



EDFE13032 Professional Practice 3 (Primary/ECE) - Managing the Differentiated Classroom Term 1 - 2018

Profile information current as at 30/04/2024 08:37 pm

All details in this unit profile for EDFE13032 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, you will participate in tutorials, practical workshops and an assessable classroom placement. The placement comprises of both contextual and assessable components that include a two week block at the beginning of the school year, 10 single day visits and a 15-day continuous block to enhance your ability to design, adapt and implement teaching sequences that cater for the diverse needs of learners in mainstream classrooms. You will develop understanding of the use of assessment for learning as integral to informed curriculum decision-making and differentiation practices. You will apply this knowledge in classroom contexts to modify lesson plans and learning sequences in all curriculum learning areas in response to class profiling data that accurately records the strengths, needs and preferred learning styles of individuals and groups. Alongside of this, you will develop formative and summative assessment strategies for monitoring student learning and achieving alignment between curriculum, pedagogy and assessment. During this placement you will practise the use of a range of teaching strategies including questioning techniques and the provision of timely descriptive feedback to build effective relationships with learners and improve student outcomes.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite:- Students must have successfully completed either EDFE12042 or EDFE11039.

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 - 2018

- 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: Pass/Fail

2. **Professional Practice Placement**

Weighting: Pass/Fail

3. **Portfolio**

Weighting: Pass/Fail

4. **Report**

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 Course evaluation Feedback from schools

Feedback

Documentation and requirements for the placement

Recommendation

Documentation distributed prior to the beginning of the new school year.

Feedback from Course evaluation

Feedback

Weekly tasks are clearly set out and the weekly topics are relevant to the placement.

Recommendation

Continue to update the weekly tasks and topics throughout the unit.

Feedback from Course evaluation Feedback from students

Feedback

New ePortfolio platform (iTunesU)

Recommendation

Continue to use iTunes U as the ePortfolio platform.

Unit Learning Outcomes

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

1. Formulate assessment activities for the purpose of monitoring student achievement
2. Apply strategies that modify learning sequences, pedagogy, content and assessment in response to individual and class profiling data
3. Appraise the content of a proposed learning sequence to plan activities that overcome possible difficulties or make links to the prior knowledge of students with varying abilities
4. Select teaching methods with an appropriate level of teacher control and student responsibility to scaffold learning for students and groups of varying ability levels
5. Write explicit learning goals and task-specific standards for the purpose of explicit instruction and making consistent judgments on the quality of students' work
6. Analyse work samples and assessment information to support the delivery of feedback and design interventions to address specific learning issues
7. Participate in collegial partnerships to improve practice and formulate responsive approaches to identified learning needs
8. Critically reflect on professional learning using feedback, self-evaluation and the Australian Professional Standards for Teachers
9. Evidence successful completion of the Literacy and Numeracy Test for Initial Teacher Education.

Successful completion of the unit Professional Practice 3 - Managing the Differentiated Classroom provides opportunities for students to demonstrate aspects of Australian Professional Standards for Teachers at a stage appropriate for a pre-service teacher in the third year of a four year initial teacher education course. Specific assessment indicators that align the tasks and activities completed during the Professional Practice 3 placement with the standards can be found in the Information and Reporting Booklet for this placement. Artefacts, in particular those that demonstrate the ability to differentiate the curriculum for students with a range of abilities and the use of effective assessment practices during the placement, can be added to the e-portfolio as evidence of progress towards demonstrating the standards at Graduate career stage.

Professional Practice 3 demonstrates the following Australian Professional Standards for Teachers: 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1,6.2, 6.3, 6.4, 7.1, 7.4

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes								
	1	2	3	4	5	6	7	8	9
1 - Written Assessment - 0%	•	•					•		
2 - Professional Practice Placement - 0%	•	•	•	•	•	•	•		
3 - Portfolio - 0%									•
4 - Report - 0%									•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes								
	1	2	3	4	5	6	7	8	9
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%		•	•	•			•	•		

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
2 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	•		
3 - Portfolio - 0%			•			•				
4 - Report - 0%	•	•	•	•						

Textbooks and Resources

Textbooks

EDFE13032

Prescribed

Teaching and Learning: Building Effective Pedagogies

Edition: 1st (2014)

Authors: Jennifer Howell

Oxford University Press

South Melbourne , Victoria , 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)
- iTunes account for your ePortfolio

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Angelina Ambrosetti Unit Coordinator

a.ambrosetti@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Setting the scene: What is differentiation?	Haynes (2013) Young people and school (CRO) Tomlinson & Eidson (2003) A brief primer on differentiation (CRO)	

Week 2 - 12 Mar 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Developing whole class profiles: Catering for your learners (differentiation)	Set text: Howell (2014) Chapter 9 - Understanding your students (pp. 273-313)	Professional Practice 3 Contextual Day 1 (all students)
Week 3 - 19 Mar 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Linking differentiation and assessment for learning	Set text: Howell (2014) Chapter 13 - Assessment and reporting (pp. 425 - 453)	Professional Practice 3 Contextual Day 2 (all students)
Week 4 - 26 Mar 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Managing the differentiated classroom: Developing your communication skills	Set text: Howell (2014) Chapter 10 - Becoming an effective communicator (pp. 314-353)	Professional Practice 3 Contextual day 3 (WA, NSW, ACT, SA, NT and TAS students)
Week 5 - 02 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Assessment types and formats	Brady & Kennedy (2012) Principles of assessment for learning (CRO)	Professional Practice 3 Contextual day 4 (WA, NSW, ACT, SA, and TAS students)
Vacation Week - 09 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
		Professional Practice 3 Contextual day 5 (WA, NSW, ACT, SA, and TAS students)
Week 6 - 16 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Assessment: Interpreting and using student data	Griffin (2014) Interpreting data to evaluate progress (CRO)	Professional Practice 3 Contextual Day 3 (QLD and VIC students) Contextual Day 4 (NT students)
Week 7 - 23 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Effective pedagogy: An overview	Set text: Howell (2014) Chapter 2 - Developing effective pedagogies (pp.40-81)	Professional Practice 3 Contextual Day 4 (QLD and VIC students) Contextual Day 5 (NT students) Digital presentation Due: Week 7 Friday (27 Apr 2018) 11:45 pm AEST
Week 8 - 30 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Planning for learning: Incorporating differentiation	Set text: Howell (2014) Chapter 12 - Planning for effective learning and teaching (pp.394 - 423) Hammond & Gibbons (2001) What is scaffolding? (CRO)	Professional Practice 3 Contextual Day 5 (QLD and VIC students) Assessable Day 1 (WA, NSW, ACT, SA, NT and TAS students)
Week 9 - 07 May 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Teaching methods and strategies: Explicit instruction	Archer & Hughes (2011) The foundations of explicit instruction	Professional Practice 3 Assessable Day 1 (QLD and VIC students) Assessable Day 2 (WA, NSW, ACT, SA, NT and TAS students)

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Teaching methods and strategies: Examining a range		Professional Practice 3 Assessable Day 2 (QLD and VIC students) Assessable Day 3 (WA, NSW, ACT, SA, NT and TAS students)

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Teaching methods and strategies: Choosing effective strategies for learning		Professional Practice 3 Assessable Day 3 (QLD and VIC students) Assessable Day 4 (WA, NSW, ACT, SA, NT and TAS students)

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Course review and preparation for the 3 week continuous block		Professional Practice 3 Assessable Day 4 (QLD and VIC students) Assessable Day 5 (WA, NSW, ACT, SA, NT and TAS students)

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Professional Practice 3 Assessable Day 5 (QLD and VIC students) Commencement of the 3 week block (WA, NSW, ACT, SA, NT and TAS students)

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Professional Practice 3 Commencement of the 3 week block (QLD and VIC students) Continuation of the 3 week block (WA, NSW, ACT, SA, NT and TAS students)

Term Specific Information

Please ensure that you check the schedule of your contextual and assessable days, along with the start of the 3-week block. The schedule is affected by the different dates of school holidays across the Australian States and Territories.

Assessment Tasks

1 Digital presentation

Assessment Type

Written Assessment

Task Description

You are to create a digital presentation for an audience of educators that demonstrate specific strategies that could be used in primary school classrooms to promote differentiated learning for learners with a diverse range of abilities, learning styles, needs and cultural differences. As you design your presentation, keep in mind the following three principles:

- Differentiation is essential for meeting the needs of all learners,
- Effective differentiation is based on evidence of the learner's learning, and
- Evidence of learner learning is gathered through ongoing assessment.

Firstly, develop a detailed (de-identified) class profile of your current placement class highlighting the differing needs of your learners. Ensure that you highlight individual learning needs, general learning levels (literacy and numeracy), learning styles, learning support or extension, as well as other information that is deemed pertinent. Secondly, select one of the identified assessment samples from the Queensland Curriculum and Assessment Authority (found on Moodle). Using the summative assessment sample and your class profile as a basis, identify a series of four activities that lead towards the successful completion of the summative task. Within the activities:

- a) identify teaching strategies or approaches that could be used by the teacher to differentiate for the range of learners represented in the class profile.
- b) identify formative assessment strategies or approaches that provide data that can be used by the teacher to differentiate for the follow on activity (also ensure that your formative assessment strategies themselves can be differentiated).

Your digital presentation must spend some time discussing what differentiation is and why it is such a vital aspect of what we do as teachers. Ensure that you use appropriate references throughout your presentation and acknowledge your sources of ideas.

Your digital presentation must contain both visual and oral components and can be in the form of a PowerPoint, Prezi, website, movie, etc. You must also include a copy of your class profile (de-identified learners and school) with your submission.

This task addresses aspects for the following Australian Professional Standards for Teachers: 1.1, 1.2, 1.3, 1.5, 2.1, 3.2, 3.3, 4.1, 5.1.

Assessment Due Date

Week 7 Friday (27 Apr 2018) 11:45 pm AEST

Return Date to Students

Week 10 Friday (18 May 2018)

Feedback via the criteria sheet on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary.

Weighting

Pass/Fail

Minimum mark or grade

You must pass this assessment task to proceed to the three week continuous block.

Assessment Criteria

- Demonstrated knowledge and understanding of differentiation for teaching and assessing in order to cater for a wide range of diversity within a classroom. (APST 1.1, 1.2, 1.3, 1.5)
- Appropriate selection of differentiation strategies that cater for diversity within a classroom (APST 2.1, 3.2, 3.3, 4.1)
- Demonstrated knowledge and understanding of the links between differentiation and assessment for learning. (APST 1.5, 5.1)

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Formulate assessment activities for the purpose of monitoring student achievement
- Apply strategies that modify learning sequences, pedagogy, content and assessment in response to individual and class profiling data
- Participate in collegial partnerships to improve practice and formulate responsive approaches to identified learning needs

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 The 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 the tasks outlined in the Professional Practice 3 Information and Guidelines Booklet.

These tasks include, but are not limited to:

- the development of a class profile which will be used to modify teaching sequences in order to cater for the needs of learners,
- design and implement a range of learning sequences across the curriculum,
- design (where possible) and implement formative and summative assessment to monitor learning,
- interpret assessment data in order to differentiate and cater for learning needs,
- make judgements on the quality of learner's work,
- reflect on practice, and
- observe your supervising teacher (and others) to develop your own pedagogical abilities.

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 continuous teaching as the placement progresses.

The placement is scheduled as per the 2018 Professional Practice calendar and consists of:

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

An up-to-date hardcopy working portfolio must be maintained throughout the placement and include all observation, planning, assessment instruments and records, learner work samples, 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.** Please ensure that you upload a PDF document (no photos or any other file type should be uploaded).

Assessment Due Date

On completion of the three week block

Return Date to Students

The final report will be signed by your university coordinator and returned to you via Moodle.

Weighting

Pass/Fail

Minimum mark or grade

Pass - The report must have a minimum mark of "Meets Expected Level"

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 Career Stage).

Referencing Style

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

Submission

Online

Submission Instructions

Ensure that your report is signed by your Supervising Teacher, the Site Coordinator and yourself before uploading.

Learning Outcomes Assessed

- Formulate assessment activities for the purpose of monitoring student achievement
- Apply strategies that modify learning sequences, pedagogy, content and assessment in response to individual

- and class profiling data
- Appraise the content of a proposed learning sequence to plan activities that overcome possible difficulties or make links to the prior knowledge of students with varying abilities
- Select teaching methods with an appropriate level of teacher control and student responsibility to scaffold learning for students and groups of varying ability levels
- Write explicit learning goals and task-specific standards for the purpose of explicit instruction and making consistent judgments on the quality of students' work
- Analyse work samples and assessment information to support the delivery of feedback and design interventions to address specific learning issues
- Participate in collegial partnerships to improve practice and formulate responsive approaches to identified learning needs

Graduate Attributes

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

3 ePortfolio - written statement and evidence

Assessment Type

Portfolio

Task Description

This ePortfolio task consists of two parts and focuses on a planned sequence of lessons implemented in the 3 week block.

Part A - 1000 word statement that:

- describes a series of lessons that you have implemented during your 3 week block, and
- critically reflect upon your learning throughout the planning, teaching and assessment cycle.

Use the following questions to formulate your statement (ensure that you use references to justify your reflection):

- How did the data and evidence you collected inform your planning and teaching, particularly in regards to differentiation for learners?
- How did the learner feedback gathered, influence your pedagogical decision making as you were teaching your sequence of lessons?
- How did the on-going formative assessment in each lesson inform your planning and teaching?
- What differentiation strategies were/were not effective in meeting the needs of your learners? Why were these 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?

Part B - Evidence

Evidence 1 - Provide profiling data and evidence on a specific curriculum descriptor/topic/concept that you taught during your three week block. Provide a sample of data and evidence that pertains to two children within your class that informed your planning and teaching. The two children must show different levels of achievement: above, at or below standard. The data and evidence should clearly establish the learning needs within the classroom and is collected prior to the planning and teaching stages.

Evidence 2 - Provide your lesson planning that **teaches** the curriculum descriptor/topic/concept - a minimum of 3-5 lessons using the template provided. 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.

Evidence 3 - Provide samples of learner feedback (include your 2 learners) from the lesson sequence that were used to inform your ongoing pedagogical decision making. A template is provided to use to gather your learner feedback.

Evidence 4 - Provide annotated exemplars of learner work (of the 2 learners) that informed your planning and teaching for the next lesson.

Evidence 5 - Provide annotated exemplars of the final assessment task (of your two learners) undertaken at the conclusion of your lesson sequence. It is anticipated that this final assessment will be a smaller task that assesses the curriculum descriptor/topic/concept that you have taught during your lessons.

Note: You will use iTunesU to create your ePortfolio. Please access the link and instructions on the Moodle site.

Assessment Due Date

One week after the completion of the block: For QLD & VIC students July 6; For all other students (WA, SA, NSW, ACT, NT, TAS) June 29

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

- 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 knowledge and understanding of how students learn.
- Demonstrated ability to interpret formative assessment data and provide valid and appropriate feedback to learners.
- Demonstrated capacity to use learner feedback when making pedagogical decisions.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Critically reflect on professional learning using feedback, self-evaluation and the Australian Professional Standards for Teachers

Graduate Attributes

- Critical Thinking
- Information Technology Competence

4 LANTITE Results

Assessment Type

Report

Task Description

To pass this unit you will need to supply evidence of successful completion of the Literacy and Numeracy Test for Initial Teacher Education (LANTITE). The LANTITE is a requirement to continue onto Professional Practice 4 and is a national requirement in order to complete and be graduated from your Initial Teacher Education program.

Upload your result file (PDF) into the assessment upload function on Moodle for this task. The results must indicate that you have demonstrated "Standard Achieved" for both Literacy and Numeracy.

Assessment Due Date

Upload your results once you have undertaken the LANTITE and have been sent your results by ACER.

Return Date to Students

Once all requirements for PP3 are completed a grade for the unit will be assigned.

Weighting

Pass/Fail

Minimum mark or grade

Pass - Standard Achieved

Assessment Criteria

Nil criteria

Referencing Style

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

Submission

Online

Submission Instructions

Upload results for Literacy and Numeracy tests.

Learning Outcomes Assessed

- Evidence successful completion of the Literacy and Numeracy Test for Initial Teacher Education.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

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