



# ESSC13006 *Applied Skill Acquisition and Movement*

## Term 1 - 2020

Profile information current as at 20/04/2024 12:36 am

All details in this unit profile for ESSC13006 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 knowledge related to the coordination and voluntary control of movement. Throughout this unit, you will explore concepts related to the structure of the neuromuscular and sensory systems, the mechanisms involved in posture, balance, gait and various human movements, and the assessment of motor function in health and exercise contexts. This unit will further explore how concepts of motor control and learning may be applied to rehabilitation of neurological conditions such as stroke, Parkinson's disease, spinal cord injury and Multiple Sclerosis. In addition, you will gain a better understanding of the changes in motor performance that may occur with skill acquisition, aging and injury.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisite - ESSC11003 Skill Acquisition and Movement

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 - 2020

- Cairns
- Mackay
- 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### 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. **Literature Review or Systematic Review**

Weighting: 30%

#### 2. **Presentation**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 40%

#### 4. **On-campus Activity**

Weighting: Pass/Fail

### 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 Have Your Say Survey

**Feedback**

Students commented positively on the practical nature of the residential school activities and relevance to real world application

**Recommendation**

It is recommended that the unit continues to provide practical activities that align with industry expectations.

#### Feedback from Have Your Say Survey

**Feedback**

Positive feedback was received specific to the scaffolding of the literature review and presentation tasks, while also being relevant to the content taught.

**Recommendation**

It is recommended that the assessment tasks continue to align well with the learning content, and the structure of the presentation builds upon content covered in the literature review.

#### Feedback from Have Your Say Survey

**Feedback**

Students commented positively regarding the support and feedback provided by the unit coordinator throughout the term.

**Recommendation**

It is recommended that the unit coordinator continue to provide students with a supportive learning environment.

#### Feedback from Self reflection/informal class discussion

**Feedback**

Students commented on the high workload required for the literature review and written assessment. Further, exemplar literature reviews should be provided as students did not have a detailed understanding of how these should be completed.

**Recommendation**

It is recommended that the literature review and written assessment are reduced in size as the word count/workload required was not reflective of the weighting. Further, examples and links to library guides should be provided in the future to assist students with understanding the structure and purpose of literature reviews.

## Unit Learning Outcomes

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

1. Explain fundamental concepts of motor control and describe how motor function changes with learning, aging and injury
2. Identify and describe common movement disorders that influence motor function
3. Using knowledge from scientific literature, evaluate and design programs for learning motor skills
4. Develop and evaluate test protocols used to assess motor function
5. Demonstrate professional practice and ethical behaviour expected in exercise and sport science settings

The Learning Outcomes and Assessment tasks are aligned with Graduate Outcomes as outlined by Exercise and Sport Science Australia (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 - Literature Review or Systematic Review - 30%	•	•	•		
2 - Presentation - 30%		•	•		
3 - Written Assessment - 40%	•			•	
4 - On-campus Activity - 0%				•	•

## 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 - 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 - Literature Review or Systematic Review - 30%	•		•	•						
2 - Presentation - 30%	•	•	•			•	•	•		
3 - Written Assessment - 40%	•	•	•	•		•	•			
4 - On-campus Activity - 0%	•	•	•		•	•	•	•		

## Textbooks and Resources

### Textbooks

ESSC13006

#### Prescribed

##### **Motor Control: Translating Research into Clinical Practice**

Edition: 5th (2017)

Authors: Shumway-Cook, A. & Woollacott, M.H.

Lippincott, Williams & Wilkins

Philadelphia , USA

ISBN: 9781496345370

Binding: eBook

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#### Supplementary

##### **Motor Learning and Control: Concepts and Applications**

Edition: 11th (2016)

Authors: Magill, R.A.

McGraw Hill Book Co

New York , NY , USA

ISBN: 9781308928777

Binding: eBook

#### Additional Textbook Information

If preferred, hardcopy versions of these textbooks are available. The ISBN for the hardcopy version of *Motor Control: Translating Research into Clinical Practice* is: 9781496302632. The ISBN for the hardcopy version of *Motor Learning and Control: Concepts and Applications* is: 9781259823997.

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

[View textbooks at the CQUniversity Bookshop](#)

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### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer - ability to access study materials, including instructional videos and scan and upload assessment.
- Microsoft Office or equivalent software

## Referencing Style

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Nathan Elsworthy** Unit Coordinator

[n.elsworthy@cqu.edu.au](mailto:n.elsworthy@cqu.edu.au)

## Schedule

### Week 1 - Module 1 (Anatomy of the nervous system) - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to Motor Control Shumway-Cook and Woollacott:  
Chapter 1  
Magill Chapter 5

### Week 2 - Module 2 (Physiology of motor control) - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Physiology of motor control Reflexes Motor control and fatigue	Shumway-Cook and Woollacott: Chapter 3 Magill Chapter 4, 6	

### Week 3 - Module 3 (Motor impairments and recovery of function) - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Overview of neurologic impairments	Shumway-Cook and Woollacott: Chapter 2, 4, 5	

### Week 4 - Module 4 (Postural control) - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Development, assessment and management of postural control	Shumway-Cook and Woollacott: Chapter 7-10	

### Week 5 - Module 5 (Mobility) - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Development, assessment and management of mobility	Shumway-Cook and Woollacott: Chapter 12-15	

### Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - Module 6 (Motor learning strategies) - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review of motor learning theories Impairments of brain and peripheral injury Designing motor learning protocols	Reading will be provided on Moodle	<b>Literature Review</b> Due: Week 6 Monday (20 Apr 2020) 5:00 pm AEST

### Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
No lecture		

### Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
No Lecture		<b>Mackay on-campus laboratory session:</b> Week 8 Wednesday and Thursday (6 - 7 May 2020) 8:30 am - 4:30 pm AEST.

### Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
No lecture		<b>Residential School:</b> Week 9, Wednesday and Thursday (13 - 14 May 2020) 8:30 am - 4:30 pm AEST.

### Week 10 - Module 7 (Changes in motor control) - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Musculoskeletal and neural changes with aging Age-related changes in mobility and postural control	Reading will be provided on Moodle	<b>Presentation</b> Due: Week 10, Tuesday to Friday (19 - 22 May 2020). Specific seminar times for presentations will be made available on Moodle by Week 7 of Term following consultation with the student cohort.

### Week 11 - Module 8 (Review) - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review		

### Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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### Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Laboratory Report</b> Due: Review/Exam Week Monday (8 June 2020) 5:00 pm AEST

### Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

### On-campus laboratory activity

#### Mackay based students

A two day laboratory block will be held Week 8 Wednesday and Thursday 6 - 7 May, 2020 on the Mackay City Campus (Sydney Street), from 8:30 am - 4:30 pm. *Attendance at both days of the laboratory activities is compulsory.*

All students will be required to meet in the Biomechanics lab (Building 4/G.21) at 8:30 am sharp on 6 May.

#### Rockhampton based AND mixed mode students

A two-day residential school will be held Week 9 Wednesday and Thursday 13 - 14 May, 2020 at the Rockhampton North Campus, from 8:30 am - 4:30 pm, for both ROK and MIX enrolled students. *Attendance at both days of the residential school is compulsory.*

All students will be required to meet inside Building 81 on the basketball court (Rockhampton North Campus) at 8:30 am sharp on 13 May.

Additional information (schedule, activities, accommodation options etc) will be communicated prior to the on-campus laboratory activities via the ESSC13006 Moodle page.

## Assessment Tasks

### 1 Literature Review

#### Assessment Type

Literature Review or Systematic Review

#### Task Description

Reviews of the literature are important contributions to science. They provide a concise summary of what is currently known about a topic, and often identify gaps in the literature which guide future research. Literature reviews, particularly systematic review or meta-analyses are often well cited and there are journals dedicated to this type of manuscript. The purpose of this literature review is for you to summarise the existing scientific literature related to a specific neurological condition, and the affect the condition has upon motor, sensory, and/or cognitive function. Your review should provide a brief overview of a neurological condition including the incidence, causes and clinical features of the condition. In your review, you should refer to scientific peer reviewed literature and ensure the information is as up to date as possible. Please refer to the following guidelines to assist in the completion of your literature review (further detail and marking rubric is provided on Moodle):

- Word count: Not more than 3000 words (excluding references and title page)
- Formatting guidelines:
  - Double spaced and justified text
  - Times New Roman, Arial or Calibri font, size 12
  - Normal margins (one-inch, 2.54 cm on all sides)
  - Page numbers in footer, centered and all pages should be numbered consecutively
  - A title page including the title of the review, student name and number, word count, and number of tables/figures. Any tables/figures should be inserted directly into the main text rather than at the end of

the document

- The review should be completed in Microsoft Word or similar word processing software.
- Follow American Psychological Association (APA) style referencing. A full reference list is required at the end of the review.
- Your document is to be submitted via the specific assignment submissions link on the ESSC13006 Moodle page. Only .DOC, and .DOCX formats will be accepted. Submissions in other formats may not be able to be marked.

In the absence of an approved extension, any submissions received after the due date will incur penalties in accordance with University policy.

#### **Assessment Due Date**

Week 6 Monday (20 Apr 2020) 5:00 pm AEST

#### **Return Date to Students**

Week 8 Monday (4 May 2020)

Marks and feedback will be returned to students within two weeks of the due date.

#### **Weighting**

30%

#### **Assessment Criteria**

The literature review is designed to assess your ability to critically search, evaluate, analyse and summarise the scientific literature related to a specific neurological condition. Specifically, your review will be assessed based upon the following criteria: background of key concepts, critical summary of the neurological condition, incidence, underlying causes and features associated with the condition, and overall writing style. Your literature review will be assessed using a detailed assessment rubric, which can be found on the ESSC13006 Moodle site.

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

The literature review is to be uploaded via the relevant assignment submission link on the ESSC13006 Moodle site. Submissions must be in a .DOC or .DOCX format.

#### **Learning Outcomes Assessed**

- Explain fundamental concepts of motor control and describe how motor function changes with learning, aging and injury
- Identify and describe common movement disorders that influence motor function
- Using knowledge from scientific literature, evaluate and design programs for learning motor skills

#### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy

## 2 Oral Presentation

#### **Assessment Type**

Presentation

#### **Task Description**

Sensory, motor and/or cognitive impairments caused by neurological impairments can be managed through a variety of intervention strategies. However, many factors must be considered when designing an intervention, depending on the severity and type of condition. For this assessment, you will be required to develop an intervention designed to improve motor function, in relation to a specific neurological condition based upon a case study provided. You will be required to present your intervention to your fellow students (during a Zoom meeting), and justify the design of your intervention using scientific literature. You will have 15 minutes to present your intervention and justification, and answer questions from the Unit Coordinator. Time permitting, questions will be invited from the online student cohort. To assist in the delivery of your presentation, you are required to compile PowerPoint slides to present to the group in a live Zoom conference (seminar times will be communicated via Moodle throughout the Term). You will be required to submit TWO (2) documents to Moodle prior to the presentation (a copy of the PowerPoint slides and a list of references). Further information is included below and on the ESSC13006 Moodle page, to assist with the development of your presentation. General format:

- Duration: 15 minutes per presentation (10 minute presentation, followed by 5 minutes of question time).
- Presentation slides developed using PowerPoint or similar presentation software.
- Font: Times New Roman, Arial or Calibri
- Referencing: Follow American Psychological Association (APA) style referencing. Reference list must be included as part of the Moodle submission. References must also be included on your PowerPoint slides

Submission and Presentation times:

- You are required to submit a copy of your PowerPoint slides prior to your presentation seminar time. This can be a .PPT, .PPTX or .PDF version of your slides. A list of references is also required and can be submitted as a .DOC, .DOCX or .PDF file.
- Presentation seminars will occur in Week 10 (Tuesday to Friday). A specific schedule will be released on Moodle by Week 7 of term.

In the absence of an approved extension, any submissions received after the due date will incur penalties in accordance with University policy.

### **Assessment Due Date**

Submission of PowerPoint slides and reference list required prior to your allocated seminar time.

### **Return Date to Students**

Week 12 Monday (1 June 2020)

### **Weighting**

30%

### **Assessment Criteria**

The oral presentation will be assessed on the following areas:

- Classification of the condition
- Assessment methods
- Intervention strategy
- Literary support
- Overall presentation skills
- Engagement with other presentations.

A detailed marking rubric has been created and this is available on the ESSC13006 Moodle site.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

The presentation will be delivered online via Zoom. Please submit the required documents as outlined in the Task Description above via the Assessment submission link on Moodle.

### **Learning Outcomes Assessed**

- Identify and describe common movement disorders that influence motor function
- Using knowledge from scientific literature, evaluate and design programs for learning motor skills

### **Graduate Attributes**

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

## **3 Laboratory Report**

### **Assessment Type**

Written Assessment

### **Task Description**

The on-campus activities undertaken in this unit provide an opportunity for you to complete a range of experiments related to aspects of motor learning and skill acquisition, specifically cognitive function, posture, gait, mobility, and

fatigue. Throughout these experiments, you will be assessing different aspects of motor learning and you will be required to develop a laboratory report from the data collected during these experiments. You will be required to write a laboratory report based upon one of the activities undertaken as part of the on-campus laboratory activities. Below are guidelines for the laboratory report, and further information will also be provided on Moodle:

- Word count: No more than 3000 words, excluding title page and references.
- Title page including title of the report, student name and number, word count and number of tables/figures. Any tables/figures should be inserted directly into the main text rather than at the end of the document.
- Formatting guidelines:
  - Double spaced and justified text
  - Times New Roman, Arial or Calibri font, size 12
  - Normal margins (one-inch, 2.54 cm on all sides)
  - Page numbers in footer, centered and all pages should be numbered consecutively
  - Figures and tables are encouraged to present the findings/results, however there is a maximum of THREE tables and/or figures allowed.
- This is an individual assessment and your laboratory report must be your own work.
- The report should be completed in Microsoft Word or similar word processing software.
- Follow American Psychological Association (APA) style referencing. A full reference list is required at the end of the report.
- Your reports are to be submitted via the specific assessment submission link on the ESSC13006 Moodle page. Only .DOC, and .DOCX formats will be accepted. Submissions in other formats may not be able to be marked.

In the absence of an approved extension, any submissions received after the due date will incur penalties in accordance with University policy.

### **Assessment Due Date**

Review/Exam Week Monday (8 June 2020) 5:00 pm AEST

### **Return Date to Students**

Exam Week Friday (19 June 2020)

### **Weighting**

40%

### **Assessment Criteria**

The laboratory report is designed to evaluate your ability to collect, analyse, and interpret data related to the assessment of motor performance and factors which may impact function. The report will be marked using a detailed marking rubric. The laboratory report will be assessed on the following criteria: introduction, methods, results, discussion and conclusion. This assessment is worth 40% of your overall mark for this unit. A detailed marking rubric will be made available on Moodle.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

You are required to upload your laboratory report using the assignment submission link, via the ESSC13006 Moodle page in a .DOC or .DOCX format

### **Learning Outcomes Assessed**

- Explain fundamental concepts of motor control and describe how motor function changes with learning, aging and injury
- Develop and evaluate test protocols used to assess motor function

### **Graduate Attributes**

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

## **4 On-campus laboratory activity**

**Assessment Type**

On-campus Activity

**Task Description**

This assessment involves the compulsory attendance and active participation in the on-campus laboratory activities for the unit. You are required to attend (and actively participate in) ONE of the timetabled on-campus activities (MKY or ROK). Further details regarding the times and dates of these on-campus activities can be found in the Term Specific Information section of the ESSC13006 Unit Profile, on the ESSC13006 Moodle site and via the CQUniversity Handbook. A series of practical laboratory-based tasks will be completed during the on-campus laboratory activity sessions and you are expected to attend and participate in all tasks. A Laboratory Manual will be provided to you via Moodle prior to the on-campus activity which contains information to assist in performing each task, tables for data collection, and critical thinking/discussion questions. To complete this assessment item you must:

1. Sign the attendance sheet. Please note there will be multiple attendance sheets to sign throughout the activity sessions
2. Bring a printed copy of the Laboratory Manual to the on-campus laboratory activity sessions

**Assessment Due Date**

Attendance at on-campus laboratory activities will be recorded at the laboratory block (Mackay) or the Residential School (Rockhampton).

**Return Date to Students****Weighting**

Pass/Fail

**Assessment Criteria**

Attendance at the on-campus laboratory activity, with adequate participation will result in a passing grade for this assessment. Failure to attend and adequately participate may result in a fail grade for this assessment item, and being unable to pass this unit. Attendance at the on-campus activities will be assessed through signed laboratory attendance sheets and facilitated by staff members managing the sessions, you will need to sign an attendance sheet for each task. If you miss a session without an approved reason, there will NOT be an opportunity to simply 'catch up' at any time. The Assessment Policy and Procedure (Higher Education Coursework) outlines acceptable reasons for adjusting assessment. If you do not attend one of the on-campus laboratory activities, and provide a valid reason with supporting documentation, then an attempt to make alternate arrangements will be made (for example a 'catch up' session at a suitable time or an alternative assessment/task) in consultation with the Unit Coordinator.

**Referencing Style**

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

**Submission**

No submission method provided.

**Submission Instructions**

Attendance will be taken during all laboratory sessions and students will be immediately awarded a Pass or Fail grade following complete attendance or failure to attend the required session, respectively.

**Learning Outcomes Assessed**

- Develop and evaluate test protocols used to assess motor function
- Demonstrate professional practice and ethical behaviour expected in exercise and sport science settings

**Graduate Attributes**

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