# EDED13434 *Learning and Wellbeing in Middle School*
## Term 2 - 2019

Profile information current as at 20/04/2024 08:55 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 - 2019

- Bundaberg
- Cairns
- Mackay
- Noosa
- Online
- 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 Teaching staff and unit coordinator feedback.

**Feedback**

Assessment task 1 is quite complex and should be simplified. The criteria sheet should better reflect the task requirements.

**Recommendation**

The requirements for Assessment Task 1 should be revised and simplified. The task descriptor should be revised to reflect this. The criteria sheet should be reworked to better reflect the specific requirements of the 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 this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:**

1.1 Physical, social and intellectual development and characteristics of students

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

3.7 Engage parents/carers in the educative process

4.4 Maintain student safety

6.1 Identify and plan professional learning needs

6.2 Engage in professional learning and improve practice

7.1 Meet professional ethics and responsibilities

7.3 Engage with the parents/carers

7.4 Engage with professional teaching networks and broader communities

# 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 - Written Assessment - 50%** | ● | ● | ● | ● | | |

| Assessment Tasks | Learning Outcomes | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 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 - 15 Jul 2019

| 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 for our students | |

### Topic 2; Risk mitigating and protective factors - 22 Jul 2019

| 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 - 29 Jul 2019

| 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 6; Resilience/well-being frameworks - 05 Aug 2019

| 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 4; Contemporary issues and the role of schools and community - 12 Aug 2019

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

## Vacation Week - 19 Aug 2019

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

## Topic 5; Contemporary issues and the role of schools and community - 26 Aug 2019

| 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 | |

## Topic 7; Personal and professional resilience - 02 Sep 2019

| 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, 2 September, 2019.<br>Your task must be submitted through Moodle by 11:45pm (AEST).<br><br>**Well-being Context: literature, policy and community resource scan** Due: Week 7 Monday (2 Sept 2019) 11:45 pm AEST |

## Topic 8; Pre-service teachers, teacher resilience, teacher work - 09 Sep 2019

| 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 - 16 Sep 2019

| 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 - 23 Sep 2019

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

| | Australian Professional Standards for Teachers (focus on Standard 4) | |
|---|---|---|
| Teacher work that is informed by Australian Professional Standards for Teachers | 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 - 30 Sep 2019

| 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 - 07 Oct 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Review | Review | Assessment Task 2 is due this week. It is due on MONDAY, 7 OCTOBER. Your task must be submitted through Moodle by 11:45pm. (AEST)<br><br>**Educator Context: strategies for personal/professional well-being and student well-being** Due: Week 12 Monday (7 Oct 2019) 11:45 pm AEST |

### Review/Exam Week - 14 Oct 2019

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

### Exam Week - 21 Oct 2019

| 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, resilience and safety as they relate to the middle years students and to the educational context in which you learn and teach.**
Focus particularly on:

- defining and describing the importance of well-being, resilience and safety for young people;
- describing the current educational context in which well-being promotion is positioned;
- identifying and discussing the types of risk mitigating and protective factors that support middle years' student well-being and safety;
- identifying and discussing the the diverse developmental, social and intellectual characteristics of young people

that make them vulnerable to well-being impacts; and

- identifying and discussing the diverse cultural, linguistic, religious and socioeconomic backgrounds of young people that might 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.** You might use **tables, diagrams and/or concept maps** to present your response. As well, you must **include a written, referenced statement** of no more than 800 - 1000 words at the end of Part 2.

1.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.  Present a broad overview that **lists a range of contemporary sources of risk** (eg: domestic violence, cyber bullying, drug use) 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. You should consider **resources at the school, community and organisational levels** (which might also include online sites as well).

**2.Then choose one particular source of risk. Examine that source of risk more closely to present an extensive, detailed overview of the** support programs, mechanisms, organisations, resources that are specifically available at **school, community and organisational level** to mitigate that risk source.

Now choose one particular key resource/support material (eg: Mindmatters for Bullying). Identify the ways in which this key resource supports well-being promotion and your source of risk through its direct connections to the six resiliency builders presented through the Resiliency Wheel (Henderson, 2007).  You can present this through a visual representation as well as through a justification of your thinking through the written statement. The written statement should also describe and discuss the potential impacts of your chosen source of risk on young people's well-being, resilience and safety.

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations. For this task, you may be given additional word count information that relates to the use of graphic organisers, tables and other similar formats.

**Assessment Due Date**
Week 7 Monday (2 Sept 2019) 11:45 pm AEST

**Return Date to Students**
Week 9 Monday (16 Sept 2019)
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, school contexts and community systems
**(Australian Professional Standards for Teachers 4.4)**
2.Examination of 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 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 an overview of resources, strategies, personnel, programs that support students' well-being and safety with respect to the range of contemporary risk
**(Australian Professional Standards for Teachers 7.4, 4.4)**
5. Overview of resources, supports, strategies that are used to address and support students' well-being and safety working within schools, curriculum and legislative requirements with respect to the range of contemporary risk
**(Australian Professional Standards for Teachers 4.4)**
6. Detailed overview of school based and community strategies/programs that support students' well-being and safety in one source of contemporary risk and a scholarly description of the potential impact of this risk on students' well-being, resilience and safety.
**(Australian Professional Standards for Teachers 4.4)**
7. Use of the Resiliency Wheel to identify and explain the ways in which the resiliency builders are foregrounded within one key resource used to support students' well-being and safety
**(Australian Professional Standards for Teachers 4.4)**

8.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 11:45 pm 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 capacities for 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:

- 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?
- How resilient are you?
- 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 - 1250 words.

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

**Present a 'Class 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/school 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. Please note that **a 'frame' is not a written description. You should present a visual representation through which you document the specific strategies, ideas, activities and so on that are appropriate for a classroom and school context.**

As well, a **written justification for the frame you have chosen (or developed yourself)** should **articulate the ways in which the elements of 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.

Your justification should also include a justification about **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 referenced justification should be approximately 1500 words in total.

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations. For this task, you may be given additional word count information that relates to the use of graphic organisers, tables and other similar formats.

**Assessment Due Date**
Week 12 Monday (7 Oct 2019) 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 structure and 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