



# EDSE12021 *Middle Years Learning and Teaching*

## Term 2 - 2021

Profile information current as at 29/04/2024 07:51 pm

All details in this unit profile for EDSE12021 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

Learning and teaching in the latter middle years of learning (Years 7 to 9) in selected learning areas, is the focus of this unit. The influences, interpretation and implementation of lower secondary school curriculum frameworks are examined critically for the purposes of designing effective pedagogies. A range of topics is examined including curriculum development, teaching and learning resources, teaching strategies, pedagogical approaches, assessment and school work programs relevant to the pre-service teacher's two teaching areas. Critical use is made of relevant sources of information including curriculum and policy documents to promote professional teaching through the selection of appropriate teachable content to enable the design of quality learning experiences using a range of pedagogies and the development of assessment strategies that promote learning in lower secondary school contexts.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 12

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.25

### Pre-requisites or Co-requisites

Students must have successfully accumulated 48 credit points to be eligible to enrol in this unit. This includes the successful completion of 1 x Level 1 and 1 x Advanced level unit per Discipline Teaching Area.

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

### Offerings For Term 2 - 2021

- Online

### 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 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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. **Portfolio**

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 Student evaluation, UC observations

##### **Feedback**

Change timing of assessment so they are further apart

##### **Recommendation**

Task 1 be due in week 6 or 7.

#### Feedback from Student evaluations, UC observations

##### **Feedback**

Improve feedback provided by Forum Experts

##### **Recommendation**

The unit structure will be brought into line with the Senior version of the subject.

## Unit Learning Outcomes

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

1. Use and understand curriculum frameworks relevant to your two teaching areas at a lower secondary school level
2. Engage with teaching and learning resources relevant to your two teaching areas at a lower secondary school level
3. Interpret and manipulate teaching strategies relevant to your two teaching areas at a lower secondary school level
4. Design pedagogies appropriate for the implementation of your relevant curriculum frameworks
5. Design assessment instruments that promote learning and match the needs of lower secondary school curriculum frameworks.

### **Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:**

- 1.5 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
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.5 Literacy and numeracy strategies
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 5.1 Assess student learning
- 7.2 Comply with legislative, administrative and organisational requirements

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Portfolio - 50%	•	•	•	•	•
2 - Portfolio - 50%	•	•	•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Portfolio - 50%	•	•	•	•		•				
2 - Portfolio - 50%	•	•	•	•		•				

## 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

**Marilyn Felsch** Unit Coordinator  
[m.felsch@cqu.edu.au](mailto:m.felsch@cqu.edu.au)

## Schedule

### Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: The Australian Curriculum		

### Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: School Contexts and Planning the Curriculum		TEAMS Session 1 with Discipline Expert for Teaching Areas 1 and 2 - date and time to be advised

### Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Middle Years Learners and Differentiation		

### Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Unit Planning		TEAMS Session 2 with Discipline Expert for Teaching Areas 1 and 2 - date and time to be advised Submit Formative Task 1 Teaching Area 1 through Moodle Formative Task Forum (upload by Friday 6 August 2021, 11:45 pm)

### Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Teaching Areas 1 and 2: Topics 5 - 10

Forum Task: Provision of Targeted Feedback about Formative Task 1 to peers (upload by Friday 13 August 2021, 11:45 pm)

#### Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Teaching Areas 1 and 2: Topics 5 - 10

#### Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Teaching Area 1: Assessment Finalisation

#### Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Teaching Area 2: Topics 5 - 10

**Portfolio of Teaching and Learning Materials for Middle Years** Due: Week 8 Monday (6 Sept 2021) 11:45 pm AEST

#### Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Teaching Area 2: Topics 5 - 10

Submit Formative Task 2 Teaching Area 2 through Moodle Formative Task Forum (upload by Monday 13 September 2021, 11:45 pm)

#### Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Teaching Area 2: Topics 5 - 10

Forum Task: Provision of Targeted Feedback about Formative Task 2 to peers (upload by Monday 20 September 2021, 11:45 pm)

#### Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Teaching Area 2: Topics 5 - 10

#### Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Teaching Area 2: Assessment Finalisation

**Detailed Unit of Work for Middle Years** Due: Week 12 Friday (8 Oct 2021) 11:45 pm AEST

## Assessment Tasks

### 1 Portfolio of Teaching and Learning Materials for Middle Years

#### Assessment Type

Portfolio

#### Task Description

Task 1 must be completed for a different teaching area to that used to complete Task 2.

#### Task Overview:

This task requires you to **apply** core concepts of the unit to develop a **Portfolio of Teaching and Learning materials**

based around a unit of work in **one** of your teaching areas for a Middle Years class. The Portfolio will demonstrate your ability to apply subject knowledge and pedagogy skills in **one** of your Middle Years teaching areas.

The unit requirements include formative and summative assessment. The **formative task** components will be used to build the skills and knowledge required for you to complete the summative task and to provide opportunities for you to get feedback as you start to build and develop your ideas. The milestone formative task components will be supported through the unit materials provided on the Moodle site.

The **summative task** requires you to develop a unit overview, one detailed lesson plan from this unit of work and provide a justification of your planning choices in order to demonstrate your understanding of curriculum and pedagogy in one of your teaching areas.

#### Task Details:

Task 1 is to be completed for **ONE** of your Middle Years teaching areas.

The teaching area chosen for Task 1 **MUST BE DIFFERENT** to that chosen for Task 2.

Task 1 contributes **50%** to the overall grade for this unit.

Task 1 is graded using criteria and standards descriptors aligned to numerical scores out of 100.

Task 1 has **TWO** parts.

- Part A - Milestone formative task components and the provision of feedback to peers 5%
- Part B - Summative task components 45%

#### Descriptions of the formative and summative tasks

##### Part A: Milestone formative assessment task and the provision of feedback

The following **formative task** components are to be completed on the **supplied Unit of Work Overview and Lesson Plan template** in the **Task 1 Resources** section of the Assessment Information and Resources and uploaded to your teaching area forum. The teaching area discipline expert will provide you with feedback on your formative task components.

The **formative task components** include:

- providing a description of the unit of work
- selecting the content descriptions to be used in the unit
- highlighting the aspects of the achievement standard that will be the focus of the summative assessment for the unit, and outlining the summative assessment
- identifying the lesson topics and the learning intention for each of the lessons throughout the unit
- identifying initial planning for a lesson that is focused on developing subject-specific literacy or numeracy skills that are key to the unit of work, and that cater to the diverse learners in your class.

You are to **provide targeted feedback** to two peers about the formative task components. Guidelines for this feedback are located in the **Task 1 Resources** section of the Assessment Information and Resources.

Further explanation of these components will be provided during Zoom sessions and on the Zoom PowerPoints.

#### Due Dates:

- The **formative task components** will be posted on the teaching area discussion forum by **Friday of Week 4**
- The **provision of targeted feedback** about the formative task components to two peers will be posted on the teaching area discussion forum by **Friday of Week 5**

The evidence of the forum entries will be recorded on a **Formative Task Table - AT1** located in the **Task 1 Resources** section of the Assessment Information and Resources and **submitted with your summative task**.

##### Part B: Summative assessment task

Summative assessment task components that are to be submitted will reflect the key understandings explored in online Moodle materials and the work you have already done in the formative assessment task. These tasks are as follows:

- A finalised **unit of work overview** (with annotations, highlighting), using the template that you used for Formative Task 1. For the purposes of this assessment task, a unit of work will be considered to be between 4-5 weeks. Therefore, the unit encompasses the period of learning before and leading up to a significant formative or summative piece of work. Please see the Moodle site for further information.
- A **detailed lesson plan** (with annotations, highlighting) drawn from the unit of work that demonstrates your understanding of targeted and purposeful teaching strategies and resources suitable for the needs of Middle Years learners in this teaching area. This lesson plan must demonstrate the **development of subject-specific literacy or numeracy skills** specific to the unit of work and the teaching area. The lesson plan must also

demonstrate an understanding of **differentiation for diverse learners through teaching strategies and the use of resources**.

- You will **create all of the resources to be used in this lesson** with students (focused on literacy or numeracy; demonstrating how resources can be differentiated for different students' needs) and submit these (with annotations, highlighting).

You will also write a **critical analysis of your planning process** that will include references to literature as well as to the appropriate curriculum. (1600 words) This section will **draw on the formative assessment task components** you have completed to address the following areas:

- A statement about **contextual elements** that influenced your planning for teaching. Explain how your knowledge of the particular cohort of learners (include a detailed profile as an appendix) and the particular school context influenced your design of the unit.
- Justify how your **lesson plan** is an example of subject-specific literacy or numeracy pedagogical strategies, the purpose of this lesson in the overall unit of work, and how it assists students to prepare for the summative assessment task they would complete in this unit.
- Justify the choices you have made in the lesson plan in terms of **differentiation**. Using the lesson plan and the resources, demonstrate **how you have considered the needs of the diverse learners** in your cohort profile in planning teaching strategies and the use of resources in this lesson. **Also, refer to the unit of work overview and your overall strategy for differentiation across the unit.**
- Outline how you used the feedback provided by your discipline expert on the **formative assessment task components**. Provide examples.

#### Essential elements of the task:

- Embed the **discussion of the lesson plan in the critical analysis** (i.e., use annotations, highlighting or some other method of making explicit links between your discussion in the critical analysis and the **lesson plan/resources/unit overview**).
- Make references to literature and research, as well as to the curriculum frameworks in your critical analysis.

#### Appendices:

- A **detailed class profile**: Assessment Task 1 requires you to include a detailed class profile and must show evidence that you meet the needs of a particular group of identified learners. You can create your own or you may choose to use the compiled student data - **Class Profiles** - that have been provided in the **Task 1 Resources** section of the Assessment Information and Resources. Should you choose to create your own detailed class profile, a **Class Profile Template** has been provided in the **Task 1 Resources** section that you may choose to use.
- **Formative Task Table - AT1**: The evidence of the forum entries will be recorded on this table. **PLEASE NOTE - IF YOU DO NOT SUBMIT YOUR EVIDENCE DOCUMENT (FORMATIVE TASK TABLE) YOU WILL NOT RECEIVE THE AVAILABLE MARKS.**

The completed **summative assessment task** includes the following and is to be submitted as a word document:

- Brief Unit of Work Overview
- Detailed Lesson Plan – Literacy or Numeracy
- Detailed Lesson Plan – Resources
- Critical Analysis
- References
- Appendix A: Detailed Class Profile
- Appendix B: Formative Task Table

#### Assessment Due Date

Week 8 Monday (6 Sept 2021) 11:45 pm AEST

#### Return Date to Students

Feedback will be provided on formative task components in Weeks 5 and 6. Feedback on the final assessment response will be provided following moderation and prior to the Date of Certification of Grades for the Term.

#### Weighting

50%

## Assessment Criteria

1. Knowledge and understanding of planning learning programs to implement the curriculum
2. Knowledge and understanding of teaching strategies and resources appropriate to the teaching area and context
3. Knowledge and understanding of differentiation strategies, including literacy and numeracy strategies, to meet the specific learning needs of students
4. Design of assessment to promote learning
5. Justification of planning decisions informed by theory, research, context and curriculum knowledge
6. Written language communication skills

## Referencing Style

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

## Submission

Online

## Submission Instructions

Assessment must be submitted online through Moodle.

## Learning Outcomes Assessed

- Use and understand curriculum frameworks relevant to your two teaching areas at a lower secondary school level
- Engage with teaching and learning resources relevant to your two teaching areas at a lower secondary school level
- Interpret and manipulate teaching strategies relevant to your two teaching areas at a lower secondary school level
- Design pedagogies appropriate for the implementation of your relevant curriculum frameworks
- Design assessment instruments that promote learning and match the needs of lower secondary school curriculum frameworks.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

# 2 Detailed Unit of Work for Middle Years

## Assessment Type

Portfolio

## Task Description

Task 2 must be completed for a different teaching area to that used to complete Task 1

## Task Overview:

This task requires you to **apply** core concepts of the unit to develop the teaching and learning materials for a unit of work in **one** of your teaching areas. The task will demonstrate your ability to apply subject knowledge and pedagogy skills in **one** of your Middle Years teaching areas.

The unit requirements include both formative and summative assessment tasks. The milestone **formative task** components will be supported through the unit materials provided on the Moodle site. This formative task will be used to build the skills and knowledge required for you to complete the summative task and to provide opportunities for you to get feedback as you start to build and develop your ideas.

The **summative task** requires you to develop a detailed unit of work, and annotate this unit of work to demonstrate your understanding of curriculum and pedagogy in one of your teaching areas.

## Task Details:

Task 2 is to be completed for **ONE** of your Middle Years teaching areas.

The teaching area chosen for Task 2 **MUST BE DIFFERENT** to that chosen for Task 1.

Task 2 contributes **50%** to the overall grade for this unit.

Task 2 is graded using criteria and standards descriptors aligned to numerical scores out of 100.

Task 2 has **TWO** parts.

- Part A - Milestone formative task components and the provision of feedback to peers 5%

- Part B – Summative task components 45%

## Descriptions of the formative and summative tasks

### Part A: Milestone formative assessment task and the provision of feedback

The following **formative task** components are to be **completed on the supplied Unit Plan template** under **Task 2 Resources** section of the Assessment Information and Resources and uploaded to your teaching area forum by **Monday of Week 9**. The teaching area discipline expert will provide you with feedback on your formative task components.

The **formative task components** include:

- providing a description of the unit of work
- selecting the content descriptions to be used in the unit
- highlighting the aspects of the achievement standard that will be the focus of the summative assessment for the unit
- describing the summative assessment task for the unit
- identifying the lesson topics and the learning intention for each of the lessons throughout the unit.

You are to **provide targeted feedback** to two peers about the formative task components. Guidelines for this feedback are located in **Task 2 Resources** section of the Assessment Information and Resources.

Further explanation of these components will be provided during Zoom sessions and on the Zoom PowerPoints.

### Due Dates:

- The **formative task components** will be posted on the teaching area discussion forum by **Monday of Week 9**
- **The provision of targeted feedback** about the formative task components to two peers will be posted on the teaching area discussion forum by **Friday of Week 10**

The evidence of the forum entries will be recorded on a **Formative Task Table - AT2** located in the **Task 2 Resources** section of the Assessment Information and Resources and **submitted with your summative task**.

### Part B: Summative assessment task

This summative assessment task will reflect the key understandings explored in online Moodle materials and the work you have already done in the formative assessment task components. The task is as follows:

- A **detailed unit of work** that demonstrates your understanding of planning processes, a range of teaching strategies, differentiation for a range of learners and the use of resources suitable for this teaching area. This unit will also demonstrate understandings about curriculum frameworks. For the purposes of this assessment task, a unit of work will be considered to be between 4-5 weeks. Therefore, it encompasses the period of learning before and leading up to a significant formative or summative piece of work. Please see the Moodle site for further information.
- **Annotations** on the unit of work that indicate and explain your choice of **a range of targeted and purposeful signature teaching strategies and resources** suitable for the needs of Middle Years learners **in this teaching area**. These annotations will indicate and explain where you have deliberately developed **literacy or numeracy skills** specific to the unit of work and the teaching area. They will also indicate and explain where you have used **formative assessment strategies** to assess students' development of the knowledge and skills needed to **demonstrate their learning in the final summative assessment task**.
- The annotations **must** include appropriate references to **theory and the appropriate curriculum framework**.

### Appendix:

- **Formative Task Table - AT2:** The evidence of the forum entries will be recorded on this table. **PLEASE NOTE - IF YOU DO NOT SUBMIT YOUR EVIDENCE DOCUMENT (FORMATIVE TASK TABLE) YOU WILL NOT RECEIVE THE AVAILABLE MARKS.**

The completed summative assessment task is to be submitted as a word document.

### Assessment Due Date

Week 12 Friday (8 Oct 2021) 11:45 pm AEST

### Return Date to Students

Feedback will be provided on formative tasks throughout the term. Feedback on the final assessment response will be provided following moderation and prior to the Date of Certification of Grades for the Term.

**Weighting**

50%

**Assessment Criteria**

1. Knowledge and understanding of planning learning programs to implement the curriculum
2. Knowledge and understanding of teaching strategies and resources appropriate to the teaching area and context
3. Knowledge and understanding of differentiation strategies, including literacy and numeracy strategies, to meet the specific learning needs of students
4. Design of assessment to promote learning
5. Justification of planning decisions informed by theory, research, context and curriculum knowledge
6. Written language communication skills

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Students must submit assignment online through Moodle.

**Learning Outcomes Assessed**

- Use and understand curriculum frameworks relevant to your two teaching areas at a lower secondary school level
- Engage with teaching and learning resources relevant to your two teaching areas at a lower secondary school level
- Interpret and manipulate teaching strategies relevant to your two teaching areas at a lower secondary school level
- Design pedagogies appropriate for the implementation of your relevant curriculum frameworks
- Design assessment instruments that promote learning and match the needs of lower secondary school curriculum frameworks.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## 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