EDEC11028 *Leadership, Advocacy and Management in Early Childhood*
Term 1 - 2024

Profile information current as at 12/05/2024 01:20 am

General Information

Overview

In this unit, you will recognise leadership as a socio-cultural construct that is a professional capability expected of early childhood professionals and crucial for ensuring quality learning outcomes for children, the development of integrated services within communities, the ongoing growth of the profession and the thoughtful enactment of policy. You will examine the multiple ways in which leadership is theorised with a particular focus on self-leadership, pedagogical leadership, community leadership, distributed leadership and intentional leadership. Additionally, you will examine leadership as encompassing moral and ethical behaviour, advocacy for children's rights and a commitment to principles of equity and social justice and show understandings of how policy contexts, including legislative frameworks, shape the work of early childhood education leaders. Theoretical tools, engaging with professional networks and the broader community, a disposition to embrace the principles of leadership and practical skills in leadership and management are applied as you deliver a community venture that advocates for young children and their families within the local community and contributes to building social capital.

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 - 2024

- Online

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: 60%
2. **Practical and Written Assessment**
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 Student evaluation

Feedback
Assessment requirements and explanation

Recommendation
Continue to ensure that assessments are clearly explained

Unit Learning Outcomes

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

1. Access, evaluate and report on professional literature, policy and research findings to identify core values and challenges in the field that underpin the need for leadership and professional growth for early childhood educators
2. Identify resources to support the development of leadership capabilities for self and others in the field of early childhood education
3. Identify and engage with professional ethics and responsibilities to demonstrate emerging leadership capabilities
4. Identify and apply knowledge of the relevant legislative considerations when leading a community venture that involves children
5. Apply appropriate and respectful strategies to communicate with parents and families and professional community partners to faciliate the implementation of a community venture
6. Provide a rationale for the organisation of the community venture based on research into young children's learning.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus area of:

1.2 Understand how students learn
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
6.1 Identify and plan professional learning needs
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisational requirements
7.3 Engage with the parents/carers
7.4 Engage with professional teaching networks and broader communities
Additionally, this unit contributes specifically to three curriculum areas specified by ACECQA. This includes: Family and community contexts: developing community partnerships Early Childhood Professional Practice: leadership, management and administration, professional identity and development, advocacy, research History and philosophy of early childhood: ethics and professional practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ◦ Introductory Level • Intermediate Level • Graduate Level ◦ Professional Level ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
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 - 60%	•	•	•	•						
2 - Practical and Written Assessment - 40%	•	•	•	•	•		•	•		

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

Lyn Hughes Unit Coordinator
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Schedule

Week 1 Early childhood professionalism and the changing context of Early Childhood Education and Care. - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Early childhood professionalism and the changing context of Early Childhood Education and Care. • Historical overview of early childhood • The implications of a feminised profession • The changing context of Early Childhood Education and care • Professional judgment and behaviours	**Recommended text:** Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F. & Shepherd, W. (2017). *Leadership: Contexts and complexities in early childhood education*. Melbourne: Oxford University Press. Logan, H. (2017). Tensions in constructions of quality in Australian early childhood education and care policy history. *European Early Childhood Education Research Journal*, *25*(4), 506–518 Sawyer, W., Singh, M., Woodrow, C., Downes, T., Johnston, C., & Whitton, D. (2007). Robust Hope and Teacher Education Policy. *Asia-Pacific Journal of Teacher Education*, *35*(3), 227–242.	

Week 2 Introduction to Leadership, Advocacy and Management. - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic

Introduction to Leadership, Advocacy and Management.
• Definition of terms.
• How does change drive leadership
• Conceptualising early childhood leadership.
• Contexts and forms of leadership.

Recommended text:
Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F. & Shepherd, W. (2017). *Leadership: Contexts and complexities in early childhood education*. Melbourne: Oxford University Press.
Recommended text: Chapter 1
Logan, H. (2018). Retaining meanings of quality in Australian early childhood education and care policy history: perspectives from policy makers. *Early Years (London, England)*, *38*(2), 139–155.
Rodd, G. (2013). *Leadership in early childhood : the pathway to professionalism* (Rodd, Ed.; 4th ed.). Allen & Unwin.
Thomas, & Nuttall, J. (2013). What does/can leadership look like in an early childhood education context? : an alternative to "doing" leadership and "being" the leader. *The Australian Educational Leader*, *35*(4), 40–42.

Week 3 The influence of EC leadership on quality practice, governance and policy. - 18 Mar 2024

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

The influence of EC leadership on quality practice, governance and policy.
• What is quality practice?
• The influence of governance and policy in the Australian context
• Understanding the stakeholders and multiple perspectives
• The role of the NQS, AITSL, AEDC, ECA, ACECQA.

Recommended text:
Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F. & Shepherd, W. (2017). *Leadership: Contexts and complexities in early childhood education*. Melbourne: Oxford University Press.
Chapter 3
Palaiologou, I. & Male, T. (2019). Leadership in early childhood education: The case for pedagogical praxis. *Contemporary Issues in Early Childhood*, *20*(1), 23–34.
Campbell-Barr, V. & Leeson, C. (2016). *Quality and Leadership in the Early Years: Research, Theory and Practice*. SAGE Publications.
National Quality Standards
Australian Institute for Teaching and School Leadership Limited
Australian Early Development Census
Early Childhood Australia
Australian Children's Education and Care Quality Authority

Week 4 Challenges for leadership in the early childhood profession. - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic

| **Challenges for leadership in the early childhood profession.**
• Management
• Advocacy
• Approaches to leadership and their benefits
• Leadership styles
• Taking a systemic perspective on leadership and change | Alchin, I., Arthur, L., & Woodrow, C. (2019). Evidencing leadership and management challenges in early childhood in Australia. *Australasian Journal of Early Childhood*, *44*(3), 285–297.
Tam, A. (2019). Conceptualizing Distributed Leadership: Diverse Voices of Positional Leaders in Early Childhood Education. *Leadership and Policy in Schools*, *18*(4), 701–718.
Aubrey, C.A., Godfrey, R., & Harris, A. (2013). How Do They Manage? An Investigation of Early Childhood Leadership. *Educational Management, Administration & Leadership*, *41*(1), 5–29.
Aubrey, C.A. (2019). What early childhood leadership for what kind of world? *Contemporary Issues in Early Childhood*, *20*(1), 65–78.
Shawar, Y.R. & Shiffman, J. (2017). Generation of global political priority for early childhood development: the challenges of framing and governance. *The Lancet (British Edition)*, *389*(10064), 119–124. |

Week 5 Strategic management and organisation. - 01 Apr 2024

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

Strategic management and organisation.
• Vision statement
• Building a personal and professional philosophy statement
• Time management
• Recruitment of staff

Recommended text:
Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F. & Shepherd, W. (2017). *Leadership: Contexts and complexities in early childhood education*. Melbourne: Oxford University Press.
Chapter 5
Chan, Chi Wai. (2018). Leading today's kindergartens. *Educational Management, Administration & Leadership*, *46*(4), 679–691.
Hodgson, S., Papatheodorou, T., & James, M. (2014). Monitoring and evaluation of an early childhood development programme: Implications for leadership and management. *Management in Education*, *28*(4), 144–148.

Vacation Week Review and reflection - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Break week - no lectures. Take this opportunity to work on assessment task 1.	Time for recommended textbook reading and personal research.	

Week 6 Teamwork and conflict resolution to build effective workplaces. - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Teamwork and conflict resolution to build effective workplaces. • Groups vs teams • Conflict types and resolution • Building respectful professional relationships • Professional boundaries • Collaboration in the workplace	Hewett, B.S. & La Paro, K. M. (2020). Organizational Climate: Collegiality and Supervisor Support in Early Childhood Education Programs. *Early Childhood Education Journal*, *48*(4), 415–427. Allan Edward Barsky. (2014). *Conflict resolution for the helping professions* (Second edition..). Oxford University Press.	

Week 7 Money Management and budgeting for longevity. - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Money Management and budgeting for longevity. • Financial management and accountability • Marketing and advocacy • Marketing and social entrepreneurship • Funding options	Swigonski, N.L., James, B., Wynns, W., & Casavan, K. (2021). Physical, Mental, and Financial Stress Impacts of COVID-19 on Early Childhood Educators. *Early Childhood Education Journal*, *49*(5), 799–806.	Situational Analysis of Early Childhood Leadership Due: Week 7 Friday (26 April 2024) 11:00 pm AEST **Situational Analysis of Early Childhood Leadership** Due: Week 7 Friday (26 Apr 2024) 11:00 pm AEST

Week 8 Family/community relationships and engagement. - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Family/community relationships and engagement. • What does building a relationship mean • What is engagement • What is networking • Advocacy for early childhood • Collaborative decision making	Fenech, M.,Salamon, A., & Stratigos, T. (2019). Building parents' understandings of quality early childhood education and care and early learning and development: changing constructions to change conversations. *European Early Childhood Education Research Journal*, *27*(5), 706–721. Clarkin-Phillips, J, & Carr, M. (2012). An affordance network for engagement: increasing parent and family agency in an early childhood education setting. *European Early Childhood Education Research Journal*, *20*(2), 177–187. Gross, D., Bettencourt, A. F., Taylor, K., Francis, L., Bower, K., & Singleton, D. L. (2020). What is Parent Engagement in Early Learning? Depends Who You Ask. *Journal of Child and Family Studies*, *29*(3), 747–760. Grace, R. & Trudgett, M. (2012). It's not rocket science : the perspectives of Indigenous early childhood workers on supporting the engagement of Indigenous families in early childhood settings. *Australasian Journal of Early Childhood*, *37*(2), 10–18.	

Week 9 Growth as an early childhood professional and self-care. - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Growth as an early childhood professional and self-care. • Honing the skills of leadership • the ethical dimensions of leadership • Reflective growth using documents such as the Code of Ethics • Career planning • Self-care	Moshel, S. & Berkovich, I. (2020). Navigating ambiguity: Early childhood leaders' sense-making of their identity in a new mid-level role. *Educational Management, Administration & Leadership*, *48*(3), 514–531. Nicholson, J., Driscoll, P. S., Kurtz, J., Márquez, D., & Wesley, L. (2020). *Culturally Responsive Self-Care Practices for Early Childhood Educators* (1st ed.). Routledge. Jennings, P.A. (2015). Early Childhood Teachers' Well-Being, Mindfulness, and Self-Compassion in Relation to Classroom Quality and Attitudes Towards Challenging Students. *Mindfulness*, *6*(4), 732–743. Jones, C., Johnstone, M., Hadley, F., & Waniganayake, M. (2020). Early childhood educators' workplace well-being: It's everyone's right. *Australasian Journal of Early Childhood*, *45*(4), 322–335.	

Week 10 Measurements of success. - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Measurements of success. • Measuring successful leadership, advocacy and management through research • Developing a stable workplace • Developing a positive presence in the community	Nicholson, J., Kuhl, K., Maniates, H., Lin, B., & Bonetti, S. (2020). A review of the literature on leadership in early childhood: examining epistemological foundations and considerations of social justice. *Early Child Development and Care*, *190*(2), 91–122. Xin Ma, Jianping Shen, Huilan Y. Krenn, Shanshan Hu, & Jing Yuan. (2016). A Meta-Analysis of the Relationship Between Learning Outcomes and Parental Involvement During Early Childhood Education and Early Elementary Education. *Educational Psychology Review*, *28*(4), 771–801.	

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

Implementing a venture that will lift the profile of Early Childhood and an element of importance for children within the community. Why is Under 8's Week important? important? Details and requirements will be confirmed by your tutor.

Assessment task 2 support documents on moodle.

Week 12 Review week. - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Review week. Opportunity for unit content discussion and assessment task support. Details to be confirmed with your tutor.		Submitting the plans for a Community Venture Due: Week 12 Friday, May 31, 2024. 11:00 pm AEST **Practical and Written Assessment** Due: Week 12 Friday (31 May 2024) 11:00 pm AEST

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
Not applicable to this unit.		

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Situational Analysis of Early Childhood Leadership

Assessment Type
Written Assessment

Task Description
Overview:
The focus of this task is to examine how leadership, professionalism, governance, leadership challenges, management, advocacy and vision contribute to shaping future directions for the early childhood sector. This assessment response will be presented as an essay using a word document. It is essential that the marker has immediate and easy access to the assessment task.
Task:
Using relevant and recent literature, you are required to provide a situational analysis of the current state of the early childhood sector in Australia. You will identify leadership, advocacy and/or management strategies that will contribute not only to the early childhood profession but also to children and families.
Using your prior knowledge and engaging with current and relevant literature regarding the current context of early childhood in Australia, you will need to -

- identify the core values of the early childhood field as a whole
- identify and comment on the macro and micro challenges for the early childhood field
- identify, explore and recommend leadership resources for early childhood professionals
- demonstrate your understanding by identifying and articulating how you will develop the capabilities necessary to be a successful leader in the field. This may include aspects of management and advocacy strategies.
- demonstrate how your leadership capacities and strategies will contribute to the construction of hopeful futures for the early childhood profession, children and their families.

Web links to leadership resources or organisations are to be included within the assignment and also in the reference list.

Weighting: 60%
Word limit: 2000 words

Assessment Due Date
Week 7 Friday (26 Apr 2024) 11:00 pm AEST
This task will be submitted through Moodle on or before the due date.

Return Date to Students
Week 9 Friday (10 May 2024)
Marked and graded tasks and feedback sheets will be returned through Moodle.

Weighting
60%

Assessment Criteria

- Identification and analysis of the core values of early childhood in Australia
- identification of the macro and micro challenges of the early childhood sectorexplore, identify and articulate emerging issues for leadership and resources that can support this role
- identify and articulate methods for developing personal capabilities for leadershiprealistic suggestions for future action to construct hopeful futures for the profession, children and families
- effective, scholarly and professional communication in accordance with accepted academic conventions

Referencing Style

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

Submission
Online

Submission Instructions
This task will include images. Please be mindful of the size of the included images in your word document so that the maximum upload is not exceeded. Submission: All assignments are to be submitted through Moodle on the nominated date. Any extension requests must have supporting documentation and be applied for through the Assignment Extension Requests system through Moodle.

Learning Outcomes Assessed

- Access, evaluate and report on professional literature, policy and research findings to identify core values and challenges in the field that underpin the need for leadership and professional growth for early childhood educators
- Identify resources to support the development of leadership capabilities for self and others in the field of early childhood education

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

2 Practical and Written Assessment

Assessment Type
Practical and Written Assessment

Task Description
Completion of this task requires the application of leadership and management knowledge, skills and dispositions, and the application of professional ethics and responsibilities in a life-life or life-like context. Also applied is an in-depth understanding of the principles and practices which Early Childhood recognises as central for young children, their learning, and their wellbeing.
Using the guiding values of Early Childhood Australia and the principles and practices of the Early Years Learning Framework, you are to plan a community event. You will submit individually and align yourself if possible with a relevant

organisation that you have ready access to. This may be a place of work but it must be part of the Early Childhood Education and Care sector. If you cannot find a service that can support your ideas then you will need to use your previous experiences to make it purposeful in EC contexts including P-3 in school settings. This event is planned to raise the profile of early childhood, young children and their families. Your plan must consider relevant and recent priorities identified in the research and brought to our attention through Early Childhood Australia and other national bodies. Additionally, to support your planning, you are required to examine the Australian Early Development Census (AEDC) data for the area where you are located. The AEDC data is collected across the following domains: physical health and well-being, social competence, emotional maturity, language and cognitive skills (school-based), communication skills and general knowledge. As you plan, carefully consider how this AEDC data may impact the decisions you make, particularly what you privilege and thus highlight as important for children. Also driving your planning is the focus of Under Eights Week 2024, Connecting to Culture through Play.

As part of this process, you will identify and examine:
• The goals and visions for the venture/event – these goals/vision will be drawn from the needs of your community and help to guide the decisions that you make
• How you will work as a member of a team (this requires collaboration)
• Legal and ethical considerations required for the venture
• Time management strategies that will need to be enacted
• The strategic plan to ensure the venture reflects the ECA, EYLF and AEDC priorities/needs
• A proposed budget that considers how you might garner financial support for the event
• How you will manage risk - include a risk management form
• How you will garner support and link/collaborate with other organisations in the local area (you may need to find out what organisations work with children/families within your area)
You must document this planning and make links to relevant literature. At a minimum, we would be expecting to see your link to the literature about teams, time management, conflict management considerations, leadership, and strategic planning.

As you progress through this learning task we would envisage that you would document the process by building a document that 'speaks up'/advocates for children. The topic/theme for advocacy needs to reflect the priorities of ECA, the EYLF and, if possible, the theme for Under Eights Week 2024. PLAY - Connecting to Culture through Play. You may decide to use some of the research that you accessed pertaining to play to support the development of your working document. Additionally, you may draw on recent reports such as the First One Thousand Days.
You need to see the development of this document as a work in progress right up to the day you submit it. This will be a valuable tool for you to keep and refer back to as you move through your early career.

Assessment Due Date
Week 12 Friday (31 May 2024) 11:00 pm AEST
This task will be submitted through Moodle on or before the due date.

Return Date to Students
Exam Week Friday (14 June 2024)
Marked assignments and grades will be available to students by the day of certification of grades for the term.

Weighting
40%

Assessment Criteria

- clear identification and investigation of the goals of community groups or contextually appropriate community venture
- identify and engage with legal and ethical issues relevant to the planned event.
- negotiate and document goals for the event and expectations to guide how the team will work towards accomplishing these goals
- examine time management, decision making and conflict management strategies
- identify leadership and management strategies to engage with community stakeholders to advocate for early childhood
- effective, scholarly and professional communication evident in the documentation

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions

This task will include images. Please be mindful of the size of the included images in your word document so that the maximum upload is not exceeded. Submission: All assignments are to be submitted through Moodle on the nominated date. Any extension requests must have supporting documentation and be applied for through the Assignment Extension Requests system through Moodle.

Learning Outcomes Assessed

- Identify and engage with professional ethics and responsibilities to demonstrate emerging leadership capabilities
- Identify and apply knowledge of the relevant legislative considerations when leading a community venture that involves children
- Apply appropriate and respectful strategies to communicate with parents and families and professional community partners to faciliate the implementation of a community venture
- Provide a rationale for the organisation of the community venture based on research into young children's learning.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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