Reflecting on clinical placement
- Case conference
- Developing critical thinking skills

Readings will be outlined on Moodle.

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Face to face tutorial:

- Reflecting on clinical placement
- Case conference
- Giving and receiving feedback

Readings will be outlined on Moodle.

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Online lectures and activities:

- Health promotion and prevention in speech pathology

Readings will be outlined on Moodle.

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Face to face tutorial:

- Reflecting on clinical placement
- Case conference
- Managing conflict

Readings will be outlined on Moodle.

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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No tutorial or online lectures

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Online lectures and activities:

- The dynamics of providing group intervention

Readings will be outlined on Moodle.

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Online lectures and activities:

- Advocacy at the clinical, systematic and policy level

Readings will be outlined on Moodle.

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Online lectures and activities:

- Training the communication partner

Readings will be outlined on Moodle.

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Face to face tutorial:

- Reflecting on clinical placement
- Case conference
- Resilience and managing stress

Readings will be outlined on Moodle.

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Face to face tutorial:

- Assessment 1 presentations

Readings will be outlined on Moodle.

Complex Case Presentation Due: Week 10 Monday (16 May 2022) 9:00 am AEST

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Face to face tutorial:

- Reflecting on clinical placement
- Case conference

Readings will be outlined on Moodle.

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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No tutorial or online lectures

Readings will be outlined on Moodle.

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Reflection Portfolio Due: Exam Week Monday (13 June 2022) 9:00 am AEST

Term Specific Information

Work Integrated Learning

As part of this unit each student must complete two clinical placements:

1. Fluency Clinic
2. Multi-Modal Communication Clinic

These clinical placements may occur internally at the CQUniversity Health Clinic or externally at an alternate site. Students must attend each placement for the equivalent of 12 x half days. Each student will be emailed detailed information regarding their individual placement allocation. The Clinical Education Coordinator for the placement is Clancy Conlon (c.conlon@cqu.edu.au).

Assessment Cupboard Access

Students may require access to the Speech Pathology Assessment Cupboard to prepare for assessment tasks or clinical placement. Students will be provided with access to the assessment cupboard on Fridays from 11:00am-1:00pm.

Open Office Hours

If students would like to meet with the Unit Coordinator and Clinical Education Coordinator (Clancy Conlon), they can drop in face to face (7/G.15) or on Zoom on Mondays from 9:00am-10:30am in weeks 1-12. A Zoom link will be provided on the Moodle page. Alternatively, students may email the Unit Coordinator (c.conlon@cqu.edu.au) to arrange an alternate date/time.

Assessment Tasks

1 Complex Case Presentation

Assessment Type

Case Study

Task Description

For this assessment task, you will demonstrate your ability to apply theory to practice with an emphasis on clinical reasoning in complex cases. You will complete an oral presentation about your clinical decision making while on your Multi-Modal Communication placement. This oral presentation will focus on one client. Therefore, if you had more than one focus client while on this placement, you must choose one client for the presentation.

As part of this assessment, you must present:

1. A short introduction about your student and their background information. This may include (but is not limited to) their educational context, diagnoses, therapy history, developmental profile and current educational/therapy goals.
2. The holistic assessment you completed with the student including your reasoning for choosing this assessment and/or approach. Your reasoning should refer to the client's profile, the workplace context, and the literature.
3. A summary of the assessment results including your analysis and interpretation. In this part you should demonstrate your ability to integrate multiple sources of information to form an initial conclusion or hypothesis about the client's communication profile.
4. A summary of your intervention plan for the client including your reasoning for choosing the therapy targets/goals and approaches. You may make reference to the clinical context (including priorities of the context), assessment results, client profile, clinical educator feedback, the literature, theory and/or other relevant factors.
5. As part of your intervention plan, you must explain and demonstrate one therapy activity in detail. You may choose to do this 'live' in class or record the demonstration in advance to include as part of your presentation.

At the end of your presentation, you must answer questions about the decisions made in your case from your peers and lecturer. Your answers to these questions should demonstrate your knowledge of the case including theory/evidence, and clinical reasoning. The time limit for this presentation is 15 minutes. Therefore, at 15 minutes you will be stopped, and the content previously presented will be graded. Students will not be penalised for presenting under the time limit. Your presentation must be accompanied by a PowerPoint presentation.

Assessment Due Date

Week 10 Monday (16 May 2022) 9:00 am AEST

Students must upload a copy of their PowerPoint presentation to Moodle by the due date.

Return Date to Students

Week 12 Monday (30 May 2022)

Feedback will be uploaded to Moodle.

Weighting

50%

Minimum mark or grade

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

Assessment Criteria

Criteria one will assess your ability to:

- Provide accurate, succinct and relevant information regarding your client
- Demonstrate an understanding of the theory underlying the assessment and management of clients with complex communication needs
- Demonstrate the use of clinical reasoning in the assessment and management of clients with complex communication needs
- Engage the audience by clearly demonstrating and explaining a therapy activity used for a client with complex communication needs

Criteria two will assess your ability to:

- Utilise an engaging and professional PowerPoint presentation that demonstrates appropriate grammar, punctuation and word choice
- Communicate clearly and coherently throughout the presentation without the use of notes
- Demonstrate professional behaviour throughout the presentation including dressing appropriately
- Adhere to the APA 7th edition referencing guidelines

Referencing Style

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

Submission

Online

Submission Instructions

Students must upload a copy of their PowerPoint presentation to Moodle by the due date.

Learning Outcomes Assessed

- Apply theory to practice when assessing, treating and managing clients across different practice areas and in different settings

2 Sessional Placements

Assessment Type

Professional Practice Placement

Task Description

This term you will complete a range of sessional clinical placements across the term. These placements will provide you with the opportunity to develop your practical, clinical and professional skills across a range of practice areas, in a variety of settings and with different caseloads in preparation for your final block placements in Term 2.

At the end of each placement you are expected to demonstrate competence that is approaching entry level as described by CBOS, based on the Professional Standards.

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 Speech Pathology Clinical Education Handbook, an electronic copy of which will be made available through the SPCH14009 Moodle page. Note that all pre-clinical requirements, as mentioned in the 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 risk not being permitted to commence their placement, which may therefore 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: smas-clinicalplacements@cqu.edu.au.

Assessment Due Date

End dates will vary for each placement and will be stipulated on Moodle.

Return Date to Students

No documents are required to be returned to students.

Weighting

Pass/Fail

Minimum mark or grade

By the end of each placement, students must demonstrate approaching entry-level competence in Domains 1-3 of the Professional Standards. If the student fails any one placement they will not pass this assessment task.

Assessment Criteria

This assessment task requires you to complete and pass a range of sessional clinical placements across the term. For each placement you attend, you will be assessed against specific elements included in each of the three domains of the Professional Standards. By the end of each placement, you are required to demonstrate competence that is approaching entry-level across the following domains:

1. Professional Conduct
2. Reflective Practice and Life-Long Learning
3. Speech Pathology Practice

As outlined by CBOS, the entry level student displays the following attributes:

- performs the majority of his or her work independently and competently
- seeks support if the situation is new or a number of features about the client or workplace setting combine to create complexity
- identifies the meaningful aspects of problems and integrates these to generate a number of logically possible conclusions. Conclusions/actions will be modified with new information
- prioritises appropriately
- maintains a focus on the client or situation

- carries out his or her work in an efficient and timely manner.

Note that these placements are not assessed via COMPASS Online. For each individual placement you will instead be assessed using a separate, paper-based marking rubric which includes some elements and behavioural descriptors which have been extracted from COMPASS and the Professional Standards. This rubric can be found on the SPCH14009 Moodle page.

Both the pass and failure criteria that apply to clinical placements, including descriptors of terms such as 'approaching entry-level', are described in detail in the Speech Pathology Clinical Education Handbook. Both CEs and students should familiarise themselves with these criteria as they will form the basis of the determination as to whether a student has passed or failed this assessment task. 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 each placement.

In order to pass this assessment task, students must pass each individual placement they complete as part of this unit.

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Students must provide their CE with all required documents for each placement e.g. reports, progress notes and reflections within one week of the placement's completion.

Learning Outcomes Assessed

- Demonstrate clinical and professional competence, as defined by Speech Pathology Australia, during work-integrated learning experiences
- Apply theory to practice when assessing, treating and managing clients across different practice areas and in different settings

3 Reflection Portfolio

Assessment Type

Portfolio

Task Description

For this assessment task, you will need to reflect on the Professional Standards which can be accessed on the Speech Pathology Australia website:

https://www.speechpathologyaustralia.org.au/SPAweb/Resources_for_Speech_Pathologists/CBOS/Professional_Standards.aspx#h09

You will need to choose one Standard within Domain one (professional conduct), Domain two (reflective practice and lifelong learning) or Domain three (speech pathology practice). For example, you may choose standard 1.5. 'Maintain high standards of communication, information sharing and record keeping'. You will then need to create and record an informational/educational video explaining how that Professional Standard relates to Speech Pathology practice. You should do this by:

1. Briefly introducing speech pathology as a profession.
2. Outlining the purpose of the Professional Standards.
3. Clearly identifying the standard of focus for the video.
4. Contextualising the chosen professional standard within Speech Pathology Practice with reference to the literature. This literature may not be explicitly discussed; however, it should be clear that you have consulted the literature through references on your presentation slides. You should consider how does this standard fit within speech pathology practice, why is it so important and what impact does it have on our clients?
5. Reflecting on your clinical placements throughout the course (undertaken through SPCH12007, SPCH13001, SPCH13006 and SPCH14009) and providing explicit examples of your experience with this standard. Your example/s may be in relation to key learning experiences, 'light bulb' moments, increasing your competency in this area and/or any reflection that assists the listener to understand this professional standard within the context of speech pathology practice.

Your presentation needs to be professional and engaging. Therefore, you are encouraged to utilise recording software that will allow use of visuals e.g., a PowerPoint presentation in conjunction with your face/video.

Your educational video length must be no longer than 3 minutes.

Assessment Due Date

Exam Week Monday (13 June 2022) 9:00 am AEST

Students must upload their educational video and PowerPoint presentation to Moodle by the due date.

Return Date to Students

Exam Week Friday (17 June 2022)

Feedback will be uploaded to Moodle.

Weighting

50%

Minimum mark or grade

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

Assessment Criteria

Criteria one will assess your ability to critically reflect on one element of the Professional Standards and how this standard relates to speech pathology practice. Criterion one will be worth 70% of your grade.

Criteria two will assess your communication and professionalism when developing an educational video. This includes creating an educational video which is engaging, utilises appropriate visuals and can be clearly understood. This criterion will also assess your use of grammar, punctuation and APA 7th edition referencing on the PowerPoint presentation or any other visual used in the video. Criterion two will be worth 30% of your grade.

Referencing Style

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

Submission

Online

Submission Instructions

Students must upload their educational video and PowerPoint presentation to Moodle by the due date.

Learning Outcomes Assessed

- Demonstrate the ability to use critical reflective practice skills to develop professional reasoning and engage in lifelong learning

4 Work Integrated Learning (WIL) Log

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

During your sessional placements that occur as part of this unit, you must complete a WIL Log form showing the clinical experiences/hours you accumulated across both placements. At the completion of each placement, this form must be signed by both you and your CE. You must then submit these forms via Moodle within one week of the completion of your final sessional placement. The specific record form that is to be used, and the instructions for completion will be provided to you by your Unit Coordinator at the beginning of the term.

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

A WIL Log form must be completed including the hours for both sessional placements you attend, then signed by both you and your CE/s. The forms are due to be submitted within one week of the completion of your final sessional placement (i.e. your last day of clinic).

Return Date to Students

There are no items to return for this assessment task.

Weighting

Pass/Fail

Minimum mark or grade

This is a Must Pass assessment requirement. A completed and signed WIL Log form must be submitted by the due date 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 WIL Log form provided to you by your Unit Coordinator, within one week of completing your final placement. Instructions for completion will be available on the record form that will be provided to you at the beginning of term.

Referencing Style

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

Submission

Online

Submission Instructions

The WIL Log form must be uploaded to Moodle within one week of the placement being completed.

Learning Outcomes Assessed

- Document and track the work-integrated learning experiences gained across Speech Pathology Australia's competency standards and range of practice areas.

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