EDCU13018 *The Arts*
Term 1 - 2022

All details in this unit profile for EDCU13018 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

In The Arts, students will be introduced to curriculum frameworks and a range of pedagogical approaches for teaching and using the five different discipline areas of the arts in educational contexts. They gain personal practical experience in using the different symbol systems and ways of understanding and representing the world that the Arts provide and build their understanding of how arts practice relates to the formation and expression of social values, beliefs and identity. They evaluate their own experiences and practice throughout the unit to develop understanding of the skills, techniques and classroom strategies appropriate for teaching The Arts in discipline specific, interrelated and integrated ways and to build appreciation for ways in which The Arts provide engaging learning experiences which promote creativity, communication, social and cultural knowledge and innovation.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2022

- Bundaberg
- Cairns
- Mackay
- Mixed Mode
- Online
- Rockhampton
- Townsville

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. **Practical and Written Assessment**
Weighting: 50%
2. **Presentation and Written Assessment**
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
Heavy assessment load

Recommendation
Provide clear checklists for completion of assessment

Feedback from Student feedback

Feedback
Moodle navigation clear but some issues with storage of resources on Teams

Recommendation
Review for consistency of format and resource locations

Feedback from Student feedback

Feedback
Morning Zoom tutorial times

Recommendation
Consider after-hours Zoom sessions for working participants

Unit Learning Outcomes

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

1. Create plans and resources for Arts learning using the processes of making, presenting and responding to artworks
2. Justify the selection of resources and strategies for making and responding to artworks through reference to the rationale and intent underpinning Arts education
3. Critically reflect on the development of professional knowledge and personal learning in the arts
4. Describe the positive contribution of the arts in education and to participation in contemporary society.

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
2.1 Content and teaching strategies of the teaching area
2.2 Content selection and organisation
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non Indigenous Australians
2.6 Information and Communication Technology (ICT)
3.1 Establish challenging learning goals
3.2 Plan, structure and sequence learning programs
3.3 Use teaching strategies
3.4 Select and use resources
3.5 Use effective classroom communication
3.6 Evaluate and improve teaching programs
5.1 Assess student learning
6.2 Engage in professional learning and improve practice

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 - Practical and Written Assessment - 50%	•	•		•
2 - Presentation and Written Assessment - 50%	•		•	

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 - Practical and Written Assessment - 50%	•	•	•	•		•	•			
2 - Presentation and Written Assessment - 50%	•	•	•	•	•	•				

Textbooks and Resources

Textbooks
EDCU13018

Prescribed

Teaching the arts : early childhood and primary education
Edition: 3 (2019)
Authors: David Roy, William Baker, Amy Hamilton
Cambridge University Press
Cambridge , United Kingdom
ISBN: ISBN 9781108552363
Binding: Paperback

Additional Textbook Information
This 394-page book is a print/online bundle and is a vital resource for all pre-service early childhood and primary teachers. The latest edition includes current curriculum information and is a compulsory resource for The Arts unit. Earlier editions are not appropriate as they have outdated curriculum information. Limited access is available through the library and unit Reading List. Copies can be purchased from the CQUni Bookshop here: http://bookshop.cqu.edu.au.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Online blog (eg. Wix, Weebly, Wordpress)

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

Glenda Hobdell Unit Coordinator
g.hobdell@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
THE ARTS IN EDUCATION – An Introduction • values and contributions to learning • creativity & authentic arts learning • 4Cs (creativity, critical reflection, communication, collaboration) • your vision and role as an Arts teacher	*Chapter 1: A vision for the Arts in education* – pp. 6–28 *Chapter 2: Why the Arts are fundamental* – learning 'in' and 'through' the Arts pp. 34-36; 54-57 *Australian Curriculum: The Arts* – Rationale, Aims, Introduction, Key Ideas, Structure, Creativity and Cross-curriculum Priorities * Additional readings indicated in Reading List	*Online tutorial* – Tuesday 4:00pm – 6:00pm (unless otherwise advised) *Topic 1* Moodle – readings and activities (expected) Begin ***Chapbook Manifesto*** Set up **Blog** • **Blog Post 1** River Reflection and key ideas

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
THE VISUAL ARTS **Visual Arts** • *Identity*	*Chapter 8: Learning in Visual Arts* *Australian Curriculum: The Arts - Visual Arts* * Additional readings indicated in Reading List	*Online tutorial* – Tuesday 4:00pm – 6:00pm (unless otherwise advised) *Topic 2 Moodle* – readings and activities (expected) *Toward assessment* – **ARTS CHALLENGE 1** • **Blog Post 2** *Self Portraits*

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
THE VISUAL ARTS **Media Arts** • *Identity / Diversity*	*Chapter 6: Learning in Media Arts* *Australian Curriculum: The Arts - Media Arts* * Additional readings indicated in Reading List	*Online tutorial* – Tuesday 4:00pm – 6:00pm (unless otherwise advised) *Topic 3 Moodle* – readings and activities (expected) *Toward assessment* – **ARTS CHALLENGE 2** • **Blog Post 3** *Animation (self and others)*

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
THE PERFORMING ARTS **Drama** • *Loss*	*Chapter 5: Learning in Drama* *Australian Curriculum: The Arts - Drama* * Additional readings indicated in Reading List	*Online tutorial* – Tuesday 4:00pm – 6:00pm (unless otherwise advised) *Topic 4 Moodle* – readings and activities (expected) *Toward assessment* – **ARTS CHALLENGE 3** • **Blog Post 4** *Process drama with original pretext* • **02/04 Formative Checkpoint***: evidence of at least 2 supportive & critically reflective comments on peer blogs*

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
THE PERFORMING ARTS **Music** • *Recovery – hope / celebration*	*Chapter 7: Learning in Music* *Australian Curriculum: The Arts - Dance / Music* * Additional readings indicated in Reading List	*Online tutorial* – Tuesday 4:00pm – 6:00pm (unless otherwise advised) *Topic 5 Moodle* – readings and activities (expected) *Toward assessment* – **ARTS CHALLENGE 4** • **Blog Post 5** *Graphic notation – composed music rhythms*

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Toward Assessment • **17/04 Formative Checkpoint***: at least 2 additional supportive & critically reflective comments on peer blogs (with responses to others' comments)*

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
THE PERFORMING ARTS **Dance** • *Recovery – hope / celebration*	*Chapter 4: Learning in Dance* *Australian Curriculum: The Arts* * Additional readings indicated in Reading List	*Online tutorial* – Tuesday 4:00pm – 6:00pm (unless otherwise advised) *Topic 6 Moodle* – readings and activities (expected) *Toward assessment* – **ARTS CHALLENGE 5** • **Blog Post 6** *Dance sequence to music composition (from Challenge 4)*

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
PLANNING FOR AUTHENTIC ARTS LEARNING **Children at the Centre** **Approaches to embedding authentic Arts learning** • Integrating Learning Experiences • Complementary Learning • Cross Curriculum Priorities • General Capabilities	*Chapter 3: The Arts and Cross Curriculum Priorities* pp. 62-64 *Part 3: How: Embedding the Arts in Education* • Chapter 9: Integration and General Capabilities *Australian Curriculum: The Arts* * Additional readings indicated in Reading List	*Online tutorial* – Tuesday 4:00pm – 6:00pm (unless otherwise advised) Topic 7 *Moodle* – readings and activities (expected) • Ideas for integrated learning **DEVELOPING A PERSONAL NARRATIVE: Be(com)ing a teacher of the Arts** Due: Week 7 Monday (25 Apr 2022) 11:59 pm AEST

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
SELECTING LEARNING EXPERIENCES & RESOURCES **Effective Planning and Learning Design** • Organisation for early childhood and primary settings • Designing learning experiences and resources	*Chapter 10: Organisation* *Australian Curriculum: The Arts* * Additional readings indicated in Reading List	*Online tutorial* – Tuesday 4:00pm – 6:00pm (unless otherwise advised) *Topic 8 Moodle* – readings and activities (expected) • planning of integrated learning experiences & resources for activity sequence

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
PLANNING FOR INCLUSION AND REFLECTIVE TEACHING **Arts rich learning contexts** • Diversity and inclusion • Arts pedagogy	*Chapter 11: Diverse learners, pedagogy and the Arts – Reflective Teaching* pp. 306–318 *Australian Curriculum: The Arts* * Additional readings indicated in Reading List	*Online tutorial* – Tuesday 4:00pm – 6:00pm (unless otherwise advised) *Topic 9 Moodle* – readings and activities (expected) *Toward assessment* – planning activity sequence; designing digital resource

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
QUALITY ARTS EDUCATION **Drilling down into the curriculum** • Backward Mapping	*Chapter 12 Quality Arts education and rich learning* *Australian Curriculum: The Arts* * Additional readings indicated in Reading List	*Online tutorial* – Tuesday 4:00pm – 6:00pm (unless otherwise advised) *Topic 11 Moodle* – readings and activities (expected) *Toward assessment* – **AT2 LEARNING IN ACTION** • critical reflection on, evaluation, and revision of curriculum application

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
QUALITY ARTS PEDAGOGY **Quality Arts programs** • Inclusion • Integration • Reflective processes	*Chapter 11: Diverse learners, pedagogy and the Arts* • *How to T.E.A.C.H* pp. 318–333 *Australian Curriculum: The Arts* * Additional readings indicated in Reading List	*Online tutorial* – Tuesday 4:00pm – 6:00pm (unless otherwise advised) *Topic 10 Moodle* – readings and activities (expected) *Toward assessment* – • justification of digital resource as authentic arts learning

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

| REFLECTION AND EVALUATION
• finalise submission | *Australian Professional Standards for Teachers*
Australian Curriculum: The Arts | *Online drop in* – Tuesday 4:00pm – 5:00pm (unless otherwise advised)

LEARNING IN ACTION: Designing an integrated arts activity sequence Due: Week 12 Friday (3 June 2022) 11:59 pm AEST |

Term Specific Information

Amanda O'Donnell BUNDABERG CAMPUS
a.odonnell@cqu.edu.au
Dr. Miriam Ham CAIRNS/TOWNSVILLE/GLADSTONE CLUSTER
m.ham@cqu.edu.au
Wanda Bennett MACKAY CAMPUS
w.bennett@cqu.edu.au
Dr. Susan Davis NOOSA CAMPUS
s.davis@cqu.edu.au
Dr. Emma Killion ROCKHAMPTON CAMPUS
e.killion@cqu.edu.au
Michelle Bambling GERALDTON UC
m.bambling@cqu.edu.au

Assessment Tasks

1 DEVELOPING A PERSONAL NARRATIVE: Be(com)ing a teacher of the Arts

Assessment Type
Practical and Written Assessment

Task Description
As a future teacher of the Arts, it is essential for you to develop and apply an understanding of foundational arts knowledge and skills in the Arts discipline areas from the Australian Curriculum. This task involves developing your own arts learning across all 5 Arts subjects (Visual Art, Media Arts, Drama, Music and Dance) through a series of Arts Challenges. You are required to personally experience making and responding in the Arts, and critically reflect on your learning about authentic arts education and the Australian Curriculum. This will form an imperative foundation as you move toward the development of a personal narrative as a teacher of the Arts in Assessment Task 2.

ARTS CHALLENGES (Blog posts 2-5) 50%

Complete all five (5) arts challenges as outlined in the Moodle Assessment section.

For each challenge, you are to document your process, outcomes of praxis, and learning in your own blog. Ensure that you have made your blog public to enable sharing.
Each blog post must include:
PART A – *ARTS PRAXIS* (approx. 300 words/challenge)

- **evidence** of your engagement with the practical learning experience associated with each challenge (images, videos, screenshots, etc);
- **critical reflection** on your engagement with the challenge, identifying what skills and knowledge you have learned;
- support your reflection with **reference to literature** drawn from unit readings and the Australian Curriculum.

* *CRITICAL REFLECTION – Use an acclaimed model/framework for critical reflection on your work (e.g. Schön; Kolb; Gibbs; Rolfe, Freshwater, and Jasper; Dewey)*, acknowledging this in references.
PART B – *THE CLASSROOM* (approx. 200 words + curriculum information / challenge)

- a brief outline of how you could **adapt the challenge for implementation in a classroom**. You should target a specific year level, including relevant curriculum information (band level, strands – making and/or responding,

content descriptors, elaborations, opportunities for formative assessment).

FORMATIVE CHECKPOINTS: Share your blog address on the Contacts Wiki. Team up with 2 – 3 peers from this unit to develop a shared community of practice. Submit evidence of these blog interactions.

- **02/04** post at least 2 critically supportive comments on peer blogs (keep evidence of this and include in Moodle submission)
- **17/04** post at least 2 additional critically supportive comments on peer blogs (keep evidence of this and include in Moodle submission)

* *CRITICAL FEEDBACK – Use an acclaimed model/framework for critical feedback (e.g. Hattie & Timperley; RISE) to respond to your own work and that of others, acknowledging this in references.*
MOODLE SUBMISSION
<u>A WORD DOCUMENT</u>

- **Cover Sheet**, including assignment details, blog address and word count.
- **Full transcript of online text**, including references, for a TurnitIn check.

Assessment Due Date
Week 7 Monday (25 Apr 2022) 11:59 pm AEST
Length: Blog posts approx 500 words each + visual outcomes of praxis and curriculum information. This assessment task draws on the following Australian Professional Standards for Teachers: 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.4, 4.5, 6.2

Return Date to Students

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
50%

Assessment Criteria

- Completion of Arts Challenges 1–5 (including reflections on learning and teaching)
- Demonstrated knowledge and understanding of the value of the arts in education, drawing on relevant readings which are appropriately referenced
- Reflections on learning and teaching with specific reference to the curriculum (ACARA and EYLF where applicable)
- Creation, selection, and reflection on artworks, own and others, with appropriate analysis
- Demonstrated application of appropriate arts elements in creation and presentation of the blog
- Concise and coherent communication and presentation of ideas and outcomes of challenges

Referencing Style

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

Submission
Online

Submission Instructions
Online. References and in-text citations for all sourced material required.

Learning Outcomes Assessed

- Create plans and resources for Arts learning using the processes of making, presenting and responding to artworks
- Justify the selection of resources and strategies for making and responding to artworks through reference to the rationale and intent underpinning Arts education
- Describe the positive contribution of the arts in education and to participation in contemporary society.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

- Information Technology Competence
- Cross Cultural Competence

2 LEARNING IN ACTION: Designing an integrated arts activity sequence

Assessment Type
Presentation and Written Assessment

Task Description
This task involves applying, reflecting on, and evaluating your arts learning across both the Visual (Visual Arts, Media Arts) and Performing Arts (Dance, Drama, Music) through planning a sequence of authentic, integrated arts experiences. A culminating consideration of your learning and development as a teacher of the arts will be presented.

INTEGRATED ARTS ACTIVITY SEQUENCE 50%

PART A – DIGITAL TEACHER RESOURCE (2000 words + images/resources/curriculum information)
Apply your learning from AT1 by selecting a relevant **context/theme** as a starting point for integrated Arts learning. The context should be drawn from prior professional practice in a school and related to learning in a curriculum learning area other than The Arts. Refer to previous placements to select a context for teaching and learning. If no placement has yet been undertaken, refer to the FAQs for advice.
You are to:

- **Create an integrated activity sequence, presenting this as a digital resource for teachers.** The sequence must communicate how it will be integrated into an actual unit of study (preferably encountered in professional practice), and include:

    - a brief overview of the selected unit (approx. 200 words);
    - three (3) Arts activities that enhance learning in another learning area/s (approx. 600 words each + curriculum);
    - a mix of both visual and performing arts;
    - links to a specific band of the Arts Curriculum;
    - links to other curriculum learning areas
    - relevant resources for teaching and learning.

PART B – REFLECTIVE ANALYSIS AND EVALUATION (1000 words)
Complete a **written reflection and Evaluation** of your planning and learning, as well as a **justification** of the resource as authentic arts learning.
Ensure that you:

- **justify** the activities as authentic arts learning;
- **evaluate** the effectiveness of the selected arts teaching strategies used in the activity sequence;
- **reflect** on your personal arts learning as a result of the planning and implementation aspects of this task;
- **identify** the professional understandings you have developed throughout this Arts unit, with reference to appropriate literature – how does this resource demonstrate your knowledge and future aspirations for be(com)ing a successful teacher of authentic arts learning?

* *CRITICAL REFLECTION – Use an acclaimed model/framework for critical reflection on your work (e.g. Schön; Kolb; Gibbs; Rolfe, Freshwater, and Jasper; Dewey), acknowledging this in references.*
MOODLE SUBMISSION
OPTION A: ONLINE DIGITAL RESOURCE (website)
A SINGLE WORD DOCUMENT

- **Cover Sheet**, *including assignment details, website address, and word count.*
- **Full transcript of online text**, *including in-text citations and references, for a TurnItIn check.*

OPTION B: OFFLINE DIGITAL RESOURCE

- **Cover Sheet**, *assignment details, website address, and word count.*
- **Reflective Evaluation**, *including in-text citations and references, for a TurnitIn check.*

A SINGLE PDF

- **Digital resource,** *including in-text citations and references. A Turnitin check must be completed.*

Assessment Due Date
Week 12 Friday (3 June 2022) 11:59 pm AEST
Length: Approx. 3000 words. This assessment task draws on the following Australian Professional Standards for Teachers: 1.5, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 6.2

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
50%

Assessment Criteria

- Application of learning to the planning of arts teaching and learning
- Structure and development of integrated arts learning experiences with appropriate selection of content and strategies for targeted audience
- Demonstrated Arts knowledge to engage learners and communicate meaningfully
- Creation and presentation of supporting documentation that clearly links to appropriate arts and other curriculum areas with relevant learning
- Demonstrated evaluation and reflection skills through written communications
- Acknowledged reference to appropriate readings

Referencing Style

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

Submission
Online

Submission Instructions
References for all sourced material required. If your digital resource is a website, please upload a version of Part A that can be scanned by Turnitin and make sure that you include a URL for your digital resource.

Learning Outcomes Assessed

- Create plans and resources for Arts learning using the processes of making, presenting and responding to artworks
- Critically reflect on the development of professional knowledge and personal learning in the arts

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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