EDFE11039 *Professional Practice 2 (ECE) – Kindergarten*

Term 2 - 2017

Profile information current as at 03/05/2024 08:12 am

All details in this unit profile for EDFE11039 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 Early Childhood pre-service teachers extend their professional knowledge and skills through tutorials, workshops and a kindergarten placement comprising 10 day visits (including 5 contextual days and 5 assessable days) during the term and a 15-day block placement. Students participate in tutorials to build both theoretical and practical knowledge of the strategies that teachers use to create learning environments underpinned by responsive relationships with children and that support wellbeing, belonging, and learning. They analyse the impact of different approaches to classroom management/guiding behaviour on student learning and apply their understanding of legislation and principles that inform how educators support children to manage their own behaviour and respond appropriately to the behaviour of others. Students apply knowledge gained from curriculum and early childhood units they have studied to plan, implement, respond to and evaluate learning experiences that incorporate the principles and pedagogies outlined in Belonging, Being and Becoming: The Early Years Learning Framework for Australia (DEEWR, 2009). Students apply pedagogies that support the children's engagement with, and learning in, literacy and numeracy and they use ICTs with children to improve learning. Pre-service teachers monitor their professional learning through critical reflection and by selecting and evaluating evidence of their practice that demonstrates focus areas of the National Professional Standards for Teachers to add to their e-portfolios.

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

Prerequisite:- Students must have successfully completed EDFE11038, EDCU12044, & EDEC11026 to be eligible for enrolment in this unit and placement in a 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 - 2017

- 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. **Professional Practice Placement**
Weighting: Pass/Fail
3. **Portfolio**
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 Feedback via Redbutton

Feedback
Moodle Navigation

Recommendation
Continue to streamline the organisation of the Moodle site

Feedback from Feedback via Redbutton

Feedback
Requirements for placement

Recommendation
Provide further explanation about why the requirements are designed in the format they appear and also explain how the requirements are informed from systemic requirements.

Unit Learning Outcomes

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

1. Interpret observed behaviour to identify possible causes and apply responsive strategies that maintain classroom relationships and engaged learning.
2. Use system and/or kindergarten policies and knowledge of strategies for guiding behaviour and creating safe supportive learning environments to plan proactively for effective classroom management.
3. Select strategies that facilitate positive interactions, promote wellbeing, belonging and learning and facilitate the continuation of centre routines.
4. Plan and implement learning experiences that promote the engagement and participation of all learners and are responsive to their characteristics, stage of development and social, cultural and linguistic backgrounds.
5. Reflect on planning, teaching and assessment of student outcomes to improve teaching practice and promote learning and engagement.
6. Use the National Professional Standards for Teachers to monitor professional learning and identify strategies for responding to feedback and self-evaluation to improve practice.

Successful completion of the unit " EDFE11039 – Professional Practice 2 (ECE) – Kindergarten provides opportunities for the students to demonstrate the Australian Professional Standards for Teachers focus areas:

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
2.2 Content selection and organisation
2.5 Literacy and numeracy strategies
2.6 Information and communication technology (ICT)
3.1 Establish challenging learning goals
3.2 Plan, structure and sequence learning programs
3.3 Use teaching strategies
3.4 Select and use resources
3.5 Use effective classroom communication
3.6 Evaluate and improve teaching programs
4.1 Support student participation
4.2 Manage classroom activities
4.3 Manage challenging behaviour
4.4 Maintain student safety
4.5 Use ICT safely, responsibly and ethically
6.1 Identify and plan professional learning needs
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisational requirements
Evidence of meeting the standards will be at a level appropriate for students' current progress through the course of study. Assessment tasks for this unit may be included in a portfolio and used as evidence of progress towards demonstrating the standards at Graduate Level and the focus for identifying learning goals.
Additionally, students build understandings required by the registering body for early childhood (ACECQA - Australian Children's Education and Care Authority) including, for example, guiding behaviour and engaging young learners, curriculum approaches, teaching methods and strategies and catering to children with diverse needs, including CALD children. Content linked to Belonging, Being and Becoming: The Early Years Learning Framework for Australia (DEEWR, 2009) is examined also.

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%	●	●	●			
2 - Professional Practice Placement - 0%	●	●	●	●	●	●
3 - Portfolio - 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 - Professional Practice Placement - 0%	●	●	●	●	●	●	●	●		
3 - Portfolio - 50%	●		●			●		●		

Textbooks and Resources

Textbooks

EDFE11039

Supplementary

Young children's behaviour: Practical approaches for caregivers and teachers
Edition: 3rd edn (2008)
Authors: Porter, L
Elsevier Australia
Marrickville , NSW , Australia
ISBN: 978-0-7295-3833-6
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)

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

Gillian Busch Unit Coordinator
g.busch@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Expectations and professional conduct Models of Discipline Introduction to the Queensland Kindergarten Learning Guideline Revisiting Australian Professional Standards for Teachers	Detailed resources will be provided on Moodle Professional Practice Handbook AITSL materials and website	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Essential skills for classroom management Policy imperatives in compulsory and non-compulsory settings in relation to guiding behaviour Links to the National Quality Standards Pedagogy of play		

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

ABC model of behaviour analysis
Pedagogy of provocation
Routines and transitions - practices
and opportunities for learning

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Features of positive learning
environments
The environment as the third teacher
Interactional and temporal
environments
Pedagogy of listening

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Building children's belonging and
wellbeing
Circle of security and attachments
Building spaces intentionally – creating
an environmental plan
Identify aesthetics as important in the
design of learning environments

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Considering how to identify the
impact of the learning
experiences on student learning
and achievement (observation,
profiling/documenting
information collected about
children - their needs,
strengths, interests and goals)
Guiding behaviour in early childhood
contexts

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Guiding behaviour in early childhood
contexts continued
Developing a behaviour plan for an
individual
Constructing learning stories

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Teaching strategies for explaining
questioning and listening
Intentional teaching
Developing a vision of intent for
building relationships with young
children – developing our interactions
with children and supporting children
to engage in interactions
Constructing a lesson plan for a group
time

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Curriculum decision making Long and shorter term planning Identifying spaces/opportunities for intentional teaching Constructing a lesson plan for a group time		Assessment Task 1 Monday 12 September **Creating a supportive learning environment and guiding behaviour** Due: Week 9 Monday (11 Sept 2017) 11:45 pm AEST

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Curriculum decision making Collecting information to make informed judgements about children and their learning Interpreting data collected to inform the placement on a continua of learning		

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Reflection as central to improving teaching		

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Professional Goal setting and ethical behaviour with young children and families Revisiting the ECA Code of Ethics		

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Block Professional Practice 2 Commences Task 3 due One Week after the completion of Professional Practice 2

Assessment Tasks

1 Creating a supportive learning environment and guiding behaviour

Assessment Type
Written Assessment

Task Description
Part A
Create a plan for one whole session (part of a daily plan) that you might be required to manage and teach in your placement kindergarten classroom. The plan may be a morning, middle or afternoon session and should be written up on the daily planning format provided on the unit Moodle site.

As a minimum, your plan must include transition to the activity and transition to a following activity. So, you could plan for the following:

Transitioning the children to a group time (eg: story time, music time) and then transitioning the children from the group time. You would also include your plan for the group time and for at least one other activity for which you are responsible.

It is suggested that you use the 4 columns on the template to record time frames, goals for each activity and for your focus child, a brief outline of the introduction, body and conclusion of activities and resources required. In the final

column, record strategies and considerations for guiding behaviour and organising a positive classroom learning environment at each stage of the planned session.

Part B

Write a justification of between 500 - 750 words that:

(a) explains how your selected strategies align with the centre/kindergarten policy, relevant National Quality Standards (NQS) and established classroom rules/practices in your kindergarten classroom; and

(b) justifies how your selected strategies will achieve each of the following outcomes:

· Create a positive and supportive learning environment that encourages participation of the children

· Guide behaviour that may arise during the planned session

· **Impact** on student learning and achievement of the learning goals for the planned lessons / activities that align with the Early Years Learning Framework (DEEWR, 2009) or the relevant state framework. In Queensland you may use the Queensland Kindergarten Learning Guideline or Building Waterfalls.

Assessment Due Date

Week 9 Monday (11 Sept 2017) 11:45 pm AEST

Return Date to Students

Monday (25 Sept 2017)

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

Weighting

50%

Minimum mark or grade

Pass

Assessment Criteria

1. Knowledge and understanding of practical strategies for guiding the behaviour of young children
2. Application of centre based approaches and established classroom rules, practices and routines
3. Understanding of the teacher's role in creating supportive and inclusive learning environments
4. Knowledge and understanding of the skills for guiding behaviour that apply to a kindergarten setting and their impact on children's learning
5. Personal and academic literacy

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission

Online

Submission Instructions

Upload on Moodle

Learning Outcomes Assessed

- Interpret observed behaviour to identify possible causes and apply responsive strategies that maintain classroom relationships and engaged learning.
- Use system and/or kindergarten policies and knowledge of strategies for guiding behaviour and creating safe supportive learning environments to plan proactively for effective classroom management.
- Select strategies that facilitate positive interactions, promote wellbeing, belonging and learning and facilitate the continuation of centre routines.

Graduate Attributes

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

2 Placement: Professional Experience

Assessment Type
Professional Practice Placement

Task Description
Undertake a 25 day supervised placement in a kindergarten setting as detailed below and complete all tasks outlined in the Information and Guidelines for Professional Practice 2: Kindergarten. These tasks include the development of a behaviour plan for a focus child and the enactment of pedagogies that support wellbeing and belonging of all children. You will plan for small group sessions and build to taking responsibility for half days and at least one full day by the end of the three-week block. Application of your knowledge about the pervasive nature of literacy and numeracy within play and everyday experiences in the kindergarten will be documented. You will use ICTs to support children's interests and learning and plan for, document and enact strategies that support play and are responsive to children's emerging interests. Your professional behaviour will be guided by the Early Childhood Code of Ethics, requirements articulated in the NQS and in the Professional Practice Handbook.
The placement will be organised by the relevant University Professional Practice Coordinator on each campus and consists of:
10 assessable days (completed one day per week throughout the term)
15 day assessable block

- An up-to-date working portfolio must be maintained throughout the placement. Explicit guidance about the organisation of the portfolio is provided in the Information and Guidelines booklet. The working portfolio should include a copy of the behaviour plan; your vision of intent for how you plan to build relationships; the centre policy pertaining to behaviour and interactions; a copy of the daily routines and written observations of the routines. In addition, you will need to include records of all observations, planning, evaluation and reflection conducted throughout the placement.
  Assessment for the 25 day school placement is as per Standards and Guide to Making Judgements on the Final Summative Report in the PP2 booklet.

Assessment Due Date

On completion of the three week block.

Return Date to Students

Feedback on this assessment task will be provided by the Mentor Teacher using the reporting documents in the Information and Reporting booklet.

Weighting
Pass/Fail

Minimum mark or grade
Students must pass the Professional Placement to pass the unit

Assessment Criteria
Assessment criteria for this assessment task are outlined in detail in the Standards and Guide to Making Judgements on the Final Summative Report in the PP2 booklet. Assessment criteria 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 final summative report (as part of the Information and Reporting booklet) will be submitted to the university once completed by the Mentor Teacher.

Learning Outcomes Assessed

- Interpret observed behaviour to identify possible causes and apply responsive strategies that maintain classroom relationships and engaged learning.
- Use system and/or kindergarten policies and knowledge of strategies for guiding behaviour and creating safe supportive learning environments to plan proactively for effective classroom management.
- Select strategies that facilitate positive interactions, promote wellbeing, belonging and learning and facilitate the continuation of centre routines.
- Plan and implement learning experiences that promote the engagement and participation of all learners and are responsive to their characteristics, stage of development and social, cultural and linguistic backgrounds.
- Reflect on planning, teaching and assessment of student outcomes to improve teaching practice and promote

learning and engagement.

- Use the National Professional Standards for Teachers to monitor professional learning and identify strategies for responding to feedback and self-evaluation to improve practice.

Graduate Attributes

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

3 ePortfolio

Assessment Type
Portfolio

Task Description
I**nformation about the presentation and submission of this task.**
This assessment task is to be submitted no later than one week after the conclusion of your placement for Professional Practice 2. The portfolio should be created using a website building tool such as Weebly or iTunes U (instructions regarding iTunes U will be located in the PP2 Moodle site). You must ensure that you make your website private.
You should upload a word document to the link for Assessment Task 3 on Moodle with the username and password for your website for viewing and marking by your lecturer.

Task Description
Select a sequence of learning experiences/activities that you planned and implemented during your Professional Practice 2 placement for your portfolio. This could be developed from your observations of children's play and interactions or teacher initiated. Your planned learning experiences/activities should align with the Early Years Learning Framework (DEEWR, 2009) or the relevant state framework. Your planning must show links to the learning outcomes of the framework guiding your curriculum decision-making and show practices that align with the Early Years Learning Framework or framework guiding your curriculum decision-making. You need to include documentation from the selected learning experiences/activities to show "what children know, can do and understand" (DEEWR, 2009, p. 17).
Create your portfolio by selecting the following **artefacts**:
· A copy of the learning activities/experiences
· Documentation that you have collated – this might include photographs of children engaging in the activity/learning experience, conversation transcripts and copies of children's work samples, anecdotes of observations
· Copies of classroom observations completed by your supervising teacher at least one of which should focus on an aspect of your teaching in at least one of your chosen activities.
· A copy of your vision of intent for building relationships with the children in the kindergarten and your behaviour plan for one child
· A copy of the environmental plan you developed for a space and your plan for a provocation space that considers beauty and aesthetics
Write an evaluation of your teaching practice based on the artefacts you have selected. You should make explicit links between the evidence of your practice as shown in your portfolio and your engagement with specific descriptors from the Australian Professional Standards for Teachers outlined on the Final Summative Report for your Professional Practice placement. Your evaluation should be approximately 1000 words in length (no more than 1500) and should include reflection on the following questions:
· How did you sequence/organise learning experiences to scaffold the children's learning?
· What pedagogical practices and resources did you use to enhance students' learning and interests? How effective were your choices?
· What formative assessment strategies did you use to check on students' learning progress? How effective were these strategies in providing information you could use to plan subsequent learning experiences and support the learning of the children in your kindergarten group?
· What information did you discern from your observations about the learning outcomes demonstrated by the children?
· What strategies did you use to engage children and encourage the participation of all children in the class? How did these strategies contribute to a positive and supportive learning environment?
· How did you use feedback from your supervising teacher to improve your teaching practice and enhance student learning throughout the sequence of learning experiences/activities that you planned?
· What do your chosen artefacts show about your strengths in planning, teaching and assessing and recording student learning?
· What goals would you set for your ongoing professional learning that would enhance your ability to enact the

curriculum decision making process and create a positive learning environment?

Assessment Due Date

One week after the completion of the block placement - Friday November 6, 2017

Return Date to Students

Feedback on this assessment will be provided following moderation.

Weighting
50%

Minimum mark or grade
Pass

Assessment Criteria

1. Justification for planning decisions and teaching strategies that align with the relevant learning framework
2. Evaluation of the appropriateness of formative assessment techniques for monitoring student learning
3. Knowledge and understanding of teaching and classroom management strategies/guiding behaviour for creating positive and supportive learning environments
4. Understanding of the need to respond to the learning needs of diverse student groups
5. Reflection on feedback to identify teaching strengths and set professional learning goals

Referencing Style

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

Submission
Online

Submission Instructions
You should upload a word document to the link for Assessment Task 3 on Moodle with the username and password for your website for viewing and marking by your lecturer. You are encouraged to keep this open for viewing for more than 3 weeks.

Learning Outcomes Assessed

- Reflect on planning, teaching and assessment of student outcomes to improve teaching practice and promote learning and engagement.
- Use the National Professional Standards for Teachers to monitor professional learning and identify strategies for responding to feedback and self-evaluation to improve practice.

Graduate Attributes

- Communication
- Critical Thinking
- Information Technology Competence
- Ethical practice

Academic Integrity Statement

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

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

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

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

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

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

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

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

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

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

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