



# **EDFE11038 Professional Practice 1 - Introduction to Teaching**

## **Term 2 - 2019**

Profile information current as at 21/04/2024 02:21 am

All details in this unit profile for EDFE11038 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 Professional Practice 1 you will be introduced to the teaching profession and work-integrated learning in school settings through tutorial workshops and a school placement comprising 20 days of practical experience under the guidance of a supervising teacher. Placements take the form of 5 non-assessable contextual days and 5 assessable day visits throughout the term, followed by a 2-week block period of assessable practice at the end of the term. During the placement, you will apply knowledge gained throughout the first year to practise the skills of planning, teaching, managing the learning environment, and assessing and recording student learning. You will be assessed against the relevant focus areas of the Australian Professional Standards for Teachers by your supervising teacher/s. You will maintain professional records of your practice in the form of a working portfolio and compile evidence of your demonstration of aspects of the Standards in an e-portfolio. A major emphasis of this course is the development of the disposition for ongoing professional learning through reflection on the professional role and responsibilities of teachers and evaluation of effective teaching practice to improve student learning.

### 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

Students must have successfully completed at least three first year units in the Bachelor of Education course in which they are enrolled to be eligible for enrolment in this unit and placement in an educational setting for completion of the practical component.

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
- Gladstone
- Mackay
- Mixed Mode
- Noosa
- Rockhampton
- Townsville

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

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

Weighting: Pass/Fail

#### 2. **Professional Practice Placement**

Weighting: Pass/Fail

#### 3. **Portfolio**

Weighting: Pass/Fail

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## 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**

Further scaffolding of assessment tasks

**Recommendation**

Provide further resources that scaffold the assessment task and placement requirements.

#### Feedback from Student evaluation

**Feedback**

Structure and content of the unit is appropriate for the first placement.

**Recommendation**

Maintain current structure and content.

## Unit Learning Outcomes

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

1. Interpret and apply the key responsibilities of educators with regard to duty of care and codes of conduct for the sector
2. Collect and organise profiling data on individual strengths, interests and learning needs across a range of domains
3. Observe teaching and learning to identify how teachers structure learning experiences and use communication and teaching strategies that promote engaged learning and on-task behaviour
4. Plan and implement learning experiences that set clearly identified goals that meet learners' needs, and include a well-structured introduction, body and conclusion, a variety of teaching strategies and strategies for assessing and monitoring the learning
5. Trial the use of non-verbal and verbal communication skills that establish effective relationships with learners and promote positive attitudes to learning in preventive and non-intrusive ways
6. Respond to feedback and self-evaluation to reflect on and suggest improvements to planned learning experiences
7. Reflect on own teaching and the roles and responsibilities of educators to identify evidence of professional standards, improve practice and set goals for ongoing professional learning.

### 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
- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.5 Use effective classroom communication
- 3.6 Evaluate and improve teaching programs
- 4.1 Support student participation
- 4.2 Manage classroom activities
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.4 Interpret student data
- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning
- 7.1 Meet professional ethics and responsibilities

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

## 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	7
1 - Written Assessment - 0%			•	•	•		•
2 - Professional Practice Placement - 0%	•	•	•	•	•	•	•
3 - Portfolio - 0%						•	•

### 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 - Written Assessment - 0%	•		•							
2 - Professional Practice Placement - 0%	•		•		•		•	•		
3 - Portfolio - 0%	•		•			•				

## Textbooks and Resources

### Textbooks

EDFE11038

#### Prescribed

#### Teaching: Making a Difference

Edition: 3rd (2016)

Authors: Churchill, Godinho, Johnson, Keddie, Letts, Lowe, Mackay, McGill, Moss, Nagel, Shaw, Ferguson, Nicholson & Vick

Wiley

Milton, Queensland, Australia

ISBN: 9780730315452

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- iTunes account for your ePortfolio

## 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

**Angelina Ambrosetti** Unit Coordinator

[a.ambrosetti@cqu.edu.au](mailto:a.ambrosetti@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Expectations, Professional Conduct and the Australian Professional Standards for Teachers	1. Professional Practice Handbook 2. Professional Practice 1 Information and Guidelines for the Supervision and Assessment of Pre-service Teachers	

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Art of Observing and Reflecting	Churchill et al. text - Chapter 13	

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Teaching: The Teaching and Learning Cycle	Churchill et al. text - Chapter 7	Contextual day visit (1)

### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Planning and Teaching: The Curriculum	Churchill et al.text - Chapter 6	Contextual day visit (2)
<b>Week 5 - 12 Aug 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Planning and Teaching: Lesson planning (part 1)	1. Churchill et al. text - pp. 220-226 2. CRO - Clarke and Pittway pp.149-165 3. CRO - Fetherston pp. 78-102	Contextual day visit (3)
<b>Vacation Week - 19 Aug 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
		Contextual day visit (4)
<b>Week 6 - 26 Aug 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Planning and Teaching: Lesson planning (part 2)	CRO - Fetherston pp. 257 -281	<b>Observation, Analysis and Planning</b> Due: Week 6 Friday (30 Aug 2019) 12:45 pm AEST
<b>Week 7 - 02 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Planning and Teaching: Assessing Learning	Churchill et al. text - pp. 422-428	Assessable day visit (6)
<b>Week 8 - 09 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Managing the Learning Environment:	1. CRO - Spooner-Lane pp.19-36 2. Churchill et al. text - pp. 356 - 385	Assessable day visit (7)
<b>Week 9 - 16 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Managing the Learning Environment	1. Churchill et al. text - pp. 385 - 411 2. CRO - Brady pp.13-20	Assessable day visit (8)
<b>Week 10 - 23 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The Australian Professional Standards for Teachers	AITSL website <a href="https://www.aitsl.edu.au/australian-professional-standards-for-teachers">https://www.aitsl.edu.au/australian-professional-standards-for-teachers</a>	Assessable day visit (9)
<b>Week 11 - 30 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The Australian Professional Standards for Teachers and the ePortfolio	AITSL website <a href="https://www.aitsl.edu.au/australian-professional-standards-for-teachers">https://www.aitsl.edu.au/australian-professional-standards-for-teachers</a>	
<b>Week 12 - 07 Oct 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The two week block	1. Professional Practice Handbook 2. Professional Practice 1 Information and Guidelines for the Supervision and Assessment of Pre-service Teachers	
<b>Review/Exam Week - 14 Oct 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
		Assessable day visit (10) The two week continuous block begins on October 15.
<b>Exam Week - 21 Oct 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>



## Term Specific Information

Any changes to the dates of the professional practice placement (as per the calendar schedule) need to be approved by the Academic Director of Professional Practice (Dr Kerry Aprile) or the Unit Coordinator (Dr Angelina Ambrosetti).

## Assessment Tasks

### 1 Observation, Analysis and Planning

#### Assessment Type

Written Assessment

#### Task Description

#### Task Description

**Part A:** Choose a lesson taught by your supervising teacher that you have observed during your daily visits and record the following information on the observation template provided for this assessment task (found on the PP1 Moodle site):

- What was the learning goal of the lesson?
- How did the teacher introduce the lesson and make the purpose of the intended learning clear to students?
- What strategies or activities did the teacher use to help students understand the content or practice the skills that were the focus of learning?
- How did the teacher finish the lesson and check for student understanding or achievement of the learning goal?

**Part B:** Based on the lesson you have observed (and used for Part A), **imagine** that your supervising teacher has identified a small group of students who did not achieve the intended learning goal. Your supervising teacher asks you to plan and implement a follow-up lesson to reteach the knowledge or skills that were the focus of learning. Use the lesson plan template to clearly identify the learning goal for your follow-up lesson and outline the instructional steps you would follow to teach the content to the small group of students that the supervising teacher has identified.

Your lesson must include an introduction, body and conclusion where you plan to:

- clearly state the purpose of the lesson,
- reteach the content and provide opportunities for students to practice or use the knowledge they have learnt; and
- summarise the learning and check for students' understanding and achievement of the lesson's goal.

Write a 500-word justification that:

- explains why you think your teaching strategies will have an impact on student learning and how you will know if you have been successful in achieving the lesson's goal.
- explains the learning you have engaged in throughout this task.

**Ensure that you use the PP1 unit readings to reference your justification (approximately 2-3 references).**

Upload your observation, lesson plan and 500-word justification into the assessment task 1 link on Moodle.

**NOTE:** This assessment task provides opportunities for students to demonstrate aspects of the Australian Professional Standards for Teachers in authentic professional learning contexts. The task demonstrates evidence of working towards the focus areas of 1.2, 2.3, 3.3, 6.1 and 6.4.

#### Assessment Due Date

Week 6 Friday (30 Aug 2019) 12:45 pm AEST

#### Return Date to Students

Feedback on this assessment task will be returned following moderation and in sufficient time to inform students for preparation for Assessment Tasks 2 and 3.

#### Weighting

Pass/Fail

#### Minimum mark or grade

Pass

#### Assessment Criteria

1. Identification of strategies that impact on student learning and engagement (APST 1.2,

2. Knowledge and application of key components of lesson planning that organise teaching and learning activities into a logical sequence (APST 2.3, 3.3)
3. Knowledge of and links to strategies for assessing and monitoring student learning (APST 2.3)
4. Capacity to reflect in order to develop professional knowledge (APST 6.1 and 6.4)
4. Personal and academic literacy

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Observe teaching and learning to identify how teachers structure learning experiences and use communication and teaching strategies that promote engaged learning and on-task behaviour
- Plan and implement learning experiences that set clearly identified goals that meet learners' needs, and include a well-structured introduction, body and conclusion, a variety of teaching strategies and strategies for assessing and monitoring the learning
- Trial the use of non-verbal and verbal communication skills that establish effective relationships with learners and promote positive attitudes to learning in preventive and non-intrusive ways
- Reflect on own teaching and the roles and responsibilities of educators to identify evidence of professional standards, improve practice and set goals for ongoing professional learning.

### Graduate Attributes

- Communication
- Critical Thinking

## 2 Professional Placement

### Assessment Type

Professional Practice Placement

### Task Description

Undertake a 20 day supervised placement in a school setting as detailed below and complete all tasks outlined in the Information and Guidelines Booklet for Professional Practice 1. The placement consists of:

- 5 contextual days (non-assessable - completed one day per week as per the schedule)
- 5 assessable days (assessable days - completed one day per week as per the schedule)
- 10 day continuous assessable block

You are also required to keep an up-to-date working portfolio which records all observations, reflections and planning - this must be maintained throughout the placement. Further details about the working portfolio are provided in the Professional Practice Handbook and on the Moodle site.

At the end of Week 1 (of the two-week continuous block), an Interim Report will be completed by the Supervising Teacher to identify your progress towards demonstrating the identified aspects of the Australian Professional Standards for Teachers. Based on the Interim Report, pre-service teachers will outline a minimum of 2 professional goals to be achieved by the end of the final week of the block.

The final summative report will be completed by the Supervising Teacher on the final day of the two-week continuous block.

The pre-service teacher is required to upload the signed final report in a PDF format, along with the attendance record into the assessment link for Task 2. **Do not upload photos of your report.**

**NOTE:** This assessment task provides opportunities for students to demonstrate aspects of the Australian Professional Standards for Teachers in authentic professional learning contexts. The task demonstrates evidence of working towards the focus areas of 1.1, 1.3, 1.5, 2.2, 3.1, 3.3, 3.5, 3.6, 4.1, 4.2, 5.1, 5.2, 5.4, 6.1, 6.3 and 7.1.

### Assessment Due Date

On completion of the two week block - November 6, 2019.

### Return Date to Students

Feedback on this assessment will be provided by the Supervising Teacher using the reporting documents for Professional Practice 1.

### Weighting

Pass/Fail

## Minimum mark or grade

Pass

## Assessment Criteria

Assessment criteria are outlined in detail in the Information and Reporting booklet and are drawn from the Australian Professional Standards for Teachers (Graduate Level).

## Referencing Style

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

## Submission

Online

## Submission Instructions

The pre-service teacher must upload the final summative report into the Assessment Task 2 Moodle link. The report must be signed by the Supervising Teacher, the Site Coordinator and the Pre-service Teacher. The University Coordinator will finalise the placement result once the ePortfolio task is marked.

## Learning Outcomes Assessed

- Interpret and apply the key responsibilities of educators with regard to duty of care and codes of conduct for the sector
- Collect and organise profiling data on individual strengths, interests and learning needs across a range of domains
- Observe teaching and learning to identify how teachers structure learning experiences and use communication and teaching strategies that promote engaged learning and on-task behaviour
- Plan and implement learning experiences that set clearly identified goals that meet learners' needs, and include a well-structured introduction, body and conclusion, a variety of teaching strategies and strategies for assessing and monitoring the learning
- Trial the use of non-verbal and verbal communication skills that establish effective relationships with learners and promote positive attitudes to learning in preventive and non-intrusive ways
- Respond to feedback and self-evaluation to reflect on and suggest improvements to planned learning experiences
- Reflect on own teaching and the roles and responsibilities of educators to identify evidence of professional standards, improve practice and set goals for ongoing professional learning.

## Graduate Attributes

- Communication
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice

## 3 ePortfolio - Written commentary and evidence

### Assessment Type

Portfolio

### Task Description

#### Task Description

You are required to select examples from the planning, teaching and assessment tasks you completed during your placement for the purpose of evaluating your classroom practice and the impact your decisions had on student learning. Your selected artefacts should include the following:

- A sequence of two lesson plans on the same topic, concept or skill. The sequence of lessons can come from any learning area and maybe for a small group or whole class.
- A sample of students' work from the lessons you have selected that shows whether the students met the intended learning goals. Samples may include worksheets, tasks completed by the learners or records of learners' responses to questions you used to check for learning.
- Copies of classroom observations completed by your supervising teacher. The observations must be of the lessons you have taught and used for the above lesson sequence.

Write a commentary on your lesson plans and selected artefacts (student samples) that responds to the following questions. Your commentary should make explicit links to the Australian Professional Standards for Teachers that you have engaged with to plan, teach and assess student learning in your chosen lessons and should be no more than 800 words in length. **Your commentary should be referenced using the unit readings from the PP1 Moodle site.** Use the following questions to guide your commentary:

- What knowledge, understanding and skills were the focus of teaching and learning in your lessons?
- How did you sequence the instructional steps in your lessons to support students' understanding and demonstration of the intended learning goals?
- What strategies did you use to check for understanding? Did these strategies provide you with enough information to know whether the learning goals had been met?
- What evidence do the work samples show of student learning and achievement?
- How did you use the assessment information from the first lesson to plan for the follow-up lesson in the sequence?
- What would you change or do differently next time to enhance your teaching practice and improve student learning?

This assessment task is to be submitted no later than one week after the conclusion of your placement for Professional Practice 1.

The portfolio will be created using iTunes U. Instructions regarding iTunesU will be located on the PP1Moodle website. You will upload a word document to the link for Assessment Task 3 on Moodle with your iTunesU enrolment code so that your lecturer can view and mark your ePortfolio.

**NOTE:** This assessment task provides opportunities for students to demonstrate aspects of the Australian Professional Standards for Teachers in authentic professional learning contexts. The task demonstrates evidence of working towards the focus areas of 6.1 and 6.2, as well as 2.3 and 3.2.

### **Assessment Due Date**

One week after the completion of the 2 week block - November 8, 2019

### **Return Date to Students**

Feedback on the final assessment task will be provided via the criteria sheet following moderation and certification of grades.

### **Weighting**

Pass/Fail

### **Minimum mark or grade**

Pass

### **Assessment Criteria**

1. Knowledge and understanding of the Standards as a framework for evaluating teaching practice (APST 6.1, 6.2)
2. Knowledge and understanding of the relationship between learning goals, teaching and learning and assessment (APST 2.3, 3.2)
3. Application of assessment information in future planning (APST 2.3)
4. Evaluation of teaching practice and identification of strategies to improve student learning (APST 6.2)
5. Personal and academic literacy

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Upload a word document with your name, student number and your iTunes U enrolment code. Ensure that your iTunes U course is set to automatic enrolment.

### **Learning Outcomes Assessed**

- Respond to feedback and self-evaluation to reflect on and suggest improvements to planned learning experiences
- Reflect on own teaching and the roles and responsibilities of educators to identify evidence of professional standards, improve practice and set goals for ongoing professional learning.

### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Technology Competence

## 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