EDSE20015 *Assessment in Secondary Schools Informed by Educational Neuroscience*
Term 3 - 2021

Profile information current as at 13/12/2025 03:54 pm

All details in this unit profile for EDSE20015 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

This unit enhances your capacity to make informed judgments and decisions about the quality of assessments, provide feedback and report student achievements. Additionally, this unit supports your development of professional skills to interpret student assessment data and use that to modify teaching practice to improve student learning. The unit also draws upon relevant literature, including educational neuroscience, theory, policy and good practice to enhance quality assessment and reporting knowledge and skills.

Details

Career Level: *Postgraduate*
Unit Level: *Level 9*
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 3 - 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 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. **Project (applied)**
Weighting: 40%
2. **Project (applied)**
Weighting: 40%
3. **Online Quiz(zes)**
Weighting: 20%

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 Students.

Feedback

Continue contemporary update of resources.

Recommendation

Continue contemporary update of resources.

Unit Learning Outcomes

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

1. Comprehend how to develop, select and use assessment strategies to assess student learning informed by neuroscience.
2. Synthesise high-quality assessment principles, student feedback, reporting and moderation processes to support consistent and comparable judgements of student learning informed by neuroscience.
3. Elaborate on how to use student assessment data to identify student interventions and modify teaching practice.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of:

1.2 Understand how students learn

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
1 - Project (applied) - 40%	●	●	●
2 - Project (applied) - 40%	●	●	●
3 - Online Quiz(zes) - 20%	●	●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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
EDSE20015

Prescribed

Upgrade your teaching: Understanding by Design meets Neuroscience. ASCD.
(2019)
Authors: Dr Jay McTighe & Dr Judy Willis
ASCD
ISBN: 978-1-4166-2734-0
Binding: Paperback

Additional Textbook Information
Preview pages may be viewed at
https://books.google.com.au/books/about/Upgrade_Your_Teaching.html?id=42mRDwAAQBAJ&printsec=frontcover&source=kp_read_button&redir_esc=y#v=onepage&q&f=false

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

Ken Purnell Unit Coordinator
k.purnell@cqu.edu.au

Schedule

Week 1 - 08 Nov 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Module 1 - Assess student learning	Our Unit textbook by McTighe & Willis (2019), *Upgrade Your Teaching: Understanding by Design meets Neuroscience.* Introduction & Chapter 1	
Week 2 - 15 Nov 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Module 1 - Assess student learning	Our Unit textbook by McTighe & Willis (2019), *Upgrade Your Teaching: Understanding by Design meets Neuroscience.* Chapter 2	
Week 3 - 22 Nov 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Make consistent and comparable judgements	Our Unit textbook by McTighe & Willis (2019), *Upgrade Your Teaching: Understanding by Design meets Neuroscience.* Chapter 3	

Week 4 - 29 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Make consistent and comparable judgements	Our Unit textbook by McTighe & Willis (2019), *Upgrade Your Teaching: Understanding by Design meets Neuroscience.* Chapter 2	

Vacation Week - 06 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 13 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Feedback and reporting	Our Unit textbook by McTighe & Willis (2019), *Upgrade Your Teaching: Understanding by Design meets Neuroscience.* Chapter 5	**AT1 - High-Quality Assessment** Due: Week 5 Wednesday (15 Dec 2021) 11:45 pm AEST

Week 6 - 20 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Feedback and reporting	Our Unit textbook by McTighe & Willis (2019), *Upgrade Your Teaching: Understanding by Design meets Neuroscience.* Chapter 6	

Vacation Week - 27 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - 03 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Interpret and use student data	Our Unit textbook by McTighe & Willis (2019), *Upgrade Your Teaching: Understanding by Design meets Neuroscience.* All chapters	

Week 8 - 10 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Interpret and use student data	Our Unit textbook by McTighe & Willis (2019), *Upgrade Your Teaching: Understanding by Design meets Neuroscience.* All chapters	

Week 9 - 17 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Revision of Modules 1 to 4	Revision of Moodle resources for Modules 1 to 4 and our textbook by McTighe & Willis (2019), *Upgrade Your Teaching: Understanding by Design meets Neuroscience.*	**AT2 – Using Assessment Data** Due: Week 9 Wednesday (19 Jan 2022) 11:45 pm AEST

Week 10 - 24 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic

		AT3 – The Social Brain Certificate Due: Week 10 Thursday (27 Jan 2022) 11:45 pm AEST

Week 11 - 31 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 12 - 07 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 14 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 AT1 - High-Quality Assessment

Assessment Type
Project (applied)

Task Description

My Reflective Journal on modules 1 & 2 and **8-minute Video Project** – AITSL 5.1 & 5.3 (40 marks)

1. Create a **Reflective Journal** as a **resource for your audience** on *High Quality Assessment* on **module 1** of our unit – *Assess student learning* (AITSIL 5.1), and **module 2** - *Consistent and comparable judgements* (AITSL 5.3). Length is to be **about 2,200 words** using the **APA (2020)** style.

2. Create an **8-minute Video** as a **resource for your audience** on *an aspect* **of interest to you** from your studies in module 1 or 2.
No less than 7-minutes and no more than 10-minutes. *Optional*: Transcript of your video.

3. **Post the URL for your video** in our **'AT1 Videos'** forum on or before Wednesday Week 5.

4. Submit in Moodle a **Word document** as your response to AT1 on or before Wednesday of Week 5 in our Moodle website in the *Assessment* section '**Submit AT1 December 15**'.

Notes:

o **Audience**: Fellow prac. teachers and teachers at an Australian high school.

o You are to **use the AT1 template** provided in our unit's Moodle website for your response

o View the video commentary by Professor Ken Purnell on an **exemplar Video and Reflective Journal** *from another unit* that has a similar assessment task and uses the APA (2020) throughout:
https://www.loom.com/share/5711b253570b4460a2b7aa69b860944f
undefined

o You may care to create your video using ***Loom*** software that is free for teachers, or YouTube. *If* wanted, Loom can generate a transcript as can free software such as Otter.

Assessment Due Date
Week 5 Wednesday (15 Dec 2021) 11:45 pm AEST

Submit as one Word document.

Return Date to Students
Week 7 Thursday (6 Jan 2022)

Weighting
40%

Assessment Criteria

Holistic Marking Guide for AT1/AT2 and AT3

In addition to a mark that corresponds to a CQU level of achievement on a five-point scale (High Distinction to Fail) your feedback is a tailored **video specific to the qualities of your assessment response**.

		AT1/2	AT3
High Distinction *CQU (2020) descriptor in italics*	*85 to 100% Demonstrates imagination, originality or flair, based on proficiency in all the learning outcomes of the unit; work is interesting or surprisingly exciting, challenging, well read or scholarly.* That is, the response to the assessment task is superior to a Distinction standard and typically shows deep and highly insightful understanding and very high-quality application. The content and use of the APA writing style is outstanding and almost flawless. In AT2, use of CQU marker feedback is clearly evidenced.	34-40	20 CQU micro-credential
Distinction	*75 to 84% Demonstrates awareness and understanding of deeper and less obvious aspects of the unit, such as ability to identify and debate critical issues or problems, ability to solve non-routine problems, ability to adapt and apply ideas to new situations*, and ability to invent and evaluate new ideas. That is, the response to the assessment task is superior to a Credit standard and typically shows significant insights and high-quality application. The content and use of the APA writing style is excellent and has very few flaws. In AT2, use of CQU marker feedback is clearly evidenced.	30-33	-
Credit	*65 to 74% Demonstrates ability to use and apply fundamental concepts and skills of the unit, going beyond mere replication of content knowledge or skill to show understanding of key ideas, awareness of their relevance, some use of analytical skills, and some originality or insight.* That is, the response to the assessment task is superior to a Pass and typically shows originality and insight. The content and use of the APA writing style is very good and has a few minor flaws. In AT2, use of CQU marker feedback is evidenced.	26-29	-
Pass	*50 to 64% Demonstrates the learning outcomes of the unit, such as knowledge of fundamental concepts and performance of basic skills; demonstrates sufficient quality of performance to be considered satisfactory or adequate or competent or capable in relation to the learning outcomes of the unit.* That is, the response to the assessment task is of an acceptable standard to Pass at the Bachelor level in content and communication (APA [2020] style) and provides evidence of addressing the assessment requirements and meeting the unit learning outcomes. The content and use of the APA writing style is reasonable and has several flaws. In AT2, use of CQU marker feedback may be evidenced.	20-25	-
Fail	Requires further work to Pass and one resubmit *may* be offered if assessment responses overall are close to a Pass standard. If a resubmit is offered, then all feedback related to that must be evidenced as being used effectively.	0-19	0 No Digital Badge

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit in Moodle as one document in Word.

Learning Outcomes Assessed

- Comprehend how to develop, select and use assessment strategies to assess student learning informed by neuroscience.
- Synthesise high-quality assessment principles, student feedback, reporting and moderation processes to support consistent and comparable judgements of student learning informed by neuroscience.
- Elaborate on how to use student assessment data to identify student interventions and modify teaching practice.

2 AT2 – Using Assessment Data

Assessment Type
Project (applied)

Task Description

My Reflective Journal on modules 3 & 4 and **8-minute Video Project** – AITSL 5.2, 5.4 & 5.5 (40 marks)

1. Create a **Reflective Journal** as a **resource for your audience** on *Using Assessment Data* on **module 3** of our unit – *Feedback and reporting* (AITSL 5.2 & 5.5), and **module 4** - *Interpret and use student data* (AITSL 5.4). Length is to be **about 2,200 words** using the **APA (2020)** style.

2. Create an **8-minute Video** as a **resource for your audience** on *an aspect* **of interest to you** from your studies in module 3 or 4.
No less than 7-minutes and no more than 10-minutes. *Optional*: Transcript of your video.

3. **Post the URL for your video** in our **'AT2 Videos'** forum on or before Wednesday Week 9.

4. Submit in Moodle a **Word document** as your response to AT2 on or before Wednesday of Week 9 in our Moodle website in the *Assessment* section '**Submit AT2 January 19'**.

Notes:

o **Audience**: Fellow prac. teachers and teachers at an Australian high school.

o You are to **use the AT2 template** provided in our unit's Moodle website for your response

o View the video commentary by Professor Ken Purnell on an **exemplar Video and Reflective Journal** *from another unit*that has a similar assessment task and uses the APA (2020) throughout:
https://www.loom.com/share/5711b253570b4460a2b7aa69b860944f

o You may care to create your video using **_Loom_** software that is free for teachers, or YouTube. *If* wanted, Loom can generate a transcript as can free software such as Otter.

undefined

Assessment Due Date
Week 9 Wednesday (19 Jan 2022) 11:45 pm AEST

Submit as one Word document.

Return Date to Students
Week 12 Wednesday (9 Feb 2022)

Weighting
40%

Assessment Criteria

Holistic Marking Guide for AT1/AT2 and AT3

In addition to a mark that corresponds to a CQU level of achievement on a five-point scale (High Distinction to Fail) your feedback is a tailored **video specific to the qualities of your assessment response**.

		AT1/2	AT3
High Distinction *CQU (2020) descriptor in italics*	*85 to 100% Demonstrates imagination, originality or flair, based on proficiency in all the learning outcomes of the unit; work is interesting or surprisingly exciting, challenging, well read or scholarly.* That is, the response to the assessment task is superior to a Distinction standard and typically shows deep and highly insightful understanding and very high-quality application. The content and use of the APA writing style is outstanding and almost flawless. In AT2, use of CQU marker feedback is clearly evidenced.	34-40	20CQU micro-credential

Distinction	*75 to 84% Demonstrates awareness and understanding of deeper and less obvious aspects of the unit, such as ability to identify and debate critical issues or problems, ability to solve non-routine problems, ability to adapt and apply ideas to new situations*, and ability to invent and evaluate new ideas. That is, the response to the assessment task is superior to a Credit standard and typically shows significant insights and high-quality application. The content and use of the APA writing style is excellent and has very few flaws. In AT2, use of CQU marker feedback is clearly evidenced.	30-33	-
Credit	*65 to 74% Demonstrates ability to use and apply fundamental concepts and skills of the unit, going beyond mere replication of content knowledge or skill to show understanding of key ideas, awareness of their relevance, some use of analytical skills, and some originality or insight.* That is, the response to the assessment task is superior to a Pass and typically shows originality and insight. The content and use of the APA writing style is very good and has a few minor flaws. In AT2, use of CQU marker feedback is evidenced.	26-29	-
Pass	*50 to 64% Demonstrates the learning outcomes of the unit, such as knowledge of fundamental concepts and performance of basic skills; demonstrates sufficient quality of performance to be considered satisfactory or adequate or competent or capable in relation to the learning outcomes of the unit.* That is, the response to the assessment task is of an acceptable standard to Pass at the Bachelor level in content and communication (APA [2020] style) and provides evidence of addressing the assessment requirements and meeting the unit learning outcomes. The content and use of the APA writing style is reasonable and has several flaws. In AT2, use of CQU marker feedback may be evidenced.	20-25	-
Fail	Requires further work to Pass and one resubmit *may* be offered if assessment responses overall are close to a Pass standard. If a resubmit is offered, then all feedback related to that must be evidenced as being used effectively.	0-19	0 No Digital Badge

Referencing Style

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

Submission
Online

Submission Instructions
Submit in Moodle as one document in Word.

Learning Outcomes Assessed

- Comprehend how to develop, select and use assessment strategies to assess student learning informed by neuroscience.
- Synthesise high-quality assessment principles, student feedback, reporting and moderation processes to support consistent and comparable judgements of student learning informed by neuroscience.
- Elaborate on how to use student assessment data to identify student interventions and modify teaching practice.

3 AT3 – The Social Brain Certificate

Assessment Type
Online Quiz(zes)

Task Description
The Social Brain short course and quiz is available at

https://bedifferent.cqu.edu.au/course/view.php?id=2469

The quiz has 20 items from a bank of items, and *you are allowed multiple attempts to do the quiz*. Once you achieve 16 or more out of 20 then you are eligible for the CQU Professional Development Certificate of 20-hours that is produced electronically for you in *The Social Brain*

short course. Submit in Moodle a Word document or PDF your **Digital Badge** for AT3 on or before **Thursday January 27** in the *Assessment* section '***Submit AT3 January 27***'.

Number of Quizzes

Frequency of Quizzes

Assessment Due Date
Week 10 Thursday (27 Jan 2022) 11:45 pm AEST

Return Date to Students
Week 10 Thursday (27 Jan 2022)

Immediate score our of 20 with online computer marking.

Weighting
20%

Assessment Criteria

Holistic Marking Guide for AT1/AT2 and AT3

In addition to a mark that corresponds to a CQU level of achievement on a five-point scale (High Distinction to Fail) your feedback is a tailored **video specific to the qualities of your assessment response**.

		AT1/2	AT3
High Distinction *CQU (2020) descriptor in italics*	*85 to 100% Demonstrates imagination, originality or flair, based on proficiency in all the learning outcomes of the unit; work is interesting or surprisingly exciting, challenging, well read or scholarly.* That is, the response to the assessment task is superior to a Distinction standard and typically shows deep and highly insightful understanding and very high-quality application. The content and use of the APA writing style is outstanding and almost flawless. In AT2, use of CQU marker feedback is clearly evidenced.	34-40	20 CQU micro-credential
Distinction	*75 to 84% Demonstrates awareness and understanding of deeper and less obvious aspects of the unit, such as ability to identify and debate critical issues or problems, ability to solve non-routine problems, ability to adapt and apply ideas to new situations,* and ability to invent and evaluate new ideas. That is, the response to the assessment task is superior to a Credit standard and typically shows significant insights and high-quality application. The content and use of the APA writing style is excellent and has very few flaws. In AT2, use of CQU marker feedback is clearly evidenced.	30-33	-
Credit	*65 to 74% Demonstrates ability to use and apply fundamental concepts and skills of the unit, going beyond mere replication of content knowledge or skill to show understanding of key ideas, awareness of their relevance, some use of analytical skills, and some originality or insight.* That is, the response to the assessment task is superior to a Pass and typically shows originality and insight. The content and use of the APA writing style is very good and has a few minor flaws. In AT2, use of CQU marker feedback is evidenced.	26-29	-

Pass	*50 to 64% Demonstrates the learning outcomes of the unit, such as knowledge of fundamental concepts and performance of basic skills; demonstrates sufficient quality of performance to be considered satisfactory or adequate or competent or capable in relation to the learning outcomes of the unit.* That is, the response to the assessment task is of an acceptable standard to Pass at the Bachelor level in content and communication (APA [2020] style) and provides evidence of addressing the assessment requirements and meeting the unit learning outcomes. The content and use of the APA writing style is reasonable and has several flaws. In AT2, use of CQU marker feedback may be evidenced.	20-25	-
Fail	Requires further work to Pass and one resubmit *may* be offered if assessment responses overall are close to a Pass standard. If a resubmit is offered, then all feedback related to that must be evidenced as being used effectively.	0-19	0 No Digital Badge

Referencing Style

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

Submission
Online

Submission Instructions
Submit as one Word document

Learning Outcomes Assessed

- Comprehend how to develop, select and use assessment strategies to assess student learning informed by neuroscience.
- Synthesise high-quality assessment principles, student feedback, reporting and moderation processes to support consistent and comparable judgements of student learning informed by neuroscience.

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