



PSYC12048 Research Methods 2

Term 2 - 2024

Profile information current as at 29/07/2024 05:59 pm

All details in this unit profile for PSYC12048 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

Both qualitative and quantitative research skills are highly sought after in many career paths. This unit builds upon Research Methods 1 (PSYC11012) to provide you with the knowledge and skills to conduct and appraise both qualitative and quantitative research in your university and/or professional careers in psychology. The unit will continue to build your skills in critiquing, designing, and analysing qualitative research. It will also further advance your skills related to designing quantitative research, including how to perform basic statistical analyses by hand and using industry-standard computer software. Students who are not confident in their mathematical abilities are encouraged to contact the Academic Learning Centre (ALC) to discuss 'refresher' options.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-Requisite Completion of PSYC11012.

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 - 2024

- Adelaide
- Bundaberg
- Cairns
- Online
- Rockhampton
- Townsville

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. **Poster Sessions**

Weighting: 30%

2. **Project (applied)**

Weighting: 10%

3. **Portfolio**

Weighting: 60%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student feedback (SUTE)

Feedback

More examples of how to perform statistical hand calculations would be useful in consolidating learning of concepts.

Recommendation

More hand calculation examples will be provided to students in future iterations of the unit.

Feedback from Student feedback (SUTE)

Feedback

Being provided with working out templates for hand calculations, rather than requiring students to create these by hand, would enable students to spend more time to dedicate to learning concepts.

Recommendation

Templates for hand calculations will be provided to students in future iterations of the unit.

Feedback from Student feedback (SUTE)

Feedback

Audio quality of lecture videos could be improved.

Recommendation

Lecture videos with sub-optimal audio will be re-recorded.

Feedback from Student feedback (SUTE)

Feedback

The structure of the unit, how the content was assessed, and support material provided enabled students to feel at ease studying research methods.

Recommendation

Continue with the current framework for the unit, while continuing to make improvements according to students suggestions as they are communicated.

Unit Learning Outcomes

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

1. Compare and contrast qualitative and quantitative research approaches.
2. Map a thematic analysis of qualitative research data.
3. Calculate and report quantitative data in a professional format.

This unit addresses Foundational Competencies as specified by the Australian Psychology Accreditation Council (APAC). The unit specifically aligns to the following APAC graduate competencies:

- 1.1 Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics:
 - i. the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology; and
 - xii. research methods and statistics.
- 1.2 Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.
- 1.3 Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
- 1.4 Demonstrate an understanding of appropriate values and ethics in psychology.
- 1.6 Demonstrate self-directed pursuit of scholarly inquiry in psychology.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | |
|-----------------------------|-------------------|---|---|
| | 1 | 2 | 3 |
| 1 - Project (applied) - 10% | • | | |
| 2 - Poster Sessions - 30% | • | • | |
| 3 - Portfolio - 60% | | | • |

Alignment of Graduate Attributes to Learning Outcomes

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

Textbooks and Resources

Textbooks

PSYC12048

Prescribed

Successful qualitative research: A practical guide for beginners

Edition: 1 (2013)

Authors: Braun, V., & Clarke, V.

Sage Publishing

ISBN: 9781847875822

You can elect to purchase the softcover, hardcover, or electronic version of this textbook.

Additional Textbook Information

To support your learning of the **qualitative component** of the unit, you will need to purchase the textbook: Braun, V., & Clarke, V. (2013). Successful qualitative research: A practical guide for beginners. Sage Publishing.

...
To support your learning of the **quantitative component** of the unit, you will be required to read the assigned readings from the following Open Access Source (NB you do **not** need to purchase this resource. You can access these readings via the eReading Lists tab at the top of this Moodle page.):

Cote, L. R., Gordon, R., Randell, C. E., Schmitt, J., & Marvin, H. (2021). Introduction to Statistics in the Psychological Sciences. University of Missouri - St. Louis.

...
We strongly encourage you to obtain a copy of the APA publication manual, as it will be a valuable aid for the study of all undergraduate psychology units:

American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

...
You will also be required to use a computer statistical analysis program to complete some assessment tasks. You may elect to purchase a license to a program, such as SPSS Software (<https://www.ibm.com/spss>) or to use a freeware analysis program.

The use of freeware software that will be demonstrated by teaching staff during term is called **Jamovi** (<https://www.learnstatswithjamovi.com/>).

This program can be downloaded at <https://www.jamovi.org/download.html>

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Jamovi (free statistics analysis program) or other statistics software

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

Lisa Lole Unit Coordinator

l.lole@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Introduction to Qualitative Research A | Braun & Clarke (2013) <ul style="list-style-type: none">• Chapter 8: Moving towards analysis | |

Week 2 - 15 Jul 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Introduction to Qualitative Research B | Braun & Clarke (2013) <ul style="list-style-type: none">• Chapter 12: Quality criteria and techniques for qualitative research | |

Week 3 - 22 Jul 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Scale Development and Scales of Measurement Central Tendency and Variance Reporting Results | Burton et al. (2018) <ul style="list-style-type: none">• Chapter 3: Measurement and Validity Cote et al. (2021) <ul style="list-style-type: none">• Chapter 3: Measures of Central Tendency and Spread APA Manual (2020) <ul style="list-style-type: none">• Chapter 6: The Mechanics of Style | |

Week 4 - 29 Jul 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| z-Scores, Probability, and Percentiles Hypothesis Testing | Cote et al. (2021) <ul style="list-style-type: none">• Chapter 4: z-Scores and the Standard Normal Distribution• Chapter 5: Probability• Chapter 6: Sampling Distributions• Chapter 7: Introduction to Hypothesis Testing | |

Week 5 - 05 Aug 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|--|--|
| Chi-square | Cote et al. (2021) <ul style="list-style-type: none">• Chapter 14: Chi-square | Non-Linear Map Due: Week 5 Wednesday (7 Aug 2024) 11:59 pm AEST |

Vacation Week - 12 Aug 2024

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

Week 6 - 19 Aug 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|--|--|
| Correlation | Cote et al. (2021) <ul style="list-style-type: none">• Chapter 12: Correlations | Survey Creation Due: Week 6 Wednesday (21 Aug 2024) 11:59 pm AEST Calculation Portfolio Due: Week 6 Wednesday (21 Aug 2024) 11:59 pm AEST |

Week 7 - 26 Aug 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---|---|
| Regression | Cote et al. (2021) <ul style="list-style-type: none">• Chapter 13: Linear Regression | Calculation Portfolio #2 Due Week 7 Wednesday (28 August 2024) 11:59 pm AEST |

Week 8 - 02 Sep 2024

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

| | | |
|---------------------------------------|---|---|
| Unrelated samples t-test | Cote et al. (2021) <ul style="list-style-type: none"> • Chapter 8: Introduction to t-tests • Chapter 10: Independent Samples | Calculation Portfolio #3 Due Week 8 Wednesday (4 September 2024) 11:59 pm AEST |
| Week 9 - 09 Sep 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Related samples t-test | Cote et al. (2021) <ul style="list-style-type: none"> • Chapter 9: Repeated Measures | Calculation Portfolio #4 Due Week 9 Wednesday (11 September 2024) 11:59 pm AEST |
| Week 10 - 16 Sep 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| One-way Independent Groups ANOVA | Cote et al. (2021) <ul style="list-style-type: none"> • Chapter 11: Analysis of Variance | Calculation Portfolio #5 Due Week 10 Wednesday (18 September 2024) 11:59 pm AEST |
| Week 11 - 23 Sep 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Qualitative Project Design A | Braun & Clarke (2013) <ul style="list-style-type: none"> • Chapter 4: Interactive data collection 1: interviews • Chapter 5: Interactive data collection 2: focus groups • Chapter 6: Textual data collection: surveys, stories, diaries and secondary sources • Chapter 7: Preparing audio data for analysis: transcription | Calculation Portfolio #6 Due Week 11 Wednesday (25 September 2024) 11:59 pm AEST |
| Week 12 - 30 Sep 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Qualitative Project Design B | Braun & Clarke (2013) <ul style="list-style-type: none"> • Chapter 3: Planning and designing qualitative research • Chapter 4: Interactive data collection 1: interviews • Chapter 5: Interactive data collection 2: focus groups • Chapter 6: Textual data collection: surveys, stories, diaries and secondary sources | |
| Review/Exam Week - 07 Oct 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Exam Week - 14 Oct 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |

Assessment Tasks

1 Non-Linear Map

Assessment Type

Poster Sessions

Task Description

You will be given a transcript taken from an interview. The transcript has been analysed by psychology staff who have undertaken a thematic analysis of the conversation. You will see their notes, their coding, and the themes that they have developed from the transcript.

Your task is to present a poster that shows off those themes in a way that provides a useful and novel way of thinking about the topic that was discussed in the interview.

You will then write a short commentary on how your representation of the data (the themes) differs from the most common ways of representing quantitative data in a figure.

Assessment Due Date

Week 5 Wednesday (7 Aug 2024) 11:59 pm AEST

Return Date to Students

Week 8 Wednesday (4 Sept 2024)

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed against a marking rubric that will focus on two key areas of your learning:

1. Your ability to compare and contrast a qualitative and a quantitative way of presenting research data
2. Your ability to map the results of a piece of thematic analysis through creating a non-linear figure/diagram

WORD LIMIT: Your submission should be no more than 300 words (exclusive of any words contained in your illustration/graphic/figure but inclusive of any text used in your headings). Any words over that limit will not be read or assessed by your marker. See the Psychology Word Count Information on Moodle for a rationale for this type of word limit restriction.

USE OF GENERATIVE AI

For this assessment, you **may** elect to use Generative AI to help you:

- Understand the different ways the concepts are discussed, as well as finding and understanding background literature and resources related to Big Q qualitative analysis, and the differences between Big Q qualitative methods and quantitative methods.
- Create individual images that you can use to represent themes in your thematic map.
- Check the grammar, punctuation, and syntax of your written work.
- Enhance the vocabulary of your writing and submitted assessment.
- Manage the word count of the assessment.

You are **not** permitted to use Generative AI technology to:

- Generate your final thematic map.
- Generate the final text for the written component.

Referencing Style

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

Submission

Online

Submission Instructions

There are two elements of your submission: 1. A non-linear thematic map (an illustration/figure/graphic), and 2. A 300-word written summary of how your map has used a different approach to presenting data than is commonly used in quantitative research. Both elements should be incorporated into a single MS Word document. Your illustration/figure/graphic can be created using the SMARTART Graphics tool in MS Word. You can also use any alternative third-party graphics software but you should be aware that the university may not support that software in terms of providing you with technical assistance for its use. Alternatively, you can draw your diagram by hand and paste a photo of it into your Word document.

Learning Outcomes Assessed

- Compare and contrast qualitative and quantitative research approaches.
- Map a thematic analysis of qualitative research data.

2 Survey Creation

Assessment Type

Project (applied)

Task Description

Qualitative data is often used to guide the development of quantitative research questionnaires. For instance, the generalisability of key themes identified from qualitative interviews of a few individuals can be tested using quantitative tools that survey a larger proportion of the population.

For this assessment, you are required to read the qualitative interview transcript provided and the themes that have

been extracted from this. Your task is to create five (5) survey scale items informed by these themes, including response options, a justification, and a reflection for each survey item.

Your submission will include three (3) components:

1. Five (5) questions to be asked, including response options that could be used to quantitatively measure the experiences reflected in these themes;
2. A justification for each survey item explaining why the item is likely to be effective in measuring the experience reflected in the themes in your chosen audience;
3. A reflection on each survey item, explaining how the item might not be effective and/or misinterpreted.

Assessment Due Date

Week 6 Wednesday (21 Aug 2024) 11:59 pm AEST

Return Date to Students

Week 8 Wednesday (4 Sept 2024)

Weighting

10%

Assessment Criteria

A total of 30 marks are available for this assessment task, including:

- **10 marks** for well-constructed survey items.
- **10 marks** for justification for each survey item. Your justifications should explain why each of the questions could work well (vs other options) and be supported by relevant survey design literature.
- **10 marks** for reflection on possible limitations of each question and its associated response items, including descriptions of scenarios where someone might misinterpret each survey item.

A more detailed marking rubric is available on the Assessment 2: Survey Creation tab of Moodle.

USE OF GENERATIVE AI

For this assessment, you **may** elect to use Generative AI to help you:

- Understand the concepts discussed, as well as finding and understanding background literature and resources related to the topic.
- Brainstorm ideas for your responses.
- Develop the structure of your responses.
- Check the grammar, punctuation, and syntax of your written work.
- Enhance the vocabulary of your writing and submitted assessment.
- Manage the word count of the assessment.

You are **not** permitted to use Generative AI technology to:

- Generate your final responses.
- Paraphrase the responses of other students.

Referencing Style

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

Submission

Online

Submission Instructions

Please complete your assessment using a document processor (e.g., MS Word) then upload your submission in .doc or .docx format to Moodle.

Learning Outcomes Assessed

- Compare and contrast qualitative and quantitative research approaches.

3 Calculation Portfolio

Assessment Type

Portfolio

Task Description

You will be required to complete 6 Calculation Portfolio tasks, each worth 10% of your final grade. Four of these tasks will require you to perform statistical hand calculations by hand and the other 2 tasks will require you to perform statistical calculations using computer software.

Calculation Portfolio Tasks #1, #2, #4, and #5 are the tasks that require you to **perform statistical calculations by hand**. You will have TWO attempts at each of these tasks and the attempt with the highest score will be awarded as your final mark. You will have 2 hours to complete each attempt.

Calculation Portfolio Tasks #3 and #6 will require you to perform **statistical calculations using computer software**. You have ONE attempt for each of these tasks.

The due dates, type of calculation (hand, computer), and content assessed in each of these are as follows:

- **Portfolio #1** (due Week 6) will be a hand calculation **based on material from Week 5**.
- **Portfolio #2** (due Week 7) will be a hand calculation **based on material from Week 6**.
- **Portfolio #3** (due Week 8) will be a computer calculation **based on material from Week 7**.
- **Portfolio #4** (due Week 9) will be a hand calculation **based on material from Week 8**.
- **Portfolio #5** (due Week 10) will be a hand calculation **based on material from Week 9**.
- **Portfolio #6** (due Week 11) will be a computer calculation **based on material from Week 10**.

Assessment Due Date

Week 6 Wednesday (21 Aug 2024) 11:59 pm AEST

Calculation task #1 is due 11:59 pm (AEST) on 21/08/2024; Calculation task #2 is due 11:59 pm (AEST) on 28/08/2024; Calculation task #3 is due 11:59 pm (AEST) on 04/09/2024; Calculation task #4 is due 11:59 pm (AEST) on 11/09/2024; Calculation task #5 is due 11:59 pm (AEST) on 18/09/2024; Calculation task #6 is due 11:59 pm (AEST) on 25/09/2024.

Return Date to Students

Week 7 Wednesday (28 Aug 2024)

For the hand calculation tasks (i.e., #1, #2, #4, and #5), grades will be made available in Moodle immediately after completion of each task. Detailed feedback will be given when each assessment closes (see DUE DESCRIPTION dates above). Feedback on the computer calculation tasks (i.e., #3 and #6) will be returned approximately 2 weeks from the due date.

Weighting

60%

Minimum mark or grade

50% (across all 6 portfolio tasks)

Assessment Criteria

There are 2 different types of calculations that you will be required to complete as part of this assessment portfolio: 4 where you perform the calculation by hand and 2 where you perform statistical calculations using computer software. Calculation Portfolio Tasks 1, 2, 4, and 5 are based on **hand calculations**. Each of these tasks will each be graded out of 10. You will receive 1 mark for each correct answer. Please see practice tasks and feedback on Moodle for further details on what kind of answers are expected on these assessments.

Calculation Portfolio Tasks #3 and #6 are based on **statistical calculations using computer software**. Each of these tasks will each be graded out of 10. Marks will be allocated, according to the following criteria:

1. Selection of an appropriate statistical analysis for the given data using a statistical software program (**2 marks**)
2. Justification for the choice of statistical test (**2 marks**)
3. Results reported and interpreted correctly (**4 marks**)
4. Results written according to American Psychological Association (APA) standards (**2 marks**)

USE OF GENERATIVE AI

For this assessment, you **may** elect to use Generative AI to help you:

- Understand the concepts discussed, as well as finding and understanding background literature and resources related to the topic.
- Get extra practice for tasks by generating practice datasets and getting feedback on your performance on these.
- Develop the structure of your responses (especially for computer tasks).
- Check the grammar, punctuation, and syntax of your written work.
- Manage the word count of the assessment.
- Get guidance on paraphrasing your work.

You are **not** permitted to use Generative AI technology to:

- Perform calculations and report the results of these in your submitted work.
- Double check the answers of your calculations.

Referencing Style

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

Submission

Online

Submission Instructions

Please complete your hand calculation tasks (i.e., 1, 2, 4, and 5) online via Moodle. Please complete your computer calculation tasks using a document processor (e.g., Word) then upload your submission to Moodle in .doc or .docx format.

Learning Outcomes Assessed

- Calculate and report quantitative data in a professional format.

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