SOWK11014 *Contemporary Human Services*
Term 1 - 2019

Profile information current as at 07/05/2024 01:07 pm

All details in this unit profile for SOWK11014 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will introduce you to social work and human services in Australia and a changing context for human services within the information society. You will develop an understanding of the history and cultural context of social work and welfare work within the Australian welfare state and how services are currently organised and delivered. You should be able to conceptualise social justice, inequality and marginalisation and their relevance to professional practice in social work and welfare work. You will understand the nature and goals of social work and human services as helping professions within this context, what characterises these professions and their fields and methods of practice. Particular emphasis will be placed on how access to information and the skills required to use information effectively can be an important dimension in addressing disadvantage, oppressive power and exclusion in the post industrial society. You are required to attend compulsory residential school or compulsory weekly on-campus tutorials in order to achieve specific learning outcomes of the unit.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
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 - 2019

- Bundaberg
- Mixed Mode
- Rockhampton

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:
Click here to see your [Residential School Timetable](#).

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 discussion forum**
Weighting: 10%
2. **Online Quiz(zes)**
Weighting: 10%
3. **Online discussion forum**
Weighting: 15%
4. **Online discussion forum**
Weighting: 25%
5. **Written Assessment**
Weighting: 40%
6. **On-campus Activity**
Weighting: Pass/Fail

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 'Have your say'

Feedback

The introduction of the 'You Can't Ask That' panel was very well received and valuable to students.

Recommendation

Continue with 'You Can't Ask That' across all on-campus locations in 2019.

Feedback from 'Have your say'

Feedback

The final assessment required more explanation.

Recommendation

The final assessment will be changed for 2019. Students will receive additional information about this assessment early in the term.

Unit Learning Outcomes

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

1. Describe contemporary human services in Australia, their historical origins and how they are currently organised and delivered
2. Demonstrate an understanding of the concepts of social justice and inequality in Australia and their relevance to professional social work and human services
3. Explain the characteristics and goals of social work and welfare work as helping professions within the context of social justice and inequality
4. Articulate the key values, ethics, principles and models of practice that characterise social and welfare work
5. Demonstrate an understanding of reflective practice.
6. Demonstrate knowledge of referencing formats for the AGPS Harvard system.

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	6
1 - Online Quiz(zes) - 10%						●
2 - Online discussion forum - 10%	●			●		●
3 - Online discussion forum - 15%		●				●
4 - Online discussion forum - 25%		●	●		●	●
5 - Written Assessment - 40%	●		●	●		●

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
6 - On-campus Activity - 0%					•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - Online Quiz(zes) - 10%	•		•	•		•				
2 - Online discussion forum - 10%	•			•				•		
3 - Online discussion forum - 15%	•									
4 - Online discussion forum - 25%	•	•						•		
5 - Written Assessment - 40%	•	•	•	•	•	•	•	•		
6 - On-campus Activity - 0%	•			•	•					

Textbooks and Resources

Textbooks

SOWK11014

Prescribed

The Road to Social work and Human Service Practice with Student Resource Access 12 Months
Edition: 5th (2017)
Authors: Lesley Chenoweth & Donna McAuliffe
Cengage Learning
Melbourne , Victoria , Australia
ISBN: 9780170380072
Binding: Paperback

Additional Textbook Information
Copies can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

View textbooks at the CQUniversity Bookshop

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

Georgia Nichol Unit Coordinator
g.nichol@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Expectations for this unit of study	Click on 'Week 1' on Moodle	Confirm your attendance at the residential in Noosa, Geraldton or Port Pirie OR at the weekly tutorials in Rockhampton or Bundaberg (instructions are on Moodle). Download the Harvard Referencing Guide and Unit Profile.

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
An introduction to social work and human services	Click on 'Week 2' on Moodle	

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic

Social Workers - leaders of human service delivery through time	Click on 'Week 3' on Moodle	

Week 4 - 01 Apr 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
The skills needed for contemporary human service delivery	Click on 'Week 4' Moodle	A compulsory residential is held at Noosa, Geraldton and Port Pirie between the 5th and 7th April. The weekly residential program will continue on Bundaberg and Rockhampton Campus

Week 5 - 08 Apr 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
The values for contemporary human service delivery and management	Click on 'Week 5' on Moodle	**Beginning Your Social Work Journey** Due: Week 5 Friday (12 Apr 2019) 11:45 pm AEST

Vacation Week - 15 Apr 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Week 6 - 22 Apr 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
The social organisation of Australian society	Click on 'Week 6' on Moodle	**Harvard Referencing** Due: Week 6 Monday (22 Apr 2019) 11:45 pm AEST

Week 7 - 29 Apr 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Inequality in Australia	Click on 'Week 7' on Moodle	**Social Work Values** Due: Week 7 Monday (29 Apr 2019) 11:45 pm AEST

Week 8 - 06 May 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
The personal impacts of disability	Click on 'Week 8' on Moodle	

Week 9 - 13 May 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
National Disability Insurance Scheme	Click on 'Week 9' on Moodle	

Week 10 - 20 May 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Reflective and reflexive practice	Click on 'Week 10' on Moodle	**Knowledge of Social Work** Due: Week 10 Monday (20 May 2019) 11:45 pm AEST

Week 11 - 27 May 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
The evaluation of contemporary human service delivery and management	Click on 'Week 11' on Moodle	

Week 12 - 03 Jun 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Self-Care	Click on 'Week 12' on Moodle	**Helping people in your own community** Due: Week 12 Friday (7 June 2019) 11:45 pm AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Term Specific Information

ALL students are required to attend compulsory on-campus sessions. This will either be at a residential in Noosa, Geraldton or Port Pirie OR weekly tutorials in Rockhampton or Bundaberg. This is a requirement with the Australian Association of Social Workers and is non-negotiable.

Assessment Tasks

1 Beginning Your Social Work Journey

Assessment Type
Online discussion forum

Task Description
For this first assessment, you are asked to think about what type of field you might like to work in in the future; for example, you might like to work in child safety, mental health, disability etc. You are then asked to identify an organisation you might like to work in. Provide a brief overview of this organisation and demonstrate your understanding of the chosen field of practice in an online post. This may include but is not limited to, the purpose and services offered within this field of practice and where services are located in the community.

This online forum is designed as a 'Q&A' forum so you will not see other responses until you submit your own. Your posts will be available for all students to read so please refrain from posting information of a personal nature.

The word count for your post is 250 words

Assessment Due Date
Week 5 Friday (12 Apr 2019) 11:45 pm AEST

Return Date to Students
Week 6 Monday (22 Apr 2019)

Weighting
10%

Assessment Criteria

	HD 85-100	D 75-84	C 65-74	P 50-64	F 0-49
Identify and describe a field of social work practice in Australia (35%)	Student demonstrates a thorough understanding of the chosen field of social work practice in Australia	Student demonstrates a good understanding of the chosen field of social work practice in Australia	Student demonstrates an adequate understanding of the chosen field of social work practice in Australia	Student demonstrates limited understanding of the chosen field of social work practice in Australia	Student is unable to identify a field of social work practice or demonstrates little or no understanding of the chosen field of social work in Australia
Identify and describe one organisation you may like to work at (35%)	Student demonstrates thorough understanding of a an organisation	Student demonstrates an understanding of an organisation	Student demonstrates an adequate understanding of an organisation	Student demonstrates limited understanding of an organisation	Student demonstrates little understanding of an organisation
Standard of written communication, grammar, punctuation, spelling and referencing (30%)	Consistently accurate with spelling and grammar. Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations.	1-2 consistent errors with spelling and grammar. Generally up-to-date references to support and reflect all ideas, factual information and quotations, with 1 or 2 exceptions.	3-4 consistent errors with spelling and grammar. Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	5-6 consistent errors with spelling and grammar. Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Many consistent errors with spelling, grammar or paragraph structure. Fails to or infrequent attempts to integrate up-to-date references to support and reflect ideas, factual information and quotations.

Referencing Style

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

Submission
Online

Submission Instructions
Please, respond to the question via the online discussion forum and then upload your response as a Word Document at 'Submit Assessment 1'

Learning Outcomes Assessed

- Describe contemporary human services in Australia, their historical origins and how they are currently organised and delivered
- Articulate the key values, ethics, principles and models of practice that characterise social and welfare work
- Demonstrate knowledge of referencing formats for the AGPS Harvard system.

Graduate Attributes

- Communication
- Information Literacy
- Ethical practice

2 Harvard Referencing

Assessment Type
Online Quiz(zes)

Task Description
This is a multiple choice quiz designed to assist you in your understanding of Harvard Referencing. In this quiz, you will be presented with ten diverse sources of information and knowledge likely to be used for other assessment tasks in this unit and other social work units in the four-year course. Your task will be to select how this source would be written as a Harvard Reference. Your choice will need to meet the requirements of Harvard Referencing exactly. You will have one hour to complete the ten questions. You can only attempt this quiz once. As this quiz will be open from the start of term, there will be no extensions granted for this quiz.

Number of Quizzes
1

Frequency of Quizzes
Other

Assessment Due Date
Week 6 Monday (22 Apr 2019) 11:45 pm AEST

Return Date to Students
Week 6 Monday (22 Apr 2019)

Weighting
10%

Assessment Criteria
You will receive 1 mark (1% of your total grade) for every correct answer.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
The quiz will be available through Moodle from the start of term.

Learning Outcomes Assessed

- Demonstrate knowledge of referencing formats for the AGPS Harvard system.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

3 Social Work Values

Assessment Type
Online discussion forum

Task Description
Understanding the key values of the social work profession is an important part of becoming a competent and ethical professional. This assessment focuses on your understanding of the values of social work. You are asked to reply to the online post asking you to 'List and describe the three key values of the social work profession in Australia'. You will need to provide academic literature to support your post.
The word count for this post is 500 words

Assessment Due Date
Week 7 Monday (29 Apr 2019) 11:45 pm AEST

Return Date to Students
Week 8 Friday (10 May 2019)

Weighting
15%

Assessment Criteria

Criteria	HD 85-100	D 75-84	C 65-74	P 50-64	F 0-49
List and describe the three key values of the social work profession in Australia (70%)	Student demonstrates thorough understanding of the three key values of social work in Australia	Student demonstrates an understanding the three key values of Social Work in Australia	Student demonstrates an adequate understanding of the three key values of social work in Australia	Student demonstrates limited understanding of the three key values of social work in Australia	Student demonstrates little understanding of the three key values of social work in Australia
Standard of written communication, grammar, punctuation, spelling and referencing (30%)	Consistently accurate with spelling and grammar. Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations.	1-2 consistent errors with spelling and grammar. Generally up-to-date references to support and reflect all ideas, factual information and quotations, with 1 or 2 exceptions.	3-4 consistent errors with spelling and grammar. Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	5-6 consistent errors with spelling and grammar. Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Many consistent errors with spelling, grammar or paragraph structure. Fails to or infrequent attempts to integrate up-to-date references to support and reflect ideas, factual information and quotations.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Please, respond to the question via the online discussion forum and then upload your response as a Word Document at 'Submit Assessment 3'

Learning Outcomes Assessed

- Demonstrate an understanding of the concepts of social justice and inequality in Australia and their relevance to professional social work and human services
- Demonstrate knowledge of referencing formats for the AGPS Harvard system.

Graduate Attributes

- Communication

4 Knowledge of Social Work

Assessment Type
Online discussion forum

Task Description
Throughout this term, you will have been hearing and reading about many different terms; for example, inequality, social justice, human rights, self-care, NDIS and discrimination just to name a few. For this post, you are asked to choose two terms that have piqued your interest in what you have learnt this term. Please, define and discuss these terms and how they relate to social work practice. Your post will need to be informed by academic literature.
The word count for this post is 600 words (excluding references and appendices).

Assessment Due Date
Week 10 Monday (20 May 2019) 11:45 pm AEST

Return Date to Students
Week 11 Friday (31 May 2019)

Weighting
25%

Assessment Criteria

	HD 85-100	D 75-84	C 65-74	P 50-64	F 0-49
Describe and define two terms from this unit relevant to social work practice (35%)	Student demonstrates thorough understanding of the chosen terms.	Student demonstrates an understanding of the needs of the chosen terms.	Student demonstrates an adequate understanding of the chosen terms.	Student demonstrates limited understanding of the chosen terms.	Student demonstrates little understanding of the chosen terms.
Describe how the chosen terms relate to social work practice (35%)	Student demonstrates thorough understanding of the how their chosen terms relate to social work practice.	Student demonstrates an understanding of the how their chosen terms relate to social work practice.	Student demonstrates an adequate understanding of how their chosen terms relate to social work practice.	Student demonstrates limited understanding of how their chosen terms relate to social work practice.	Student demonstrates little understanding of how their chosen terms relate to social work practice.
Standard of written communication, grammar, punctuation, spelling and referencing (20%)	Consistently accurate with spelling and grammar. Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations.	1-2 consistent errors with spelling and grammar. Generally up-to-date references to support and reflect all ideas, factual information and quotations, with 1 or 2 exceptions.	3-4 consistent errors with spelling and grammar. Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	5-6 consistent errors with spelling and grammar. Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Many consistent errors with spelling, grammar or paragraph structure. Fails to or infrequent attempts to integrate up-to-date references to support and reflect ideas, factual information and quotations.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Please, respond to the question via the online discussion forum and then upload your response as a Word Document at 'Submit Assessment 4'

Learning Outcomes Assessed

- Demonstrate an understanding of the concepts of social justice and inequality in Australia and their relevance to professional social work and human services
- Explain the characteristics and goals of social work and welfare work as helping professions within the context of social justice and inequality
- Demonstrate an understanding of reflective practice.
- Demonstrate knowledge of referencing formats for the AGPS Harvard system.

Graduate Attributes

- Communication
- Problem Solving
- Ethical practice
- Ethical practice

5 Helping people in your own community

Assessment Type
Written Assessment

Task Description
As a social worker in education, you have been asked to provide an information session to others working in human services about the needs of asylum seekers and the services available in your local area. Informed by academic evidence, you are to decide on which services and resources they may need. You are strongly encouraged to locate yourself in your own neighbourhood, town or city and identify the people from culturally or linguistically diverse backgrounds who may also require services. You are asked to write a 1000 word essay and provide a powerpoint that you would use for this session.

Assessment Due Date
Week 12 Friday (7 June 2019) 11:45 pm AEST

Return Date to Students
Exam Week Friday (21 June 2019)

Weighting
40%

Assessment Criteria

	HD 85-100	D 75-84	C 65-74	P 50-64	F 0-49
Independent research of the needs of asylum seekers in an Australian context (25%)	Student demonstrates thorough understanding of the needs of asylum seekers.	Student demonstrates an understanding of the needs of asylum seekers.	Student demonstrates an adequate understanding of the needs of asylum seekers.	Student demonstrates limited understanding of the needs of asylum seekers.	Student demonstrates little understanding of the needs of asylum seekers.
Concise but informative descriptions of the services and resources identified and clear rationale for their connections to needs (25%)	Student demonstrates thorough understanding of the services and need for these services	Student demonstrates an understanding of the services and need for these services	Student demonstrates an adequate understanding of the services and need for these services	Student demonstrates limited understanding of the services and need for these services	Student demonstrates little understanding of the services and need for these services
Powerpoint appropriate for the intended audience	Advanced understanding demonstrated	Very good understanding demonstrated	Good understanding demonstrated	Adequate or basic understanding demonstrated	Inadequate or inappropriate understanding demonstrated
Standard of written communication, grammar, punctuation, spelling and referencing (20%)	Consistently accurate with spelling and grammar. Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations.	1-2 consistent errors with spelling and grammar. Generally up-to-date references to support and reflect all ideas, factual information and quotations, with 1 or 2 exceptions.	3-4 consistent errors with spelling and grammar. Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	5-6 consistent errors with spelling and grammar. Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Many consistent errors with spelling, grammar or paragraph structure. Fails to or infrequent attempts to integrate up-to-date references to support and reflect ideas, factual information and quotations.

Referencing Style

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

Submission
Online

Submission Instructions
Please, submit via Moodle

Learning Outcomes Assessed

- Describe contemporary human services in Australia, their historical origins and how they are currently organised and delivered
- Explain the characteristics and goals of social work and welfare work as helping professions within the context of social justice and inequality
- Articulate the key values, ethics, principles and models of practice that characterise social and welfare work
- Demonstrate knowledge of referencing formats for the AGPS Harvard system.

Graduate Attributes

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

6 On-campus Attendance and Activity

Assessment Type
On-campus Activity

Task Description
On-campus learning is a compulsory component for this unit. You are required to attend a three-day residential in Noosa, Geraldton or Port Pirie OR weekly tutorials in Rockhampton or Bundaberg. You are required to complete a log of hours as evidence of this. Your on-campus tutor will provide you with this log of hours and you are required to sign in for each session. Your tutor will submit this log of hours on your behalf.

During the on-campus session, there will be several ground activities and group presentation/ All students are expected to be involved in the group activities and contribute to group presentations. More information about this will be presented at on-campus sessions.
You must pass this assessment to pass the unit. Failure to pass this assessment will result in failing this unit.

Assessment Due Date

Please, see the University Timetable for dates and times

Return Date to Students

Upon completion of the compulsory on-campus sessions

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
Assessment and participation at on-campus sessions

Referencing Style

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

Submission
No submission method provided.

Learning Outcomes Assessed

- Demonstrate an understanding of reflective practice.

Graduate Attributes

- Communication
- Information Literacy
- Team Work

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