



DFVP20011 Sexual Violence in Domestic and Family Violence Contexts

Term 1 - 2020

Profile information current as at 26/04/2024 05:18 am

All details in this unit profile for DFVP20011 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

Sexual violence is prevalent in contemporary society and it is an integral part of domestic and family violence. This unit provides you with knowledge and skills about sexual violence as it relates to domestic and family violence practice. You will explore contemporary research into the cultural, psychological and social aspects of human sexuality and reflect upon your own attitudes, beliefs and values about sexual violence. This unit will provide you with a foundation that will assist you to work with a range of clients who have been exposed to and/or used sexual violence in the context of domestic and sexual violence. Upon successful completion of this unit, you will be able to integrate specialised knowledge in sexual violence into your professional discipline.

Details

Career Level: *Postgraduate*

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 1 - 2020

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit 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](#).

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 Unit Coordinator

Feedback

Self-evaluation - self-reflection is a critical practice that is used to ensure highest standards

Recommendation

The unit ran very successfully with high student engagement (all provided feedback) and interaction with regular announcements, personal emails and phone calls, and constructive feedback to the assessment pieces - continue as previously.

Feedback from Formal Unit Evaluation

Feedback

Student feedback was provided through the Moodle site

Recommendation

Individual student feedback was very positive, acknowledging the support provided throughout the unit and the real-world relevance of the unit content and assessments - continue as previously.

Unit Learning Outcomes

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

1. Examine and compare types of sexual violence particularly those occurring within a domestic and family violence context
2. Analyse significant Australian and international research related to sexual violence and interpret implications for practice
3. Identify and apply relevant mandatory reporting requirements relating to sexual violence based on state and territory and federal legislation
4. Analyse individual and societal attitudes and values in relation to sexual violence and describe the influence of these on professional conduct of workers in the field in relation to sexual violence
5. Understand legal and professional standards in relation to working with clients, families and interprofessional teams.

N/A

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

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to sexual violence in a domestic and family violence context; key concepts and definitions of sexual violence with a discourse on paraphilias	Linke, T, & Krolzik-Matthiei, K. (2018). When sexual offenders are still in contact with those they have been abusing: Sexual violence as a challenge for social workers in home visiting family support. - see <i>eReading List</i>	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary theories of sexual violence	Dodge, A. (2018). The digital witness: The role of digital evidence in criminal justice responses to sexual violence. <i>Feminist Theory, 19</i> , 303-321. see <i>eReading List</i>	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Researching sexual violence	Mccauley, H. L., Campbell, R., Buchanan, N. T., & Moylan, C. A. (2019). Advancing theory, methods and dissemination in sexual violence reserach to build a more equitable future: An intersectional, community-engaged approach. - see <i>eReading List</i>	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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The impact of sexual violence - shortterm and longterm consequences

Guggisberg, M. (2018). The impact of violence against women and girls: A life span analysis. In M. Guggisberg & J. Henricksen (eds). *Violence against women in the 21st century: Challenges and future directions* (pp. 3-27). New York, NY: Nova Science Publishers. - see *eReading List*

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Specifically vulnerable subpopulations - children	Koçtürk, N., Yüksel, F. (2019). Characteristics of victims and perpetrators of intrafamilial sexual abuse. - see <i>eReading List</i>	

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Specifically vulnerable subpopulations - Aboriginal and Torres Strait Islander families	Guggisberg, M. (2018). Aboriginal women's experiences with Intimate Partner Sexual Violence and the dangerous lives they live as a result of victimisation. <i>Journal of Aggression, Maltreatment and Trauma</i> , 27 - see <i>eReading List</i>	Assignment 1 - Portfolio due Portfolio Due: Week 6 Monday (20 Apr 2020) 11:45 pm AEST

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Specifically vulnerable subpopulations - women identifying as LGBTI+	Hequembourg, A. L., Blayney, J. A., Livingston, J. A., Bostwick, W., & Auerback, S. (2019). A mixed methods investigation of sexual victimisation and coping among sexual minority compared to heterosexual women. - see <i>eReading List</i>	

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Specifically vulnerable subpopulations - women with disabilities	Mccarthy, M. (2017). "What kind of abuse is him spitting in my food?": Reflections on the similarities between disability hate crime, so-called 'mate' crime and domestic violence against women with intellectual disabilities. - see <i>eReading List</i> Guggisberg, M., Henricksen, J., & Holt, A. (2017). Violence Against Women With Intellectual Disability: A Quest for Specific Sexual Violence Prevention Education in Tandem. <i>Global Journal of Intellectual and Developmental Disability</i> , 2, 1-3. Available from: https://noviolence.org.au/wp-content/uploads/2017/08/VAW_ID_GJIDD_2017.pdf	

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Specifically vulnerable subpopulations - women from CALD backgrounds	Mengesha, Z. Dune, T., & Perz, J. (2016). Culturally and linguistically diverse women's views and experiences of accessing sexual and reproductive health care in Australia: A systematic review. - see <i>eReading List</i>	Assignment 2 - Portfolio due Portfolio - vulnerable subpopulation (analysis) Due: Week 9 Monday (11 May 2020) 11:45 pm AEST

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Ethical and legal contexts of professional practice

Macy, R. J., Ogbonnaya, I. N., & Martin, S. L. (2015). Providers' perspectives about helpful information for evaluating domestic violence and sexual assault services: A practical note. - see *eReading List*

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary debates and challenges	<p>Taylor, K., & Jackson, S. (2018). 'I want that power back': Discourses of masculinity within an online pornography abstinence forum. - see <i>eReading List</i></p> <p>Guggisberg, M. (2017). The Wide-Ranging Impact of Child Sexual Abuse: Utilising Neurobiology to Provide Scientific Evidence. <i>Current Opinions in Neurological Science, 1</i>, 255-264.</p> <p>Taylor, K., & Jackson, S. (2018). 'I want that power back': Discourses of masculinity within an online pornography abstinence forum. <i>Sexualities, 21</i>, 621-639.</p>	

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Prevention of sexual violence (re-)victimisation	<p>Beres, M. (2019). Perspectives of rape-prevention educators on the role of consent in sexual violence prevention. - see <i>eReading List</i></p> <p>Centers for Disease Control and Prevention (2018). <i>Sexual violence: Prevention strategies</i>. Atlanta, GA: Author. Available from: https://www.cdc.gov/violenceprevention/sexualviolence/prevention.html</p>	<p>Assignment 3 - Written Assessment due</p> <p>Academic Essay (Critical Analysis) Due: Week 12 Monday (1 June 2020) 11:45 pm AEST</p>

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Portfolio

Assessment Type

Portfolio

Task Description

For this portfolio activity, you are asked to identify and unpack the key issues related to the concept of 'Sexual Intelligence' and how it is relevant in the context of Domestic and Family Violence (DFV). You may choose to provide illustrative examples to demonstrate how sexual intelligence is applied in DFV practice. A minimum of six academic references are required for this assessment piece. In addition, you may draw on Australian statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

The following points should be embedded in your assignment:

- Definition of the concept of 'Sexual Intelligence'
- Key features of 'Sexual Intelligence' (e.g. 'normal' vs. 'abnormal' sexual interests)
- Considerations of service delivery in relation to 'Sexual Intelligence' (e.g. sexually deviant fantasies and desires, sexual coercion)

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 and a conclusion (no new information and no citations) that summarises the key points and provides suggestions for future directions.

Note:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the following if relevant: abstract, contents page, reference list and appendices. It includes in-text citations and direct quotes.

Assessment Due Date

Week 6 Monday (20 Apr 2020) 11:45 pm AEST

Return Date to Students

Feedback will be provided within 10 working days of submission

Weighting

30%

Assessment Criteria

DFVP20011 - Portfolio Assessment 1: Sexual Intelligence					
	Fail	Pass	Credit	Distinction	High Distinction
Key features of the concept of sexual intelligence (20%)	Description of key features of sexual intelligence is absent	Attempt of description of key features made but limited	Provides appropriate description of key features of sexual intelligence	Provides insightful description of key features of sexual intelligence	Provides elaborate and insightful description of key features of sexual intelligence
Application of sexual intelligence to DFV using illustrative examples (20%)	Application of the concept to DFV is not clear, and/or absent of recognisable effort to provide illustrative examples	Application of the concept to DFV is clear and logical. Effort of illustrative examples is recognisable	Application of the concept to DFV is well considered and illustrative examples are relevant to service delivery	Excellent application of the concept to DFV and illustrative examples outline relevant practice elements of service delivery	Outstanding application of the concept to DFV and illustrative examples very well presented outlining key relevant practice elements of service delivery
Approach, Argument and Structure (40%)	Lacks logic and relevance, topic not appropriately addressed, absence of cohesion	Content addresses the topic; appropriate structure; cohesion developing	Content addresses the topic, argument flows, relevance and cohesion is demonstrated	Effective presentation, argument flows, skillful cohesion and structure	Most effective presentation, excellent argumentation, great insight demonstrated with key issues well elaborated on; skillful cohesion and structure
Academic writing, paraphrasing, referencing (in-text and end-text) (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

Comments /100 30%**Referencing Style**

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

Submission

Online

Submission Instructions

Submission of the Portfolio is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission.

Learning Outcomes Assessed

- Examine and compare types of sexual violence particularly those occurring within a domestic and family violence context
- Analyse significant Australian and international research related to sexual violence and interpret implications for practice
- Understand legal and professional standards in relation to working with clients, families and interprofessional

teams.

Graduate Attributes

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

2 Portfolio - vulnerable subpopulation (analysis)

Assessment Type

Portfolio

Task Description

For this portfolio activity, you are asked to examine the issue of Intimate Partner Sexual Violence (IPSV) as it relates to current legislation (in your state) and discuss practice implications. It is important to demonstrate understanding of issues of prevalence and incidence of IPSV and their influence on clients, practitioners, and the general public.

You may wish to consider an actual case that you know from your practice. Alternatively, you can examine the following case:

Jodi discloses to you that her boyfriend is a regular porn user and that he pressures her to watch porn with him and demands that she does what the women do. Jodi states that she does not want to participate in these activities but feels obliged to do what he demands.

A minimum of six academic references (i.e. journal articles) published 2015 or later are required for this assessment piece. In addition, you may draw on Australian statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

The following points should be embedded in your assignment:

- **Definition of IPSV and considering the relevant legislation**
- **Specific features of IPSV (e.g. mental, physical, reproductive impacts)**
- **Data challenges in relation to prevalence/incidence**
- **Practice considerations**

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 case study's key points, treatment suggestions and a conclusion (no new information and no citations) that summarises the key points and provides suggestions for future directions.

Assessment Due Date

Week 9 Monday (11 May 2020) 11:45 pm AEST

Submission of the Portfolio is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission.

Return Date to Students

Feedback will be provided within 10 working days of submission

Weighting

30%

Assessment Criteria

DFVP20011 - Portfolio Activity 2: Intimate Partner Sexual Violence					
	Fail	Pass	Credit	Distinction	High Distinction
Definition of IPSV and relationship to other forms of DFV (20%)	Topic outline absent, definition and/or relationship to other forms of DFV unclear	Topic outlined, definition and relationship to other forms of DFV described in some detail	Topic appropriately outlined, definition clearly presented in the context of other forms of DFV and its relationship	Topic insightfully outlined with clear definition in relation to other forms of DFV	Effective and insightful outline of topic, with integrated definition and explanation of interconnectedness of other forms of DFV

Identification and outline of relevant features (case example) (20%)	Relevant features of IPSV and legislation incorrect or absent	Relevant features and legislation correctly identified, attempt of explanation of specific issues provided using a case example	Relevant features and legislation correctly identified and outlined, specific issues correctly explained including impacts and/or coping strategies using a case example	Relevant features and legislation correctly identified and outlined with excellent explanation of specific issues including impacts and/or coping strategies using a case example	Relevant features and legislation correctly identified and outlined with outstanding explanation of specific issues including impacts and/or coping strategies using a case example
Data challenges in relation to prevalence (20%)	Lacks understanding of data challenges, distinction between incidence and prevalence data absent	Data challenges discussed including the distinction between incidence and prevalence data	Data challenges discussed in some detail including distinction between incidence and prevalence data with examples	Effective discussion of data challenges including distinction between incidence and prevalence data with examples relevant to the chosen topic	Outstanding discussion of data challenges including distinction between incidence and prevalence data with examples relevant to the chosen topic
Practice considerations (20%)	Reference to practice absent or incorrect information provided	Practice considerations provided and demonstration of limited knowledge and understanding	Practice considerations provided demonstrating growing knowledge and understanding	Effective practice considerations provided demonstrating well developed knowledge and understanding	Most appropriate practice considerations provided with outstanding demonstration of knowledge and understanding
Academic writing (spelling, grammar), referencing (in-text and end-text) (20%)	Inappropriate presentation, major difficulties, spelling errors, grammatical errors, inappropriate format, incorrect/lack of referencing	Appropriate presentation, some errors with writing and referencing - focus of attention is required to improve academic writing and referencing style	Appropriate presentation with consideration of required formatting, good writing and referencing style - some minor errors (more careful editing is required)	Appropriate presentation with consideration required formatting, good academic writing and referencing style, (no errors)	Most appropriate presentation with consideration of required formatting, well written following all academic writing and referencing conventions - fully correct

Comments /100 /30%

Referencing Style

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

Submission

Online

Submission Instructions

Submission of the Portfolio is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission.

Learning Outcomes Assessed

- Identify and apply relevant mandatory reporting requirements relating to sexual violence based on state and territory and federal legislation
- Understand legal and professional standards in relation to working with clients, families and interprofessional teams.

Graduate Attributes

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

3 Academic Essay (Critical Analysis)

Assessment Type

Written Assessment

Task Description

For this written assessment, you are asked to identify and unpack the key issues of Prevention related to different forms of sexual violence that occur in a Domestic and Family Violence Context (including mandatory reporting requirements if relevant). You may choose to provide illustrative examples using topics that were discussed during the unit.

A minimum of 10 academic references (i.e. journal articles) published 2015 or later are required for this assessment piece. In addition, you may draw on Australian statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

The following points should be embedded in your assignment:

- Definition of the concept of Prevention
- Key features of different forms of Prevention of sexual violence using illustrative examples
- Considerations of service delivery in relation to Prevention of sexual violence in DFV (including mandatory reporting requirements if relevant)

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 and a conclusion (no new information and no citations) that summarises the key points and provides suggestions for future directions.

Assessment Due Date

Week 12 Monday (1 June 2020) 11:45 pm AEST

Submission of the Written Assessment is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission.

Return Date to Students

Feedback will be provided within 10 working days of submission

Weighting

40%

Assessment Criteria

DFVP20011 Written Assessment: Prevention					
	Fail	Pass	Credit	Distinction	High Distinction
Development of key features of sexual violence prevention (20%)	Lacks identification of key features, examples, reasons or evidence	Vague identification of key features, inappropriate or inconsistent use of examples, reasons or evidence	Appropriate identification of key features (different forms and levels of prevention), provision of adequate examples, reasons and evidence	Effectively identified key features (different forms and levels of prevention), well supported by appropriate examples, reasons and evidence, demonstrating critical thinking	Effectively and insightfully presented key features (different forms and levels of prevention) using excellent examples, reasons and evidence, demonstrating outstanding critical thinking
Knowledge of Content Area & Development of Ideas (40%)	Unable to demonstrate understanding of content or only a few general points made, and/or factual errors presented	Demonstrated understanding of content (general points with little or no specific details given) and/or irrelevant information provided and/or inappropriate references used	Demonstrated understanding of content presented and most points were elaborated with details; information is relevant supported by appropriate references; original thought presented	Demonstrated understanding of all content with all points elaborated with illustrative examples and effective links to cited references with original ideas and thoughts presented	Demonstrated well developed understanding of all content; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information, many original thoughts & ideas, and effective links to cited references

Organisation (20%)	Disorganised, little or no structure, or jumps from topic to topic, and/or difficult to understand what is being argued, and/or missing introduction and/or conclusion	Appropriately organised: information mostly in logical order & argument flows; mostly adequate paragraph construction; appropriate introduction and conclusion	Adequate organisation: information in effective order and argument flows; paragraphs well constructed; adequate introduction and conclusion	Strong organisation: all information in effective order & argument flows well; all paragraphs well constructed; effective introduction and conclusion	Excellent organisation: argument flows powerfully and seamlessly; extremely well constructed paragraphs; highly effective introduction and conclusion
Academic writing, paraphrasing, referencing (in-text and end-text) (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

Comments /100 /40%

Referencing Style

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

Submission

Online

Submission Instructions

Submission of the Written Assessment is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission.

Learning Outcomes Assessed

- Analyse significant Australian and international research related to sexual violence and interpret implications for practice
- Analyse individual and societal attitudes and values in relation to sexual violence and describe the influence of these on professional conduct of workers in the field in relation to sexual violence

Graduate Attributes

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

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