



DFVP20007 Domestic and Family Violence Project

Term 2 - 2021

Profile information current as at 19/09/2025 06:55 am

All details in this unit profile for DFVP20007 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

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 - 2021

- 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 Quote from Student Unit and Teaching Evaluation

Feedback

"The content was presented in a logical manner and was easy to understand. However, my favourite thing is the constant support in relation to assessment. The weekly Zoom tutorials were highly beneficial and I felt very supported. The instructions in relation to the assessments were clear and easy to understand".

Recommendation

Given the high student satisfaction levels indicated by the Student Unit and Teaching Evaluation, it is recommended that this Unit be run in its current form, with ongoing effort to ensure up-to-date resources, and high levels of student engagement and support.

Feedback from Quote from Student Unit and Teaching Evaluation

Feedback

"Although I struggled with this unit as it is not something that I am familiar with, I found this unit to be quite rewarding. The best aspect is the personal interaction with course coordinator via various forms of communications, such as, on-line recorded lectures & discussions, face-to-face via zoom meetings and emails. The offer to have regular weekly Q & A sessions via Zoom was invaluable".

Recommendation

Given the high student satisfaction levels indicated by the Student Unit and Teaching Evaluation, it is recommended that this Unit be run in its current form, with ongoing effort to ensure up-to-date resources, and high levels of student engagement and support.

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



Alignment of Assessment Tasks to Learning Outcomes

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

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
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 - 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

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

Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: Research and its relevance to DFV practice	All readings are provided in the Unit eReading list	

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Emerging issues in DFV research	All readings are provided in the Unit eReading list	

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Planning your research: Rationale and research questions	All readings are provided in the Unit eReading list	

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Theories in the DFV context	All readings are provided in the Unit eReading list	

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Designing research: Key elements and considerations	All readings are provided in the Unit eReading list	Annotated Bibliography Due: Week 5 Monday (9 Aug 2021) 5:00 pm AEST

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Determining methodologies: Quantitative, qualitative and mixed methods	All readings are provided in the Unit eReading list	

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Action research: Producing knowledge and implementing change	All readings are provided in the Unit eReading list	

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Evaluation research: Evidence and best practice in DFV

All readings are provided in the Unit eReading list

Research Proposal - Part A Due: Week 8 Monday (6 Sept 2021) 5:00 pm AEST

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Settings and sampling	All readings are provided in the Unit eReading list	

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Translating research into practice: Outcomes and deliverables	All readings are provided in the Unit eReading list	

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Ethical considerations in DFV research	All readings are provided in the Unit eReading list	

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Research proposal review	All readings are provided in the Unit eReading list	Research Proposal - Part B Due: Week 12 Monday (4 Oct 2021) 5:00 pm AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Annotated Bibliography

Assessment Type

Written Assessment

Task Description

Assessment 1 - Annotated Bibliography

Type: Written Assessment

Due date: 5pm (AEST) Monday 9th August 2021 (Week 5)

Weighting: 30%

Length: 2,000 words (+/- 10%)

Unit Coordinator: Dr Emily Hurren Paterson

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.

Aim

The aim of this assessment is to provide you with the opportunity to:

- explore the literature around a research topic that interests you,
- develop a rationale for your research proposal, and
- consider your research question.

Instructions

You must produce an annotated bibliography of eight (8) good quality sources that are closely related to your chosen topic for your research proposal.

Please follow the steps below to complete your assessment task:

1. Introduction (approx. 200 words).
 - You are required to identify a research topic of relevance to domestic and family violence (DFV), which you would like to explore throughout this unit. Provide a paragraph that introduces your proposed research topic and the context for the literature you have included in your annotated bibliography (i.e. demonstrate the importance of the topic and why you have chosen the sources that you have included in your bibliography).
2. Annotations (approx. 1,600 words)
 - You must provide annotations for eight (8) sources that are closely related to your proposed research topic (approx. 200 words per annotation). All sources should be good quality and at least six (6) of your sources should be peer-reviewed journal articles. The references should be presented in alphabetical order by author's last name.
 - When writing your annotation, consider the currency, coverage, authority, objectivity, and relevance of the source (ALC, 2021). Good annotations address eight components: citation, introduction, aims and research methods, scope, usefulness, limitations, conclusions, and reflection (UNSW, 2021).
 - For more information, please refer to the below annotated bibliography guidelines:
 - The Academic Learning Centre (ALC) [Annotated Bibliography Guideline](#), and
 - The UNSW [Annotated Bibliography Guideline](#)
3. Research question (approx. 200 words).
 - Present your proposed wording of the research question for your research proposal, and a brief rationale for your wording.

Literature and references

Suitable references include peer-reviewed journal articles and credible grey literature. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies: for example, Australian Bureau of Statistics, Australian Institute of Health and Welfare, Australian Institute of Family Studies, Australia's National Research Organisation for Women's Safety (ANROWS), Australian Association of Social Workers etc.

Requirements

- Use size 12 font, Times New Roman, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- You may write in the first-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide: Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

References

Academic Learning Centre, CQUniversity (2021, June 1). Academic Communication Information Sheet. Academic writing: Annotated Bibliography. <https://moodle.cqu.edu.au/mod/resource/view.php?id=753493>

Assessment Due Date

Week 5 Monday (9 Aug 2021) 5:00 pm AEST

Return Date to Students

Week 7 Monday (30 Aug 2021)

Weighting

30%

Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
Introduction (15%)	Excellent introduction. Very clear and succinct introduction of the topic and its importance, and excellent justification for chosen references. (12.68-15)	Very good introduction. Clear introduction of the topic and its importance, and strong justification for chosen references. (11.18-12.67)	Good introduction. The topic is introduced, its importance is clear, and a good justification has been provided for chosen references. (9.68-11.17)	Satisfactory introduction. Attempt at introducing topic and its importance. Developing justification for chosen references. (7.43-9.67)	Inadequate/insufficient introduction. Topic is not adequately introduced and/or justification for chosen references is unclear/absent. (<7.43)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Annotations (60%)	Annotations are provided for eight sources (at least six of these are peer-reviewed journal articles). All sources are closely related to the proposed research topic and are good quality. All annotations clearly address eight components (citation, introduction, aims/research methods, scope, usefulness, limitations, conclusions, reflection). (50.7-60)	Annotations are provided for eight sources (at least six of these are peer-reviewed journal articles). All sources are related to the proposed topic and are good quality. Most annotations address eight components (citation, introduction, aims/research methods, scope, usefulness, limitations, conclusions, reflection). (44.7-50.69)	Annotations are provided for eight sources (at least six of these are peer-reviewed journal articles). Most sources are related to the proposed topic and are generally good quality. Annotations generally include eight components (citation, introduction, aims/research methods, scope, usefulness, limitations, conclusions, reflection). (38.7-44.69)	Annotations provided for eight sources. Sources are generally related to the topic and are acceptable quality. Attempt has been made to include eight components in each annotation (citation, introduction, aims/research methods, scope, usefulness, limitations, conclusions, reflection). (29.7-38.69)	Annotations provided for fewer than eight sources. Sources not related to topic and/or are poor quality. Annotations do not include eight components (citation, introduction, aims/research methods, scope, usefulness, limitations, conclusions, reflection). (<29.7)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Research Question (15%)	Excellent research question with a clear and succinct rationale for its wording. (12.68-15)	Very good research question with a clear rationale for its wording. (11.18-12.67)	Good research question and a rationale for its wording. (9.68-11.17)	Satisfactory research question and/or rationale for its wording. (7.43-9.67)	Inappropriate research question and/or insufficient rationale for its wording. (<7.43)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Ability to write and present effectively (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.45-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. (7.45-8.44)	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. (6.45-7.44)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. (4.95-6.44)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. (<4.95)	Little to no meaningful writing. (0)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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

Assessment 2 - Research Proposal (Part A)

Type: Written Assessment

Due date: 5pm (AEST) Monday 6th September 2020 (Week 8)

Weighting: 30%

Length: 2,000 words (+/- 10% excluding reference list)

Unit Coordinator: Dr Emily Hurren Paterson

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.

Aim

The aim of this assessment is to develop your skills in formulating an appropriate research question and key components of a research proposal for the domestic and family violence field.

Instructions

In this assessment you are writing Part A of your research proposal. This component of the research proposal describes what is known about the topic thus far, and why the proposed research should be undertaken. Note: you will not conduct the research project in this unit; the proposal is a hypothetical exercise only.

You are required to include the following elements in your assessment task:

1. Title (no more than 20 words)
 - a concise indication of the research problem you wish to explore.
2. Summary (approx. 100 words)
 - a brief summary stating what your project is about and why it is important.
 - [Note: in Assessment 3, Research proposal – Part B, you will expand this section to incorporate a brief statement on how you will conduct your research.]
3. Background and rationale (approx. 350-500 words).
 - an introduction to your research topic area which provides context and an understanding of the problem or issue. 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 essential.
4. Aim (approx. 50-100 words).
 - provide one overarching aim that captures what you propose to achieve in your research.
5. Literature review (approx. 1000-1200 words).
 - 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.
6. Research question/s (approx. 50-100 words)
 - List your research question/s.

Literature and references

In this assessment use at least 10 good quality academic references to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, Australian Bureau of Statistics, Australian Institute of Health and Welfare, Australian Institute of Family Studies, Australia's National Research Organisation for Women's Safety (ANROWS), Australian Association of Social Workers etc.

Requirements

- Use size 12 font, Times New Roman, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic

Learning Centre has an online [APA Referencing Style Guide](#).

· The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date

Week 8 Monday (6 Sept 2021) 5:00 pm AEST

Return Date to Students

Week 10 Monday (20 Sept 2021)

Weighting

30%

Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
Title (5%)	Excellent title. No more than 20 words and very clearly indicates the research problem to be explored. (4.23-5)	Very good title. No more than 20 words and clearly indicates the research problem to be explored. (3.73-4.22)	Good title. No more than 20 words and provides good indication of the research problem to be explored. (3.23-3.72)	Satisfactory title. No more than 20 words and is generally related to the research problem to be explored. (2.48-3.22)	Inappropriate title. Greater than 20 words and/or does not indicate the research problem to be explored (<2.47)	No title provided. (0)
Summary (10%)	Excellent summary. Clear and articulate explanation of the project and its importance. (8.45-10)	Very good summary. Clearly identifies what the project is about and why it is important. (7.45-8.44)	Good summary. Indicates what the project is about and/or why it is important. (6.45-7.44)	Satisfactory summary. Provides some indication of what the project is about and/or some indication of its importance. (4.95-6.44)	Inadequate summary. Does not state what the project is about and/or why it is important. (<4.95)	No summary provided. (0)
Background/Rationale (20%)	Excellent background/rationale. Clear and articulate, provides excellent context and understanding of the problem/issue. All key terms/concepts clearly defined. Significance of the study is articulately argued. An excellent case is made that the research is essential. (16.9-20)	Very good background/rationale. Clear and provides very good context and understanding of the problem/issue. Most key terms/concepts clearly defined. Significance of the study is well argued. A very good case is made that the research is essential. (14.9-16.89)	Good background/rationale. Clear and provides good context and understanding of the problem/issue. Key terms/concepts generally clearly defined. Significance of the study is argued. A good case is made that the research is essential (12.9-14.89)	Satisfactory background/rationale. Provides some context and understanding of the problem/issue. Key terms/concepts could be more clearly defined. Attempt made to argue the significance of the study and/or to make the case that the research is essential (9.9-12.89)	Inadequate background/rationale. Context and understanding of the problem/issue is lacking. Key terms/concepts not clearly defined. Significance of the study and or case that the research is essential is lacking. (<9.9)	No background/rationale provided. (0)
Aim (10%)	Excellent worded aim that articulately captures what will be achieved in the research. (8.45-10)	Very well worded aim that clearly captures what will be achieved in the research. (7.45-8.44)	Well worded aim that captures what will be achieved in the research. (6.45-7.44)	Aim is provided but does not clearly capture what will be achieved in the research. (4.95-6.44)	Aim unclear and/or does not capture what will be achieved in the research. (<4.95)	No aim provided. (0)

Literature Review (40%)	Excellent Very clearly and articulately explains what is already known on the topic, what gaps need to be filled, how the research builds on/differs from previous work, and relevant theoretical considerations. Excellent demonstration of critical thinking and integration of research evidence. (33.80-40)	Very good Very clearly explains what is already known on the topic, what gaps need to be filled, how the research builds on/differs from previous work, and relevant theoretical considerations. Very good demonstration of critical thinking and integration of research evidence. (29.80-33.79)	Good Clearly explains what is already known on the topic, what gaps need to be filled, how the research builds on/differs from previous work, and/or relevant theoretical considerations. Good demonstration of critical thinking and/or integration of research evidence. (25.80-29.79)	Satisfactory Attempts to explain what is already known on the topic, what gaps need to be filled, how the research builds on/differs from previous work, and/or relevant theoretical considerations. Some integration of research evidence. (19.80-25.79)	Inadequate Does not explain what is already known on the topic, what gaps need to be filled, how the research builds on/differs from previous work, and/or relevant theoretical considerations. No demonstration of critical thinking and/or integration of research evidence. (<19.8)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Research Question/s (5%)	Excellent research question/s clearly and articulately stated and very logical in relation to aims, background/rationale and literature review. (4.23-5)	Very good research question/s clearly stated and logical in relation to aims, background/rationale and literature review. (3.73-4.22)	Good research question/s clearly stated and mostly logical in relation to aims, background/rationale and literature review (minor improvement possible). (3.23-3.72)	Satisfactory research question/s Attempt at articulating research question/s but question not clearly stated and/or not entirely logical in relation to aims, background/rationale and literature review. (2.48-3.22)	Inappropriate research question/s. Question/s not clearly stated and/or not logical in relation to aims, background/rationale and literature review. (<2.47)	No research question/s provided. (0)
Ability to write and present effectively (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.45-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. (7.45-8.44)	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. (6.45-7.44)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. (4.95-6.44)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. (<4.95)	Little to no meaningful writing. (0)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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

Assessment 3 - Research Proposal (Part B)

Type: Written Assessment

Due date: 5pm (AEST) Monday 4th October 2021 (Week 12)

Weighting: 40%

Length: 2,500 words (+/- 10% excluding reference list)

Unit Coordinator: Dr Emily Hurren Paterson

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.

Aim

The aim of this assessment is to expand your skills in evaluation of data collection and research methods, and production of a research proposal for the domestic and family violence field.

Instructions

In this assessment, you are writing Part B of your research proposal. 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 are required to include the following elements in your assessment task:

1. Title, Aim, and Research Question/s
 - Include the title, aim, and research question/s from Research Proposal – Part A. Note: these are included to assist the marking process and do not contribute towards your word count or mark.
2. Summary (approx. 200-300 words).
 - A brief summary stating what your project is about, why it is important and how you will conduct your research.
 - [Note: you would have completed part of this in your Research proposal – Part A]
3. Research plan (approx. 1200-1500 words)
 - Articulate and justify your methodological approach.
 - For example, qualitative, quantitative, or mixed-methods.
 - Outline your research methods.
 - For example, action research, case study, survey etc, and elements such as study setting, study population, sampling design and recruitment methods, tools to be used for data collection (where relevant), and methods of data analysis and interpretation.
4. Outcomes and/or deliverables (approx. 200-250 words).
 - outline the potential policy, program, and/or knowledge contributions of your research.
5. Ethical considerations (approx. 200-250 words).
 - 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.
6. Timeline (approx. 200-250 words)
 - provide a month-by-month plan of your research from start to finish, including the write-up of your final report or research product.

Literature and References

Your work should be guided by good quality academic sources. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, Australian Bureau of Statistics, Australian Institute of Health and Welfare, Australian Institute of Family Studies, Australia's National Research Organisation for Women's Safety (ANROWS), Australian Association of Social Workers etc.

Requirements

- Use size 12 Times New Roman font, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use

EndNote is available at the [CQUniversity Library website](#).

· For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.

· Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

[Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date

Week 12 Monday (4 Oct 2021) 5:00 pm AEST

Return Date to Students

Exam Week Monday (18 Oct 2021)

Weighting

40%

Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
Summary (10%)	Excellent summary. Clear and articulate explanation of the project and its importance and how it will be conducted. (8.45-10)	Very good summary. Clearly identifies what the project is about and why it is important and how it will be conducted. (7.45-8.44)	Good summary. Indicates what the project is about and/or why it is important and/or how it will be conducted. (6.45-7.44)	Satisfactory summary. Provides some indication of what the project is about and/or some indication of its importance and/or how it will be conducted. (4.95-6.44)	Inadequate summary. Does not state what the project is about and/or why it is important and/or how it will be conducted. (<4.95)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Research Plan (50%)	Methodological approach is very clearly articulated and well justified. Research methods are very appropriate and clearly and articulately explained. Excellent details provided where relevant (e.g. design, study setting, population, sampling, recruitment, tools/data collection, data analysis and interpretation). (42.25-50)	Methodological approach is clearly articulated and justified. Research methods are appropriate and clearly explained. Very good details provided where relevant (e.g. design, study setting, population, sampling, recruitment, tools/data collection, data analysis and interpretation). (37.25-42.24)	Methodological approach is clear and justified. Research methods are appropriate and explained. Good details provided where relevant (e.g. design, study setting, population, sampling, recruitment, tools/data collection, data analysis and interpretation). (32.25-37.24)	Attempt to explain/justify methodological approach. Research methods are explained but could be clearer and/or more appropriate. Some details provided but could be expanded/more accurate (e.g. design, study setting, population, sampling, recruitment, tools/data collection, data analysis and interpretation). (24.75-32.24)	Methodological approach absent or inappropriate. Research methods not explained and/or not appropriate. Few details provided and/or inaccurate (e.g. design, study setting, population, sampling, recruitment, tools/data collection, data analysis and interpretation). (<24.75)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Outcomes/deliverables (10%)	Very clearly and articulately outlines the potential policy, program and knowledge contributions of the research. Demonstrates excellent critical thinking. (8.45-10)	Very clearly outlines the potential policy, program and knowledge contributions of the research. Demonstrates very good critical thinking. (7.45-8.44)	Clearly outlines the potential policy, program and knowledge contributions of the research. Demonstrates critical thinking. (6.45-7.44)	Provides some indication of the potential policy, program, and/or knowledge contributions of the research. (4.95-6.44)	Insufficient/inaccurate information regarding potential policy, program and knowledge contributions of the research. (<4.95)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Ethical considerations (10%)	Very clear and articulate discussion of ethical issues that need to be considered (particularly emotional, physical, and intellectual wellbeing and safety of participants). (8.45-10)	Very clear discussion of ethical issues that need to be considered (particularly emotional, physical, and intellectual wellbeing and safety of participants). (7.45-8.44)	Clear discussion of ethical issues that need to be considered (particularly emotional, physical, and intellectual wellbeing and safety of participants). (6.45-7.44)	Identifies some ethical issues that need to be considered (particularly emotional, physical, and intellectual wellbeing and safety of participants). (4.95-6.44)	Inadequate/inaccurate discussion of ethical issues that need to be considered (particularly emotional, physical, and intellectual wellbeing and safety of participants). (<4.95)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Timeline (10%)	Excellent timeline with very logical month-by-month plan of research from start to finish. (8.45-10)	Very good timeline with logical month-by-month plan of research from start to finish. (7.45-8.44)	Good timeline with mostly logical month-by-month plan of research from start to finish. (6.45-7.44)	Attempt at timeline some missing/illogical detail in month-by-month plan of research from start to finish. (4.95-6.44)	Timeline is mostly illogical and shows little evidence of month-by-month planning of research from start to finish. (<4.95)	Submission is missing most aspects of task. Little evidence of task requirements. (0)

Ability to write and present effectively (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.45-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. (7.45-8.44)	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. (6.45-7.44)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, spelling and referencing mistakes evident. (4.95-6.44)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. (<4.95)	Little to no meaningful writing. (0)
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Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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