



# EDED11458 *Indigenous Studies and Learning*

## Term 3 - 2022

Profile information current as at 26/03/2023 11:14 pm

All details in this unit profile for EDED11458 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

The unit Indigenous Studies and Learning develops knowledge and understanding of historical factors that impact on the engagement of Aboriginal and Torres Strait Islander learners and families in education and care settings. The policy and action of governments and media representations are analysed, discussed and compared with indigenous perspectives on race relations and past events with an emphasis on developing understanding and appreciation of contemporary Indigenous Australian identity and culture. Pedagogies for working effectively and appropriately with indigenous Australians, families and communities including current systemic initiatives and policies are evaluated in terms of their suitability for students in rural, remote and urban Australian communities. You will consider Aboriginal and Torres Strait Islander world views and your own and others attitudes to Indigenous people to defend the selection of teaching strategies aimed at promoting reconciliation and effective learning relationships with students, families and communities.

### 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

To be eligible to enrol in this unit, students must be enrolled in CC12, CC13, CC14 or the Start University Now (SUN) program

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 3 - 2022

- Bundaberg
- Cairns
- Gladstone
- Mackay
- 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. **Online Quiz(zes)**

Weighting: Pass/Fail

#### 2. **Written Assessment**

Weighting: 50%

#### 3. **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 evaluation

**Feedback**

Moodle site needs to be updated

**Recommendation**

The Moodle format and content have been updated as required.

#### Feedback from Student evaluation

**Feedback**

Assessment tasks were valuable

**Recommendation**

Keep assessment tasks, but continue to support students with relevant materials and resources.

## Unit Learning Outcomes

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

1. Use correct terminology and protocols when referring to Aboriginal and Torres Strait Islander peoples, culture and histories
2. Analyse the impact of deficit views of Aboriginal and Torres Strait Islander students on learning and engagement
3. Analyse and respond to representations of Aboriginal and Torres Strait Islander peoples in contemporary and historical texts and their impact on race relations with non-Indigenous Australians
4. Critique government policies and approaches to the education of Aboriginal and Torres Strait Islander students in past and present society
5. Explain the effect of Aboriginal and Torres Strait Islander world views and the concept of relatedness on the learning styles of indigenous students
6. Justify the use of strategies that cater for the diversity of experience, identity and linguistic background of contemporary Aboriginal and Torres Strait Islander students and communities
7. Evaluate the capacity of current programs and initiatives for Aboriginal and Torres Strait Islander students, families and communities for promoting engagement and participation in education and care.

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

- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander student
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non Indigenous Australians
- 2.5 Literacy and numeracy strategies
- 3.5 Use effective classroom communication
- 3.7 Engage parents/carers in the educative process
- 4.1 Support student participation
- 7.3 Engage with the parents/carers

In addition, competency elements from the Diploma of Children's Services (Early Childhood Education and Care) are taught and assessed in this unit.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



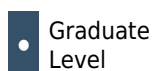
N/A  
Level



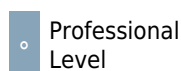
Introductory  
Level



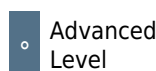
Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Online Quiz(zes) - 0%	•						
2 - Written Assessment - 50%	•	•	•	•			•
3 - Written Assessment - 50%	•				•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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 - Online Quiz(zes) - 0%	•						•			
2 - Written Assessment - 50%	•	•	•	•			•	•		
3 - Written Assessment - 50%	•	•	•	•			•	•		

## Textbooks and Resources

### Textbooks

EDED11458

#### Prescribed

#### **Learning and Teaching in Aboriginal and Torres Strait Islander Education**

4th edition (2021)

Authors: Neil Harrison and Juanita Sellwood.

Oxford University Press

South Melbourne , Vic , Australia

ISBN: 9780190329396

Binding: eBook

#### **Additional Textbook Information**

Please note, this is the new 4th edition, not the old 3rd edition as significant changes have been made. Access to the book online is through the Library website. However, if you prefer a paper copy, you can purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Karen D'Aiitti** Unit Coordinator

[k.daietti@cqu.edu.au](mailto:k.daietti@cqu.edu.au)

## Schedule

### Week 1 - 07 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Understanding Aboriginal and Torres Strait Islander Children

Chapter 1: Beginning teachers in Aboriginal and Torres Strait Islander Communities (Harrison and Sellwood, 2021)  
 Australian Professional Standard for Teachers  
 A Personal Account of Coming to See Correspondences through Work in Women's Studies  
 White Privilege: Unpacking the Invisible Knapsack (Peggy McIntosh, 1988/89)

**Week 2 - 14 Nov 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Inclusive Australian History	Chapter 2: Our Shared Australian story (Harrison & Sellwood, 2021). Aboriginal and Torres Strait Islander Histories and Cultures (2016) (ACARA) Gulanga Good Practice Guide (Actcoss, 2016) Engaging and Communicating with Australian Aboriginal and Torres Strait Islander Protocol (CQU, 2021)	

**Week 3 - 21 Nov 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Inclusive Australian History - continued	Chapter 3: Teaching about the Stolen Generations (Harrison and Sellwood, 2021) A Formidable Challenge: Australia's Quest for equity in Indigenous Education (Gray & Beresford, 2008). Closing the Gap Report (2022).	Assessment Task 1 (quiz) due Friday 25th November @ 11.45 P.M.  <b>Online Quiz: Indigenous Terminology/Protocols</b> Due: Week 3 Friday (25 Nov 2022) 11:45 pm AEST

**Week 4 - 28 Nov 2022**

Module/Topic	Chapter	Events and Submissions/Topic
The Impacts of Past Policies on Australian Indigenous Cultures and Identity	Community Guide to the UN Declaration on the Rights of Indigenous Peoples (2019) Advancing Aboriginal and Torres Strait Islander Education: An action plan for Queensland (2019)	

**Week 5 - 05 Dec 2022**

Module/Topic	Chapter	Events and Submissions/Topic

The Impacts of Past Policies on Australian Indigenous Cultures and Identity - Continued

Chapter 6: Trauma-aware schooling practices for supporting students (Harrison and Sellwood, 2021)  
Chapter 3 in Closing the Gap Report (2020)  
Bringing them Home Report (Peter Read, 1998)

#### Week 6 - 12 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
Culture and Identity - Ways of Knowing, Learning and Being x 2	<p>Advancing Aboriginal and Torres Strait Islander Education: An Action Plan for Queensland (QLD Government, Department of Education, 2019). Aboriginal and Torres Strait Studies Handbook (QSA, 2010). Aboriginal and Torres Strait Islander Cultural Capability Action Plan (Qld Government, 2019 - 2021)</p> <p>Chapter 4: Strategies for Teaching Aboriginal and Torres Strait Islander students (Harrison and Sellwood, 2021). Seeking a Pedagogy of Difference: What Aboriginal Students and their Parents in North Queensland say about Teaching and their Learning (Lewthwaite et al., 2015).</p>	<p>2 tutorials run this week so students can break earlier for Christmas Assessment Task 2 due Friday 16th December @ 11.45 P.M.</p> <p><b>Essay</b> Due: Week 5 Friday (16 Dec 2022) 11:45 pm AEST</p>

#### Week 7: No tutorials this week - 19 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
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#### Vacation Week - 26 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
		university closes on 24.12.22 and re-opens on 3.1.2023

#### Week 8 - 03 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Quality Educational Practices for Indigenous Learners	Chapter 5: Teaching reading and writing with Aboriginal and Torres Strait Islander Children (Harrison & Sellwood, 2021).	

#### Week 9 - 09 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Quality Educational Practices for Indigenous Learners - continued	Chapter 7: Ways of Teaching Traditional Knowledges (Harrison & Sellwood, 2021). 8 Aboriginal Ways of Learning Factsheet (2012).	

#### Week 10 - 16 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Quality Educational Practices for Indigenous Learners - continued	Chapter 9: Learning from Country (Harrison & Sellwood, 2021) Preparing Preservice Teachers' Minds, Hearts and Actions for Teaching in Remote Indigenous Contexts (Osborne, 2003).	
<b>Week 11 - 23 Jan 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Relationships, Community Partnerships and Strategies for Indigenous Education	Chapter 8: Building Community Partnerships (Harrison & Sellwood, 2021) Indigenous Knowledge and the Cultural Interface; underlying issues at the intersection of knowledge and information systems (Nakata, 2002-2010).	
<b>Week 12 - 30 Jan 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Relationships, Community Partnerships and Strategies for Indigenous Education - continued		Assessment Task 3 (White Paper) due Friday the 10th February 2023
<b>Exam Week - 13 Feb 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

This course has, for the most part, 1 tutorial scheduled per week.

A tutorial is scheduled in the university break week.

In the week starting 12th December 2022, there are 2 scheduled tutorials.

In the week starting the 17th December 2022, there are no tutorials, enabling students to finish earlier for the Christmas break.

The last week of this course starts on the 30th January 2023.

## Assessment Tasks

### 1 Online Quiz: Indigenous Terminology/Protocols

#### Assessment Type

Online Quiz(zes)

#### Task Description

This assessment task quiz 1 tests your knowledge and understanding of protocols and terminology associated with working with Aboriginal and Torres Strait Islander peoples. Using the correct terminology and understanding the protocols shows respect to our First Nations People.

#### Number of Quizzes

1



## Frequency of Quizzes

Other

## Assessment Due Date

Week 3 Friday (25 Nov 2022) 11:45 pm AEST

Students can attempt the quiz as many times as they need to receive a PASS score of 100%. Students must complete AT1 in order to proceed and pass the unit.

## Return Date to Students

Students will receive the results of their quiz immediately after completion.

## Weighting

Pass/Fail

## Minimum mark or grade

This assessment has a PASS/FAIL rating. Students must pass this assessment in order to continue with and pass the unit.

## Assessment Criteria

Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. (APST 1.4)

Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. (APST 2.4)

## Referencing Style

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

## Submission

Online

## Submission Instructions

Students must complete this assessment online.

## Learning Outcomes Assessed

- Use correct terminology and protocols when referring to Aboriginal and Torres Strait Islander peoples, culture and histories

## Graduate Attributes

- Communication
- Cross Cultural Competence

## 2 Essay

### Assessment Type

Written Assessment

### Task Description

#### Expectations for your written response

Your letter, of no more than 2000 (+/-10%) words, must respond to Amy's request above and be addressed to your State and Federal members of parliament that represent your electorates.

Your letter must:

1. be written in a scholarly manner which includes supporting all of your assertions with reference to the scholarly literature. The vast majority of the sources should be articles from peer-reviewed journals, books and conference papers. You can and should reference Government websites where they are the primary source of policy information.
2. use references from the Unit readings to show your knowledge and understanding of the impact of government policy and past and present representations on culture and identity of Aboriginal and Torres Strait Islander peoples and students (APST2.4) (criteria 2).
3. include your own reflections on the impact of our shared Australian history (and your cultural background) on the attitudes and views you have formed of Aboriginal and Torres Strait Islander people as students and learners.
4. make reference to your participation in at least three (3) learning experiences associated with studying

this Unit that have shaped your understanding on the importance of teachers' acknowledgment, recognition, and respect for Indigenous history, culture and languages (APST2.4), (criteria 1).

5. explain effective teaching strategies for supporting the identity needs of Aboriginal and Torres Strait Islander students and how you would promote reconciliation between Indigenous and non-Indigenous peoples, within classroom contexts and the broader school community by:

- acknowledging and teaching our shared Australian history,
- paying respect to the local Indigenous culture by embedding Indigenous perspectives into your curriculum and encouraging all of your students to take pride in the local Indigenous culture, and
- developing strong relationships with the local Indigenous community through effective and sensitive communication (APST 1.4), (criteria 3).

### **Letter Structure**

Business letter, submitted as MSWord file.

#### **Introduction:**

- the context for your communication (writing on behalf of Amy as part of an Indigenous Studies and Learning Unit in your Course).
- an overview, as you see it, on the reasons why the "Closing the Gap" strategies for education are not working.
- a brief outline of some strategies you believe will work to improve educational outcomes for Indigenous students and contribute to reconciliation.

#### **Body:**

- demonstrates your knowledge and understanding of the diverse Australian Indigenous histories, cultures, and languages.
- analyses the impact of historical government policy and past and present representations on culture and identity of Australian Indigenous peoples and students.
- critically reflects on Indigenous and non-Indigenous perspectives and the impact of diverse views on engagement and participation in education and care settings.
- use culturally appropriate language and academic conventions to construct a convincing and persuasive argument (criteria 4, APST 2.4).

#### **Conclusion:**

- re-state the purpose of the letter.
- provide a summary of the critical points you have made in your persuasive argument.
- thank the reader for the time they have taken to read what you have written.
- ends with a business salutation "Yours Sincerely" then your name and place for your signature

Must include a final section for your references (on a separate page)

### **Assessment Due Date**

Week 5 Friday (16 Dec 2022) 11:45 pm AEST  
16th December 2022

### **Return Date to Students**

Assessments will be returned when moderation is complete.

### **Weighting**

50%

### **Minimum mark or grade**

25% of the unit total is required to pass this part of the Unit.

### **Assessment Criteria**

- 1) Knowledge and understanding of Australian Indigenous histories, cultures and language. (APST 2.4)
- 2) Analysis of the impact of government policy and past and present representations on culture and identity of Aboriginal and Torres Strait Islander peoples and students. (APST 2.4)
- 3) Critical reflection on Indigenous and non-Indigenous perspectives and the impact of diverse views on engagement and participation in education and care settings. (APST 1.4)
- 4) Use of culturally appropriate language and academic conventions to construct a

defensible position in Letter to the stimulus. (APST 2.4)

### Referencing Style

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

### Submission

Online

### Submission Instructions

via Moodle

### Learning Outcomes Assessed

- Use correct terminology and protocols when referring to Aboriginal and Torres Strait Islander peoples, culture and histories
- Analyse the impact of deficit views of Aboriginal and Torres Strait Islander students on learning and engagement
- Analyse and respond to representations of Aboriginal and Torres Strait Islander peoples in contemporary and historical texts and their impact on race relations with non-Indigenous Australians
- Critique government policies and approaches to the education of Aboriginal and Torres Strait Islander students in past and present society
- Evaluate the capacity of current programs and initiatives for Aboriginal and Torres Strait Islander students, families and communities for promoting engagement and participation in education and care.

### Graduate Attributes

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

## 3 School Design Task: White Paper

### Assessment Type

Written Assessment

### Task Description

Throughout this Unit, you have examined a range of strategies and resources appropriate for working with Australian Indigenous learners, families, and communities; and for the teaching of our shared Australian history in respectful ways that promote reconciliation.

For this task, you are asked to design a "White Paper" plan (for a specific school) that describes and justifies a set of school-wide and individual teacher strategies that engage Indigenous students in learning in educational settings, and that leads to reconciliation between Indigenous and non-Indigenous Australians.

### Task Details

You will choose a school to research for this assessment task.

You **MUST** identify at least **four (4) school-based** and **six (6) individual teaching strategies** that show consideration of students' *cultural, linguistic and identity* needs (APST 1.4 criteria 1 + 2) AND strategies for working *effectively and sensitively* with families and communities to support the learning and engagement of Aboriginal and Torres Strait Islander students. (APST 1.4 + 2.4, criteria 1). Your strategies will demonstrate how reconciliation may be achieved at both a school and classroom level. (APST 2.4, Criteria 3). Strategies should be a combination of what is already in place at your chosen school + some of your own ideas, based on the school's ethos.

Your work is to be presented as a written "White Paper" in a scholarly report format that explains each of your design strategies with one or two brief examples, the reasons for their choice and how they relate to the school you have been allocated. Your White Paper (scholarly report) will, in no more than 1500 words (+/-10%), clearly explain WHY and HOW your strategies would meet the learning, *language, cultural and identity needs* of Indigenous learners as well as identify any limitations on the effectiveness of these strategies in your allocated school (APST 1.4, criteria 4). Your White Paper should consider the *diversity of needs* of Aboriginal and Torres Strait Islander students in your allocated

school. The White Paper **MUST** be supported by references taken from Unit, other scholarly readings, and your set textbook.

Your submission **MUST** demonstrate extensive knowledge and a broad understanding of teaching strategies that are responsive to the learning strengths and needs of students from *diverse linguistic, cultural, religious and socioeconomic backgrounds*.

Additionally, you will need to demonstrate a broad knowledge and understanding of Aboriginal and Torres Strait Islander *histories, cultures and languages*. Your submission **MUST** be written in a sensitive and respectful manner adhering to correct cultural protocols and terminology.

References must be provided on a separate page.

#### **Assessment Due Date**

Week 12 Friday (10 Feb 2023) 11:45 pm AEST  
10th February 2023

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

Week 12 Friday (10 Feb 2023)  
Assessments will be returned once moderation is complete

#### **Weighting**

50%

#### **Minimum mark or grade**

25% of unit total is required to pass this part of the Unit.

#### **Assessment Criteria**

1a) **Strategy selection shows knowledge and understanding of the impact of Indigenous cultural identity on learning. (APST 1.4)**

1b) **Application of knowledge of Indigenous cultures to the selection of strategies for relationship building that support educational equity and performance. (APST 2.4)**

2) **Knowledge of language backgrounds and the diversity of student characteristics that affect the learning of Aboriginal and Torres Strait Islander students. (APST 1.4)**

3) **Understanding of a school and teacher's role in promoting reconciliation between Indigenous and non-Indigenous Australians. (APST 2.4)**

4) **Use of authoritative sources to justify strategy selection. (APST 1.4)**

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

Online via Moodle

#### **Learning Outcomes Assessed**

- Use correct terminology and protocols when referring to Aboriginal and Torres Strait Islander peoples, culture and histories
- Explain the effect of Aboriginal and Torres Strait Islander world views and the concept of relatedness on the learning styles of indigenous students
- Justify the use of strategies that cater for the diversity of experience, identity and linguistic background of contemporary Aboriginal and Torres Strait Islander students and communities
- Evaluate the capacity of current programs and initiatives for Aboriginal and Torres Strait Islander students, families and communities for promoting engagement and participation in education and care.

#### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem