



# DFVP20003 *Advanced Studies in Domestic and Family Violence Practice*

## Term 2 - 2019

Profile information current as at 18/04/2024 03:02 pm

All details in this unit profile for DFVP20003 have been officially approved by CQU University 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

The unit will provide you with opportunities to develop specialist knowledge, in the context of domestic and family violence, of how victims, perpetrators and their families may change. The modalities to support/ guide change, the impact of “self” on the case work process, as well as the influences of culture, gender and power on interpersonal communication are explored in this unit. The ethical and social responsibilities that accompany working in this area are also identified. You will critically reflect on comparative methodologies relevant to researching domestic and family violence that can be applied to practice. You will be encouraged to develop a sense of professional identity and recognise the impact of undertaking this unit on your own professional practice and/or professional development through reflection.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2019

- 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 Postgraduate 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. **Portfolio**

Weighting: 30%

2. **Portfolio**

Weighting: 30%

3. **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](#).

## Unit Learning Outcomes

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

1. Analyse the theories underpinning different treatment perspectives in domestic and family violence contexts
2. Evaluate a range of modalities to assist clients in domestic and family violence contexts, including their relevance to Aboriginal and Torres Strait Islander peoples
3. Determine the impact of "self" on casework practice in domestic and family violence contexts
4. Identify and respond to the needs of clients from diverse backgrounds in domestic and family violence contexts
5. Apply ethical and social responsibilities to working with clients in domestic and family violence contexts.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Portfolio - 30%		•		•	
2 - Portfolio - 30%		•	•		
3 - Written Assessment - 40%	•				•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research	○	○	○	○	○
5 - Self-management					○
6 - Ethical and Professional Responsibility					○
7 - Leadership					
8 - 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
1 - Portfolio - 30%	○	○	○	○	○	○		
2 - Portfolio - 30%	○	○	○	○	○	○		
3 - 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

**Marika Guggisberg** Unit Coordinator  
[m.guggisberg@cqu.edu.au](mailto:m.guggisberg@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: The concept of self in practice	Brown, J. & James, K. (2014) Therapeutic responses to domestic violence in Australia: A history of controversies. <i>Australian &amp; New Zealand Journal of Family Therapy</i> , 35, 169-184.	

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Mediating change	Murphy, C. M. & Maiuro, R .D.(2008). Understanding and facilitating the change process in perpetrators and victims of intimate partner violence: Summary and commentary. <i>Violence &amp; Victims</i> 23, 525-536	

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theorising engagement & assessment processes	Bullock, K. (2014). Integrated approaches to domestic violence? An exploration of the role of the victim and Women's Safety Work in cognitive-behavioural programmes. <i>Probation Journal</i> , 61, 27-43.	

**Week 4 - 05 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Core theories of the change process	McPhail, B. A., Busch, N.B., Kulkarni, S., & Rice, G. (2007). An integrative feminist model: The evolving feminist perspective on intimate partner violence. <i>Violence Against Women</i> 13, 817-841.	

**Week 5 - 12 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Integrative theories of the change process	Fanslow, J., & Gulliver, P. (2015). Exploring risk and protective factors for recent and past intimate partner violence against New Zealand Women. <i>Violence and Victims</i> , 30, 960 - 983.	Portfolio Activity 1  <b>Portfolio Activity 1</b> Due: Week 5 Monday (12 Aug 2019) 11:55 pm AEST

**Vacation Week - 19 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 26 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Core practices	Mandel, D. (2010) Child welfare and domestic violence: Tackling the thorny questions that stand in the way of collaboration and improvement of child welfare practice. <i>Violence Against Women</i> 16, 530-536.	

**Week 7 - 02 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous modalities	Guggisberg, M. (2019). Aboriginal women's experiences with intimate partner sexual violence and the dangerous lives they live as a result of victimization. <i>Journal of Aggression, Maltreatment &amp; Trauma</i> , 28, 186 - 204.	

**Week 8 - 09 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Systemic modalities	Loxton, D., Townsend, N., Forder, P., & Coombe, J., (2018). <i>Domestic violence, risk factors and health</i> . Herston, QLD and Callaghan, NSW: Women's Health Australia. Retrieved from: <a href="http://www.alsw.org.au/images/content/pdf/other_reports/Domestic-violence-risk-factors-and-health-2018-ALSWH.pdf">http://www.alsw.org.au/images/content/pdf/other_reports/Domestic-violence-risk-factors-and-health-2018-ALSWH.pdf</a>	Portfolio Activity 2  <b>Portfolio Activity 2</b> Due: Week 8 Monday (9 Sept 2019) 11:55 pm AEST

**Week 9 - 16 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Identifying and responding to the needs of clients from diverse backgrounds (Part 1)	Siegel, J. (2013) Breaking the Links in intergenerational Violence: An Emotional Regulation Perspective. <i>Family Process</i> , 52,, 163-178.	

**Week 10 - 23 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic

Identifying and responding to the needs of clients from diverse backgrounds (Part 2)

Douglas, H. (2018). Domestic violence protection orders and their role in ensuring personal security. In K. Fitz-Gibbon, S. Walklate, J. McCulloch & J. M. Maher (eds.). *Intimate partner violence, risk and security: Securing women's lives in a global world*, (pp. 216 - 232). London, UK: Routledge.

### Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Application of ethical and social responsibilities to working with clients (Part 1).	O'Brien, C. (2015). Working with domestic violence: A clinician's guide to ethical and competent practice. <i>InPsych</i> , 37. Available from: <a href="https://www.psychology.org.au/inpsych/2015/october/obrien">https://www.psychology.org.au/inpsych/2015/october/obrien</a>	Written Assessment  <b>Written Assessment</b> Due: Week 11 Monday (30 Sept 2019) 11:55 pm AEST

### Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Application of ethical and social responsibilities to working with clients (Part 2)	Fitz-Gibbon, K., Walklate, S., McCulloch, J., & Maher, J. (2018). Securing women's lives - making them count and accounting for men's violence. In K. Fitz-Gibbon, S. Walklate, J. McCulloch & J. M. Maher (eds.). <i>Intimate partner violence, risk and security: Securing women's lives in a global world</i> , (pp. 269 - 274). London, UK: Routledge.	

### Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

### Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Portfolio Activity 1

#### Assessment Type

Portfolio

#### Task Description

You are asked to discuss the importance of safety and risk assessment for clients attending Domestic and Family Violence (DFV) services. This includes a consideration of what the term 'risk' means and how 'harm' is defined. Furthermore, you should examine the three elements of a risk assessment process:

- Risk assessment
- Risk communication
- Risk management

After a theoretical examination, you should provide a case example where you illustrate your approach (you may use a specific case or make one up). Please use at least eight academic references published 2012 or later. The assignment should be presented using Times News Roman 12 point font with 1.5 spacing and all pages should be numbered. Please attach the provided assessment cover page to the assignment and submit it for grading as ONE Word Document.

#### Assessment Due Date

Week 5 Monday (12 Aug 2019) 11:55 pm AEST

#### Return Date to Students

Assessments will be returned within 10 working days

## Weighting

30%

## Assessment Criteria

DFVP20003 - Portfolio Activity 1: Risk Assessment					
	Fail	Pass	Credit	Distinction	High Distinction
<b>Discussion of safety, harm and risk (20%)</b>	Identification and definition of concepts fully or partially absent	Identification and definition of concepts – somewhat simplistic and superficial	Provides appropriate definition of concepts with some important considerations	Provides insightful identification and definition of the concepts with appropriate considerations interrelationships	Provides elaborate identification and definitions of concepts with most appropriate considerations of interrelationships
<b>Explanation of the three elements of risk assessment (20%)</b>	Explanation is not clear or absent; no recognisable effort to understand the task	Explanation is attempted but limited knowledge and understanding observable	Well considered presentation of the three elements with developing knowledge and understanding evident	Excellent presentation of the three elements with appropriate demonstration of knowledge and understanding	Outstanding presentation of the three elements with appropriate demonstration of knowledge and understanding
<b>Part B - Case Presentation, Approach and Argument (40%)</b>	Lacks logical presentation and relevance, topic not appropriately addressed, absence of cohesion	Illustrative example provided, content addresses the topic; at times not well sought out and/or repetitive; cohesion developing	Clear presentation and illustration – case is well assessed and practice considerations are identified; argument shows assessment of family's needs and there is evidence for suitability	Well sought out case assessment, argument shows skillful assessment of family's needs and there is evidence for suitability	Effectively and insightfully presented and developed case assessment, suitable for the family selected – case is extremely well assessed and argument shows skillful assessment of the family's needs and there is evidence for suitability
<b>Academic writing, paraphrasing, referencing (in-text and end-text) (20%)</b>	Major difficulties, inappropriate paraphrasing and referencing	Some errors with writing and referencing – focus of attention is required to improve academic writing and referencing style	Good writing and referencing style – some minor errors (more careful editing is required)	Good academic writing and referencing style, (minor, insignificant errors)	Well written paper following all academic writing and referencing conventions – fully correct, no errors
<b>Comments</b> <b>/100</b>	<b>/30%</b>				

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Evaluate a range of modalities to assist clients in domestic and family violence contexts, including their relevance to Aboriginal and Torres Strait Islander peoples
- Identify and respond to the needs of clients from diverse backgrounds in domestic and family violence contexts

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

## 2 Portfolio Activity 2

## Assessment Type

Portfolio

## Task Description

For this portfolio activity, you are asked to identify and discuss domestic and family violence (DFV) that occurs **after separation in the context of child contact**. The academic literature consistently indicates that abusive men often continue to exercise control and other forms of violence, even finding new ways to inflict harm through visitation and shared parenting arrangements.

### Guidelines

Discuss the potential for post-separation continuation of DFV and how children may be used as tools along with the impact on the non-abusive parent-child relationship. Indicate practice considerations - what are implications for working with mothers, fathers, children and relevant others?

Demonstrate your knowledge and understanding of the importance of anticipated challenges and how you would go about addressing them.

A minimum of eight academic references (i.e. journal articles) published 2012 or later are required for this assessment piece. In addition, you may draw on grey literature. The assignment should be presented in essay format using Times News Roman 12 point font with 1.5 spacing. You should provide a brief introduction to the topic, a discussion of the specifics of the case and DFV and relevance to service delivery and concluding remarks.

## Assessment Due Date

Week 8 Monday (9 Sept 2019) 11:55 pm AEST

## Return Date to Students

Assessments will be returned within 10 working days

## Weighting

30%

## Assessment Criteria

### DFVP20003 - Portfolio Activity 2: Post-Separation DFV

	Fail	Pass	Credit	Distinction	High Distinction
<b>Discuss post-separation continuation of DFV in context of child contact (40%)</b>	Identification of post-separation DFV fully or partially absent	Attempt of identification of post-separation DFV evident - insight developing	Appropriate identification and discussion of post-separation DFV; solid knowledge and understanding demonstrated	Insightful discussion of post-separation DFV provided - excellent knowledge and understanding demonstrated	Elaborate and insightful discussion of post-separation DFV provided - outstanding knowledge and understanding demonstrated
<b>Practice considerations (20%)</b>	Implications for practice not clear, absent of recognisable effort to understand the task	Implications for practice are discussed, albeit in somewhat basic terms	Implications for practice are well considered and feasible	Excellent presentation of implications for practice with clear directions and professionally presented	Outstanding practice considerations demonstrating insight in the complex interpersonal interactions and professionally presented
<b>Approach and Argument (20%)</b>	Lacks logic and relevance, topic not appropriately addressed, absence of cohesion	Key relevant elements are presented; content addresses the topic; appropriate cohesion developing	Key relevant elements well chosen and presented; content addresses the topic, relevant and cohesion is demonstrated	Effective presentation of key relevant elements, cohesion is well demonstrated	Most effective presentation of key relevant elements, cohesion is skillfully demonstrated



<b>Academic writing, paraphrasing, referencing (in-text and end-text)</b>  (20%)	Major difficulties, inappropriate paraphrasing and referencing	Some errors with writing and referencing – focus of attention is required to improve academic writing and referencing style	Good writing and referencing style – some minor errors (more careful editing is required)	Good academic writing and referencing style, (minor, insignificant errors)	Well written paper following all academic writing and referencing conventions – fully correct, no errors
<b>Comments</b>			<b>/100</b>	<b>/30%</b>	

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Evaluate a range of modalities to assist clients in domestic and family violence contexts, including their relevance to Aboriginal and Torres Strait Islander peoples
- Determine the impact of “self” on casework practice in domestic and family violence contexts

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

## 3 Written Assessment

### Assessment Type

Written Assessment

### Task Description

You are required to thoroughly investigate and address a key issue in Domestic and Family Violence (DFV) practice – the debate over theories underpinning DFV practice with focus on Aboriginal and Torres Strait Islander families.

Several theories have been used to inform domestic and family violence practice modalities. Some current thinking has challenged the orthodoxy of ‘industry-standard’ theoretical approaches as embodied in the Duluth model. Compare and contrast the Duluth model with alternative theories relevant to domestic and family violence practice. In constructing your argument, you should demonstrate your knowledge of the Duluth model and critically evaluate it in relation to its appropriateness for Aboriginal and Torres Strait Islander clients.

You are asked to identify the Duluth model’s origins and evolution in relation to the field of domestic and family violence practice; and assess its breadth and versatility in application for a specific client group, namely Aboriginal and Torres Strait Islander clients. You may wish to compare the Duluth model with a chosen alternative theory in relation to its applicability and effectiveness.

A minimum of 10 academic references (i.e. journal articles) published 2012 or later are required for this assessment piece. In addition, you may draw on grey literature.

You are required to present this assignment in essay format using Times News Roman 12 point font with 1.5 spacing. The essay should contain a brief introduction to the topic, a discussion of the specifics and relevance to service delivery and concluding remarks.

### Assessment Due Date

Week 11 Monday (30 Sept 2019) 11:55 pm AEST

### Return Date to Students

Assessments will be returned within 10 working days

### Weighting

40%

## Assessment Criteria

DFVP20003 Written Assessment-Academic Essay					
	Fail	Pass	Credit	Distinction	High Distinction
<b>Identification and appraisal of the Duluth Model for Aboriginal and Torres Strait Islander clients</b>  <b>(40%)</b>	Identification and appraisal of the Duluth Model for Aboriginal and Torres Strait Islander clients (partially or fully) absent	Identification and appraisal of the Duluth Model for Aboriginal and Torres Strait Islander clients presented in basic terms; clear attempt made	Identification and appraisal of the Duluth Model for Aboriginal and Torres Strait Islander clients presented - developing insight demonstrated	Identification and appraisal of the Duluth Model for Aboriginal and Torres Strait Islander clients presented - excellent insight demonstrated	Identification and appraisal of the Duluth Model for Aboriginal and Torres Strait Islander clients skilfully presented and outlined in great detail; - outstanding insight demonstrated
<b>Approach and Argument</b>  <b>(20%)</b>	Lacks logical structure and examples, reasons or evidence. Essay is disorganised with little or no structure; difficult to understand what is being argued, and/or missing introduction and/or conclusion	Structure is evident but at times unclear and inconsistent use of examples reasons or evidence. Essay is adequately organised; appropriate introduction and conclusion	Clear structure including provision of adequate examples, reasons and evidence. Good organisation with information in effective order & argument flows; paragraphs well constructed; adequate introduction and conclusion	Effectively presented analysis, well supported by appropriate examples, reasons and evidence, demonstrating critical thinking. Strong organisation with all information in effective order & argument flows well; paragraphs well constructed; effective introduction and conclusion	Effectively and insightfully presented and developed analysis using excellent examples, reasons and evidence, demonstrating outstanding critical thinking. Excellent organisation - argument flows powerfully and seamlessly; extremely well constructed paragraphs; highly effective introduction and conclusion
<b>Knowledge of content area &amp; development of ideas</b>  <b>(20%)</b>	Unable to demonstrate understanding of content or only a few general points made, and/or factual errors presented	Demonstrated understanding of content (general points made with little specific details given) and/or irrelevant information given and/or inappropriate references used	Demonstrated good understanding of content presented and points were elaborated with details; information is relevant supported by appropriate references; Some original thought presented	Demonstrated understanding of all content with all points elaborated with illustrative examples and effective links to cited references with original ideas & thoughts presented	Demonstrated well developed understanding of all content; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information, excellent original thoughts & ideas, and effective links to cited references
<b>Academic writing, paraphrasing and referencing (in-text and end-text) style</b>  <b>(20%)</b>	Major difficulties with academic writing, inappropriate paraphrasing and referencing	Some errors with writing and referencing - focus of attention is required to improve academic writing and referencing style	Good writing and referencing style - some minor errors (more careful editing is required)	Good academic writing and referencing style, (minor and insignificant errors)	Well written paper following all academic writing and referencing conventions - fully correct, no errors
<b>Comments</b>			<b>/100</b>	<b>/40%</b>	

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Analyse the theories underpinning different treatment perspectives in domestic and family violence contexts
- Apply ethical and social responsibilities to working with clients in domestic and family violence contexts.

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

## 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