



# ENEV12002 *Community and Indigenous Engagement*

## Term 1 - 2017

Profile information current as at 06/05/2024 04:21 am

All details in this unit profile for ENEV12002 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

In this unit you will critique approaches to community and Indigenous engagement within the environmental management sector. You will study aspects of post-colonialism, sustainable environmental management and cultural heritage, as well as examine applied stakeholder relationships and adaptive management approaches. Drawing on transdisciplinary perspectives from Aboriginal studies, community development, history, planning, and sociology, you will learn to evaluate the requirements of community and Indigenous engagement, and develop a professional approach to this aspect of environmental management.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

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

### Offerings For Term 1 - 2017

- Distance

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Portfolio**

Weighting: 40%

#### 2. **Written Assessment**

Weighting: 60%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

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

1. Discuss the importance of cultural and historical awareness of Indigenous engagement within Australia and overseas
2. Identify the implications of top-down/bottom-up approaches to engagement in environmental management
3. Develop basic community and Indigenous engagement plans based on adaptive management principles
4. Prepare an engagement section of an environmental management planning report
5. Critique the key issues that shape contemporary discourses of community and Indigenous engagement.

NA

## 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 - Portfolio - 40%	•	•	•		
2 - Written Assessment - 60%	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving				•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•	•	•	•
5 - Team Work					
6 - Information Technology Competence	•	•	•	•	•
7 - Cross Cultural Competence	•	•	•	•	•
8 - Ethical practice	•	•	•	•	•
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Portfolio - 40%	•		•	•		•	•	•		
2 - Written Assessment - 60%	•	•	•	•		•	•	•		

## 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: [Harvard \(author-date\)](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Lindsay Greer** Unit Coordinator  
[l.greer@cqu.edu.au](mailto:l.greer@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Theory, history and legislation	Principles of community and indigenous engagement in environmental planning	

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Theory, history and legislation	History of community and indigenous engagement - Post-Colonialism	

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Theory, history and legislation	Legislation and governance structures/barriers	

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Theory, history and legislation	Knowledge, risk, power and rationality	

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Engagement approaches, tools and case studies	Characterisation: Stereotypes, tokenism and reconciliation	

### Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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<b>Week 6 - 17 Apr 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Module 2: Engagement approaches, tools and case studies	Local knowledge(s), global movements	
<b>Week 7 - 24 Apr 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Module 2: Engagement approaches, tools and case studies	Quantitative research and Indigenous pedagogy	
<b>Week 8 - 01 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Module 2: Engagement approaches, tools and case studies	Qualitative research methods	<b>Reading summary and analysis</b> Due: Week 8 Friday (5 May 2017) 10:00 pm AEST
<b>Week 9 - 08 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Module 3: Community and Indigenous Engagement in practice	Engagement planning and evaluation (EIS, SIA, CBA)	
<b>Week 10 - 15 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Module 3: Community and Indigenous Engagement in practice	Communication strategies	
<b>Week 11 - 22 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Module 3: Community and Indigenous Engagement in practice	Strategic considerations: compliance or engagement	
<b>Week 12 - 29 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Module 3: Community and Indigenous Engagement in practice	Conflict resolution and political factors	<b>CIE Planning and Strategy Report</b> Due: Week 12 Friday (2 June 2017) 8:00 pm AEST
<b>Review/Exam Week - 05 Jun 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Exam Week - 12 Jun 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Assessment Tasks

### 1 Reading summary and analysis

#### Assessment Type

Portfolio

#### Task Description

This assessment requires you to write one 1800 (+/- 10%) word report that discusses and analyses six readings from the list of recommended readings for the unit.

#### Assessment Due Date

Week 8 Friday (5 May 2017) 10:00 pm AEST

#### Return Date to Students

Week 10 Friday (19 May 2017)

**Weighting**

40%

**Minimum mark or grade**

A grade of 40% or higher must be obtained to complete the unit

**Assessment Criteria**

Report introduction 20% - Presentation of report context and clarification of key report terms and concepts.

Report body 60% - Each of the six readings will be assessed on the description provided and the analysis.

Report conclusion 10% - Focus on highlighting the main points and coming to a concise final position

Report presentation 10% - Grammar (inc paragraph structure), spelling, references, report format (title page, TOC, footnotes)

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Discuss the importance of cultural and historical awareness of Indigenous engagement within Australia and overseas
- Identify the implications of top-down/bottom-up approaches to engagement in environmental management
- Develop basic community and Indigenous engagement plans based on adaptive management principles

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 CIE Planning and Strategy Report

**Assessment Type**

Written Assessment

**Task Description**

This assessment requires you to write one 2400 (+/- 10%) word 'Community and Indigenous Engagement Planning and Strategy' report. Students will be provided with a report template that will provide the basic structure of the report. To complete the assessment task students will be required to undertake basic desktop research and complete the blank sections of the report template.

You will need to have completed the weekly readings, the study guide, and watched the weekly lectures and importantly review the assignment guide to complete this task. Assignment two is weighted at 60% of the total unit mark.

**Assessment Due Date**

Week 12 Friday (2 June 2017) 8:00 pm AEST

**Return Date to Students**

The assessment task will be returned to students two weeks after the due date

**Weighting**

60%

**Minimum mark or grade**

A grade of 40% or higher must be obtained to complete the unit

**Assessment Criteria**

Report introduction 20% - Presentation of report context and clarification of key report terms and concepts.

Report body 60% - Clarity of main arguments, details of key tasks, breadth and integration of supporting readings, understanding of the contested nature of engagement.

Report conclusion 10% - Focus on highlighting the main points and coming to a concise final position.

Report presentation 10% - Grammar (inc paragraph structure), spelling, references, report format (title page, TOC, footnotes).

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Discuss the importance of cultural and historical awareness of Indigenous engagement within Australia and overseas
- Identify the implications of top-down/bottom-up approaches to engagement in environmental management
- Develop basic community and Indigenous engagement plans based on adaptive management principles
- Prepare an engagement section of an environmental management planning report
- Critique the key issues that shape contemporary discourses of community and Indigenous engagement.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem