DFVP20007 *Domestic and Family Violence Project*
Term 2 - 2019

All details in this unit profile for DFVP20007 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 will provide you with opportunities to explore the application of your advanced knowledge and skills in domestic and family violence. It builds on your learning acquired in previous units with a specific focus on research skills development. The research proposal you write as a part of this unit will result in a feasible plan to address an aspect of practice in domestic and family violence. You will explore the implications of the intersection of gender, culture and ethnicity in the research context. You will consider ethical, professional and self-management implications for applied research.

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. **Written Assessment**
Weighting: 30%
2. **Written Assessment**
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.

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 survey

Feedback

Student comments referred to a supportive, responsive and clear style of coordination. No comment suggested a requirement for change.

Recommendation

Maintain a high level of online 'presence'

Unit Learning Outcomes

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

1. Formulate a research question based on relevant data sources in the domestic and family violence context.
2. Evaluate data collection methods relevant to the domestic and family violence context through the application of an ethical, cultural and gender appropriate framework.
3. Identify research methods to answer a question in the domestic and family violence practice context.
4. Design a research proposal based on sound research principles for application in a domestic and family practice setting.
5. Examine the role of research and researchers in health and human services practice.

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 - Written Assessment - 30%	●				●
2 - Written Assessment - 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	○	○	○	○	○

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Written Assessment - 30%	○	○	○	○		○		
2 - Written Assessment - 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

Emily Hurren Paterson Unit Coordinator
e.hurrenpaterson@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: Research and its relevance to DFV practice	Hegarty, K., O'Doherty, L., Chondros, P., Valpied, J., Taft, A., Astbury, J., ... Gunn, J. (2013). Effect of type and severity of intimate partner violence on women's health and service use: Findings from a primary care trial of women afraid of their partners. *Journal of Interpersonal Violence*, 28(2), 273-294.	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Emerging issues in DFV research	Australia's National Research Organisation for Women's Safety. (2014). *National research agenda to reduce violence against women and their children*. Sydney, NSW: ANROWS.	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Planning your research: rationale and research questions	Boyd, B. (2009). Developing the research proposal. In S.M.J., Baban (Ed.), Research: the journey from pondering to publishing (pp. 93-120). Kingston, Jamaica: Canoe Press.	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Intersectionality in the DFV context	Blagg, H., Bluett-Boyd, N., & Williams, E. (2017). *Innovative models in addressing violence against Indigenous women: State of knowledge paper* (pp. 1-19). Sydney: ANROWS.	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Designing research: key elements and considerations	Ellsberg, M., & Heise, L. (2005). Chapter 3: Developing a research strategy. In M. Ellsberg, & L. Heise (Eds.), *Researching violence against women: a practical guide for researchers and activists* (pp. 48-61). Washington DC, United States: World Health Organization, PATH.	

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Determining methodologies: Quantitative, qualitative and mixed methods	Kaspiew, R., Horsfall, B., Qu, L., ... Dunsan, J. (2017). *Domestic and family violence and parenting: Mixed method insights into impact and support needs: Key findings and future directions*. Sydney, NSW: ANROWS.	**Annotated bibliography** Due: Week 6 Monday (26 Aug 2019) 5:00 pm AEST

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Action research: producing knowledge and implementing change	Goodman, L., Thomas, K., Nnawulezi, N., ... Bair-Merritt, M. (2018). Bringing community based participatory research to domestic violence scholarship: an online toolkit. *Journal of Family Violence*, 33, 103-107.	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation research: evidence and best practice in DFV	Stanley, N. & Humphreys, C. (2018). Identifying the key components of a 'whole family' intervention for families experiencing domestic violence and abuse. *Journal of Gender-Based Violence*, 1(1), 99-115.	

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Settings and sampling	Ellsberg, M., & Heise, L. (2005). Chapter 7: Developing a sampling strategy. In M. Ellsberg, & L. Heise (Eds.), *Researching violence against women: a practical guide for researchers and activists* (pp. 104-115). Washington DC, United States: World Health Organization, PATH.	**Research proposal – Part A** Due: Week 9 Monday (16 Sept 2019) 5:00 pm AEST

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Translating research into practice: outcomes and deliverables	Tarzia, L., Humphreys, C., & Hegarty, K. (2017). Translating research about domestic and family violence into practice in Australia: possibilities and prospects. Evidence & Policy: *A Journal of Research, Debate and Practice*, 13(4), 709-722.	

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Ethical considerations in DFV research	Tarzia, L., Valpied, J., Koziol-McLain, J. Glass, N., & Hegarty, K. (2017). Methodological and ethical challenges in a web-based randomized controlled trial of a domestic violence intervention. *Journal of Medical Internet Research*, 19(3), e94.	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Research proposal review	Australia's National Research Organisation for Women's Safety (ANROWS). (2016). *Research Priorities Grants Round – December 2016: Information for applicants.* Sydney, NSW: ANROWS	**Research proposal – Part B** Due: Week 12 Monday (7 Oct 2019) 5:00 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Annotated bibliography

Assessment Type
Written Assessment

Task Description
You are required to write an annotated bibliography which provides you with the opportunity to explore the literature around your research topic, define your research question and develop a rationale for your research proposal.

An annotated bibliography is a list of citations to articles, books and documents which provides a brief account of the available research on a particular topic. Each citation comprises basic bibliographical information presented in a standard referencing style (eg APA) followed by a brief descriptive and evaluative paragraph, the 'annotation'. The annotation provides a summary and critique of the source.

For this assignment you are required to create an annotated bibliography of at least **10** journal articles and/or books closely related to your chosen topic for your research proposal.

Your annotated bibliography will include:

Introduction: provide a paragraph which introduces your proposed research topic and the context for the literature you have included in your annotated bibliography. The introduction should demonstrate why you have chosen the journal articles and/or books in your bibliography (*approx. 150 words*).

Annotations: The references should be presented in alphabetical order by author's last name. Each annotation *(150-200 words)* should include:

- A brief summary about the research, including what the research was about, how it was conducted, the research context (eg the research setting and country where the research was conducted), and a summary of the key themes or arguments presented in the reference.
- A description of the author(s) that evaluates their credentials (eg are they an expert on the subject matter).
- Your evaluation of the reference should include: how reliable you think the information is; whether there are any flaws in the research or the conclusions; how you think it contributes to knowledge of the research topic; what target audience the research may be useful for; and how it will inform your research proposal.

(McCulloch, R., & Reid, A. (2012). *Your business degree* (1st ed., pp. 105-106). Frenchs Forest, NSW: Pearson Australia.)

Word limit: 2,000 words (+/-10%), includes reference list

Assessment Due Date
Week 6 Monday (26 Aug 2019) 5:00 pm AEST
All assessment-related information is also made available on the course Moodle site under the 'ASSESSMENT' block. You will also find a link to a monitored discussion board specifically designed for questions relating to each assessment item on the course Moodle site. You are encouraged to monitor the course Moodle site and your student emails for assessment-related information.

Return Date to Students
Week 9 Monday (16 Sept 2019)
Assessment and feedback provided through Moodle

Weighting
30%

Assessment Criteria

Assessment Criteria - Annotated bibliography

High Distinction (85-100%)	Distinction (75-84%)	Credit (65-74%)	Pass (50-64%)	Fail (0-49%)
Approach and argument (40%)				
Clear and succinct introduction that introduces the research topic and provides excellent justification for chosen references. (20%)	Clear and appropriate introduction that introduces the research topic and provides good justification for chosen references.	Appropriate introduction that introduces the research topic and provides justification for chosen references.	Introduction is apparent and the research topic is introduced but the justification for chosen references is unclear.	No recognisable introduction, the research topic is not introduced and/or there is no justification for chosen references.
Very clear and succinct summary about the research, how it was conducted, the research context and key themes/arguments. (20%)	Clear and appropriate summary about the research, how it was conducted, the research context and key themes/arguments.	Appropriate summary about the research, how it was conducted, the research context and key themes/arguments.	Summary about the research is apparent but how it was conducted, the research context and/or key themes/arguments are unclear.	No recognisable summary of the research, how it was conducted, the research context and/or key themes/arguments.
Demonstrated ability to critically appraise relevant research literature (40%)				
Very articulate critical appraisal of each of the references which clearly and succinctly address the evaluation tasks.	Clear and appropriate critical appraisal of each of the references which succinctly address the evaluation tasks.	Appropriate critical appraisal of each of the references which adequately address the evaluation tasks.	Critical appraisal of some of the references is apparent but the evaluation tasks are not clearly addressed.	No recognisable critical appraisal of the references. Evaluation tasks are not addressed.
Structure (10%)				
Excellent presentation of assignment, double spaced with 12 point font. Consistently accurate with spelling, grammar and paragraph structure and is within the set word limit.	Well-presented assignment, double spaced with 12 point font. 1 or 2 errors with spelling, grammar and/or paragraph structure and is within the set word limit.	Well-presented assignment, double spaced with 12 point font. 3 or 4 errors with spelling, grammar and/or paragraph structure and is within the set word limit.	Well-presented assignment, double spaced with 12 point font. 5 or 6 errors with spelling, grammar and/or paragraph structure and is within the set word limit.	Poorly presented assignment. Double spacing not used. 12 point font not used. Many inaccuracies with spelling, grammar and paragraph structure (>6 errors) and is well over or under the 10% allowance.
Annotations (10%)				
The reference list is completely relevant to the research topic and adheres to APA presentation guidelines and presented in alphabetical order. A minimum of 10 references of journal articles and/or books.	The reference list is predominantly relevant to the research topic and generally accurate with APA referencing and presented in alphabetical order. A minimum of 10 references of journal articles and/or books.	The reference list is usually relevant to the research topic and occasional inaccuracies with APA referencing and presented in alphabetical order. A minimum of 10 references of journal articles and/or books.	The reference list is sometimes relevant to the research topic and many inconsistencies and omissions with the APA referencing style and alphabetical order. A minimum of 10 references of journal articles and/or books.	The reference list is mostly irrelevant to the research topic and the APA referencing style is mostly inaccurate and not presented alphabetically. Fewer than 10 references of journal articles and/or books used.
			Total marks	**/100**

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submission through Moodle

Learning Outcomes Assessed

- Formulate a research question based on relevant data sources in the domestic and family violence context.
- Examine the role of research and researchers in health and human services practice.

Graduate Attributes

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

2 Research proposal – Part A

Assessment Type
Written Assessment

Task Description
A research proposal contains an outline plan for a research project. It describes why the research should be undertaken, what will be done and how it will be done. While requirements for proposals vary widely, for this assessment you will be required to include the following elements as Part A of your research proposal.

Title: a concise indication of the research problem you wish to explore *(no more than 150 characters, approx 20 words).*

Brief summary: a brief summary stating what your project is about and why it is important *(approx. 100 words).* [Note: in Assessment 3, your final Research proposal – Part B, you will expand this section to incorporate a brief statement on

how you will conduct your research.]

Aims and objectives: provide one overarching aim that captures what you propose to achieve in your research, and a set of clearly articulated objectives that support that aim *(approx. 150-200 words)*.

Background and rationale: an introduction to your research topic area which provides context and an understanding of what the problem or issue is about. This section would also include any definitions of key terms or concepts relevant to your research topic. The significance of the study needs to be stated which outlines the practical and/or theoretical contributions of the research. Here you need to convince the reader that your research into this area is absolutely essential *(approx. 350-500 words)*.

Literature review: a review of the academic literature which will include: what is already known on the topic; what gaps need to be filled; how your research relates to, builds on or differs from previous work in the area; and any theoretical considerations *(approx. 1000-1200 words)*.

Word limit: 2,000 words (+/-10%), includes reference list

Assessment Due Date
Week 9 Monday (16 Sept 2019) 5:00 pm AEST
All assessment-related information is also made available on the course Moodle site under the 'ASSESSMENT' block. You will also find a link to a monitored discussion board specifically designed for questions relating to each assessment item on the course Moodle site. You are encouraged to monitor the course Moodle site and your student emails for assessment-related information.

Return Date to Students
Week 12 Monday (7 Oct 2019)
Assessment and feedback provided through Moodle

Weighting
30%

Assessment Criteria

Assessment Criteria - Research proposal – Part A

High Distinction (85-100%)	Distinction (75-84%)	Credit (65-74%)	Pass (50-64%)	Fail (0-49%)
Approach and argument (80%)				
Original and highly relevant research problem which will contribute to development and understanding in the domestic and family violence field. (10%)	Original and very relevant research problem which will contribute to development and understanding in the domestic and family violence field**.**	Relevant research problem which will contribute to development and understanding in the domestic and family violence field.	Research problem is limited in its relevance and will make limited contribution to development and understanding in the domestic and family violence field.	Research problem is not at all relevant and will make no contribution to development and understanding in the domestic and family violence field.
Proposal includes highly articulated aim and objectives that demonstrate precisely what the research intends to do. (15%)	Proposal includes well-articulated aim and objectives that demonstrate precisely what the research intends to do.	Proposal includes aim and objectives that demonstrate what the research intends to do.	Proposal includes aim and objectives but it does not clearly demonstrate what the research intends to do.	Proposal does not include adequate aim and objectives and does not demonstrate what the research intends to do.
Highly articulate and comprehensive background and rationale, which provides a strong and clear understanding of the purpose of the research and justifies the need for the research. Clearly and succinctly addresses the required tasks. (20%)	Well-articulated background and rationale, which provides a clear understanding of the purpose of the research and justifies the need for the research. Clearly addresses the required tasks.	Appropriate background and rationale, which provides an understanding of the purpose of the research and justifies the need for the research. Addresses the required tasks.	Background and rationale are apparent, but the purpose of the research and justification for the research are unclear. Does not clearly address the required tasks.	Proposal does not include adequate background and rationale and the purpose and justification of the research are not provided. Does not address the required tasks.
Highly organised literature review that demonstrates a very high level of understanding and critical reading of the relevant literature. Clearly and succinctly addresses the required tasks. (35%)	A well organised literature review that demonstrates a high level of understanding and critical reading of the relevant literature. Clearly addresses the required tasks.	An organised literature review that demonstrates a sound level of understanding and critical reading of the relevant literature. Addresses the required tasks.	Demonstrates a basic level of understanding of the literature relevant to the research topic. Does not clearly address the required tasks and is not very well organised.	Demonstrates a limited level of understanding of the literature relevant to the research topic. Does not address the required tasks and is not organised.
Structure (15%)				
Proposal includes title and brief summary which clearly and succinctly address the required tasks. (10%)	Proposal includes title and brief summary which clearly address the required tasks.	Proposal includes title and brief summary which adequately address the required tasks.	Proposal includes title and brief summary but the required tasks are not clearly addressed.	Proposal does not include title and/or brief summary and the required tasks are not addressed.
Excellent presentation of assignment, double spaced with 12 point font. Consistently accurate with spelling, grammar and paragraph structure and is within the set word limit. (5%)	Well-presented assignment, double spaced with 12 point font. 1 or 2 errors with spelling, grammar and/or paragraph structure and is within the set word limit.	Well-presented assignment, double spaced with 12 point font. 3 or 4 errors with spelling, grammar and/or paragraph structure and is within the set word limit.	Well-presented assignment, double spaced with 12 point font. 5 or 6 errors with spelling, grammar and/or paragraph structure and is within the set word limit.	Poorly presented assignment. Double spacing not used. 12 point font not used. Many inaccuracies with spelling, grammar and/or paragraph structure (>6 errors) and is well over or under the 10% allowance.
Referencing style is accurate (5%)				

The in-text and end reference list is completely relevant to the research topic and adheres to APA referencing presentation guidelines.	The in-text and end reference list is predominantly relevant to the research topic and accurate with APA referencing presentation guidelines.	The in-text and end reference list is usually relevant to the research topic. Occasional inaccuracies with APA referencing presentation guidelines.	The in-text and end reference list is sometimes relevant to the research topic and many inconsistencies and omissions with the APA referencing presentation guidelines.	The in-text and end reference list is mostly irrelevant to the research topic and the APA referencing style is mostly inaccurate.
			Total marks	**/100**

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submission through Moodle

Learning Outcomes Assessed

- Formulate a research question based on relevant data sources in the domestic and family violence context.
- Design a research proposal based on sound research principles for application in a domestic and family practice setting.

Graduate Attributes

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

3 Research proposal – Part B

Assessment Type
Written Assessment

Task Description
This assessment finalises the development of your research proposal and covers how your research will be done, ethical and other considerations and a proposed timeframe for the research. You will be required to include the following elements as Part B of your research proposal.

Title: include the title from your previous assessment – Research proposal – Part A

Brief summary: a brief summary stating what your project is about, why it is important and how you will conduct your research *(approx. 200-300 words)*. [Note: you would have completed part of this in your Research proposal – Part A]

Research plan: (approx. 1000-1200 words)
• Articulate and justify your methodological approach (eg qualitative, quantitative, mixed-methods)
• Outline your research methods (eg action research, case study, survey etc) and the tools to be used for data collection
• Describe the study setting, study population, sampling design and recruitment methods
• Provide methods of data analysis and interpretation.

Outcomes and/or deliverables: outline the potential policy, program and/or knowledge contributions of your research (*approx. 200-250 words*).

Intersectionality: describe the implications of your research on the intersection of gender, culture and ethnicity (*approx. 200-250 words*).

Ethical considerations: identify ethical issues that need to be considered, particularly in relation to responsibility for the emotional, physical and intellectual wellbeing of potential participants, including safety (*approx. 200-250 words*).

Timeline: provide a month by month plan of your research from start to finish, including the write-up of your final report or research product (*approx. 200-250 words*).

Word limit: 2,500 words (+/-10%), includes reference list

Assessment Due Date
Week 12 Monday (7 Oct 2019) 5:00 pm AEST
All assessment-related information is also made available on the course Moodle site under the 'ASSESSMENT' block. You will also find a link to a monitored discussion board specifically designed for questions relating to each assessment item on the course Moodle site. You are encouraged to monitor the course Moodle site and your student emails for assessment-related information.

Return Date to Students
Exam Week Monday (21 Oct 2019)
Assessment and feedback provided through Moodle

Weighting
40%

Assessment Criteria

Assessment Criteria - Research proposal – Part B

High Distinction (85-100%)	Distinction (75-84%)	Credit (65-74%)	Pass (50-64%)	Fail (0-49%)
Approach and argument (80%)				
Highly appropriate and viable methodology which comprehensively and logically outlines how the research will be accomplished. Clearly and succinctly addresses the required tasks. (40%)	Very appropriate and viable methodology which comprehensively and logically outlines how the research will be accomplished. Clearly addresses the required tasks.	Appropriate and viable methodology which logically outlines how the research will be accomplished. Addresses the required tasks.	Methodology somewhat appropriate and logical but does not clearly address all of the required tasks.	Methodology not at all appropriate and does not outline logically how the research will be accomplished. Does not address the required tasks.
Highly articulate and logical outline of relevant outcomes and/or deliverables of the research. Clearly and succinctly addresses the required tasks. (10%)	Articulate and logical outline of relevant outcomes and/or deliverables of the research. Clearly addresses the required tasks.	Logical outline of relevant outcomes and/or deliverables of the research. Addresses the required tasks.	The outcomes and/or deliverables of the research are outlined but are not all logical and/or relevant to the research. Does not clearly address all of the required tasks.	The outcomes and/or deliverables of the research are not outlined, not logical and/or relevant to the research. Does not address the required tasks.
A highly articulate and appropriate description of the research implications on intersectionality. Clearly and succinctly addresses the required task. (10%)	Articulate and appropriate description of the research implications on intersectionality. Clearly addresses the required task.	Appropriate description of the research implications on intersectionality. Addresses the required task.	The description of the research implications on intersectionality is somewhat appropriate. Does not clearly address all of the required task.	The description of the research implications on intersectionality is not at all appropriate. Does not address the required task.
Very articulate description of a range of ethical issues relevant to the research topic. Clearly and succinctly addresses the required task. (10%)	Articulate description of a range of ethical issues relevant to the research topic. Clearly addresses the required task.	Appropriate description of a range of ethical issues relevant to the research topic. Addresses the required task.	A basic description of some of the ethical issues relevant to the research topic. Does not clearly address the required task.	A description of the ethical issues relevant to the research topic are not evident. Does not address the required task.
Highly clear and viable timeline of the research project from start to finish. Clearly and succinctly addresses the required tasks. (10%)	Very clear and viable timeline of the research project from start to finish. Clearly addresses the required tasks.	Viable timeline of the research project from start to finish. Addresses the required tasks.	The timeline of the research project is somewhat clear and viable. Does not clearly address all of the required tasks.	The timeline of the research project is not at all clear and/or viable. Does not address the required tasks.
Structure (10%)				
Proposal includes well-thought out title and brief summary which clearly and succinctly address the required tasks. (5%)	Proposal includes title and brief summary which clearly address the required tasks.	Proposal includes title and brief summary which adequately address the required tasks.	Proposal includes title and brief summary but all of the required tasks are not clearly addressed.	Proposal does not include title and/or brief summary and it is not apparent that the required tasks are addressed.
Excellent presentation of assignment, double spaced with 12 point font. Consistently accurate with spelling, grammar and paragraph structure and is within the set word limit. (5%)	Well-presented assignment, double spaced with 12 point font. 1 or 2 errors with spelling, grammar and/or paragraph structure and is within the set word limit.	Well-presented assignment, double spaced with 12 point font. 3 or 4 errors with spelling, grammar and/or paragraph structure and is within the set word limit.	Well-presented assignment, double spaced with 12 point font. 5 or 6 errors with spelling, grammar and/or paragraph structure and is within the set word limit.	Poorly presented assignment. Double spacing not used. 12 point font not used. Many inaccuracies with spelling, grammar and paragraph structure (>6 errors) and is well over or under the 10% allowance.
Referencing style is accurate (10 %)				
The in-text and end reference list is completely relevant to the research topic and adheres to APA referencing presentation guidelines.	The in-text and end reference list is predominantly relevant to the research topic and generally accurate with APA referencing presentation guidelines.	The in-text and end reference list is usually relevant to the research topic and occasional inaccuracies with APA referencing presentation guidelines.	The in-text and end reference list is sometimes relevant to the research topic and many inconsistencies and omissions with the APA referencing presentation guidelines.	The in-text and end reference list is mostly irrelevant to the research topic and the APA referencing style is mostly inaccurate.
			Total marks	**/100**

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submission through Moodle

Learning Outcomes Assessed

- Evaluate data collection methods relevant to the domestic and family violence context through the application of an ethical, cultural and gender appropriate framework.
- Identify research methods to answer a question in the domestic and family violence practice context.
- Design a research proposal based on sound research principles for application in a domestic and family practice setting.

Graduate Attributes

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

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