EDFE11039 *Professional Practice 2 (ECE) – Kindergarten*
Term 2 - 2019

Profile information current as at 12/05/2024 08:34 pm

General Information

Overview

In this unit you will extend your 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. You will 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. Additionally, you will analyse the impact of different approaches to classroom management/guiding behaviour on student learning and apply your understanding of legislation and principles that inform how educators support children to manage their own behaviour and respond appropriately to the behaviour of others. You will apply knowledge gained from curriculum and early childhood units you 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). Pedagogies that support children's engagement with, and learning in, literacy and numeracy will be implemented during the professional placement. Using ICTs with children to improve learning are also employed in the placement. You will monitor your professional learning through critical reflection, and will select and evaluate evidence to add to your ePortfolio to demonstrate selected focus areas of the Australian Professional Standards for Teachers.

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 - 2019

- Bundaberg
- Cairns
- Mackay
- Mixed Mode
- 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: 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 Feedback red button

Feedback
Assessment return

Recommendation
Ensure that assignments are returned more quickly

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

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
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
5.1 Assess student learning
5.2 Provide feedback to students on their learning
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 - 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**
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

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

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

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Expectations and professional conduct Models of Discipline Introduction to the Queensland Kindergarten Learning Guideline and the Early Years Learning Framework Revisiting Australian Professional Australian Professional Standards for Teachers	Detailed resources will be provided on Moodle Professional Practice Handbook AITSL materials and website Professional Practice 2 (Kindy) Information and Guidelines Queensland Kindergarten Learning Guideline and the Early Years Learning Framework	

Week 2 - 22 Jul 2019

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	Essential skills for classroom management National Quality Standards Teachers and academics researching together: Children's views on play Queensland Kindergarten Learning Guidelines Early Years Learning Framework	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
ABC model of behaviour analysis Pedagogy of provocation Routines and transitions - practices and opportunities for learning	Transitions, Moving In, Moving Up and Moving On Highlights of Research Findings from Abecedarian Studies	Contextual day visit

Week 4 - 05 Aug 2019

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	Characteristics of space AITSL Standards:Create and maintain supportive and safe learning environments If the environment is the third teacher, what language does she speak? Making the environment the third teacher Environments Reflect Values and Shape Identity Educational and Caring Spaces	Contextual day visit

Week 5 - 12 Aug 2019

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	The Circle of Security (Dolby, 2007) Curriculum Frameworks and AITSL links Designs for Living and Learning	Contextual day visit

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Contextual day visit

Week 6 - 26 Aug 2019

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	Porter, L. (2016). Young Children's Behaviour Code of Ethics	Contextual day visit

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Guiding behaviour in early childhood contexts continued Developing a behaviour plan for an individual Constructing learning stories	Kindergarten Union: Guiding Children's Behaviour (2013). National Quality Standards Early Years Learning Framework	Assessable day visit

Week 8 - 09 Sep 2019

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/learning experience for a group time	Pelo, A. (2013). The Goodness of Rain Connor, J (2010) . Intentional Teaching Shearer, A. & Lenihan, S. (2011). Intentional teaching, child-centred curriculum and the EYLF. Connor, J (2010) . Thinking about Intents Teaching	Assessable day visit **Written Assessment: Creating a supportive learning environment and guiding behaviour** Due: Week 8 Friday (13 Sept 2019) 11:45 pm AEST

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Curriculum decision making Long and shorter term planning Identifying spaces/opportunities for intentional teaching Further work on constructing a lesson plan/learning experience Creating a supportive learning environment and guiding behaviour	Jones, E. (2012). The emergence of emergent curriculum Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2017). *Programming and Planning in Early Childhood Settings*. Cengage AU. Resources from the QCAA site on planning in kindergarten	Assessable day visit

Week 10 - 23 Sep 2019

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	Resources from the QCAA site Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2017). *Programming and Planning in Early Childhood Settings*. Cengage AU.	Assessable day visit

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Reflection as central to improving teaching	Chapter 13 ' Reflective Practice' (pp.472 - 475) from Churchill et al. (2013), Teaching: Making a Difference Curtis, D. & Carter, M. (2008) Learning together with young children: A curriculum framework for reflective teachers	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Professional Goal setting and ethical behaviour with young children and families Revisiting the ECA Code of Ethics	Professional Practice 2 (Kindy) Information and Guidelines AITSL	

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Assessable day visit Three week block begins on Monday October 15

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Events and Submissions/Topic Three week block begins on Monday October 15

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 by the Unit Coordinator (Dr Gillian Busch).

Assessment Tasks

1 Written Assessment: 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.

NOTE: This assessment task provides opportunities for reflection on the Australian Professional Standards for Teachers and teachers' responsibility for creating supportive learning environments.

Assessment Due Date
Week 8 Friday (13 Sept 2019) 11:45 pm AEST

Return Date to Students
Week 11 Friday (4 Oct 2019)
Feedback on this assessment task will be returned following moderation and in sufficient time to inform students for Assessment Tasks 2 and 3.

Weighting
Pass/Fail

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
Submit your task by uploading into the Task 1 Moodle link

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 Booklet 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 days prior to the block (5 contextual days and 5 assessable days to be 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 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

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

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 Australian 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 Portfolio

Assessment Type
Portfolio

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

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 iTunes U (instructions regarding iTunes U will be located in the PP2 Moodle site). **You must ensure that you make your website private - however, you need to ensure that the lecturer/s have access if you have it password protected.**
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.

NOTE: This assessment task provides opportunities for reflection on the Australian Professional Standards for Teachers and teachers' responsibility for creating supportive learning environments. The task provides evidence for demonstrating aspects of the Australian Professional Standards for Teachers focus areas 6.1 and 7.

Assessment Due Date

The ePortfolio is due one week after the completion of the placement
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
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

Learning Outcomes Assessed

- Reflect on planning, teaching and assessment of student outcomes to improve teaching practice and promote learning and engagement
- Use the Australian 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