



EDSE12028 Literacy and Numeracy in Secondary School Contexts

Term 2 - 2024

Profile information current as at 29/07/2024 03:58 pm

All details in this unit profile for EDSE12028 have been officially approved by CQU University 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

Knowing and understanding literacy and numeracy teaching strategies and their application to teaching areas in secondary schools is the focus of this unit. In this unit, you will learn how to identify literacy and numeracy needs of secondary school students so you are able to implement learning activities to address appropriate learning requirements for individuals and groups. You will explore contemporary strategies and approaches to teaching literacy and numeracy to enable you to plan, assess and report on individual student literacy and numeracy capabilities. You will investigate the techniques that will enable you to identify the specific literacy and numeracy deficiencies that students may have, so you are able to provide appropriate learning support. Pedagogical strategies to address the needs of learners in literacy and numeracy are developed, to enable the appropriate design, implementation and evaluation of teaching, learning and assessment strategies, that facilitate and enhance student learning. This unit also promotes the development and maintenance of your personal literacy and numeracy skills, together with critically reflective practices to enhance your professional learning.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

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 2 - 2024

- 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 Quiz(zes)**

Weighting: 20%

2. **Online Quiz(zes)**

Weighting: 20%

3. **Reflective Practice Assignment**

Weighting: 10%

4. **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 feedback

Feedback

Scheduling of assessment

Recommendation

The assignments will be reorganised back to the previous format to allow for the extra week for Assessment 4.

Feedback from Student Feedback

Feedback

eReading list

Recommendation

The unit's reading materials will be added to the weekly reading list.

Unit Learning Outcomes

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

1. Identify and critique contemporary issues shaping the teaching of literacy and numeracy in secondary school contexts
2. Effectively design pedagogical strategies that accomplish learning in literacy and numeracy for secondary school students
3. Develop and maintain personal literacy and numeracy competence
4. Reflect critically on professional practice.

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

- 1.3 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
- 2.3 Curriculum, assessment and reporting
- 2.5 Literacy and numeracy strategies
- 3.1 Establish learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 6.2 Engage in professional learning and improve practice
- 6.4 Apply professional learning and improve student learning

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Portfolio - 50%	•	•		•
2 - Online Quiz(zes) - 20%			•	
3 - Online Quiz(zes) - 20%			•	
4 - Reflective Practice Assignment - 10%			•	•

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 - Portfolio - 50%	•	•	•	•			•	•		
2 - Online Quiz(zes) - 20%	•	•	•	•			•	•		
3 - Online Quiz(zes) - 20%	•	•	•	•			•	•		
4 - Reflective Practice Assignment - 10%	•	•	•	•				•		

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

Robert Vanderburg Unit Coordinator
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Schedule

WEEK 1--LITERACY AND NUMERACY INTRODUCTION - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Teaching Literacy and Numeracy	1. https://www.qcaa.qld.edu.au/p-10/aciq/general-capabilities	

WEEK 2--LITERACY AND NUMERACY WEEK 1 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 1 Numeracy Skills 1		Literacy Skills 1 Quiz Numeracy Skills 1 Quiz

WEEK 3--LITERACY AND NUMERACY WEEK 2 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 2 Numeracy Skills 2		Literacy Skills 2 Quiz Numeracy Skills 2 Quiz

WEEK 4 --LITERACY AND NUMERACY WEEK 3 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 3 Numeracy Skills 3		Literacy Skills 3 Quiz Numeracy Skills 3 Quiz

WEEK 5 --LITERACY AND NUMERACY WEEK 4 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 4 Numeracy Skills 4		Literacy Skills 4 Quiz Numeracy Skills 4 Quiz

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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WEEK 6 --LITERACY AND NUMERACY WEEK 5 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 5 Numeracy Skills 5		Literacy Skills 5 Quiz Numeracy Skills 5 Quiz

WEEK 7 --LITERACY AND NUMERACY WEEK 6 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 6 Numeracy Skills 6		Literacy Skills 6 Quiz Numeracy Skills 6 Quiz LITERACY SKILLS WEEKLY QUIZZES Due: Week 7 Friday (30 Aug 2024) 11:59 pm AEST NUMERACY SKILLS WEEKLY QUIZZES Due: Week 7 Friday (30 Aug 2024) 11:59 pm AEST

WEEK 8--TEACHING LITERACY AND NUMERACY IN SECONDARY SCHOOLS - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Teaching Literacy and Numeracy in Secondary Schools	<ol style="list-style-type: none"> https://www.qcaa.qld.edu.au/p-10/aciq/general-capabilities Humphry, S., Sharpe, T., & Cullen, T. (2015). Peeling the PEEL: Integrating language and literacy in the middle years. <i>Literacy Learning: the Middle Years</i>, 23(2), 53-62. Penman, R. & Turnbull, S. (2007). Media literacy—concepts, research and regulatory issues. Australian Government, 1-51. Munro, J. (2002). A systematic approach to teaching reading strategies in the secondary school and in an article entitled High Reliability Literacy Teaching Procedures : A means of fostering literacy learning across the curriculum. <i>Idiom</i>, 38(1), 23-31. 	Personal Reflective Statement PERSONAL REFLECTIVE STATEMENT Due: Week 8 Friday (6 Sept 2024) 11:59 pm AEST

WEEK 9 --SOCIAL AND POLITICAL INFLUENCES ON LITERACY AND NUMERACY - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social and Political Influences on Literacy and Numeracy	<ol style="list-style-type: none"> Gee, P. L. (1990) <i>Social Linguistics and Literacies: Ideology in discourse, critical perspectives on literacy and education</i>. London. Numeracy: Demands and Opportunities Across the Curriculum. Australian Government: Department of Education, Science and Training. 1-6. 	

WEEK 10 --UNDERSTANDING MULTILITERACIES - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Multiliteracies	<ol style="list-style-type: none"> Unsworth, L. Changing dimensions of Literacies. In <i>Teaching Multiliteracies across the curriculum: Changing Contexts of Text and Image in Classroom practice</i>, 7-20. Open University Press. Cazden C. Cope, B., Fairclough, N, Gee, J. Et al. (1996). A pedagogy of multiliteracies: Designing Social Futures. <i>Harvard Educational Review</i>, 66(1), 60-92. 	

WEEK 11 -- SCAFFOLDING FOR LITERACY AND NUMERACY - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Scaffolding for Literacy and Numeracy	Vanderburg, R., & Trotter, P. (2021) How constructivist theories of development can be used to re-conceptualise NAPLAN as an opportunity to develop student resilience. <i>Australian journal of Teacher Education</i> , 46(9), 1-21.	

WEEK 12 -- ASSESSING LITERACY AND NUMERACY DEVELOPMENT - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assessing Literacy and Numeracy Development	Rogers, S. L., Barblett, L. & Robinson, K. (2016) Investigating the impact of NAPLAN on students, parent and teacher emotional distress in independent school. The Australian Association for Research in Education, 43, 327-343.	

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment Task 4 Due
		PLANNING FOR TEACHING LITERACY AND NUMERACY Due: Review/Exam Week Friday (11 Oct 2024) 11:59 pm AEST

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 LITERACY SKILLS WEEKLY QUIZZES

Assessment Type

Online Quiz(zes)

Task Description

Assessment 1 - Weekly Quizzes

High standards of literacy are crucial to ensure that teacher education students possess the necessary skills for the intellectual demands of teaching. As per accreditation requirements, pre-service teachers must meet a minimum standard of literacy competence. To support you in achieving this, the weekly quizzes are designed to enhance your personal literacy competence, a task of utmost importance.

These 6 quizzes, each with multiple choice or one-word/short answers, are not just assessments. They are opportunities for you to demonstrate and enhance your personal competence, a journey of growth and learning.

There will be 10 points for each Quiz. (6 quizzes x 10 points per quiz = 60 points, aggregated to become a mark out of 20% for this task).

There will be a literacy test each week from Week 2 -- Week 7 linking to Topic 2 - 7 as indicated below:

Quiz 1 will be in Week 2 and will link to Topic 1

Quiz 2 will be in Week 3 and will link to Topic 2

Quiz 3 will be in Week 4 and will link to Topic 3

Quiz 4 will be in Week 5 and will link to Topic 4

Quiz 5 will be in Week 6 and will link to Topic 5

Quiz 6 will be in Week 7 and will link to Topic 6

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

- No Gen AI use at any point during this assessment.

Please refer to the Moodle Assessment tile for specific details.

Number of Quizzes

6

Frequency of Quizzes

Weekly

Assessment Due Date

Week 7 Friday (30 Aug 2024) 11:59 pm AEST

There will be a literacy test each week from Week 2 -- Week 7 linking to Topic 2 - 7.

Return Date to Students

Week 7 Friday (30 Aug 2024)

The score for each quiz will be available on-line after the completion of each quiz.

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed on your personal literacy competence through 6 quizzes that will consist of multiple choice or one word/short answers. Each quiz will be based on the content covered within the Topic the Quiz links to.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Develop and maintain personal literacy and numeracy competence

Graduate Attributes

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

2 NUMERACY SKILLS WEEKLY QUIZZES

Assessment Type

Online Quiz(zes)

Task Description

Assessment 2 - Weekly Quizzes

High numeracy standards are necessary to ensure that teacher education students have the requisite skills essential for carrying out the intellectual demands of teaching. Pre-service teachers must meet a set minimum standard of numeracy competence within accreditation requirements. This task is focused on supporting your personal numeracy competence to help you meet the criteria for numeracy competence.

Your personal competence will be continuously assessed through 6 quizzes, each of which will consist of multiple-choice or one-word/short answers. These quizzes play a crucial role in enhancing your numeracy competence.

Each Quiz carries a weightage of 10 points. (6 quizzes x 10 points per quiz = 60 points, which will be aggregated to form a mark out of 20% for this task).

There will be a numeracy test each week from Week 2 -- Week 7 linking to Topic 2 - 7 as indicated below:

Quiz 1 will be in Week 2 and will link to Topic 1

Quiz 2 will be in Week 3 and will link to Topic 2

Quiz 3 will be in Week 4 and will link to Topic 3

Quiz 4 will be in Week 5 and will link to Topic 4

Quiz 5 will be in Week 6 and will link to Topic 5

Quiz 6 will be in Week 7 and will link to Topic 6

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

- No Gen AI use at any point during this assessment.

Please refer to the Moodle Assessment tile for specific details.

Number of Quizzes

6

Frequency of Quizzes

Weekly

Assessment Due Date

Week 7 Friday (30 Aug 2024) 11:59 pm AEST

There will be a numeracy test each week from Week 2 -- Week 7 linking to Topic 1 - 6.

Return Date to Students

Week 7 Friday (30 Aug 2024)

The score for each quiz will be available on-line after the completion of each quiz.

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed on your personal numeracy competence through 6 quizzes that will consist of multiple choice or one word/short answers. Each quiz will be based on the content covered within the Topic the Quiz links to.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Develop and maintain personal literacy and numeracy competence

Graduate Attributes

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

3 PERSONAL REFLECTIVE STATEMENT

Assessment Type

Reflective Practice Assignment

Task Description

Task Description

After completing the last online test, you must write a 1000-word (maximum) reflective statement outlining your strengths and professional challenges relating to personal literacy and numeracy competency.

This reflective statement will need to outline what you believe are the consequences of your personal skill level. It would be best if you outlined where and how you will seek professional learning in personal literacy and numeracy (Professional Standard 6.2 Engage in professional learning and improve practice - Understanding the relevant and appropriate sources of professional learning for teachers)* and provide a justification as to why this professional learning is to occur and the implications this will have for your journey and that of the students you will teach (Professional Standard 6.4 Apply professional learning and improve student learning - Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning)*

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

- Gen AI content is used to generate ideas and general structures.
- Gen AI can be used for content editing.
- Gen AI content generation for you to critique and review.

Please refer to the Moodle Assessment tile for specific details.

Assessment Due Date

Week 8 Friday (6 Sept 2024) 11:59 pm AEST

Return Date to Students

Week 11 Friday (27 Sept 2024)

Feedback on this assessment response will be provided following moderation.

Weighting

10%

Minimum mark or grade

50%

Assessment Criteria

Knowledge and understanding of your personal literacy and numeracy skills

Knowledge and understanding of an appropriate learning plan to improve your personal literacy and numeracy skills

Knowledge and understanding of why you need to develop your personal literacy and numeracy skills

Communication demonstrating personal literacy competence

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Develop and maintain personal literacy and numeracy competence
- Reflect critically on professional practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

4 PLANNING FOR TEACHING LITERACY AND NUMERACY

Assessment Type

Portfolio

Task Description

This task will help you understand and demonstrate the teacher's role in planning for literacy and numeracy within your teaching areas.

You are required to consider the explicit teaching required to enhance student capabilities in the areas of literacy and numeracy.

For this task, you are to

Select a unit of work/module for one of your teaching areas (other than English). This might be one written by a teacher, provided by QCAA or a sample unit from the Australian Curriculum. Include the original (or link) as an appendix. Briefly describe the unit's intended learning and the grade for which it is designed (1 paragraph).

From the overview, design a series (3-5) of activities that will show how you will explicitly address literacy and numeracy in your teaching area at particular points in the unit/module. Include a description of the teaching and learning activity, the intended literacy and numeracy outcomes, resources, texts, groupings, strategies and assessments. Each individual activity must have a separate Formal Assessment measuring whether the students learned the literacy or numeracy capabilities taught. (1 page per activity).

Provide an overview of where you will address these capabilities within the unit. This means you must map out the learning over a period and indicate where literacy and numeracy learning will need to be addressed (1-2 pages).

Consult the Australian Curriculum about literacy and numeracy capabilities and then identify the literacy and numeracy learning demands of the activities in your unit. [If you are choosing Mathematics as a teaching area, you must select literacy here.] This section can be presented as a discussion, a list, a diagram or a concept map (1 page).

Write a 2-page theorised rationale explaining:

- o How do your activities address your chosen teaching subject's literacy and numeracy demands?
- o How do your activities link to contemporary teaching practice in your chosen subject?
- o How have you designed activities that link to the literacy and numeracy demands of your chosen teaching subject area?
- o How do your designed activities develop in students the disposition that literacy and numeracy are required outside and beyond school for lifelong well-being?
- o You will need to make reference to readings, relevant policies, curriculum, etc. Your rationale should also reflect contemporary understandings and theories of literacy (as a socio-cultural practice) and numeracy.

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

- Gen AI can be used for content editing.
- Gen AI content generation for you to critique and review.

Please refer to the Moodle Assessment tile for specific details.

Assessment Due Date

Review/Exam Week Friday (11 Oct 2024) 11:59 pm AEST

Return Date to Students

Exam Week Friday (18 Oct 2024)

Feedback on this assessment response will be provided following moderation.

Weighting

50%

Assessment Criteria

Knowledge and understanding of literacy and numeracy learning demands a specified work unit.

Knowledge and understanding of appropriate pedagogy to support literacy and numeracy within a particular unit of work.

Knowledge and understanding of the theoretical principles underpinning literacy and numeracy teaching and learning.

Communication demonstrating personal literacy and numeracy competence.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Identify and critique contemporary issues shaping the teaching of literacy and numeracy in secondary school contexts
- Effectively design pedagogical strategies that accomplish learning in literacy and numeracy for secondary school students
- Reflect critically on professional practice.

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