



# MUSC13293 *Advanced Studio Teaching Methods*

## Term 1 - 2017

Profile information current as at 29/04/2024 05:01 pm

All details in this unit profile for MUSC13293 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 this unit you will study a structured approach to the one to one teaching of an instrument or voice applying various educational theories with a particular focus on the application of the Dimensions of Learning in the private music studio. You will also investigate and develop those pedagogical skills and personal attributes necessary to become a successful studio music teacher.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

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 - 2017

- Distance

#### 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. **Written Assessment**

Weighting: 12%

#### 2. **Written Assessment**

Weighting: 12%

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

Weighting: 12%

#### 4. **Written Assessment**

Weighting: 12%

#### 5. **Written Assessment**

Weighting: 12%

#### 6. **Written Assessment**

Weighting: 40%

### 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 evaluations

##### Feedback

Length of assessment items

##### Recommendation

The course coordinator will ensure the length of assessment items remains in proportion to the assessment task requirements.

##### Action

The unit coordinator has ensured that the length of assessment items have remained in proportion to the assessment task requirements.

## Unit Learning Outcomes

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

1. Articulate the pedagogical skills required to teach your particular instrument/voice in the studio
2. Describe the personal attributes necessary to teach your particular instrument/voice in the studio
3. Plan a teaching program for your particular instrument/voice suitable for use in a studio
4. Apply various educational theories, including the Dimensions of Learning, to the teaching strategies for your particular instrument/voice across different age-groups in the studio

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 12%	•	•		•
2 - Written Assessment - 12%	•	•		•
3 - Written Assessment - 12%	•	•		•
4 - Written Assessment - 12%	•	•		•
5 - Written Assessment - 12%	•	•		•
6 - Written Assessment - 40%			•	•

### 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 - Written Assessment - 12%	•		•	•						
2 - Written Assessment - 12%	•		•	•						
3 - Written Assessment - 12%	•		•	•						
4 - Written Assessment - 12%	•		•	•						
5 - Written Assessment - 12%	•		•	•						
6 - Written Assessment - 40%	•	•	•	•			•	•		

## Textbooks and Resources

### Textbooks

MUSC13293

#### Prescribed

##### Dimensions of Learning Teacher's Manual

Edition: 2nd (1997)

Authors: Robert Marzano & Debra Pickering

Association for Supervision and Curriculum Development

Alexandria , VA , USA

ISBN: 9781416608974

Binding: Paperback

#### Additional Textbook Information

Students may choose to use an eBook version of this textbook. However, if you prefer, paper copies are still available at 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)

## 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

**Peter McKenzie** Unit Coordinator

[p.mckenzie@cqu.edu.au](mailto:p.mckenzie@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Thinking about learning		

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Overview of the Dimensions of Learning	Pages 1 - 12	

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Dimension 1 - Attitudes and Perceptions	Pages 13 - 42	<b>Written Assessment</b> Due: Week 3 Monday (20 Mar 2017) 5:00 pm AEST

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 4: Dimension 2 - Acquire and Integrate Knowledge Pages 43 - 112

#### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Dimension 2 - Acquire and Integrate Knowledge	Pages 43 - 112	

#### Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Dimension 2 - Acquire and Integrate Knowledge	Pages 43 - 112	

#### Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Dimension 3 - Extend and Refine Knowledge	Pages 113 - 188	<b>Written Assessment</b> Due: Week 7 Monday (24 Apr 2017) 5:00 pm AEST

#### Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Dimension 4 - Use Knowledge Meaningfully	Pages 189 - 259	<b>Written Assessment</b> Due: Week 8 Monday (1 May 2017) 5:00 pm AEST

#### Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Dimension 5 - Habits of Mind	Pages 261 - 302	

#### Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8: Putting it all together		<b>Written Assessment</b> Due: Week 10 Monday (15 May 2017) 5:00 pm AEST

#### Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 9: Training for performance		

#### Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 10: Becoming a successful studio teacher		<b>Written Assessment</b> Due: Week 12 Monday (29 May 2017) 5:00 pm AEST

#### Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
Revision		

#### Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Written Assessment</b> Due: Exam Week Monday (12 June 2017) 5:00 pm AEST

## Assessment Tasks

# 1 Written Assessment

## Assessment Type

Written Assessment

## Task Description

### Dimension 1: Attitudes and Perceptions.

**Length:** 750 - 1000 words

**Textbook reference:** Chapter 1, pp. 13 – 42

## Task:

1. Summarise, in your own words, the **Dimension 1: Attitudes and Perceptions**.

2. Provide specific examples of how you might apply this Dimension of Learning in **ONE** of the following studio teaching environments. You may use dot points for this section.

NOTE: You must choose **one** instrument/discipline for the term. (Eg. You might like to do the 5 worksheets on guitar teaching, piano teaching, voice teaching, small choir teaching, dance class teaching).

- One to one lesson in voice, instrument, drama (speech) or dance;
- Small group lesson (up to 3 participants) for voice, instrument, drama (speech) or dance;
- Large group lesson (more than 3 participants) for voice, instrument, drama (speech) or dance. The large group-teaching environment could be a choir, stage band, percussion ensemble, drama or dance class.

3. Discuss why this particular Dimension of Learning is important in this particular studio-teaching environment. You may wish to refer to the goals and concerns shown on pp 39 – 42. Support your discussion with reference to other research about learning and teaching in the performing arts.

## Assessment Due Date

Week 3 Monday (20 Mar 2017) 5:00 pm AEST

## Return Date to Students

Monday (3 Apr 2017)

## Weighting

12%

## Assessment Criteria

### All assessment criteria are equally weighted:

- Succinct definition of the Dimension of Learning being discussed
- Appropriate examples of the application of this Dimension of Learning in a performing arts teaching environment
- Clear and well argued discussion on the importance of this Dimension of Learning to the specific performing arts teaching environment
- Evidence of wide reading & referencing system precision

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit online through the Moodle website

## Learning Outcomes Assessed

- Articulate the pedagogical skills required to teach your particular instrument/voice in the studio
- Describe the personal attributes necessary to teach your particular instrument/voice in the studio
- Apply various educational theories, including the Dimensions of Learning, to the teaching strategies for your particular instrument/voice across different age-groups in the studio

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

# 2 Written Assessment

**Assessment Type**

Written Assessment

**Task Description**

**Dimension 2: Acquire and integrate knowledge.**

**Length:** 750 - 1000 words

**Textbook reference:** Chapter 2, pp. 43 - 112

**Task:**

1. Summarise in your own words, the **Dimension 2: Acquire and integrate knowledge.**
2. Provide specific examples of how you might apply this Dimension of Learning in **ONE** of the following studio teaching environments. You may use dot points for this section.

NOTE: You must choose **one** instrument/discipline for the term. (Eg. You might like to do the 5 worksheets on guitar teaching, piano teaching, voice teaching, small choir teaching, dance class teaching).

- One to one lesson in voice, instrument, drama (speech) or dance;
- Small group lesson (up to 3 participants) for voice, instrument, drama (speech) or dance;
- Large group lesson (more than 3 participants) for voice, instrument, drama (speech) or dance. The large group teaching environment could be a choir, stage band, percussion ensemble, drama or dance class.

3. Discuss why this particular Dimension of Learning is important in this particular studio-teaching environment. You may wish to refer to the goals and concerns shown on pp 83 - 85 and pp 106 - 108. Support your discussion with reference to other research about learning and teaching in the performing arts.

**Assessment Due Date**

Week 7 Monday (24 Apr 2017) 5:00 pm AEST

**Return Date to Students**

Monday (1 May 2017)

**Weighting**

12%

**Assessment Criteria**

**All assessment criteria are equally weighted:**

- Succinct definition of the Dimension of Learning being discussed
- Appropriate examples of the application of this Dimension of Learning in a performing arts teaching environment
- Clear and well argued discussion on the importance of this Dimension of Learning to the specific performing arts teaching environment
- Evidence of wide reading & referencing system precision

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit online through the Moodle website.

**Learning Outcomes Assessed**

- Articulate the pedagogical skills required to teach your particular instrument/voice in the studio
- Describe the personal attributes necessary to teach your particular instrument/voice in the studio
- Apply various educational theories, including the Dimensions of Learning, to the teaching strategies for your particular instrument/voice across different age-groups in the studio

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy

## 3 Written Assessment

**Assessment Type**

Written Assessment



## Task Description

### Dimension 3: Extend and refine knowledge.

**Length:** 750 - 1000 words

**Textbook reference:** Chapter 3, pp. 113 - 188

## Task:

1. Summarise, in your own words, the **Dimension 3: Extend and refine knowledge**.
2. Provide specific examples of how you might apply this Dimension of Learning in **ONE** of the following studio teaching environments:  
NOTE: You must choose **one** instrument/discipline for the term. (Eg. You might like to do the 5 worksheets on guitar teaching, piano teaching, voice teaching, small choir teaching, dance class teaching).
  - One to one lesson in voice, instrument, drama (speech) or dance;
  - Small group lesson (up to 3 participants) for voice, instrument, drama (speech) or dance;
  - Large group lesson (more than 3 participants) for voice, instrument, drama (speech) or dance. The large group teaching environment could be a choir, stage band, percussion ensemble, drama or dance class.
3. Discuss why this particular Dimension of Learning is important in this particular studio-teaching environment. You may wish to refer to the goals and concerns shown on pp 185 - 188. Support your discussion with reference to other research about learning and teaching in the performing arts.

## Assessment Due Date

Week 8 Monday (1 May 2017) 5:00 pm AEST

## Return Date to Students

Monday (15 May 2017)

## Weighting

12%

## Assessment Criteria

**All assessment criteria are equally weighted:**

- Succinct definition of the Dimension of Learning being discussed
- Appropriate examples of the application of this Dimension of Learning in a performing arts teaching environment
- Clear and well argued discussion on the importance of this Dimension of Learning to the specific performing arts teaching environment
- Evidence of wide reading & referencing system precision

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit online through the Moodle website.

## Learning Outcomes Assessed

- Articulate the pedagogical skills required to teach your particular instrument/voice in the studio
- Describe the personal attributes necessary to teach your particular instrument/voice in the studio
- Apply various educational theories, including the Dimensions of Learning, to the teaching strategies for your particular instrument/voice across different age-groups in the studio

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

# 4 Written Assessment

## Assessment Type

Written Assessment

## Task Description

**Dimension 4: Use knowledge meaningfully.**

**Length:** 750 - 1000 words

**Textbook reference:** Chapter 4, pp. 189 - 259

## Task:

1. Summarise, in your own words, the **Dimension 4: Use knowledge meaningfully**.
2. Provide specific examples of how you might apply this Dimension of Learning in each of the following studio teaching environments. You may use dot points for this section.

NOTE: You must choose **one** instrument/discipline for the term. (Eg. You might like to do the 5 worksheets on guitar teaching, piano teaching, voice teaching, small choir teaching, dance class teaching).

- One to one lesson in voice, instrument, drama (speech) or dance;
- Small group lesson (up to 3 participants) for voice, instrument, drama (speech) or dance;
- Large group lesson (more than 3 participants) for voice, instrument, drama (speech) or dance. The large group teaching environment could be a choir, stage band, percussion ensemble, drama or dance class.

3. Discuss why this particular Dimension of Learning is important in this particular studio-teaching environment. You may wish to refer to the goals and concerns shown on pp 255 - 259. Support your discussion with reference to other research about learning and teaching in the performing arts.

### Assessment Due Date

Week 10 Monday (15 May 2017) 5:00 pm AEST

### Return Date to Students

Monday (29 May 2017)

### Weighting

12%

### Assessment Criteria

**All assessment criteria are equally weighted:**

- Succinct definition of the Dimension of Learning being discussed
- Appropriate examples of the application of this Dimension of Learning in a performing arts teaching environment
- Clear and well argued discussion on the importance of this Dimension of Learning to the specific performing arts teaching environment
- Evidence of wide reading & referencing system precision

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit online through the Moodle website.

### Learning Outcomes Assessed

- Articulate the pedagogical skills required to teach your particular instrument/voice in the studio
- Describe the personal attributes necessary to teach your particular instrument/voice in the studio
- Apply various educational theories, including the Dimensions of Learning, to the teaching strategies for your particular instrument/voice across different age-groups in the studio

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

## 5 Written Assessment

### Assessment Type

Written Assessment

### Task Description

**Dimension 5: Habits of mind.**

**Length:** 750 - 1000 words

**Textbook reference:** Chapter 5, pp. 261 - 302

## Task:

1. Summarise, in your own words, the **Dimension 5: Habits of mind**.
2. Provide specific examples of how you might apply this Dimension of Learning in each of the following studio teaching environments. You may use dot points for this section.

NOTE: You must choose **one** instrument/discipline for the term. (Eg. You might like to do the 5 worksheets on guitar teaching, piano teaching, voice teaching, small choir teaching, dance class teaching).

- One to one lesson in voice, instrument, drama (speech) or dance;
- Small group lesson (up to 3 participants) for voice, instrument, drama (speech) or dance;
- Large group lesson (more than 3 participants) for voice, instrument, drama (speech) or dance. The large group teaching environment could be a choir, stage band, percussion ensemble, drama or dance class.

3. Discuss why this particular Dimension of Learning is important in this particular studio-teaching environment. You may wish to refer to the goals and concerns shown on pp 298 - 302. Support your discussion with reference to other research about learning and teaching in the performing arts.

### Assessment Due Date

Week 12 Monday (29 May 2017) 5:00 pm AEST

### Return Date to Students

Monday (12 June 2017)

### Weighting

12%

### Assessment Criteria

**All assessment criteria are equally weighted:**

- Succinct definition of the Dimension of Learning being discussed
- Appropriate examples of the application of this Dimension of Learning in a performing arts teaching environment
- Clear and well argued discussion on the importance of this Dimension of Learning to the specific performing arts teaching environment
- Evidence of wide reading & referencing system precision

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit online through the Moodle website.

### Learning Outcomes Assessed

- Articulate the pedagogical skills required to teach your particular instrument/voice in the studio
- Describe the personal attributes necessary to teach your particular instrument/voice in the studio
- Apply various educational theories, including the Dimensions of Learning, to the teaching strategies for your particular instrument/voice across different age-groups in the studio

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

## 6 Written Assessment

### Assessment Type

Written Assessment

### Task Description

## Teaching Portfolio Assignment:

Your assignment will consist of a 10-week (assuming one lesson per week) teaching plan for **one** of the following age

groups:

- 5 – 8 year olds
- 9 – 12 year olds
- 13 – 16 year olds

You will be required to present a 10-week teaching plan for this age group and a discussion on its theoretical basis and pedagogical issues associated with the implementation of this plan using **one** of the following scenarios:

- one to one teaching in music, drama or dance; or
- small group teaching in music, drama or dance; or
- large group teaching in music, drama or dance.

You should clearly identify the area of performing arts that will be the focus of your plan.

### Examples:

- A 10-week teaching plan for one-to-one lessons in piano for a student aged between 9 and 12 years old.
- A 10-week teaching plan for a group of 3 violin students aged between 13 and 16.
- A 10-week teaching plan for a choir of 5 to 8 year olds.
- A 10-week teaching plan for a drama class of 9 to 12 year olds

### Points to consider:

1. You should clearly state whether the students in your group are beginners or have already had some level of training in this area.
2. You need to clearly state the length of the lesson per week and explain the environment in which the lesson will be held.
3. Outline the goals you wish to achieve in this 10-week plan and link these goals to the various Dimensions of Learning. You should include goals across all five Dimensions of Learning.
4. Outline how you will achieve each of these goals and the specific exercises or activities that you will undertake to achieve these goals. You may wish to provide specific examples in sheet music form or diagrammatic as part of an appendix.
5. Discuss the theoretical basis behind each of your strategies.
6. Outline any further specific pedagogical issues that pertain to the particular performing arts discipline and how these will be addressed in the 10-week plan. For example:
  1. Breath control for wind players and singers
  2. Tonal development for instrumentalists and singers
  3. Safe and effective practice routines
  4. Development of clear speech for drama students
  5. Strength and flexibility development for dancers

### Assessment Due Date

Exam Week Monday (12 June 2017) 5:00 pm AEST

### Return Date to Students

After examination week.

### Weighting

40%

### Assessment Criteria

Content	
Appropriate introduction and conclusion	5%
Logical teaching plan that is appropriate for the age group and teaching scenario	25%
Pedagogical issues have been addressed thoroughly	20%
Support materials provided clearly support the teaching plan	10%
Theoretical basis has been argued in a coherent manner	20%
Bibliography/reference list	
Ability to reference sources in the body of the text	5%
Referencing system precision	5%

General points

Grammatical accuracy and spelling

5%

Presentation and organisation

5%

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submit online through the Moodle website.

### **Learning Outcomes Assessed**

- Plan a teaching program for your particular instrument/voice suitable for use in a studio
- Apply various educational theories, including the Dimensions of Learning, to the teaching strategies for your particular instrument/voice across different age-groups in the studio

### **Graduate Attributes**

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

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem