



# **EDCU11031 *Development and Learning through Life***

## **Term 1 - 2017**

Profile information current as at 29/04/2024 08:09 am

All details in this unit profile for EDCU11031 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.

### Corrections

## General Information

### Overview

Development and Learning through Life introduces students to theoretical perspectives on human development and learning that acknowledge the significance of the diversity of children, their social and cultural contexts and the systems of relationships that influence their development. Students develop knowledge and understanding of the complex interactions between physical, social, emotional, linguistic and intellectual aspects of development and reflect on that knowledge to interpret the impact of social and cultural contexts on learning, engagement, and the educational pathways and outcomes of students with diverse socioeconomic, linguistic and cultural backgrounds. Theoretical perspectives are applied to challenge notions of universal and predictable pathways of learning and draw implications for the importance of connectedness, positive learning environments and experiences, quality care and responsive education provision in the early years and in school settings.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

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

- Bundaberg
- Cairns
- Distance
- Mackay
- Noosa
- 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. **Practical and Written Assessment**

Weighting: 50%

#### 2. **Practical and Written Assessment**

Weighting: 50%

### 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 and tutor feedback.

##### Feedback

Group assignment was difficult to manage for both students and tutors; thus detracting from the learning experience.

##### Recommendation

Remove the group work component from assessment task 1 in future offerings of this course.

##### Action

This assignment was revised and changed to an individual student assessment task prior to the course beginning Term 1, 2017.

#### Feedback from Student feedback, tutor feedback, coordinator reflection

##### Feedback

Life Series video materials c

##### Recommendation

Assigning the Life Series DVD collection produced by ABC as a required text for the course. Work with the library to access materials.

##### Action

The DVD was assigned as a required text for Term 1, 2017, however there was a nationwide shortage of the resource which impacted the students and faculty access to it.

## Unit Learning Outcomes

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

1. Analyse observations of children's learning and behaviour through reference to theoretical perspectives on development and the influence of social and cultural contexts.
2. Explain the impact that factors such as gender, socio-economic, linguistic and cultural background and identity can have on educational pathways, experiences and outcomes.
3. Identify factors, including the use of ICTs, that influence the development of dispositions to lifelong learning.
4. Propose strategies to promote engagement, relevance and connectedness for young children and school-aged students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Successful completion of the unit Development and Learning through Life provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of 1.1, 1.2, 1.3, 3.4 and 4.1 and competency elements from the Diploma of Children's Services (Early Childhood Education and Care) including CHCPR303D: 1, 2, 3 and 4; CHCFC 504A: 1, 2 and 3; and CHCFC301A: 1, 2, 3, 4, 5, 6 and 7. Assessment tasks for this unit may be included in a portfolio and used as evidence of progress towards meeting the standards at Graduate career stage and as the focus for identifying professional learning needs.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical and Written Assessment - 50%	•	•	•	
2 - Practical and Written Assessment - 50%		•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

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

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 50%	•		•	•	•	•				
2 - Practical and Written Assessment - 50%	•		•	•						

## Textbooks and Resources

### Textbooks

EDCU11031

#### Prescribed

##### **Developmental Psychology: From infancy to adulthood.**

Edition: 4th (2013)

Authors: White, F., Hayes, B., Livesy, D.

Pearson

French's Forest , NSW , Australia

ISBN: 9781442550094

Binding: Paperback

EDCU11031

#### Prescribed

##### **Life Series Collection**

(2014)

Authors: ABC

ABC Shop

Australia

Binding: Hardcover

#### **Additional Textbook Information**

This textbook strongly supports the content of this course and it is suggested that it be purchased. It may also be used as a supportive text in many other university courses and during your career.

Additional texts that include Developmental or Educational Psychology will also be useful in this course and may be sourced independently by the student.

[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

**Jodie Riek** Unit Coordinator

[j.riek@cqu.edu.au](mailto:j.riek@cqu.edu.au)

## Schedule

### **Week 1 - 06 Mar 2017**

Module/Topic

Chapter

Events and Submissions/Topic

How is human development described and explained and why should we study it? Changes and continuities across the lifespan Debates in developmental psychology.

**Chapter One** from the required text: White, F., Hayes, B., Livesey, D. (2015). *Developmental psychology: From infancy to adulthood* (4th ed.). Frenchs Forest, NSW: Pearson Australia.  
**Watch Life at 1 - Episode 1: Personality** from Disc One of the DVD required text: Cummins, J. (Producer). (2014). *The life series collection* [DVD]. Sydney, NSW: Australian Broadcasting Cooperation.

## Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
What are the main developmental theories and how do they describe developmental change? Dynamic process theories Cognitive development theories Contextual approaches to development – the meaning of context and impacts on children, families and communities.	<b>Revise Chapter One</b> from the required text: White, F., Hayes, B., Livesey, D. (2015). <i>Developmental psychology: From infancy to adulthood</i> (4th ed.). Frenchs Forest, NSW: Pearson Australia. <b>Watch Life at 1 - Episode 2: Stress</b> from Disc One of the DVD required text: Cummins, J. (Producer). (2014). <i>The life series collection</i> [DVD]. Sydney, NSW: Australian Broadcasting Cooperation.	

## Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
What is the pattern of normal physical growth and development of motor skills in early childhood and what influences individual variations? Physical, motor and perceptual development in infancy and early childhood.	<b>Chapters Three &amp; Four</b> from the required text: White, F., Hayes, B., Livesey, D. (2015). <i>Developmental psychology: From infancy to adulthood</i> (4th ed.). Frenchs Forest, NSW: Pearson Australia. <b>Watch Life at 3 - Episode 1: Fighting Fat</b> from Disc Two of the DVD required text: Cummins, J. (Producer). (2014). <i>The life series collection</i> [DVD]. Sydney, NSW: Australian Broadcasting Cooperation.	

## Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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What theories explain cognitive development and the influences on cognition of social and cultural factors? Piaget's stages of cognitive development. Vygotsky and sociocultural theory, Bronfenbrenner and social ecological models of learning.

**Chapters Five & Six** from the required text: White, F., Hayes, B., Livesey, D. (2015).

*Developmental psychology: From infancy to adulthood* (4th ed.). Frenchs Forest, NSW: Pearson Australia.

**Watch Life at 3 - Episode 2: Bad Behaviour** from Disc Two of the DVD required text: Cummins, J. (Producer). (2014). *The life series collection* [DVD]. Sydney, NSW: Australian Broadcasting Cooperation.

#### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
How is language acquisition related to learning? Interactions that support language acquisition. Environmental and pragmatic influences on language and thought.	<p><b>Chapter Seven</b> from the required text: White, F., Hayes, B., Livesey, D. (2015). <i>Developmental psychology: From infancy to adulthood</i> (4th ed.). Frenchs Forest, NSW: Pearson Australia.</p> <p><b>Watch Life at 5 - Episode 1: Resilience and Episode 2: Great Expectations</b> from Disc Three of the DVD required text: Cummins, J. (Producer). (2014). <i>The life series collection</i> [DVD]. Sydney, NSW: Australian Broadcasting Cooperation.</p>	

#### Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review of the previous weeks and prepare for assessment task 1.	Refer to relevant chapters in the textbook and other sources.	

#### Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
How do children participate in the social world? Psychosocial development. Attachment and autonomy. The effect of parenting styles on behaviour - pro-social and anti-social behaviour.	<p><b>Chapter Nine</b> from the required text: White, F., Hayes, B., Livesey, D. (2015). <i>Developmental psychology: From infancy to adulthood</i> (4th ed.). Frenchs Forest, NSW: Pearson Australia.</p> <p><b>Watch Life at 7 - Episode 1: Tackling Temperament</b> from Disc Four of the DVD required text: Cummins, J. (Producer). (2014). <i>The life series collection</i> [DVD]. Sydney, NSW: Australian Broadcasting Cooperation.</p>	

#### Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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What social factors affect pathways and social opportunities outside home contexts? Historical change in families. Interconnections between home, care and school settings.

**Revise Chapter Nine** from the required text: White, F., Hayes, B., Livesey, D. (2015).

*Developmental psychology: From infancy to adulthood* (4th ed.). Frenchs Forest, NSW: Pearson Australia.

**Watch Life at 7 - Episode 2: Finding Your Tribe** from Disc Four of the DVD required text: Cummins, J. (Producer). (2014). *The life series collection* [DVD]. Sydney, NSW: Australian Broadcasting Cooperation.

**Written Task - Child Study** Due: Week 7 Friday (28 Apr 2017) 11:45 pm AEST

#### Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
How does engagement with formal educational settings affect children's cognitive and physical development?	<p><b>Revise Chapters Three &amp; Five</b> from the required text: White, F., Hayes, B., Livesey, D. (2015). <i>Developmental psychology: From infancy to adulthood</i> (4th ed.). Frenchs Forest, NSW: Pearson Australia.</p> <p><b>Watch Life at 9 - Episode 1: Independence</b> from Disc Five of the DVD required text: Cummins, J. (Producer). (2014). <i>The life series collection</i> [DVD]. Sydney, NSW: Australian Broadcasting Cooperation.</p>	

#### Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
What important changes occur in a child's sense of self during middle childhood? Peer relationships and status. Nature of the family context achievement motivation identity.	<p><b>Revise Chapter Nine</b> from the required text: White, F., Hayes, B., Livesey, D. (2015). <i>Developmental psychology: From infancy to adulthood</i> (4th ed.). Frenchs Forest, NSW: Pearson Australia.</p> <p><b>Watch Life at 9 - Episode 2: Creativity</b> from Disc Five of the DVD required text: Cummins, J. (Producer). (2014). <i>The life series collection</i> [DVD]. Sydney, NSW: Australian Broadcasting Cooperation.</p>	

#### Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
What strategies are responsive to diverse learning needs and engagement?	Victoria State Government, Department of Education. (n.d.) <i>Inclusive schools are effective schools: Developing inclusive environments for students with additional learning needs</i> (draft). Retrieved from: <a href="http://www.education.vic.gov.au/Documents/about/research/inclusiveschool.pdf">http://www.education.vic.gov.au/Documents/about/research/inclusiveschool.pdf</a>	

#### Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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How do teachers foster social and emotional development in school settings?

**Chapter Ten** from the required text: White, F., Hayes, B., Livesey, D. (2015). *Developmental psychology: From infancy to adulthood* (4th ed.). Frenchs Forest, NSW: Pearson Australia.

#### Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review and assessment support.		<b>Written Task - Child Profile</b> Due: Week 12 Friday (2 June 2017) 11:45 pm AEST

#### Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Written Task - Child Study

#### Assessment Type

Practical and Written Assessment

#### Task Description

This task requires you to collect information related to **one child** in the form of observations of aspects of development and ecological contexts to draw conclusions about the possible risk or protective factors that may impact on his/ her entry to formal schooling.

To complete this task, follow the steps outlined below.

1. You will be **allocated one child from the ABC Life Series** "Growing up in Australia" made in conjunction with the Longitudinal Study of Australian Children (LSAC). **Analyse** the videos and additional notes provided on the website to **extract evidence of the child's physical, social, emotional, cognitive and linguistic development** and the interaction between these characteristics and the contexts he/she experiences. Keep records of your data collection in the form outlined in the submission details for this task. Note: Navigation of the website and a model for this process will be provided throughout the course.
2. **Organise** the information you have collected into a **concept map, matrix or table** which clearly shows the connections between the **characteristics of the child, the social and cultural contexts he / she experiences and the possible consequences** of the interaction between these factors on the child's entry to educational settings. You may construct your concept map using colour, images, arrows, symbols, words or any other codes you devise to show connections between the ideas.
3. Write an **explanation** of your concept map, matrix or table which **justifies the conclusions you have drawn** and which clearly shows your understanding of the **impact of potential risk and protective factors** on a child's development. Your explanation should indicate why you have identified a particular characteristic as a possible influence on learning and successful transition to education and care environments by making reference to one or more of the **developmental theories** studied throughout the course. You should consider both **positive and negative influences** and ways in which potential risk or protective factors are offset by other influences operating in the child's family and / or community contexts.

#### Your group should submit the following:

1. A **record of the analysis** of the website material which lists the source of each piece of relevant information (e.g. observation of child during play) and the aspect of development it relates to.

2. A copy of the created **concept map**
3. A **written explanation** of no more than 1000 words
4. A list of **references** used to construct the written component using APA style.

Modelling for the structure of academic writing and the selection and citing of reference support will be provided throughout the course.

NOTE: This assessment task builds professional knowledge and understanding of physical, social and cognitive stages of development and variations to developmental norms and characteristics of students and their home and community contexts that affect learning; the implications for schooling for students from diverse linguistic, cultural or socioeconomic backgrounds and the impact of these factors on teaching and readiness for transition to formal schooling. The task can be used as evidence for demonstrating aspects of the Australian Professional Standards for Teachers focus areas 1.1, 1.2, 1.3.

#### **Assessment Due Date**

Week 7 Friday (28 Apr 2017) 11:45 pm AEST

This task is a culmination of the course content over the first half of the course. This task lays the foundation for assessment task 2. Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

#### **Return Date to Students**

This graded assignment will be returned following moderation and in sufficient time to provide feedback prior to completing the second assessment task.

#### **Weighting**

50%

#### **Assessment Criteria**

Knowledge and understanding of development stages in physical, cognitive, social, emotional and linguistic domains

Understanding of impact of contexts on individual variations in growth and development

Knowledge of social and cultural factors that affect development

The effect of parenting styles and socioeconomic characteristics on development

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

This task will be uploaded for marking into the course Moodle site by each student. Online – Upload the task through the link on the Moodle site for Assessment Task 1 (See the Assessment Block)

#### **Learning Outcomes Assessed**

- Analyse observations of children's learning and behaviour through reference to theoretical perspectives on development and the influence of social and cultural contexts.
- Explain the impact that factors such as gender, socio-economic, linguistic and cultural background and identity can have on educational pathways, experiences and outcomes.
- Identify factors, including the use of ICTs, that influence the development of dispositions to lifelong learning.

#### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

## **2 Written Task - Child Profile**

#### **Assessment Type**

Practical and Written Assessment

#### **Task Description**

This is an individual written task that builds on your child study completed for Assessment Task 1.

You are required to **construct a profile** that describes what your focus child could be like at age 12. Although the profile will be invented, you should use your knowledge of the child's characteristics and contextual factors experienced up to the age of 5, 7 and 9 as identified in the "Life Series" examined in this course. Also draw on course readings that describe the changes that occur as children move from early to middle childhood.

**Predict** the child's physical, social, emotional, language and cognitive characteristics at 12 years of age.

This section of the task should be **no more than 1500 words**.

2. Complete your profile by describing any events or interaction in social contexts that could have shaped the child's behaviour and attitude to learning at school including any influences that relate to teacher expectations or the culture of school settings.

3. Research and describe teaching strategies and possible resources that are responsive to "your" child's identified strengths, interests and developmental needs and that encourage his/her active participation in classroom activities; promote learning; and support the development of social relationships and self-esteem. This section of your task should include references that justify the strategies you have selected.

This section of the task should be **no more than 500 words** excluding references in the word count.

**The total word limit of this assignment is a maximum of 2000 words.**

NOTE: This assessment task provides opportunities for demonstrating knowledge of teaching strategies that support the participation, wellbeing and learning of students from diverse social and cultural backgrounds and ways in which teachers can motivate students to promote social, linguistic and intellectual development through responsive teaching strategies and resources such as ICTs. The task can be used as evidence for demonstrating aspects of the Australian Professional Standards for Teachers focus areas 1.1, 1.2, 1.3, 3.4 and 4.1.

#### **Assessment Due Date**

Week 12 Friday (2 June 2017) 11:45 pm AEST

This assessment task is to be submitted in week 12 and is to be uploaded into the course moodle site.

#### **Return Date to Students**

Feedback on the final assessment task will be provided following moderation and prior to the date of certification of grades for the term.

#### **Weighting**

50%

#### **Assessment Criteria**

Knowledge and understanding of interconnections between home, care and school settings;  
Stages in social and emotional development in childhood and relationships between identity, wellbeing and learning;

Protective and risk factors and teaching strategies that support learning, motivation and engagement in schooling including social interaction, choice, decision-making, self-image and identity;

Knowledge of resources such as ICTs that support individual development and make connections between home and education and/ or care and formal learning environments;

Use of authoritative sources to back claims and provide justification for strategies.

#### **Referencing Style**

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

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Explain the impact that factors such as gender, socio-economic, linguistic and cultural background and identity can have on educational pathways, experiences and outcomes.
- Identify factors, including the use of ICTs, that influence the development of dispositions to lifelong learning.
- Propose strategies to promote engagement, relevance and connectedness for young children and school-aged students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

## 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