



EDFE20034 Professional Praxis 1: Understanding learning contexts

Term 1 - 2024

Profile information current as at 30/04/2024 03:13 pm

All details in this unit profile for EDFE20034 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

The stages of development, characteristics and backgrounds of children and young people have a significant impact on their participation and learning in early years settings and P-12 schools. In this unit, you will deepen your understanding of the teacher's role in responding to the diverse range of student learning needs through engagement with two distinct modules designed to encourage critical reflection on teaching practices that have a positive impact on student learning. In the first module, you will research and analyse socio-cultural definitions of literacy that recognise the multiple modes in which literacy practices are performed in the contemporary world and the multiple perspectives that affect learners' comprehension of, and communication through language as a result of their social and cultural backgrounds. You will apply this knowledge to an analysis of curriculum documents and construct a series of vignettes that illustrate and justify teaching approaches and learning activities that make the language and literacy demands of the curriculum accessible for all students. In the second module, you will be introduced to the Australian Professional Standards as a framework for describing quality teaching practice in the 21st century. You will also participate in a wider field experience to record observations and critically reflect on the ways in which learners' linguistic, cultural, religious and socioeconomic backgrounds and physical, social and intellectual stages of development affect their learning and engagement and influence teachers' curriculum decision-making.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: *6*

Student Contribution Band: *7*

Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for 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 - 2024

- Mixed Mode

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 Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 50%

2. **Portfolio**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE

Feedback

Structuring of tutorials

Recommendation

Tutorials will be structured to include more opportunities for student interaction and planned question time

Unit Learning Outcomes

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

1. Analyse contemporary theories and definitions of literacy to explain the impact of learners' cultural and linguistic backgrounds, stages of development and characteristics on language learning and use
2. Design learning activities that use resources and a range of verbal and non-verbal communication strategies to support students' engagement and literacy development
3. Recommend and justify approaches to teaching literacy and language use that cater for the needs of students from a diverse range of linguistic, cultural and socioeconomic backgrounds, including Aboriginal and Torres Strait Islander students
4. Document observations of learners, learning and teaching to identify strategies that support the inclusive participation and engagement of learners with diverse characteristics, abilities and stages of development
5. Propose approaches to building relationships with external professionals, community representatives and parents and carers to support the educative process and promote student participation, engagement and learning in educational settings
6. Use the Australian Professional Standards for Teachers and codes of ethics and conduct for the teaching profession to evaluate professional learning needs and identify sources of professional learning that improve teaching practice and responsiveness to the needs of diverse groups of students.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers 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****2.1 Content and teaching strategies of the teaching area****2.5 Literacy and Numeracy strategies****3.3 Use teaching strategies****3.4 Select and use resources****3.5 Use effective classroom communication****3.7 Engage parents/carers in the educative process****4.1 Support student participation****6.1 Identify and plan professional learning needs****6.2 Engage in professional learning and improve practice****6.4 Apply professional learning and improve student learning****7.3 Engage with the parents/carers****7.4 Engage with professional teaching networks and broader communities**

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 - 50% | • | • | • | | | |
| 2 - Portfolio - 50% | | | | • | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | | |
|---|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 - Knowledge | ○ | ○ | ○ | ○ | ○ | ○ |
| 2 - Communication | ○ | ○ | ○ | ○ | ○ | ○ |
| 3 - Cognitive, technical and creative skills | ○ | ○ | | ○ | ○ | ○ |
| 4 - Research | | | | | | |
| 5 - Self-management | | | ○ | ○ | ○ | ○ |
| 6 - Ethical and Professional Responsibility | ○ | ○ | ○ | ○ | ○ | ○ |
| 7 - Leadership | | | | | | |
| 8 - Aboriginal and Torres Strait Islander Cultures | | | | | | |

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Kerry Aprile Unit Coordinator

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Schedule

Week 1 - 04 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Contemporary definitions of literacy Understandings of literacy as social practice and the implications for teaching and learning | Readings available on Moodle for Topic 1 Literacy: Reading, writing and children's literature - Chapters 1 & 3 | |

Week 2 - 11 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|-------------------------------|------------------------------|
| Literacy in the Australian Curriculum Supporting the development of literacy as a General Capability in the classroom | Australian Curriculum website | |

Week 3 - 18 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Literacy diversity: Understanding discourse and the impact of cultural and linguistic background on literacy learning at school How the brain learns: School literacies as biologically secondary knowledge | Readings on Moodle Topic 3 Discourses and literacies - Gee An introduction to Cognitive Load Theory - Education Hub | |

Week 4 - 25 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|------------------------------|
| Literacy teaching and learning - evidence-based practice Practices informed by neuroscience | Readings on moodle for Topic 4 Luke & Freebody - A map of possible practices: Further notes on the Four Resources model Sousa - How the brain learns Archer & Hughes - Explicit Instruction McVee et. al - The gradual release of responsibility in literacy research and practice | |

Week 5 - 01 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|------------------------------|
| Strategies that support literacy learning and development The importance of modelling and classroom talk | Readings on moodle for Topic 5 Explicit instruction - Archer & Hughes | |

Vacation Week - 08 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 6 - 15 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| Standards, policy and codes of ethics and conduct for the teaching profession - What is the teacher's role? | Australian Professional Standards for Teachers Council of Australian Governments (Education Council). (2019). <i>Alice Springs (Mparntwe) Education Declaration</i> . Code of Ethics for Teachers Department of Education (Queensland Government). (2021) <i>Advancing education: An action plan for education in Queensland</i> . Corrigan, D. (2016). What is the role of a teacher. <i>The Conversation</i> (September 13) | Master of Teaching (Early Childhood) - See the scheduled topics for self-study in the book titled "Preparation for the Wider Field Experience Early Childhood - Introducing babies and toddlers" in the assessment block under Assessment Task 2 Teaching and learning Literacy and Language Due: Week 6 Friday (19 Apr 2024) 11:45 pm AEST |

Week 7 - 22 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|--|
| Understanding contexts for learning Theories for learning and their application in context | Readings on moodle for Topic 7 Bioecological model of human development Sprenger - Social and emotional learning and the brain | Master of Teaching (Early Childhood) - See the scheduled topics for self-study in the book titled "Preparation for the Wider Field Experience Early Childhood - Introducing babies and toddlers" in the assessment block under Assessment Task 2 |

Week 8 - 29 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|-----------------------------|--|
| Stages of development and characteristics of learners that affect learning | Moodle readings for Topic 8 | Master of Teaching (Early Childhood) - See the scheduled topics for self-study in the book titled "Preparation for the Wider Field Experience Early Childhood - Introducing babies and toddlers" in the assessment block under Assessment Task 2 |

Week 9 - 06 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|--|
| Observation of teaching and learning - Linking observations to standards frameworks | | Master of Teaching (Early Childhood) - See the scheduled topics for self-study in the book titled "Preparation for the Wider Field Experience Early Childhood - Introducing babies and toddlers" in the assessment block under Assessment Task 2 |

Week 10 - 13 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|--|
| Reflection - a process for using professional knowledge to understand observation and experience | | Master of Teaching (Early Childhood) - See the scheduled topics for self-study in the book titled "Preparation for the Wider Field Experience Early Childhood - Introducing babies and toddlers" in the assessment block under Assessment Task 2 |

Week 11 - 20 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Responsive teaching - Using reflection to inform and improve practice and its impact on the learning of students with diverse backgrounds and ability levels

Master of Teaching (Early Childhood) - See the scheduled topics for self-study in the book titled "Preparation for the Wider Field Experience Early Childhood - Introducing babies and toddlers" in the assessment block under Assessment Task 2

Week 12 - 27 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Review - interpreting and presenting observation data | | |

Review/Exam Week - 03 Jun 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Exam Week - 10 Jun 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Assessment Tasks

1 Teaching and learning Literacy and Language

Assessment Type

Written Assessment

Task Description

This task contains two parts (Part A and Part B). You must complete both parts of the task as detailed below.

Part A: Descriptive account of four (4) examples of literacy teaching practice

Using the knowledge that you have gained in this unit about Literacy as a General Capability in the Australian Curriculum and evidence-based practices that promote literacy learning across the curriculum, you will construct four (4) written accounts that describe the teaching and learning practices you would use in each of the four examples numbered from 1 to 4 below.

Example 1: Teaching new vocabulary or terminology that students will meet in a text they are expected to listen to or read independently to gain understanding of new content in a curriculum learning area.

Example 2: Teaching students how to use the layout or organizational features of a text to locate specific information about a topic or aspect of the content they are learning.

Example 3: Teaching students how to make meaning of visual elements that are used individually or combined with print to communicate information or ideas about a topic or event. (The visual elements may be diagrams, graphs, tables, timelines, symbols, or drawings / images / photographs with or without labels and captions).

Example 4: Teaching students how to identify and evaluate the usefulness and/or intended purpose of a text by the way the author uses language, visual features and or images to communicate ideas. (Some examples might include comparing texts to distinguish fiction from non-fiction or fact from opinion, using a model text to evaluate the reliability or usefulness of information about a topic for a research project or presentation, identifying the difference between a good and a poor example or a text type that could be used as a resource for learning or model for writing e.g, lab report, procedure such as a recipe or instructions, news article, website, etc)

For each of your examples, you should **choose a year level that is appropriate for your Master of Teaching course** (e.g. Early Childhood – Prep to Year 2; Primary – Prep to Year 6; Secondary – Years 7-10 in your approved teaching areas).

Each example should be presented on the **template provided on the moodle site** and must describe in detail what the teacher does and says to scaffold learners' abilities to learn the literacy skill and practise using it to understand the text and its vocabulary or language features. You should include copies of any resources that the teacher uses or that you expect the students to use as they practice the skill (e.g. a table or worksheet the at students re expected to fill in or complete as an activity, an example of a diagram drawn on the whiteboard by the teacher, etc). These resources will help the reader of your teaching examples to visualise how the lesson excerpt would unfold in the classroom. .

Examples that illustrate the expected detail and structure of your four examples of literacy teaching practice will be provided on the moodle site for this unit.

A word limit of **500 words per teaching example** applies to the section of the template labelled "Descriptive account of Teaching and Learning Practices".

Part B: Justification of the teaching approach

Using reference support from unit readings and independent research, write a **1000-word rationale** that justifies the teaching approach and design of learning activities and resources illustrated in your examples of literacy teaching practice. Your justification should achieve the following purposes:

- (a) clearly explain how and why the selected strategies, resources and examples of teacher talk in your vignettes would support the literacy learning of children and young people in the chosen age group with reference to the content descriptors and achievement standards of relevant learning areas in the Australian Curriculum and the Literacy progression for this General Capability; and,
- (b) identify ways in which the recommended teaching practices draw on theories that explain how the brain learns, evidence-based approaches for reducing cognitive load and effective practices for building the literacy knowledge and skills of students from a diverse range of abilities and language needs, including learners with EAL/D and Aboriginal and Torres Strait Islander backgrounds.

What you need to submit:

4 examples of teaching practice - one for each teaching focus described in Part A.

1000 word justification of the practices illustrated in the examples using appropriate reference support

Assessment Due Date

Week 6 Friday (19 Apr 2024) 11:45 pm AEST

Return Date to Students

Assessment tasks will be returned following moderation and in sufficient time to inform Assessment Task 2.

Weighting

50%

Assessment Criteria

- Knowledge and application of the literacy demands of the curriculum
- Knowledge and understanding of theories of human cognition and evidence-based literacy teaching practices
- Application of communication strategies and teaching approaches that support the development of discipline literacies
- Knowledge of strategies that reduce cognitive load for students from a diverse range of abilities and backgrounds
- Written communication demonstrating personal and academic literacy competence

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Upload the completed task through the link for Assessment Task 1 on moodle.

Learning Outcomes Assessed

- Analyse contemporary theories and definitions of literacy to explain the impact of learners' cultural and linguistic backgrounds, stages of development and characteristics on language learning and use
- Design learning activities that use resources and a range of verbal and non-verbal communication strategies to support students' engagement and literacy development
- Recommend and justify approaches to teaching literacy and language use that cater for the needs of students from a diverse range of linguistic, cultural and socioeconomic backgrounds, including Aboriginal and Torres Strait Islander students

2 Wider field experience and portfolio

Assessment Type

Portfolio

Task Description

This task comprises the **construction of a series of observations and reflections (a portfolio)** that shows your understanding of the ways in which learners' linguistic, cultural, religious and socioeconomic backgrounds and physical, social and intellectual stages of development affect their learning and engagement in educational settings and influence teachers' curriculum decision-making and professional goal setting.

Context for collating the portfolio

As the basis for constructing your portfolio, **you will undertake a wider field experience** to observe learners and the process of learning in authentic settings. **The structure of the field experience is dependent on your selected**

course in the Master of Teaching (Early Childhood, Primary or Secondary) as detailed below:

Master of Teaching (Early Childhood): You will complete **10 days** in an early childhood education and care setting with a specific focus on children aged from birth to 35 months of age.

Note: Observations for students in the Early Childhood course are collected while attending an early childhood education and care setting for full days of work experience.

Master of Teaching (Primary) and Master of Teaching (Secondary): You will identify a range of contexts for focused observation of learners and learning that comprises a minimum of **10 distinct observations**. The contexts may include observations taken in formal school settings such as volunteering to hear children read or coach school sport, as well as observations taken in a wide range of community settings where children and young people participate and/or learn. The choice of settings should contribute to your understanding of the cognitive, physical, social and emotional needs of learners of the age group you will be teaching in your future career. Suitable community settings for observation include after school care, coaching, training or tutoring contexts, sporting clubs or community groups and organisations, private lessons in music, dance, art and drama, etc.

Note: Observations for students in the Primary and Secondary course are focused episodes that may occur over a variety of time periods and do not require attendance at the site for a full day.

Selection and organisation of the wider field experience

You can organise your own location/sites for participating in the wider field experience and construct a schedule for attendance that can be completed progressively throughout the delivery of this unit; but, you must submit a signed and dated record of attendance at the chosen site/s as part of your final assessment task submission to verify your participation and completion of the required number of days/visits.

What to include in the portfolio:

1. **A signed and dated copy of a record of attendance** at the field experience site or sites. *Note: A template for recording your attendance will be provided on the unit moodle site.*

2. **A series of observations** of learners, learning and teaching practice that informs your understanding of ways in which teachers are expected to respond to the diverse characteristics and stages of development of learners to support their engagement and active participation in learning experiences. Your portfolio should contain a minimum of 10 observations.

- Each observation should be descriptive, objective and concise (no more than 200 words in length) and must be accompanied by an annotation of approximately 25 words that shows how the observation links to a specific focus area of the Australian Professional Standards for Teachers (Graduate Level).

3. **A critical reflection of 1500 words in length.** Your reflection should **demonstrate evaluative thinking** that makes explicit reference to the observations you have recorded and authoritative research about how students learn and the characteristics and circumstances that affect learning, motivation and engagement. Your reflection must also identify implications for your own professional learning and goal setting with reference to the Australian Professional Standards for Teachers and codes of ethics and conduct for the teaching profession. The focus should be on deepening your understanding of high quality teaching practices that are responsive to learners' development and backgrounds and that have a positive impact on their learning outcomes.

The following questions may be useful in developing your critical reflection:

- In what ways did your engagement in the wider field experience contribute to your understanding of the work of teachers described in the Australian Professional Standards for Teachers (Graduate Level) and in codes of ethics and conduct for the teaching profession?
- What did you see, hear and experience that helped you understand more about the impact of learners' characteristics and backgrounds on their participation, engagement and learning in educational settings? How do these reflections align with the aims and goals of policy documents you have encountered in this unit?
- What knowledge have you gained from your field experience that would help you to respond positively to the needs of learners whose cultural, linguistic and socioeconomic backgrounds and experiences seem to ill equip them for participation in learning at school or early childhood education and care settings?
- What strategies could you incorporate into your daily practice to help all learners feel a sense of connection and belonging that would support their engagement, motivation and learning at school or in early childhood education and care settings?
- What strategies could help you build relationships with parents/carers, external professionals and community representatives to foster the creation of safe and supportive learning environments for all learners?
- What areas of knowledge and practice are specific goals for your own professional learning in readiness for your teaching career?

Assessment Due Date**Return Date to Students**

Review/Exam Week Monday (3 June 2024)

Assessment will be returned following moderation in accordance with university policy.

Weighting

50%

Assessment Criteria

- Knowledge and understanding of the characteristics of learners that affect learning
- Knowledge and understanding of high quality practices that define teaching as professional work
- Application of policy, Standards frameworks and Codes for the profession to reflection and goal setting
- Ability to reflect critically on experience using reference support and written communication that demonstrates personal literacy competence.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Upload the response to the link for Assessment Task 2 on the unit moodle site.

Learning Outcomes Assessed

- Document observations of learners, learning and teaching to identify strategies that support the inclusive participation and engagement of learners with diverse characteristics, abilities and stages of development
- Propose approaches to building relationships with external professionals, community representatives and parents and carers to support the educative process and promote student participation, engagement and learning in educational settings
- Use the Australian Professional Standards for Teachers and codes of ethics and conduct for the teaching profession to evaluate professional learning needs and identify sources of professional learning that improve teaching practice and responsiveness to the needs of diverse groups of students.

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