

ESSC11003 *Skill Acquisition and Movement*

Term 2 - 2025

Profile information current as at 08/06/2026 03:51 pm

All details in this unit profile for ESSC11003 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 provides an introduction to motor control and learning, with a particular focus on the theories and application of skill acquisition. Throughout this unit, you will explore concepts related to the classification and assessment of motor skills, stages of motor learning and concepts related to skill acquisition. A particular focus of this unit will be on motor learning and skill development, relevant to the role of a teacher, coach or exercise and sport scientist.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

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 - 2025

- Cairns
- Mackay City
- Mixed Mode
- Rockhampton

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: 30%

2. Portfolio

Weighting: 40%

3. On-campus Activity

Weighting: 30%

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 SUTE and self-reflection

Feedback

Some activities during the Residential School could be completed as an online tutorial which would provide opportunity for more hands on tasks.

Recommendation

It is recommended that written based activities from the Residential School be delivered online prior to the Residential School session, where possible.

Feedback from Self-reflection

Feedback

Introduction of coaching and instructional skills was useful for developing students the ability to design and present skill sessions.

Recommendation

It is recommended that coaching and instructional strategies continue to be included in this unit to develop coaching/teaching skills of students.

Unit Learning Outcomes

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

1. Classify motor skills based on specific characteristics
2. Identify the different stages of skill learning in motor performance and analyse theoretical models which explain changes in motor performance that occur with learning
3. Use appropriate test protocols to evaluate motor skill to imply motor learning outcomes
4. Design learning environments to maximise acquisition, retention and adaptation of motor skills in sport and exercise contexts
5. Demonstrate professional practice and ethical behaviour expected in exercise and sport science settings.

The Unit Learning Outcomes are aligned with Graduate Outcomes published by the external accreditation body (ESSA).

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	5
1 - Online Quiz(zes) - 30%	●	●			
2 - Portfolio - 40%			●	●	
3 - On-campus Activity - 30%	●	●	●		●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes

Learning Outcomes

	1	2	3	4	5
1 - Communication		•	•	•	
2 - Problem Solving	•		•	•	
3 - Critical Thinking	•	•		•	
4 - Information Literacy	•	•	•	•	
5 - Team Work			•		
6 - Information Technology Competence		•	•		
7 - Cross Cultural Competence					
8 - Ethical practice					•
9 - Social Innovation					
10 - First Nations Knowledges					
11 - 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	11
1 - Online Quiz(zes) - 30%		•	•	•		•					
2 - Portfolio - 40%	•	•	•	•		•					
3 - On-campus Activity - 30%	•	•	•	•	•	•		•			

Textbooks and Resources

Textbooks

ESSC11003

Prescribed

Motor Learning and Control: Concepts and Applications

Edition: 2024 Release (2016)

Authors: Magill , R

McGraw Hill

ISBN: 9781266940361

Binding: eBook

Students are able to use older editions if they are available.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer / laptop with webcam to allow videoconferencing.
- Microsoft Office or equivalent software
- Video Recording Device (Camcorder, Digital Camera, Smartphone, etc.)
- Zoom
- Adobe Acrobat Reader (or similar) software for viewing PDF documents
- Microsoft CoPilot Generative Artificial Intelligence tool.

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

Nathan Elsworthy Unit Coordinator

n.elsworthy@cqu.edu.au

Schedule

Week 1: Introduction to motor skills - 14 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to motor skills	Magill, R. A., & Anderson, D. (2024). Motor learning and control: Concepts and applications. Chapter 1.	

Week 2: Motor performance - 21 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
Measurement of motor performance and motor abilities	Magill, R. A., & Anderson, D. (2024). Motor learning and control: Concepts and applications. Chapter 2 & 3.	

Week 3: Neuromotor and sensory components of motor control - 28 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
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Neuromotor and sensory components of motor control	Magill, R. A., & Anderson, D. (2024). Motor learning and control: Concepts and applications. Chapter 4 & 6.	
Week 4: Performance and characteristics of functional skills - 04 Aug 2025		
Module/Topic	Chapter	Events and Submissions/Topic
Performance and characteristics of functional skills	Magill, R. A., & Anderson, D. (2024). Motor learning and control: Concepts and applications. Chapter 7.	
Week 5: Motor control theories - 11 Aug 2025		
Module/Topic	Chapter	Events and Submissions/Topic
Motor control theories	Magill, R. A., & Anderson, D. (2024). Motor learning and control: Concepts and applications. Chapter 5.	Portfolio (Part A) Due: Week 5 Wednesday (13 Aug 2025) 11:45 am AEST
Vacation Week - 18 Aug 2025		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6: Assessing learning and stages of learning - 25 Aug 2025		
Module/Topic	Chapter	Events and Submissions/Topic
Assessing learning and stages of learning	Magill, R. A., & Anderson, D. (2024). Motor learning and control: Concepts and applications. Chapter 11 & 12.	
Week 7: Presenting skills and designing skills learning programs - 01 Sep 2025		
Module/Topic	Chapter	Events and Submissions/Topic
Presenting skills and designing skill learning programs	Magill, R. A., & Anderson, D. (2024). Motor learning and control: Concepts and applications. Chapter 14	Online Quiz 1 Opens: Week 7 Wednesday (3 Sep 2025) at 11:45 am AEST Closes: Week 7 Thursday (4 Sep 2025) at 11:45 am AEST
Week 8: Practice conditions I - 08 Sep 2025		
Module/Topic	Chapter	Events and Submissions/Topic
Variable practice and specificity; Mental practice	Magill, R. A., & Anderson, D. (2024). Motor learning and control: Concepts and applications. Chapter 16 & 19.	Residential School Workbook For students attending the Mackay Residential School only. Due Week 8 Friday (12 Sep 2025) at 11:45 am AEST
Week 9: Practice conditions II - 15 Sep 2025		
Module/Topic	Chapter	Events and Submissions/Topic
Distribution of practice and Whole/Part practice	Magill, R. A., & Anderson, D. (2024). Motor learning and control: Concepts and applications. Chapter 17 & 18.	
Week 10: Attention and Memory - 22 Sep 2025		
Module/Topic	Chapter	Events and Submissions/Topic
Attention and memory	Magill, R. A., & Anderson, D. (2024). Motor learning and control: Concepts and applications. Chapter 9 & 10.	Residential School Workbook For students attending the Rockhampton Residential School only. Due Week 10 Monday (22 Sep 2025) at 11:45 am AEST For students attending the Cairns Residential School only. Due: Week 10 Wednesday (24 Sep 2025) at 11:45 am AEST
Week 11: Performance analysis and feedback - 29 Sep 2025		
Module/Topic	Chapter	Events and Submissions/Topic
Performance analysis and feedback	Magill, R. A., & Anderson, D. (2024). Motor learning and control: Concepts and applications. Chapter 14 & 15.	
Week 12: Review - 06 Oct 2025		
Module/Topic	Chapter	Events and Submissions/Topic

Review		Portfolio (Part B) Due: Week 12 Wednesday (8 Oct 2025) 11:45 am AEST
Review Week - 13 Oct 2025		
Module/Topic	Chapter	Events and Submissions/Topic Online Quiz 2 Opens: Review Week Wednesday (15 Oct 2025) 11:45 am AEST Closes: Review Week Thursday (16 Oct 2025) 11:45 am AEST
Exam Week - 20 Oct 2025		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Attendance and active participation in the Residential School is required for successful completion of this unit. You must attend ONE of the following options, depending on your enrolment type. If you prefer to attend an alternate session to that specified for your enrolment and course, please contact the Unit Coordinator to discuss. Please refer to the published CQUniversity Timetable as well as the ESSC11003 Moodle site for confirmation of dates, times, and locations:

- **Mackay** - A two day Residential School session will be held in Week 6, Thursday and Friday 28 - 29 August, 2025 at the Mackay City Campus (Building 4, Exercise and Sport Sciences Laboratories).
- **Rockhampton** - A two day Residential School session will be held in Week 7, Friday and Saturday 5 - 6 September, 2025 at the Rockhampton North Campus (Building 81, Exercise and Sport Sciences Laboratories).
- **Cairns** - A two day Residential School session will be held in Week 8, Tuesday and Wednesday 9 -10 September, 2025 on the Cairns campus (Exercise and Sport Sciences Laboratories located at the Cairns Basketball Association Headquarters).

Note: The Cairns and Mackay Residential Schools are specifically for those students enrolled on campus, or a MIX student living in the surrounding areas. Preference will be given to on-campus enrolled students (i.e. CNS or MKC/MKY), then to MIX mode students who live in the surrounding area. If class registrations reach the cap, MIX students may be allocated to the Rockhampton Residential School session. Caps are required due to limited teaching space and resources in Cairns and Mackay. Further information will be communicated via Moodle and class registrations will be finalised by the end of Week 3. Please contact the Unit Coordinator if you are unsure about anything regarding Residential School requirements.

Assessment Tasks

1 Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

You will be required to complete two (2) online quizzes throughout the term. Quiz 1 will assess knowledge on content covered in Weeks 1-6 (inclusive), and Quiz 2 will assess knowledge on content covered in Weeks 7-11 (inclusive). Each quiz will consist of 30 randomly-selected questions from a larger bank of questions. Questions will be equally distributed across all content and will assess your knowledge of content presented from lectures, required readings, and the text book. You will have a 30-minute time limit to complete each online quiz. Questions will be in multiple choice and short answer format. The quiz will be submitted automatically if the time limit is reached.

You must log onto Moodle when each online quiz is open and complete the quiz before the closing date. You can only attempt each online quiz once and each online quiz must be completed in a single session. Online quizzes should be completed on a computer, as attempting the quiz on a smartphone can result in your session being ended in the event of a phone call or notification. You cannot save your answers and return to the online quiz at a later time. In the absence of an approved extension, there will be no late submissions allowed for any of the online quizzes.

The 72-hour grace period does not apply to this assessment.

Level of GenAI use Allowed: Level 1 - You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

Online Quiz 1: Opens Week 7 Wednesday (3 Sep 2025) 11:45 am AEST, and Closes Week 7 Thursday (4 Sep 2025) 11:45 am AEST; Online Quiz 2: Opens Review Week Wednesday (15 Oct 2025) 11:45 am AEST, and Closes Review Week Thursday (16 Oct 2025) 11:45 am AEST.

Return Date to Students

Marks for each quiz will be available upon completion of the quiz via Moodle. Feedback on specific questions will be available once the quiz closes.

Weighting

30%

Assessment Criteria

Each quiz will have an equal contribution to your overall unit grade. Together the two (2) online quizzes will comprise of 30% of your overall grade. There will be 30 questions per online quiz, with each question allocated 1 mark. Each question will be graded as correct or incorrect. For multiple choice questions, there will be only 1 correct response. For short answer questions, please ensure spelling is correct.

In the absence of an approved extension, no attempts after the due date will be permitted and no mark will be awarded for this assessment item.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Classify motor skills based on specific characteristics
- Identify the different stages of skill learning in motor performance and analyse theoretical models which explain changes in motor performance that occur with learning

Graduate Attributes

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

2 Skill Training Program

Assessment Type

Portfolio

Task Description

This assessment will be completed in two parts: Part A, and Part B. In Part A you will design a valid and reliable test to assess skill performance from a list of skills provided. In Part B, you will then devise a training program (with the assistance of GenAI), to teach yourself (or someone else) to improve their performance on the skill. The person completing the program must have minimal/no prior experience at performing the skill. You will then compile the results of the testing and skill training program into a final report. Further detail on each part is outlined below:

Part A. Due Date: Week 5 Wednesday (13 Aug 2025) 11:45 am AEST. Part A is worth 10% of your overall grade.

For Part A, you are required to develop a test suitable to assess performance of the selected skill. The test developed will then be used in conjunction with your training program (outlined in Part B below). For the submission of Part A, you must provide a detailed, written overview of your testing protocol (2 page maximum, excluding title page). Marks will be awarded on your ability to develop a valid test which is suitable for assessing performance of the selected skill. Further information and a template for Part A will be made available on Moodle.

Part A must be submitted as a Microsoft Word (.doc or .docx) or .pdf file.

Part B. Due Date. Week 12 Wednesday (8 Oct 2025) 11:45 am AEST. Part B is worth 30% of your overall grade.

For Part B, you (or someone else) are going to learn how to improve your performance on the selected skill identified in Part A. Below is a list of tasks which will need to be completed:

- Firstly you will need to assess baseline skill performance (pre-test), using the test developed in Part A. This can be completed once feedback is received from Part A.

- Secondly you are required to engage a GenAI program (Microsoft 365 Copilot is recommended), to develop a skill-based training program for the selected skill. The program guidelines include: between 2-5 hours of total training, training must involve physical skill practice, and the program is not to be fitness based.
- You (or someone else) will then complete the AI-generated program to improve performance in the skill.
- Upon completion of the training program, you will then need to assess performance again (post-test) and following a one-week washout period of no training (retention test), using the same methods from the pre-test.

Further information will be available on Moodle for you to follow. It is important that you allow adequate time to complete the program, conduct the post and retention tests, and completing the written report.

For this submission, you are required to submit the following documents by the due date (Week 12 Wednesday 8 Oct 2025, 11:45 am AEST) to the Moodle assignment submission link:

- Test performance video, at each time point (i.e., pre-test, post-test, and retention test). These can be submitted as three separate videos, or as one single video, but clearly outline which video relates to each time point. Videos must be recorded in .mp4 or .avi format. If the video is not able to be played by the marker, you will receive zero (0) marks for the relevant criteria. Further guidance on video requirements will be made available on Moodle and discussed throughout the term.
- Written report. A template will be provided for you to follow, which will include some guidance notes. As part of the written report, you will be required to submit the generated program from Microsoft 365 Copilot, then justify its design by identifying and critiquing the skill acquisition concepts used for learning this selected skill. You must use peer-reviewed scientific literature to justify aspects of the program. You will not be graded based on the quality of the generated program, rather you will be assessed on your critique.

This report is to be no longer than 4 pages (excluding title page, reference list, figures/tables) and must include reference to scientific literature to justify the design of the training program. The written report for Part B must be submitted as a Microsoft Word (.doc or .docx) or .pdf file, using the template provided on Moodle.

Level of GenAI use Allowed: Level 4 - You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.

In the absence of an approved extension, any submissions for Part A or Part B received after the due date will incur penalties in accordance with university policy. Further information regarding the structure, and formatting requirements will be provided on Moodle.

Assessment Due Date

Part A. Due Date: Week 5 Wednesday (13 Aug 2025) 11:45 am AEST; Part B. Due Date. Week 12 Wednesday (8 Oct 2025) 11:45 am AEST.

Return Date to Students

Feedback and marks for each part for will be returned within two weeks of the due date.

Weighting
40%

Assessment Criteria

The portfolio is designed to evaluate your ability to develop a valid and reliable test to assess skill performance, critique a skill training program for improving skill performance, and justifying its design using theories of skill acquisition. For Part A, marks will be awarded according to your ability to design a valid and reliable test to examine performance of the selected skill, describe the testing procedures and materials, and writing style. A detailed marking rubric will be available on Moodle.

For Part B, marks will be awarded according to your ability to describe the program, communicate your results/outcomes of the training program, and critique the AI-generated skill training program using appropriate scientific peer-reviewed journal articles. A detailed marking rubric and assessment template will be available on Moodle.

Referencing Style

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

Submission
Online

Submission Instructions

Please see Task Description section above for specific submission information.

Learning Outcomes Assessed

- Use appropriate test protocols to evaluate motor skill to imply motor learning outcomes

- Design learning environments to maximise acquisition, retention and adaptation of motor skills in sport and exercise contexts

Graduate Attributes

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

3 Residential School Workbook

Assessment Type

On-campus Activity

Task Description

When attending the Residential School sessions for this unit, you will be required to complete a series of tasks involving measurement and evaluation of skill performance. You will need to complete the tasks by filling out an Residential School workbook made available via the unit Moodle site. You will be required to complete the Residential School tasks, record data, perform calculations with collected data, and interpret and critically analyse your findings. The workbook will contain questions pertaining to each activity which must be answered in the workbook. There will be time allocated to each session for completion of the workbook and discussion of key concepts. Following completion of the Residential School session, you will have 10 working days to finalise and submit your Residential School workbook.

In order to pass this assessment, you **MUST** attend all activities completed during the Residential School sessions. Attendance will be taken at each session. If you do not attend, and adequately participate in the Residential School session you will not be able to submit this assessment. In the absence of an approved extension, any submissions received after the due date will incur penalties in accordance with university policy.

Level of GenAI use Allowed: Level 3 - You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.

Assessment Due Date

On-campus activity workbook is due at 11:45 am AEST, 10 working days following the Residential School session you attended. Due dates: Mackay: Week 8 Friday (12 Sep, 2025); Rockhampton: Week 10 Monday (22 Sep, 2025); Cairns: Week 10 Wednesday (24 Sep, 2025). See term specific information for further detail regarding the Residential School requirements.

Return Date to Students

Assessment feedback will be returned to students within two weeks of the submission date.

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

The workbook is to be completed during and following the Residential School sessions. You will be required to fill in the questions in the workbook. Questions in the workbook will be related to definitions and key terms, analysis of individual and group data collected during each activity, and critical thinking questions related to skill acquisition and learning. A workbook template will be provided to students on the ESSC11003 Moodle site prior to the Residential School sessions, which contains instructions, questions, and data tables pertaining to each Residential School activity. The marks allocated to each question will be outlined clearly in the workbook.

To complete this assessment item you must:

- Attend your scheduled Residential School session according to your enrolment type (see Term Specific Information section for dates).
- Complete the workbook including all data entry tables, and written response questions.
- Submit the completed workbook as a Microsoft Word (.doc or .docx) or .pdf document via Moodle using the correct assessment submission link by the due date. All answers must be typed or using graphical software (i.e. Microsoft Excel) where required. Handwritten responses will not be marked.

This assessment has a minimum mark of 50%. Failing to achieve a minimum mark of at least 50% in this assessment task may result in failing the unit overall.

Referencing Style

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

Submission

Online

Submission Instructions

Your completed workbook is to be submitted as a Word Document (.doc or .docx) or .pdf file, using the provided template. This is to be individual work.

Learning Outcomes Assessed

- Classify motor skills based on specific characteristics
- Identify the different stages of skill learning in motor performance and analyse theoretical models which explain changes in motor performance that occur with learning
- Use appropriate test protocols to evaluate motor skill to imply motor learning outcomes
- Demonstrate professional practice and ethical behaviour expected in exercise and sport science settings.

Graduate Attributes

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