



EDSE14004 Assessment and Reporting in Secondary Schools Term 1 - 2019

Profile information current as at 03/05/2024 02:38 pm

All details in this unit profile for EDSE14004 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

Quality assessment and reporting in a secondary school context requires professionally informed judgement practice using relevant knowledge, skills and dispositions. In this unit you will be asked to consider your role and the roles of your students in assessment for the purposes of improving student learning. This unit develops your capacity to interpret student assessment data and evidence to make decisions about teaching practices that will best support the needs of your students. In addition, your skills will be developed in the selection application of timely and appropriate types of feedback to improve students' learning. You will be engaged in authentic assessment tasks that will help you to develop the skills and knowledges that are essential to you as a teacher assessor. This unit requires you to draw upon contemporary literature, theory, policy and good practice in building your assessment identity.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite EDFE13033Pre-requisite EDSE12021

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 - 2019

- 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 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. **Online discussion forum**

Weighting: 5%

2. **Written Assessment**

Weighting: 45%

3. **Online discussion forum**

Weighting: 5%

4. **Written Assessment**

Weighting: 45%

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

Feedback

Assignments were considered to be valuable and well scaffolded.

Recommendation

Retain assessment tasks and supports

Feedback from Student evaluation

Feedback

Earlier formative activities were valuable, but could be more task specific

Recommendation

Formative activities rewritten so that they are more closely linked to summative tasks

Feedback from Student evaluation

Feedback

Some repetition of materials on Moodle site

Recommendation

Review and change Moodle site to reduce repetition of materials

Unit Learning Outcomes

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

1. Critically evaluate how assessment can contribute to educational success for the diverse range of students in secondary schools
2. Apply theory, principles and practice to design and critically evaluate assessment instruments and supports to ensure alignment between curriculum, assessment and learning experiences
3. Use quality exemplars, feedback and reporting mechanisms to communicate student achievements, learning progress and future learning needs
4. Recognise and respond to the accountability of teachers in assessment and reporting in secondary school contexts including moderation processes.

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

- 1.2 Understand how students learn
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.3 Curriculum, assessment and reporting
- 3.6 Evaluate and improve teaching programs
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data
- 5.5 Report on student achievement
- 7.2 Comply with legislative, administrative and organisational requirements

Alignment of Learning Outcomes, Assessment and Graduate Attributes



N/A
Level



Introductory
Level



Intermediate
Level



Graduate
Level



Professional
Level



Advanced
Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online discussion forum - 5%	•	•		
2 - Written Assessment - 45%	•	•	•	•
3 - Online discussion forum - 5%			•	•
4 - Written Assessment - 45%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Online discussion forum - 5%	•		•			•				
2 - Written Assessment - 45%	•	•	•	•			•	•		
3 - Online discussion forum - 5%	•		•			•				
4 - Written Assessment - 45%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

EDSE14004

Prescribed

Assessment and Reporting: Celebrating Student Achievement

Edition: 4th (2012)

Authors: Brady, L. & Kennedy, K.

Pearson Australia

Frenchs Forest , NSW , Australia

ISBN: 978-1-4425-4681-3

Binding: Other

Additional Textbook Information

Paper copies are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Joanne Dargusch Unit Coordinator

j.dargusch@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Contexts for assessment	Chapter 1, Brady and Kennedy	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Principles of assessment	Chapter 2, Brady and Kennedy	Formative activities forum post and feedback due week 2

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Alignment of curriculum, pedagogy and assessment	CRO	

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Data, accountability and improvement	Chapter 8, Brady and Kennedy	Formative activities forum post and feedback due week 4
Week 5 - 08 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Assessment for Learning Part 1	Chapter 3, Brady and Kennedy	Formative feedback conversation to occur between week 5 and the end of week 6
Vacation Week - 15 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 22 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Assessment for Learning Part 2	Chapter 5, Brady and Kennedy	
Week 7 - 29 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Designing quality assessment tasks	Chapter 4, Brady and Kennedy	Formative Tasks (written assessment task 1) + Evidence for marks quiz Due: Week 7 Monday (29 Apr 2019) 11:45 pm AEST Written assessment task 1: Planning for assessment Due: Week 7 Monday (29 Apr 2019) 11:45 pm AEST
Week 8 - 06 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Alignment in assessment: from outcomes to rubrics	CRO	Formative activities forum post and feedback due week 8
Week 9 - 13 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Making judgements and writing good feedback	Chapter 6, Brady and Kennedy	
Week 10 - 20 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Moderation and reporting	Chapter 6, Brady and Kennedy	Formative activities forum post and feedback due week 10
Week 11 - 27 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Working in the system	CRO	Formative moderation conversation to occur in weeks 11-12
Week 12 - 03 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Review week: moderation meetings		
Review/Exam Week - 10 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		Formative Tasks (written assessment task 2) + Evidence for marks quiz Due: Review/Exam Week Monday (10 June 2019) 11:45 pm AEST Written assessment task 2: Assessment and reporting package Due: Review/Exam Week Monday (10 June 2019) 11:45 pm AEST

Assessment Tasks

1 Formative Tasks (written assessment task 1) + Evidence for marks quiz

Assessment Type

Online discussion forum

Task Description

You have the opportunity to complete formative forum posts and receive feedback from your lecturer and your peers.

Completing these tasks will gain you marks towards your overall grade in this unit.

In order to get these marks, you will need to do the following:

Complete a formative activity by posting to the Formative Activities Forum and provide feedback to peers in both Weeks 2 and 4. The details of the tasks are on the *Formative Activities forum* (in the Assessment Block).

Take part in a feedback activity designed to give and receive feedback from a small group of peers (Weeks 5, 6 and break week). The details of this task are on the *Formative Activities forum* (in the Assessment Block).

Complete a quiz that provides evidence that you completed the forum posts, provided your peers with feedback and took part in the feedback activity. You will be asked to use a quiz format to provide information about when you completed the forum posts and which peers you provided with feedback. The quiz is located in the assessment block and should be completed before, or immediately after, submitting Assessment Task 1.

Assessment Due Date

Week 7 Monday (29 Apr 2019) 11:45 pm AEST

Complete the quiz before, or immediately after, submitting Assessment Task 1.

Return Date to Students

Marks will be immediate upon completion of the quiz

Weighting

5%

Assessment Criteria

Completion of forum tasks and provision of feedback to peers as described.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Critically evaluate how assessment can contribute to educational success for the diverse range of students in secondary schools
- Apply theory, principles and practice to design and critically evaluate assessment instruments and supports to ensure alignment between curriculum, assessment and learning experiences

Graduate Attributes

- Communication
- Critical Thinking
- Information Technology Competence

2 Written assessment task 1: Planning for assessment

Assessment Type

Written Assessment

Task Description

Your task is to **demonstrate essential classroom assessment knowledge** including the ways in which teachers use data and evidence to know and support students in the classroom. To do this you will **prepare a written analysis informed by theory of the ways in which data and evidence would be collected and used to inform the teaching and learning cycle in a unit of work.**

In preparation for the task you must:

Access an existing unit of work. This can be a unit that was designed and taught by you, or designed by your mentor teacher.

Any existing work drawn upon **MUST** be acknowledged (eg. if you prepared this unit of work for another course, or the unit was designed by your mentor teacher).

****The unit that you choose must have a written component as its culminating/summative task (this may not be the whole task, but must be a significant part of the task). If you wish to use a particular unit that you have taught but it does not include this component, you will need to adjust the unit and the assessment task to meet this requirement. Please note, a short answer test does NOT constitute a sufficient written component. Please discuss this with the unit coordinator if you are unsure.****

Collect an appropriate range of system and school data about a class to which this unit has been or could be delivered (this can be a class that you have taught or will be teaching in your next practicum).

****If you did not collect a range of such data during PP3, you may need to return to your school to access this data. Consult with the unit coordinator if there are issues associated with this.****

PLEASE NOTE: YOU MUST USE PSEUDONYMS FOR THIS DATA BEFORE INCLUDING IT AS AN APPENDIX IN YOUR ASSIGNMENT.

Summative written components to be submitted

A. Theoretical understandings and analysis of planning - 1000 words (excluding the matrix)

Begin your written assessment with a discussion of the **purposes** of assessment and your understanding of the **roles of teachers and students** in assessment in classrooms. Draw on **key theories and use examples from your selected unit of work to illustrate your point.**

Discuss how you would **align curriculum, pedagogy and assessment with a focus on learning** in the delivery of this unit of work. **Discuss the process of front-ending assessment.** Draw on **key theories and use examples from your selected unit of work to illustrate your point.**

Include a **matrix of the different system and school data sets and methods (including diagnostic tools) of collecting evidence that would inform the teaching of this unit of work** (see template on Moodle site). ****This matrix does not contribute to the word count for this section.****

Using the matrix as evidence, discuss the need to identify suitable data sets and methods to collect evidence of learning in order to establish the students' learning needs and current levels of performance. In your discussion **draw on key theories and use examples of the data sets and the methods for collecting evidence of learning** that you would use in this unit of work to meet the needs of **all learners in your class.**

Identify 2 students of contrasting needs: 1 should be a high achieving students, the other should be a student who is not achieving at the required level. Use these students as examples to explain how you would support diverse learners in the unit. Describe how you would analyse the data and evidence about these 2 students to inform 'in-the-moment' decision-making.

B. Practical examples of assessment for learning strategies + discussion - (3 tools + 750 words-max)

Prepare a **sample of selected formative assessment tools** that you would use in this unit to engage students with understandings about quality and improvement and to gather evidence about student learning:

1. **An excerpt of an annotated exemplar of the final/culminating (summative task) the students are asked to complete.** The exemplar is to be used to demonstrate features of quality performance. Write a paragraph describing the **differentiated pedagogical strategies** you could use to **engage the two focus learners with the exemplar and gather further evidence of their learning.** (250 words max, **not** including the exemplar)

2. **A formative assessment instrument (of any type) designed to find out about students' understanding at a key point in the unit of work.** Describe your assumptions about how ready the students are to proceed in their learning at this point. Write a paragraph describing the next steps in teaching for the two focus learners if one demonstrates understanding and the other does not. (250 words max, **not** including the instrument)

3. A self-assessment or peer assessment tool designed for students to reflect/get feedback on their performance during

preparation for their summative task. Write a paragraph describing how this tool would be used to assist students' working knowledge of quality criteria and inform next steps in individual improvement for the two focus students. (250 words max, **not** including the tool)

Assessment Due Date

Week 7 Monday (29 Apr 2019) 11:45 pm AEST

Return Date to Students

Week 9 Monday (13 May 2019)

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

Weighting

45%

Minimum mark or grade

22.5/45

Assessment Criteria

1. Critically evaluate how assessment can contribute to educational success for the diverse range of students in secondary schools;
2. Apply theory, principles and practice to design and critically evaluate assessment instruments and programs to ensure alignment between curriculum, assessment and learning experiences;
3. Use quality exemplars, feedback and reporting mechanisms to communicate student achievements, learning progress and future learning needs

Referencing Style

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

Submission

Online

Submission Instructions

Upload through Moodle site.

Learning Outcomes Assessed

- Critically evaluate how assessment can contribute to educational success for the diverse range of students in secondary schools
- Apply theory, principles and practice to design and critically evaluate assessment instruments and supports to ensure alignment between curriculum, assessment and learning experiences
- Use quality exemplars, feedback and reporting mechanisms to communicate student achievements, learning progress and future learning needs
- Recognise and respond to the accountability of teachers in assessment and reporting in secondary school contexts including moderation processes.

Graduate Attributes

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

3 Formative Tasks (written assessment task 2) + Evidence for marks quiz

Assessment Type

Online discussion forum

Task Description

You have the opportunity to complete formative forum posts and receive feedback from your lecturer and your peers. Completing these tasks will gain you marks towards your overall grade in this unit.

In order to get these marks, you will need to do the following:

Complete a formative activity by posting to the Formative Activities Forum and provide feedback to peers in both Weeks **8 and 10**. The details of the tasks are on the *Formative Activities* forum (in the Assessment Block).

Take part in a group moderation activity designed to give and receive feedback from a small group of peers (Weeks 11 and 12). The details of the tasks are on the *Formative Activities* forum (in the Assessment Block).

Complete a quiz that provides evidence that you completed the forum posts, provided your peers with feedback, and took part in the moderation activity. You will be asked to use a quiz format to provide information about when you completed the forum posts and which peers you provided with feedback. The quiz is located in the assessment block and should be completed before, or immediately after, submitting Assessment Task 2.

Assessment Due Date

Review/Exam Week Monday (10 June 2019) 11:45 pm AEST

Complete the quiz before, or immediately after, submitting Assessment Task 2.

Return Date to Students

Marks will be immediate upon completion of the quiz

Weighting

5%

Assessment Criteria

Completion of forum tasks and provision of feedback to peers as described

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Use quality exemplars, feedback and reporting mechanisms to communicate student achievements, learning progress and future learning needs
- Recognise and respond to the accountability of teachers in assessment and reporting in secondary school contexts including moderation processes.

Graduate Attributes

- Communication
- Critical Thinking
- Information Technology Competence

4 Written assessment task 2: Assessment and reporting package

Assessment Type

Written Assessment

Task Description

Your task is to create an assessment and reporting package for the unit of work you used as the basis of Assessment Task 1.

Summative written components to be submitted

The package will include two written components: A. Design of tasks; B. Marking and moderation.

A. Design of assessment tasks

Design the task sheet for the final or culminating (summative) task for the unit to be distributed to students.

Design an instrument-specific marking criteria and standards rubric for this task (based on the QCAA standards elaborations, or the Senior School syllabus exit criteria depending on the focus year level).

*****If you base your task sheet and/or criteria and standards rubric on an existing tool used by the school, you MUST acknowledge this. Include the school's original documents in your submission.*****

Reflection on task design

Annotate both the task sheet and the rubric to critically reflect on the instruments' **validity** and the ways in which they adhere to the requirements of **quality assessment design** as outlined in the Moodle materials. In your annotations

you **must** refer to **key theories and the official curriculum**. If the task/rubric was based on the school's work (which you modified), **include in your annotations some details about what you changed on the original** in order to meet the requirements of the task. In total, your annotations should be 400-500 words.

B. Marking and Moderation

Return to the the exemplar excerpt that you wrote for Assessment task 1 and expand on this to **create a student's full response to the culminating (summative) task**.

Using the marking criteria and standards rubric, you will mark the student response to the task, applying the relevant standards and criteria to inform your judgement of the quality of the work and award a grade.

Annotate the response with targeted feedback that you would write for the student, informed by the assessment criteria and aimed at informing student learning for further improvement. **Also include annotations (not intended for the student)** that identify **key theories about quality feedback for improvement and identify aspects of quality in the feedback provided**. Your annotations should be approximately 300-400 words.

Provide **an explanation (think aloud, or cognitive commentary)** in which you present how you arrived at the overall judgement of the quality of the student work. Discuss how you identified both strengths and limitations of the work in making your judgement. **Include references to the criteria and standards**. (200 words max)

Engage in a moderation conversation with a small group of peers from the course in Weeks 11/12 of the term (identify these peers and the date of your moderation meeting in your Forum Activities Evidence for Marks quiz).

Referring to **key theories, describe the process of moderation and discuss what you learned** about professional judgement practice including the use of standards. Indicate whether your judgements made prior to moderation (as described in your cognitive commentary) remained the same or changed through moderation. (300 words)

Produce a script of a parent-teacher interview (including dialogue from both parents and teacher) that demonstrates understanding of how to communicate with parents about this student and their work. Use this marked final or culminating task, the feedback and the grade **to inform parents about:**

- a) how the needs of this student have been specifically targeted (based on data and evidence gathered for AT1); and
- b) how the summative piece of assessment provides evidence of the student's learning; and
- c) how it will inform next steps in teaching and learning.

This task could be submitted as an MP3 file or as a written script.

Assessment Due Date

Review/Exam Week Monday (10 June 2019) 11:45 pm AEST

Return Date to Students

Feedback on the final assessment task will be provided following moderation and prior to the date of certification of grades for the term.

Weighting

45%

Minimum mark or grade

22.5/45

Assessment Criteria

1. Apply theory, principles and practice to design and critically evaluate assessment instruments programs to ensure alignment between curriculum, assessment and learning experiences;
2. Use quality exemplars, feedback and reporting mechanisms to communicate student achievements, learning progress and future learning needs;
3. Recognise and respond to the accountability of teachers in assessment and reporting in secondary school contexts including moderation processes.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Critically evaluate how assessment can contribute to educational success for the diverse range of students in secondary schools
- Apply theory, principles and practice to design and critically evaluate assessment instruments and supports to ensure alignment between curriculum, assessment and learning experiences
- Use quality exemplars, feedback and reporting mechanisms to communicate student achievements, learning progress and future learning needs
- Recognise and respond to the accountability of teachers in assessment and reporting in secondary school contexts including moderation processes.

Graduate Attributes

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

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem