



ENEV12002 *First Nations and Community Engagement*

Term 3 - 2023

Profile information current as at 29/04/2024 12:53 pm

All details in this unit profile for ENEV12002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will critique approaches to community engagement with First Nations community members, communities and agencies within your disciplinary context. You will study culturally appropriate principles and strategies for community engagement, participatory planning and stakeholder relationships. Drawing on transdisciplinary perspectives from First Nations studies, community development, history, planning, natural resource planning, public health and sociology, you will learn to evaluate the requirements of First Nations community engagement. You will develop a professional approach to working with First Nations and community engagement in your disciplinary context.

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 3 - 2023

- 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 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. **Online Quiz(zes)**

Weighting: 20%

2. **Case Study**

Weighting: 40%

3. **Presentation**

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 SUTE

Feedback

Students enjoyed the unit and the content.

Recommendation

Continue to provide quality content.

Feedback from Email and verbal correspondence.

Feedback

Students voiced concerns over clarity of assessment requirements.

Recommendation

Review assessment requirements and criteria.

Unit Learning Outcomes

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

1. Discuss the importance of cultural and historical awareness of First Nations and community engagement within Australia and overseas
2. Identify the implications of top-down/bottom-up approaches to engagement in disciplinary context
3. Develop basic First Nations and community engagement plans based on discipline principles
4. Develop culturally appropriate community engagement plans based on discipline specific principles
5. Critique the key issues that shape contemporary discourses of First Nations and community engagement

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| | | | | | |
|---|--|--|--|--|--|
|  N/A Level |  Introductory Level |  Intermediate Level |  Graduate Level |  Professional Level |  Advanced Level |
|---|--|--|--|--|--|

Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | |
|----------------------------|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Online Quiz(zes) - 20% | • | • | | | • |
| 2 - Case Study - 40% | • | • | | | |
| 3 - Presentation - 40% | • | • | • | • | • |

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 | • | • | • | • | • |

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)
- PowerPoint
- Zoom

Referencing Style

All submissions for this unit must use the referencing styles below:

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

For further information, see the Assessment Tasks.

Teaching Contacts

Robyn Preston Unit Coordinator
r.preston@cqu.edu.au

Schedule

Principles of community engagement (Week 1) - 06 Nov 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------|--|--|
| Principles of community engagement | Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum. | Optional Tutorial - Introduction to Unit and Assessment 1. |

History of community and Indigenous engagement (Week 2) - 13 Nov 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------|--|------------------------------|
| First Nations Engagement | Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum. | |

Discipline Specific Topics in First Nations and Community Engagement (Week 3) - 20 Nov 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|-----------------------------------|
| Environmental Science Students: Natural Resource Management Public Health Students: First Nations and Community Engagement in Public Health | Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum. | Optional Tutorial - Assessment 2. |

Participatory planning (Week 4) - 27 Nov 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------|--|---|
| Participatory planning | Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum. | QUIZ Due: Week 4 Friday (1 Dec 2023) 11:45 pm AEST |

Vacation Week - 04 Dec 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Using Quantitative data (Week 5) - 11 Dec 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------|--|--|
| Using quantitative data | Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum. | Case Study Due: Week 5 Friday (15 Dec 2023) 11:45 pm AEST |

Using Qualitative data (Week 6) - 18 Dec 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------|--|------------------------------|
| Using qualitative data | Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum. | S |

Vacation Week - 25 Dec 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

First Nations Engagement and Conflict (Week 7) - 01 Jan 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|------------------------------|
| Indigenous engagement and conflict resolution | Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum. | |

Case study 1 (Week 8) - 08 Jan 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|-----------------------------------|
| Environmental Science Students - Case study 1: Working alongside Aboriginal custodians in the Wet Tropics Public Health Students - Case study 1: Aboriginal Community Controlled Health Organisations | Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum | Optional Tutorial - Assessment 3. |

Case study 2 (Week 9) - 15 Jan 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Environmental Health Students - Case study 2: Working with Prescribed Body Corporates. Public Health Students - Case study 2: Working with Remote Communities | Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum | |

Case study 3 (Week 10) - 22 Jan 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Environmental Health Students - Case study 3: Bush Heritage Australia Public Health Students - Case study 3: Working with Urban Communities | Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum | |

Evaluating success in community engagement (Week 11) - 29 Jan 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Evaluating success in community engagement | Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum | |

Unit review (Week 12) - 05 Feb 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|--|---|
| Unit Review | Prescribed learning activities - narrated PowerPoint/lecture, e-Readings and online discussion forum | Engagement Plan Due: Week 12 Friday (9 Feb 2024) 11:45 pm AEST |

Assessment Tasks

1 QUIZ

Assessment Type

Online Quiz(zes)

Task Description

Assessment 1: Part A (5%): The first part of this assessment is the completion of the micro-credential: *PDC95907: First Nations Cross Cultural Competency for Students: It Starts with Understanding*. This micro-credential is on the BeDifferent Platform and will take up to 2 hours to complete. Upload your digital badge/certificate of completion onto the Moodle site. Once you upload your micro-credential certificate you will be able to access the Quiz.

Assessment 1 (15%): Part B: Multiple Choice Quiz, testing your knowledge from weeks 1 and 2, appropriate terminology and protocols when engaging with First Nations peoples and First Nations Disadvantage Indicators. You have 4 hours to complete the quiz.

Number of Quizzes
Frequency of Quizzes
Assessment Due Date

Week 4 Friday (1 Dec 2023) 11:45 pm AEST

Return Date to Students

Results of the quiz will be released once the quiz has closed.

Weighting

20%

Assessment Criteria

By uploading your completion certificate (Quiz Part A), you will automatically earn the 5 marks this task is worth. Questions in the Quiz Part B are worth 0.50 to 1 mark each.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Discuss the importance of cultural and historical awareness of First Nations and community engagement within Australia and overseas
- Identify the implications of top-down/bottom-up approaches to engagement in disciplinary context
- Critique the key issues that shape contemporary discourses of First Nations and community engagement

2 Case Study

Assessment Type

Case Study

Task Description

Choose a case study and develop an outline for the Final Assessment 3: Engagement Plan for one of the following fictional scenarios.

The locations are real to give some locational and historical context, but the scenarios are entirely fictional.

- A dengue mosquito eradication program in a suburb of Rockhampton.
- Protection of turtle nesting sites at Ella Bay.
- Revegetation corridor of native plant species in Peterson Creek, Yungaburra.

Prepare a short report that outlines your proposed Engagement Plan.

Decide which of the nominated case study projects you wish to focus on in your Assessment 3 Engagement Plan.

Alternatively, if you have your own project you would like to propose, please email the unit coordinator for permission

before starting the assessment.

The report should be presented with all the essential elements outlined in the preparation guide and layout example available on Moodle.

Assessment Due Date

Week 5 Friday (15 Dec 2023) 11:45 pm AEST

Return Date to Students

Week 7 Friday (5 Jan 2024)

Weighting

40%

Assessment Criteria

Marks for this assessment will be awarded as follows:

- 20% Overview of the community and project
- 40% Identification of stakeholders and priorities
- 20% Principles and aims of engagement strategy
- 15% Report Presentation - grammar, formatting, layout, terminology
- 5% Referencing

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Discuss the importance of cultural and historical awareness of First Nations and community engagement within Australia and overseas
- Identify the implications of top-down/bottom-up approaches to engagement in disciplinary context

3 Engagement Plan

Assessment Type

Presentation

Task Description

Using your Assessment 2 submission as the starting point, present a full Engagement Plan that will incorporate details you have learned throughout term.

The aim of this assessment is to consider the principles, strategies, and issues around community engagement in your discipline context. The outcome is a practical, real-world presentation that could be applied in your discipline context. Your audience will be a community.

The length of your presentation is 10 to 15 minutes.

Essential elements are outlined in the preparation guide on the Moodle site. Further details will be discussed in the assessment 3 Zoom session. An example PowerPoint layout will be provided on the Moodle site after the Zoom session.

Presentation Format

Students can record their presentation and submit the recording to Moodle.

Students can choose to present live to the Unit Coordinator by the due date. Presentation times must be arranged by 4pm Monday 8 January 2024 (week 8).

Assessment Due Date

Week 12 Friday (9 Feb 2024) 11:45 pm AEST

Return Date to Students

Two weeks after submission.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

Marks for this assessment will be awarded as follows:

- 15% Introduction, Location and Background
- 20% Stakeholders
- 30% Recommended strategies for engaging stakeholders
- 20% Discussion and Conclusion
- 10% Presentation Skills
- 5% Visual Aids

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Discuss the importance of cultural and historical awareness of First Nations and community engagement within Australia and overseas
- Identify the implications of top-down/bottom-up approaches to engagement in disciplinary context
- Develop basic First Nations and community engagement plans based on discipline principles
- Develop culturally appropriate community engagement plans based on discipline specific principles
- Critique the key issues that shape contemporary discourses of First Nations and community engagement

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