



# EDFE12044 Professional Practice 3 - The Catholic School Placement

## Term 1 - 2017

Profile information current as at 21/05/2024 03:19 pm

All details in this unit profile for EDFE12044 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 3 (Catholic School PLacement), you will prepare for and complete an assessable professional experience placement in a Catholic school as a required component of your acceptance into the Catholic Education strand of your course. You will participate in tutorials, practical workshops and your school placement which comprises a two-week contextual block from the commencement of the school year, 10 single day visits and a 15-day continuous block. Your learning in this unit is designed around two integrated modules. In the first module, you will enhance your ability to design, adapt, implement and assess teaching sequences that cater for the diverse needs of learners in mainstream classrooms. You will develop knowledge of the purposes of using assessment for learning and practices for interpreting student data that inform differentiation practices. In addition, you will learn and apply teaching practices for setting learning goals, modifying lessons plans and learning sequences, adapting pedagogical approaches and using feedback techniques that are responsive to students' learning needs. In the second module of this unit, you will build your knowledge and understanding of the particular strategies, rituals, traditions and resources that characterise the Christian belief practices of Catholic school communities. You will use this knowledge to reflect on the responsibilities of teachers within the Catholic schooling system and the nature of partnerships with parents / carers and the school community in supporting engagement and participation in the important personal and communal faith rituals of the Catholic tradition.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

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 EDFE12042 or EDFE11039 or equivalent to enrol in this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2017

- Distance

### 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: 25%

#### 2. **Practical Assessment**

Weighting: 25%

#### 3. **Professional Practice Placement**

Weighting: Pass/Fail

#### 4. **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](#).

## Unit Learning Outcomes

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

1. Use assessment strategies to monitor and make judgments on student achievement and modify strategies and resources to promote learning.
2. Select and apply teaching methods that effectively scaffold learning for students of varying ability levels and needs.
3. Write explicit learning goals and task-specific standards for the purpose of analysing work samples and assessment data to provide timely feedback on progress and design interventions to address specific learning issues.
4. Investigate theological, liturgical, pastoral and practical principles underpinning Christian belief systems and teachings, communal rituals and classroom prayer practices characteristic of Catholic school communities.
5. Reflect on the strategies, practices and responsibilities of teachers in Catholic schools for engaging with stakeholders to support the purposes of Catholic education.
6. Reflect critically on all aspects of professional learning and practice using professional knowledge, feedback, self-evaluation and evidence for Australian Professional Standards for Teachers.

The learning outcomes in this unit explicitly link to the Australian Professional Standards for Teachers and requirements for a minimum number of supervised assessable days of professional experience for ITE courses in Australia. The learning outcomes encompass professional knowledge and practice required for full accreditation to teach in Catholic schools.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 25%				•	•	
2 - Practical Assessment - 25%				•	•	
3 - Professional Practice Placement - 0%	•	•	•		•	•
4 - 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				•		•

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - 25%	•	•	•			•	•	•		
2 - Practical Assessment - 25%	•	•	•				•			
3 - Professional Practice Placement - 0%	•	•	•		•	•	•	•		
4 - Portfolio - 50%	•		•	•		•		•		

## Textbooks and Resources

### Textbooks

EDFE12044

#### Prescribed

**Teaching and Learning : Building Effective Pedagogies**  
(2014)

Authors: Howell, J

Oxford University Press

South Melbourne , Vic , Australia

ISBN: 9780195529067

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

**Kerry Aprile** Unit Coordinator  
[k.aprile@cqu.edu.au](mailto:k.aprile@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Placement</b> Setting the scene: What is differentiation	Hayes, D. (2013). Young people and school.	
<b>Religion</b> Exploring the territory: The Context, the language and the people.	Tomlinson & Eidson, (2003). A brief primer on differentiation	

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Placement</b> Developing whole class profiles: Catering for your learners	<b>Set text: Howell, J. (2014).</b> Chapter 9 - Understanding your students (pp. 273-313).	
<b>Religion</b> What is prayer?	Leonard, R. (2013). Why bother praying? Prayer, liturgy and sacraments website (online).	Professional Practice 3 Contextual Day

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Placement</b> Linking differentiation and assessment for learning	<b>Set text: Howell, J. (2014).</b> Chapter 13 - Assessment and reporting (pp. 425 - 453).	
<b>Religion</b> Forms of Christian prayer	Rolheiser, R. Groaning beyond words: Our deeper way of praying. Catechism of the Catholic Church (online).	Professional Practice 3 Contextual Day

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Placement</b> Managing the differentiated classroom: Developing your communication skills	<b>Set text: Howell, J. (2014).</b> Chapter 10 - Becoming an effective communicator (pp. 314 - 353).	
<b>Religion</b> Defining features of Catholic schools	The Charter for the Catholic Education Office (online).	Professional Practice 3 Contextual Day

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Placement</b> Assessment types and formats	Brady, L. & Kennedy, K. (2012). Principles of Assessment for Learning.	
<b>Religion</b> The defining features of Catholic schools - Goals	Defining features of Catholic schools (online). Faller, P. Self and sunshine.	

**Vacation Week - 10 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 17 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Placement</b> Assessment: Interpreting and using student data <b>Religion</b> Sacramentality	Griffin. (2014). Interpreting data to evaluate progress.	Professional Practice 3 Contextual Day <b>Inquiry and reflection on prayer practices in Catholic schools</b> Due: Week 6 Friday (21 Apr 2017) 11:45 pm AEST

**Week 7 - 24 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Placement</b> Effective pedagogy: An overview <b>Religion</b> Theological, practical and pastoral principles	<b>Set text: Howell, J. (2014).</b> Chapter 2 - Developing effective pedagogies (pp. 40-81). Gleeson, B. (2004). Symbols and sacraments: Their human foundations	Professional Practice 3 Contextual Day

**Week 8 - 01 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Placement</b> Planning for learning: Incorporating differentiation <b>Religion</b> Sacraments of initiation: Baptism and Confirmation	<b>Set text: Howell, J. (2014).</b> Chapter 12 - Planning for effective learning and teaching (pp. 394 - 423). Hammond & Gibbons. (2001). What is scaffolding? Just, F.: The seven sacraments. Turner, P (2006) Baptising well.	Professional Practice 3 Assessable Day

**Week 9 - 08 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Placement</b> Teaching methods and strategies: Explicit Instruction <b>Religion</b> Sacraments of initiation: Eucharist	Archer & Hughes. (2011). The foundations of explicit instruction. Whelan, M. A responsible body: The Eucharistic community.	Professional Practice 3 Assessable Day

**Week 10 - 15 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Placement</b> Teaching methods and strategies: Examining a range <b>Religion</b> Sacraments (cont'd)		Professional Practice 3 Assessable Day

**Week 11 - 22 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Placement</b> Teaching methods and strategies: Choosing effective strategies for learning		Professional Practice 3 Assessable Day <b>Design of an information resource</b> Due: Week 11 Friday (26 May 2017) 11:45 pm AEST

**Week 12 - 29 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Course review and preparation for three week block		Professional Practice 3 Assessable Day

**Review/Exam Week - 05 Jun 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 12 Jun 2017**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

## Term Specific Information

**PLEASE NOTE:** Students enrolled in this unit must have applied to Catholic Education Office (Rockhampton Diocese) for admission into the Catholic Education program and must have undergone the interview process and been accepted in to the Catholic Education Strand of either CC12 Bachelor of Education (Primary) or CC14 Bachelor of Education (Early Childhood).

Assessment for this unit comprises one component of the professional knowledge and understanding required for accreditation to teach religion in a Catholic school. On successful completion of all four units, graduates will be accredited to teach in Catholic schools and to teach Religion in Catholic schools.

## Assessment Tasks

### 1 Inquiry and reflection on prayer practices in Catholic schools

#### Assessment Type

Written Assessment

#### Task Description

The Diocesan Learning Framework for the Catholic Diocese of Rockhampton is made up of components that identify and articulate what is considered essential for all learners – adults and children alike – who are members of Catholic school communities. The Framework outlines the following six defining features of Catholic schools within the Rockhampton Diocese:

- Give witness to the message of Jesus and the mission of the Church
- Have a clear Catholic identity.
- Be communities of care.
- Offer a relevant and holistic curriculum of quality teaching and learning.
- Be open and accessible to all who seek (our) values.
- Be characterised by inclusive partnerships within a community of faith.

During your day visits, record observations and specific examples of classroom and school practices that show how these six defining features are expressed in your placement site through prayer.

The evidence you collect should cover at least one example for each of the identified features. (Maximum length for this: 500 words)

Using selected information from your observations and your knowledge of spirituality and Christian prayer gained from unit readings, tutorials and the teaching resources provided in the Religion Curriculum for the Rockhampton Diocese, describe and explain the role of prayer in Catholic schools. Reflect on the responsibilities that teachers in the Catholic system have for modelling, teaching and building learners' understandings of various expressions of prayer. (Length: 750 words)

#### Assessment Due Date

Week 6 Friday (21 Apr 2017) 11:45 pm AEST

#### Return Date to Students

Feedback on this assessment task will be provided following moderation and in sufficient time to inform the submission for Assessment Task 2.

#### Weighting

25%

#### Assessment Criteria

Knowledge and understanding of the role of prayer in Catholic schools

Critical application, interpretation and synthesis of the responsibilities of teachers in the Catholic system in relation to expressions of prayer  
Independent research and accurate use of relevant sources to support analysis and reflection  
Use of accurate academic conventions and written expression

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Investigate theological, liturgical, pastoral and practical principles underpinning Christian belief systems and teachings, communal rituals and classroom prayer practices characteristic of Catholic school communities.
- Reflect on the strategies, practices and responsibilities of teachers in Catholic schools for engaging with stakeholders to support the purposes of Catholic education.

### Graduate Attributes

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

## 2 Design of an information resource

### Assessment Type

Practical Assessment

### Task Description

Using unit materials, resources from the Rockhampton Diocese Religion Curriculum and information from your school site, create a resource that would be suitable for an information session for adults (e.g. parents and carers, colleagues, etc) on one of the sacraments that comprise Christian rituals of initiation. Your resource should explain the interrelationship between the origins of the ritual, its underpinning theology and structure and contemporary pastoral and practical issues related to the preparation of students for participation in the sacrament.

Your resource can be created in a form of your choice, such as a web page, PowerPoint presentation with notes pages, a video, brochure or article but should consider the needs of an audience involved in preparing school-aged students for participation in the ritual (e.g. parents and carers, colleagues, etc). The resource should clearly illustrate understanding of the interrelationship between the origins of the ritual, its underpinning theology and structure and contemporary pastoral and practical issues related to preparation for the sacrament.

The resource should be accompanied by a brief reflection of no more than 250 words on the understandings you have gained through the design process about strategies for working effectively, sensitively and professionally with parent and carers and broader school communities in Catholic Education.

### Assessment Due Date

Week 11 Friday (26 May 2017) 11:45 pm AEST

### Return Date to Students

Feedback on the final assessment task will be provided following moderation and in line with the university policy on certification of grades.

### Weighting

25%

### Assessment Criteria

Knowledge and understanding of historical, theological and ritual dimensions of a Sacrament of initiation in the Catholic Church

Analysis and synthesis of concepts and issues related to the selected Sacrament

Consideration of audience and communication methods in the design of the resource

Evidence of independent research from reliable sources



## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Investigate theological, liturgical, pastoral and practical principles underpinning Christian belief systems and teachings, communal rituals and classroom prayer practices characteristic of Catholic school communities.
- Reflect on the strategies, practices and responsibilities of teachers in Catholic schools for engaging with stakeholders to support the purposes of Catholic education.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence

## 3 Placement

### Assessment Type

Professional Practice Placement

### Task Description

You are required to undertake a 35 day supervised placement in a school setting as detailed below and complete all tasks outlined in the Professional Practice 3 Information and Guidelines Booklet.

These tasks include the development of a class profile to be used for modifying teaching sequences to cater for the needs of all learners in the class group and assessment materials for monitoring learning and making judgements on the quality of learners' work.

Application of your curriculum, pedagogical and technological knowledge across a range of learning areas will also be key features of the professional practice block where you will be expected to engage in observation, team teaching and some continuous teaching as the placement progresses.

The placement is scheduled as per the 2017 Professional Practice calendar and consists of:

- 2 week contextual block at the beginning of the school year block (continuous)
- 5 contextual days (completed one day per week throughout the term)
- 5 assessable days (completed one day per week throughout the term)
- 15 day assessable block at the end of school term two (continuous)

An up-to-date hardcopy working portfolio must be maintained throughout the placement and include all observation, planning, assessment instruments and records, a full class profile and evaluation and reflection conducted throughout the placement. Refer to the Professional Practice 3 Information and Guidelines Booklet for further detail regarding the working portfolio.

Assessment for the 35 day school placement will be completed by the Supervising Teacher using the format provided in the Professional Practice 3 Information and Guidelines Booklet. However, you as the pre-service teacher, are responsible for uploading a signed copy of the final Professional Practice Report into the Moodle task 2 submission link.

### Assessment Due Date

On completion of the three week block

### Return Date to Students

Feedback on this assessment task will be provided by the Supervising Teacher using the reporting documents provided in the Information and Guidelines Booklet.

### Weighting

Pass/Fail

### Minimum mark or grade

Pass

## Assessment Criteria

Assessment criteria are outlined in detail in the Professional Practice 3 Information and Guidelines 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 will be uploaded as assessment task 2. The pre-service teacher must ensure that the uploaded report is signed by yourself as the pre-service teacher, the supervising teacher, and the site coordinator. The university coordinator will sign the report when received.

## Learning Outcomes Assessed

- Use assessment strategies to monitor and make judgments on student achievement and modify strategies and resources to promote learning.
- Select and apply teaching methods that effectively scaffold learning for students of varying ability levels and needs.
- Write explicit learning goals and task-specific standards for the purpose of analysing work samples and assessment data to provide timely feedback on progress and design interventions to address specific learning issues.
- Reflect on the strategies, practices and responsibilities of teachers in Catholic schools for engaging with stakeholders to support the purposes of Catholic education.
- Reflect critically on all aspects of professional learning and practice using professional knowledge, feedback, self-evaluation and evidence for Australian Professional Standards for Teachers.

## Graduate Attributes

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

# 4 ePortfolio

## Assessment Type

Portfolio

## Task Description

You are required to submit a 1000 word statement that, firstly, describes a series of lessons that you have designed and implemented during your 3 week block; and secondly, reflects upon the your learning throughout the teaching, planning and assessment cycle. Use the following questions to guide you in formulating your statement:

- How did the data and evidence you collected inform your planning and teaching, particularly in regards to differentiation for learners?
- How did the ongoing formative assessment in each lesson inform your teaching and planning?
- What differentiation strategies were/were not effective in meeting the needs of your learners? Why were these strategies effective/not effective?
- What outcomes were achieved by the learners? Justify your judgement by referring to your evidence from the ongoing formative assessment and final assessment task.

Along with your 1000 word statement, you will need to submit the following 4 parts as evidence of your experience.

## Part 1- Data and evidence

Provide profiling data and evidence on a specific topic/concept/curriculum descriptor that you taught during your 3 week block. Provide a sample of data and evidence that pertains to 2 children within your class (exceeding expectations achiever and below expectations achiever) that informed your planning and teaching. The data and evidence should clearly establish the learning needs within the classroom collected and collated prior to the planning and teaching stages.

## **Part 2 - Planning and teaching**

Provide your lesson planning that **teaches** the topic/concept/curriculum descriptor for a minimum of 3 – 5 lessons. Your planning must align to the Australian Curriculum, and each lesson plan must contain considerable detail that outlines the pedagogy (methods and strategies) being used, as well as how different needs are being catered for (differentiation). Formative assessment strategies must also be well detailed within the lesson plans.

## **Part 3 - Feedback and judgement**

Provide annotated exemplars of student work (of the 2 learners) that inform your planning and thinking for the next lesson.

## **Part 4 - Final assessment**

Provide annotated exemplars of the final assessment task (of your 2 learners) undertaken at the conclusion of your series of lessons. It is anticipated that this final assessment task will be a smaller task that assesses the concept/topic/curriculum descriptor that you have taught during your lessons.

**Please note:** You will use the Queensland College of Teachers iTunesU digital portfolio platform for this ePortfolio task. A link to and instructions about the digital portfolio platform can be found on the Moodle site.

## **Assessment Due Date**

One week after the completion of the block placement - Friday June 30 by 11:45pm. If your block does not finish on the scheduled date, please contact the course coordinator for a new due date.

## **Return Date to Students**

Feedback on the final assessment task will be provided following moderation and in line with the university policy on certification of grades.

## **Weighting**

50%

## **Minimum mark or grade**

Pass

## **Assessment Criteria**

Demonstrated ability to profile learners and interpret data to develop differentiated teaching and learning.

Demonstrated capacity to plan for and implement teaching and assessment strategies that are responsive to learners' learning needs.

Demonstrated ability to design a 'fit for purpose' assessment task that is valid and appropriate.

Demonstrated knowledge and understanding of how students learn.

Demonstrated ability to interpret formative assessment data and provide valid and appropriate feedback to learners.

## **Referencing Style**

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

## **Submission**

Online

## **Submission Instructions**

Ensure that you upload a word document with your iTunes U portfolio code, your name and your student number.

## **Learning Outcomes Assessed**

- Reflect on the strategies, practices and responsibilities of teachers in Catholic schools for engaging with stakeholders to support the purposes of Catholic education.
- Reflect critically on all aspects of professional learning and practice using professional knowledge, feedback, self-evaluation and evidence for Australian Professional Standards for Teachers.

## **Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- 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