



# EDED13434 Learning and Wellbeing in Middle School

## Term 2 - 2018

Profile information current as at 26/04/2024 11:44 pm

All details in this unit profile for EDED13434 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit the focus is on students in the pre-adolescent and adolescent years. In this unit you will develop further understandings about the ways in which educators create supportive learning environments that are responsive to students needs. In particular, you will identify strategies to promote positive wellness and mental health for yourself and for your students. You will articulate a developed understanding of the links between risk and protective factors, wellness and learning, and use examples from your environment and community to develop analytical and practical knowledge of the notion of wellbeing and mental, emotional and social health as a community concern. Throughout this unit you will reflect upon the ways in which learning and wellbeing are linked and how a learner's individual, school and community experiences can impact on wellbeing. You will also consider your own wellbeing and explore enabling strategies that will support the efficacy of your own professional practice.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

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 2 - 2018

- Bundaberg
- Distance
- Mackay
- Noosa
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 50%

#### 2. **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 structure and materials could be reviewed.

**Recommendation**

Further review of the Moodle site and actives will occur.

#### Feedback from Student evaluation

**Feedback**

Scaffolding of assessment tasks

**Recommendation**

Explicit scaffolding will be provided for each assessment task.

## Unit Learning Outcomes

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

1. Identify and critique relevant policies, relationships, organisations and networks that support the wellbeing of individuals and communities.
2. Examine the range of risk and protective factors that impact on the wellbeing of pre-adolescent and adolescent individuals from diverse social and cultural backgrounds.
3. Evaluate strategies and processes that can support and maximise individual and community wellbeing, belonging and safety in physical, social and cyber environments.
4. Identify strategies that contribute to the maintenance of personal and professional wellbeing of educators.
5. Discuss the role of educators in the promotion of social, emotional and mental wellbeing to enhance student learning in rapidly changing 21st century contexts.
6. Communicate an explicit commitment to the wellbeing of learners through defence of socially just classroom practice and strategies for building productive partnerships with students, parents and carers and communities.

Successful completion of the unit Learning and Wellbeing in Middle School provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of 1.1, 1.3, 3.7, 4.1, 4.4, 6.2, 6.4, 7.1, 7.3 and 7.4. 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 | 5 | 6 |
| 1 - Written Assessment - 50% | •                 | • | • | • |   |   |
| 2 - Written Assessment - 50% |                   |   |   | • | • | • |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes                                 | 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 - 50% | •                   |   | • | • | • | • | • | • |   |    |
| 2 - Written Assessment - 50% | •                   | • | • |   |   |   |   | • |   |    |

## 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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Susan Richardson** Unit Coordinator  
[s.richardson@cqu.edu.au](mailto:s.richardson@cqu.edu.au)

## Schedule

### Topic 1; Your students and well-being - 09 Jul 2018

| Module/Topic                 | Chapter   | Events and Submissions/Topic |
|------------------------------|---|------------------------------|
| Your students and well-being | Gen Z - characteristics of middle school students (physical, emotional, intellectual) and their world<br>Concepts of well-being and resilience<br>Neuroscience and resilience<br>Australian schooling contexts: Gen Z |                              |

### Topic 2; Risk mitigating and protective factors - 16 Jul 2018

| Module/Topic  | Chapter   | Events and Submissions/Topic |
|---|---|------------------------------|
| Resiliency builders: risk mitigating and protective factors | Resiliency builders: risk mitigating and protective factors<br>Contemporary issues - sources of risk<br>Protective factors in the school and community<br>Resilience framework: The Resiliency Wheel - identifying risk mitigating and protective factors |                              |

### Topic 3; 'At-risk' students - 23 Jul 2018

| Module/Topic       | Chapter   | Events and Submissions/Topic |
|--------------------|---|------------------------------|
| "At risk" students | "At risk" students<br>Contemporary influencers on sources of potential risk: developmental, physical, emotional, intellectual, cultural, economic, linguistic, religious<br>GRIP process: identifying and responding to those at risk |                              |

**Topic 4; Contemporary issues and the role of schools and community - 30 Jul 2018**

| Module/Topic   | Chapter   | Events and Submissions/Topic |
|--|---|------------------------------|
| Role of Schools and Community:<br>Education Queensland Learning and Well-being Framework | Education Queensland's Learning and Well-being Framework<br>Role of schools and community/community organisations<br>Bullying |                              |
| Contemporary issues that present as potential sources of risk for our young people       | Family dysfunction<br>Depression and anxiety<br>Diversity and difference<br>Substance abuse                                   |                              |

**Topic 5; Contemporary issues and the role of schools and community - 06 Aug 2018**

| Module/Topic   | Chapter   | Events and Submissions/Topic |
|--|---|------------------------------|
| Contemporary issues that present as potential sources of risk for our young people | Bullying<br>Family dysfunction<br>Depression and anxiety<br>Diversity and difference<br>Substance abuse |                              |

**Vacation Week - 13 Aug 2018**

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

**Topic 6; Resilience/well-being frameworks - 20 Aug 2018**

| Module/Topic                    | Chapter   | Events and Submissions/Topic |
|---------------------------------|---|------------------------------|
| Resilience/Wellbeing frameworks | Circle of Courage<br>PERMA model<br>SEL framework<br>Resilience Doughnut<br>Resilience framework: CHILD framework<br>Learning and Wellbeing Framework, Education Queensland |                              |

**Topic 7; Personal and professional resilience - 27 Aug 2018**

| Module/Topic  | Chapter  | Events and Submissions/Topic  |
|---|--|---|
| Teacher resilience: personal and professional<br>The role teachers and schools play | Events that shaped your personal capacities for resilience<br>Teacher resilience - personal and professional<br>Model for teacher resilience | Assessment Task 1 is due this week. It is due on MONDAY, 27 AUGUST. Your task must be submitted through Moodle by 11pm.<br><br><b>Well-being Context: literature, policy and community resource scan</b> Due: Week 7 Monday (27 Aug 2018) 11:45 pm AEST |

**Topic 8; Pre-service teachers, teacher resilience, teacher work - 03 Sep 2018**

| Module/Topic   | Chapter   | Events and Submissions/Topic |
|--|---|------------------------------|
| Pre-service teacher resilience, teacher resilience, teacher work | Pre-service teacher program: BRITE<br>Education Queensland's Learning and Well-being Framework<br>Teacher resilience<br>Whole school approaches to well-being promotion |                              |

**Topic 9; Teachers, schools, community - 10 Sep 2018**

| Module/Topic  | Chapter                                       | Events and Submissions/Topic |
|---|---|------------------------------|
| Whole-school approaches to staff and student well-being | Whole-school approaches<br>Positive education |                              |

**Topic 10; Teacher work, APST and ACARA - 17 Sep 2018**

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

|   |   |
|---|---|
| Teacher work that is informed by Australian Professional Standards for Teachers | Australian Professional Standards for Teachers (focus on Standard 4)<br>Australian Curriculum and Assessment Reporting Authority (informing teacher work)<br>Academic resilience<br>Positive thinking dispositions<br>Engaging teacher pedagogy |
|---|---|

### Topic 11; Academic resilience in the classroom - 24 Sep 2018

| Module/Topic   | Chapter  | Events and Submissions/Topic |
|--|--|------------------------------|
| Academic resilience: thinking dispositions and teacher pedagogy<br>Your own well-being classroom frame | Academic resilience<br>Positive thinking dispositions<br>Strategies to include in your classroom frame<br>Reviewing key elements underpinning your frame |                              |

### Topic 12; Review - 01 Oct 2018

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

### Review/Exam Week - 08 Oct 2018

| Module/Topic | Chapter | Events and Submissions/Topic   |
|--------------|---------|--|
|              |         | Assessment Task 2 is due this week. It is due on MONDAY, 8 OCTOBER. Your task must be submitted through Moodle by 11pm.<br><br><b>Educator Context: strategies for personal/professional well-being and student well-being</b> Due: Review/Exam Week Monday (8 Oct 2018) 11:45 pm AEST |

### Exam Week - 15 Oct 2018

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

## Assessment Tasks

### 1 Well-being Context: literature, policy and community resource scan

#### Assessment Type

Written Assessment

#### Task Description

The Australian Professional Standards for Teachers identified for Assessment Task 1 include:

- Standard 1.1 (Physical, social and intellectual development and characteristics of students);
- Standard 1.3 (Students with diverse linguistic, cultural, religious and socioeconomic backgrounds);
- Standard 4.4 (Maintain student safety); and
- Standard 7.4 (Engage with professional teaching networks and broader communities).

**ASSESSMENT TASK 1:** This is an individual written task. There are two parts to this task.

#### **Part 1: Present your understandings about student well-being and resilience as they relate to the middle years students with whom you may work.**

Focus particularly on:

- defining and describing well-being and resilience for young people;
- the types of risk mitigating and protective factors that support middle years' student well-being and safety; and
- the diverse developmental, social, cultural and economic background characteristics of young people that make them vulnerable to resilience and well-being impacts.

Part 1 should be approximately 1500 words.

**Part 2: Then, consider the broad range of contemporary issues that are potential sources of risk for middle school students.** Scan research literature, policy, community networks, physical and online services, organisations and available resources to identify areas of advocacy and support for the well-being and safety of young people with respect to these sources of potential risk. The aim is to get you thinking about the issues and the range of supporting resources that are available. Identify and list the contemporary sources of risk along with relevant and appropriate support mechanisms, programs, organisations and resources that could be accessed by students at risk or by those wanting to support them through the risk.

**Then choose one particular source of risk** (eg: domestic violence, cyber bullying, drug use) that students in the middle years of schooling might encounter. Examine that one source of risk in more detail, noting the impacts of that risk source on young people. Review the support programs, mechanisms, organisations, resources that are specifically available at **both school and community level** to mitigate that risk source. **Choose one well-being framework** and use it to identify the ways in which those programs, resources, organisations draw on enabling protective factors and risk mitigating factors to support young people.

Your response to Part 2 might draw on tables, diagrams and/or concept maps to show the critical connections, and should be supported by a written explanation of no more than 1500 words.

### Assessment Due Date

Week 7 Monday (27 Aug 2018) 11:45 pm AEST

### Return Date to Students

The assignments will be marked, moderated and returned to students in timely ways that provide sufficient feedback for the completion of Assessment Task 2.

### Weighting

50%

### Assessment Criteria

1. Synthesis of research that demonstrates understandings about students' well-being and safety within school and community systems

**(Australian Professional Standards for Teachers 4.4)**

2. Examination and discussion about the ways in which physical, social and intellectual development and characteristics of middle school students impact on students' well-being and safety

**(Australian Professional Standards for Teachers 1.1)**

3. Examination and discussion about the ways in which diverse linguistic, cultural, religious and socio-economic backgrounds of middle school students impact on students' well-being and safety

**(Australian Professional Standards for Teachers 1.3)**

4. Demonstration of understandings about the role of external professionals and community representatives through the identification of strategies (resources, supports, personnel, programs) that support students' well-being and safety

**(Australian Professional Standards for Teachers 7.4, 4.4)**

5. Identification of strategies (resources, supports, personnel, programs) that support students' well-being and safety working within schools, curriculum and legislative requirements

**(Australian Professional Standards for Teachers 4.4)**

6. Use of a 'well-being' framework to identify the ways in which protective and risk mitigating factors are foregrounded within the strategies used to support students' well-being and safety

**(Australian Professional Standards for Teachers 4.4)**

7. Demonstration of personal written competencies that communicate the 'student well-being' context, using knowledge of academic practices and conventions

### Referencing Style

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

### Submission

Online

### Submission Instructions

Please submit online through the Moodle site by 11pm on the due date.

### Learning Outcomes Assessed

- Identify and critique relevant policies, relationships, organisations and networks that support the wellbeing of individuals and communities.
- Examine the range of risk and protective factors that impact on the wellbeing of pre-adolescent and adolescent individuals from diverse social and cultural backgrounds.
- Evaluate strategies and processes that can support and maximise individual and community wellbeing, belonging and safety in physical, social and cyber environments.



- Identify strategies that contribute to the maintenance of personal and professional wellbeing of educators.

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Educator Context: strategies for personal/professional well-being and student well-being

### Assessment Type

Written Assessment

### Task Description

The Australian Professional Standards for Teachers identified for Assessment Task 2 include:

- Standard 3.7 (Engage parents/carers in the educative process)
- Standard 4.4 (Maintain student safety); and
- Standard 6.1 (Identify and plan professional learning needs)
- Standard 6.2 Engage in professional practice and improve learning
- Standard 7.1 (Meet professional ethics and responsibilities)
- Standard 7.3 (Engage with the parents/carers)

ASSESSMENT TASK 2: This is an individual written task. There are two parts to this task.

#### **Part 1: The first part asks you to critically reflect on your own well-being and resilience, making links to your future work as a teacher.**

Through a series of four to five journal entries (each approximately 200 - 250 words long), written ideally over time as you engage with the unit content, critically reflect on your personal preparedness for your future as a classroom teacher. Present a self-study of your own well-being and resilience. This self reflection should take the form of a personal biography and be written in the first person. Academic referencing is not necessarily required in Part 1. Think about the following to guide your reflections:

- How resilient are you?
- What are the significant events and/or people in your life who have shaped your capacity for resilience and your views about resilience?
- How have these events and/or people shaped your resiliency?
- What are the significant resiliency builders that have impacted on the risk mitigating and/or protective factors that you have experienced in your life so far?
- What is teacher resilience and why is it important?
- What is it about your own resilience that you will draw on as a teacher in the 21st century classroom?
- What are the challenges presented through your own capacities for resilience?
- What are the key wellness and self-care strategies that you might draw on to improve your professional practice in the rapidly changing 21st century educational context?
- How will your understandings about your own resilience help and/or hinder your work as a teacher?

It is important to make the links between your personal resilience and your potential teacher resilience. It is important to make the links between your past, your present and your future work. Part 1 should be approximately 1000 words.

#### **Part 2: A commitment to students' well-being and safety through socially just classroom practices and strategies**

Document a 'Classroom learning and well-being frame' through which you articulate specific strategies/activities that can be used at your classroom and school level to support students' well-being and safety working within school, curriculum and legislative requirements (including the relevant Code of Ethics for Teachers). The strategies and the use of the frame in the classroom context should:

- guide your professional practice, engagement and relationship-building with students and other stakeholders in educational and community environments;
- inform your decision-making about learning environments, curriculum and pedagogy to respond to, and to support the diversity and needs of middle years learners;
- facilitate relationship building in educational and community environments;
- promote the personal and social capabilities of your students;
- promote student well-being; and

- develop safe, supportive learning environments.

You might use a well-being framework (eg: Circle of Courage, Resiliency Wheel, PERMA) that we have already considered in this unit so far, or you might develop a frame of your own based on your own understandings of positive well-being promotion.

As well, you must include a written justification for the frame you have chosen (or developed yourself) and articulate the ways in which the frame can be used to support your work of the teacher. In particular, you should consider teacher work as described in the Australian Professional Standards for Teachers (APST, Standard 4) and make links to contemporary research/literature about student well-being. Discuss the ways in which you might communicate your professional view about well-being promotion to parents and caregivers. You must also provide a justification for the specific strategies that promote students' well-being and safety that you have identified within your frame. You should specifically consider APST 4.4.

Your justification should be approximately 1500 words.

### **Assessment Due Date**

Review/Exam Week Monday (8 Oct 2018) 11:45 pm AEST

### **Return Date to Students**

Assessment Task 2 will be returned to students within appropriate time-frames that accommodate marking, moderation and the finalisation of grades.

### **Weighting**

50%

### **Assessment Criteria**

1. Identification of professional learning needs through critical reflection and self-study on well-being and resilience with respect to the future professional educator's role

**(Australian Professional Standards for Teachers 6.1)**

2. Identification of strategies that support students' well-being and safety within school, curriculum and legislative requirements.

**(Australian Professional Standards for Teachers 4.4)**

3. Justification of the use of the well-being frame with reference to the research/literature on students' well-being and safety and to the work of educators as described in Australian Professional Standards for Teachers, Standard 4.

**(Australian Professional Standards for Teachers, Standard 4)**

4. Justification of the specific strategies identified within the frame with respect to students' well-being and safety and to the role of educators as described in Australian Professional Standards for Teachers, Standard 4.4.

**(Australian Professional Standards for Teachers, Standard 4.4)**

5. Use of personal written competencies that demonstrate knowledge of academic practices and conventions

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Please submit online through the Moodle site by 11pm on the due date.

### **Learning Outcomes Assessed**

- Identify strategies that contribute to the maintenance of personal and professional wellbeing of educators.
- Discuss the role of educators in the promotion of social, emotional and mental wellbeing to enhance student learning in rapidly changing 21st century contexts.
- Communicate an explicit commitment to the wellbeing of learners through defence of socially just classroom practice and strategies for building productive partnerships with students, parents and carers and communities.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- 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