MUSC13293 *Advanced Studio Teaching Methods*
Term 1 - 2020

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 - 2020

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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

Assessment workload

Recommendation

Ensure students are supported through the term with resources to complete all assessment tasks.

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

— N/A Level	○ Introductory Level	● Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	**2**	**3**	**4**
1 - 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	○	○	○	○

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Peter McKenzie Unit Coordinator
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Schedule

Week 1 - 09 Mar 2020

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

Week 2 - 16 Mar 2020

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

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Dimension 1 - Attitudes and Perceptions	Pages 13 - 42	**Written Assessment** Due: Week 3 Friday (27 Mar 2020) 11:45 pm AEST

Week 4 - 30 Mar 2020

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

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Dimension 2 - Acquire and Integrate Knowledge	Pages 43 - 112	**Written Assessment** Due: Week 5 Thursday (9 Apr 2020) 11:45 pm AEST

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Apr 2020

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

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Dimension 3 - Extend and Refine Knowledge	Pages 113 - 188	**Written Assessment** Due: Week 7 Friday (1 May 2020) 11:45 pm AEST

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Dimension 4 - Use Knowledge Meaningfully	Pages 189 - 259	

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Dimension 5 - Habits of Mind	Pages 261 - 302	**Written Assessment** Due: Week 9 Friday (15 May 2020) 11:45 pm AEST
Week 10 - 18 May 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Topic 8: Putting it all together		
Week 11 - 25 May 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Topic 9: Training for performance		**Written Assessment** Due: Week 11 Friday (29 May 2020) 11:45 pm AEST
Week 12 - 01 Jun 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Topic 10: Becoming a successful studio teacher		
Review/Exam Week - 08 Jun 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Revision		**Written Assessment** Due: Review/Exam Week Friday (12 June 2020) 11:45 pm AEST
Exam Week - 15 Jun 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

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.
Word Count: The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Week 3 Friday (27 Mar 2020) 11:45 pm AEST
Upload via Moodle site

Return Date to Students
Week 4 Friday (3 Apr 2020)
Moodle

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.
Word Count: The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Week 5 Thursday (9 Apr 2020) 11:45 pm AEST

Upload via Moodle site

Return Date to Students
Week 6 Friday (24 Apr 2020)
Moodle

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.
Word Count: The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Week 7 Friday (1 May 2020) 11:45 pm AEST
Upload via Moodle Site

Return Date to Students
Week 8 Friday (8 May 2020)
Moodle

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.

Word Count: The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Week 9 Friday (15 May 2020) 11:45 pm AEST
Upload via moodle site.

Return Date to Students
Week 10 Friday (22 May 2020)
Moodle

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.

Word Count: The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Week 11 Friday (29 May 2020) 11:45 pm AEST
Upload via Moodle

Return Date to Students
Review/Exam Week Monday (8 June 2020)
Moodle

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
Review/Exam Week Friday (12 June 2020) 11:45 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