



SOWK11016 Human Services and Statutory Contexts

Term 2 - 2020

Profile information current as at 10/05/2024 04:14 am

All details in this unit profile for SOWK11016 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

You will examine the relationship between human services and statutory contexts, and will develop an understanding of the importance of integrating knowledge of statutory systems and processes with human services practice and professional ethics. You are introduced to the origins of the statutory contexts for human service in Australia, and to the role which human service practitioners are required to play within these contexts. Particular statutory areas are explored in some detail.

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 2 - 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 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: 50%

2. **Group Discussion**

Weighting: Pass/Fail

3. **Written Assessment**

Weighting: 50%

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 Student Evaluation

Feedback

Improve the quality of older lecture recordings.

Recommendation

The unit coordinator will continue to update the lecture recordings.

Feedback from Student evaluation

Feedback

Assessment 3 is challenging and more detail about expectations is needed.

Recommendation

The unit coordinator provided video recordings, PPTs and breadth of resources on each area of study in Assessment 3. Additionally, two Assessment 3 question and answer zoom sessions were delivered and recorded. However, there was low student attendance at the zoom sessions. The unit coordinator will continue to encourage students to view the assessment resources and attend assessment zoom sessions.

Feedback from Student evaluation

Feedback

Students continue to express their satisfaction with the electronic focused interactive Learning (eFIL) Quizzes and Group Discussion assessment tasks.

Recommendation

The unit will continue to use eFIL assessment tasks to support student achievement of unit learning outcomes.

Unit Learning Outcomes

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

1. Explain the origins of the statutory frameworks within which human service workers practice
2. Articulate the difference between criminal and civil statutory processes and law
3. Differentiate between the discrete jurisdictions within statutory systems with reference to the roles which human service workers are required to implement
4. Explain how statutory systems impact on the work of human services workers, clients, organisations and the community
5. Explain the interaction of statutory systems and processes with professional codes of ethics in human service practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | |
|----------------------------|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Online Quiz(zes) - 50% | • | • | • | • | • |

| Assessment Tasks | Learning Outcomes | | | | |
|------------------------------|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 2 - Group Discussion - 0% | • | • | • | • | • |
| 3 - Written Assessment - 50% | • | • | • | • | • |

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 - Online Quiz(zes) - 50% | • | • | • | • | | • | | | | |
| 2 - Group Discussion - 0% | • | • | • | • | | • | | | | |
| 3 - Written Assessment - 50% | • | • | • | • | | • | | | | |

Textbooks and Resources

Textbooks

SOWK11016

Prescribed

Integrating Human Service Law, Ethics and Practice

Edition: 4th edn (2016)

Authors: Kennedy, R., Richards, J., Leiman, T.

Oxford University Press

South Melbourne, Victoria, Australia

ISBN: 9780190302726

Binding: Paperback

[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

Madonna Chesham Unit Coordinator

m.chesham@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------|--|------------------------------|
| The law and human services | Chapter 1 & 2 Visit the study week schedule on Moodle for the Week 1 set readings and activities. | |

Week 2 - 20 Jul 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------|---|------------------------------|
| The Australian legal system | Visit the study week schedule on Moodle for the Week 2 set readings and activities. | |

Week 3 - 27 Jul 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|------------------------------|
| The place of law within practice frameworks | Chapter 3 Visit the study week schedule on Moodle for the Week 3 set readings and activities. | Complete Quiz 1. |

Week 4 - 03 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|--|
| Professionals and agencies as legal entities? | Chapter 4 Visit the study week schedule on Moodle for the Week 4 set readings and activities. | Complete Group Discussion and re-sit Quiz 1. |

Week 5 - 10 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------|--|------------------------------|
| Managing information | Chapter 5 Visit the study week schedule on Moodle for the Week 5 set readings and activities. | |

Vacation Week - 17 Aug 2020

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

Week 6 - 24 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------------|--|------------------------------|
| Evidence, witnesses and court reports | Chapter 6 Visit the study week schedule on Moodle for the Week 6 set readings and activities. | Complete Quiz 2. |

Week 7 - 31 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------|--|--|
| Legal accountability | Chapter 7 Visit the study week schedule on Moodle for the Week 7 set readings and activities. | Complete Group Discussion and re-sit Quiz 2. |

Week 8 - 07 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------|--|------------------------------|
| Crimes and victims | Chapter 8 Visit the study week schedule on Moodle for the Week 8 set readings and activities. | |

Week 9 - 14 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|------------------------------|
| An introduction to child protection and domestic and family violence law | Chapter 9 Visit the study week schedule on Moodle for the Week 9 set readings and activities. | |

Week 10 - 21 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------|--|------------------------------|
| Housing and income support | Chapter 10 Visit the study week schedule on Moodle for the Week 10 set readings and activities. | Complete Quiz 3. |

Week 11 - 28 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------|--|--|
| Discrimination and harassment | Chapter 11 Visit the study week schedule on Moodle for the Week 11 set readings and activities. | Complete Group Discussion and re-sit Quiz 3. |

Week 12 - 05 Oct 2020

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

| | | |
|---------------------------------------|---|---|
| Revision | Chapter 12 & Revision Visit the study week schedule on Moodle for the Week 12 set readings and activities. | Written Assessment Due: Week 12 Friday (9 Oct 2020) 11:55 pm AEST |
| Review/Exam Week - 12 Oct 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Exam Week - 19 Oct 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |

Assessment Tasks

1 Part A - Quiz (zes)

Assessment Type

Online Quiz(zes)

Task Description

Electronic Focused Interactive Learning (eFIL) is an innovative method of assessment that encourages active learning and communication among students, irrespective of location. The eFIL technique will be used in assessable online exercises in weeks 3, 6 and 10 comprising in total, three quizzes and three online group discussions to be completed.

What's Involved?

In weeks 3, 6 and 10 students will complete a multiple-choice quiz.

- Quiz 1 (weeks 3) and Quiz 2 (week 6) will comprise of 15 questions based on the previous three week's unit content, with 5 questions for each study week (i.e. quiz 1 will include questions from week 1, week 2 and 3).
- Quiz 3 (week 10) will comprise of 20 questions based on the previous four week's unit content, with 5 questions for each study week (i.e. quiz 3 will include questions from week 7, 8, 9 and 10).

Students will then have the opportunity to re-sit the quiz after discussing their answers with peers in a small group online discussion forum. To be eligible to re-sit the quiz, students must complete the first attempt of the quiz. The second attempt of the quiz is optional. **Please note:** The highest mark achieved in the two attempts will go towards the overall mark in this assessment. The requirements of the group discussion are outlined in the Assessment 2 Part B - Group Discussion of Quiz(zes) task.

How is the eFIL different from a normal quiz?

eFIL assessment provides students with the opportunity to present and discuss their answers with a small group of students online, just as if they were in a classroom tutorial session.

From Saturday to Tuesday evening following the completion of the quiz, students will be able to enter a small group discussion forum, where they will have the opportunity to discuss their answers with their peers. Students will then have until the Friday evening deadline to take the quiz a second time, with the benefit of knowing the views of other students. There is NO opportunity to make up eFIL exercises due to their interactive nature. However, in extenuating circumstances, students can apply for an extension submitted through the AES (Assessment Extension System) located on the unit Moodle site. In situations where an extension is approved, the student will not be able to partake in the small group discussion forum for that fortnight's quiz but will be graded on only their first attempt at the quiz.

A detailed schedule of dates, times, and quiz content will be posted on Moodle.

- Quiz 1 (week 3) and Quiz 2 (Week 6) will comprise of 15 multiple choice questions with an overall weighting of 15 % each of the unit grade. Students will have one hour to complete Quiz 1 & 2.
- Quiz 3 (week10) will comprise of 20 multiple choice questions with an overall weighting of 20% of the unit grade. Students will have one hour and twenty minutes to complete Quiz 3.

Number of Quizzes

3

Frequency of Quizzes

Other

Assessment Due Date

ONGOING - Quizzes will take place in week 3, 6 & 10 of term. The quiz is completed in Moodle and undertaken in whatever setting you choose. A detailed schedule of dates, times and quiz content is available on unit Moodle page.

Return Date to Students

Quiz results will be calculated immediately.

Weighting

50%

Minimum mark or grade

To achieve an overall pass in this assessment students must attempt and pass at least 2 quizzes.

Assessment Criteria

| Assessment Criteria | HD (85-100) | D (75-84) | C (65-74) | P (50-64) | F (0-49) |
|---|--|--|---|--|---|
| Attempts the first attempt of the quiz and demonstrates an understanding of the fortnightly study topics. | Completes the quiz. Outstanding knowledge and understanding of the study topics. | Completes the quiz. Very good knowledge and understanding of the study topics. | Completes the quiz. Good knowledge and understanding of study topics. | Attempts the quiz. Adequate knowledge and understanding of study topics. | Fails to attempt or pass the quiz. Insufficient knowledge and understanding of study topics |

Referencing Style

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

Submission

Online

Submission Instructions

Instructions can be found on the Moodle website.

Learning Outcomes Assessed

- Explain the origins of the statutory frameworks within which human service workers practice
- Articulate the difference between criminal and civil statutory processes and law
- Differentiate between the discrete jurisdictions within statutory systems with reference to the roles which human service workers are required to implement
- Explain how statutory systems impact on the work of human services workers, clients, organisations and the community
- Explain the interaction of statutory systems and processes with professional codes of ethics in human service practice.

Graduate Attributes

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

2 Part B - Group Discussion of Quiz(zes)

Assessment Type

Group Discussion

Task Description

As part of the Electronic Focused Interactive Learning (eFIL) assessment task students are required to participate in a small group online discussion forum after the completion of each quiz in weeks 3, 6, and 10. In total there are three quizzes and online discussions to be completed. The discussion forums are designed to encourage active learning and communication among students, irrespective of location. Students will then have the opportunity to re-sit the quiz after discussing the questions with peers in a small group online discussion forum. The Unit Coordinator will allocate students to small groups for this task. A detailed schedule of dates, times and quiz content will be posted on Moodle.

You are expected to adhere to acceptable netiquette protocols in all your communications on the Moodle site.

What's Involved?

From Saturday to Tuesday evening following the completion of each quiz, students will be able to enter a small group discussion forum, where they will have the opportunity to discuss their answers with their peers. Students are expected to make a discussion post about one or two quiz questions they found challenging or interesting. **Important note:** Students who provide their answers to the quiz without any discussion, will not achieve a pass in that week's group discussion. Students will then have until the Friday evening deadline to take the quiz a second time, with the benefit of knowing the views of other students.

The following points provide a guide for facilitating discussion in your small group forum:

- Post an explanation about WHY you chose the answer/s you selected from the quiz and discuss insights gained about the question topic.
- Respond to another student about their answer selection and discuss the content so that it provides insight and learning for your student peer.

There is NO opportunity to make up eFIL exercises due to their interactive nature. However, in extenuating circumstances, students can apply for an extension submitted through the AES (Assessment Extension System) located on the unit Moodle site. In situations where an extension is approved, the student will not be able to partake in the small group discussion forum for that fortnight's quiz, but will be graded on only their first attempt at the quiz. However, to be eligible to receive a pass in that group discussion forum, students who receive an extension will be required to email the unit coordinator a minimum 150 word discussion for that quiz.

Word Limit

There is a minimum 150 word limit for student's initial post in each eFIL group discussion forum. The word count is considered from the first word to the last word of the student's initial group discussion forum post. It excludes the reference list. It includes in-text references and direct quotations.

Assessment Due Date

ONGOING - Group discussion forums will take place the week following the quiz. A detailed schedule of dates for quizzes and group discussion forums will be posted on Moodle

Return Date to Students

Weighting

Pass/Fail

Minimum mark or grade

Pass/Fail (Students must participate in and pass at least two of three group discussion forums to achieve an overall pass in this assessment and the unit)

Assessment Criteria

| Assessment Criteria | Pass | Fail |
|--|--|--|
| Participates in the online group discussion forum AND demonstrates the ability to interact with peers and discuss learning and insights gained in Human Services and Statutory Contexts within the word limit. | Participates in the online group discussion forum and demonstrates the ability to interact with peers and discuss learning and insights gained in Human Services and Statutory Contexts within the word limit. | Does not participate in the online group discussion and or does not demonstrate the ability to interact with peers and discuss learning gained in Human Services and Statutory Contexts. The student's initial discussion post is not within the word limit. |

IMPORTANT CONDITION: Students must pass at least two of the three group discussions to achieve an overall pass in this assessment and the unit.

Referencing Style

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

Submission

Online

Submission Instructions

A detailed schedule of quizzes and group discussion forums will be posted on Moodle.

Learning Outcomes Assessed

- Explain the origins of the statutory frameworks within which human service workers practice
- Articulate the difference between criminal and civil statutory processes and law
- Differentiate between the discrete jurisdictions within statutory systems with reference to the roles which human service workers are required to implement
- Explain how statutory systems impact on the work of human services workers, clients, organisations and the community
- Explain the interaction of statutory systems and processes with professional codes of ethics in human service practice.

Graduate Attributes

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

3 Written Assessment

Assessment Type

Written Assessment

Task Description

Task Description

Drawing on the unit material for weeks one to twelve, and other sources you have located through independent research identify, describe and discuss the knowledge required by human service workers in one of the following practice contexts.

- Child Protection – Identify and describe the purpose of the child protection law in your state/territory. Discuss the relevant knowledge of the law required of a child protection worker working with children and families in a statutory child protection agency.

OR

- Youth Justice – Identify and describe the purpose of the youth justice law in your state/territory. Discuss the relevant knowledge of the law required of a youth justice worker working with a young person in a statutory youth justice organisation.

Product

In essay format, identify, describe and discuss how the legal framework is relevant to the human service worker, the client, and to the organisation in your chosen statutory context. Your paper needs to demonstrate knowledge of legal procedures, court or tribunal processes, and human service workers' obligations and responsibilities in the chosen practice context. Give one or two examples of how these are evident in practice.

When appropriate, refer to the relevant legislation, and cite and interpret specific sections that are relevant. Make sure all sources are properly cited and use your own words to describe your understanding of any facts or ideas discussed, rather than use strings of quotes (quotes, especially quotes on their own, seldom demonstrate learning and understanding of course content).

Word limit

2000 words (excluding references and appendices). You must remain within 10% of the word limit (maximum 1% of the overall mark will be deducted for every 100 words over or below). The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page and reference list. It includes in-text references and direct quotations.

The submission must include a cover page and reference list.

Assessment Due Date

Week 12 Friday (9 Oct 2020) 11:55 pm AEST

Upload submission via Moodle

Return Date to Students

Exam Week Friday (23 Oct 2020)

Weighting

50%

Assessment Criteria

| Assessment Criteria | HD (85-100) | D (75-84) | C (65-74) | P (65-74) | F (0-49) |
|--|--|---|---|--|---|
| Identifies and describes the purpose of relevant legislation in the chosen practice context (/10 marks) | A consistently accurate and comprehensive explanation of the relevant law in the chosen practice context. | Frequently accurate and detailed explanation of the relevant law in the chosen practice context. | An accurate and a good level of detailed explanation of the relevant law in the chosen practice context. | Mostly accurate and basic explanation of the relevant law in the chosen practice context. | Inaccurate and limited explanation of the relevant law in the chosen practice context. |
| Describes the knowledge of legal procedures and court processes required by human service workers in the chosen practice context. (/10 marks) | A consistently accurate and comprehensive explanation of legal procedures and court processes. | Frequently detailed and accurate explanation of legal procedures and court processes. | An accurate and good level of detailed explanation of legal procedures and court processes. | A basic and mostly accurate explanation of legal procedures and court processes. | An inaccurate and or limited explanation of legal procedures and court processes. |
| Discusses how the law informs the duties, obligations and responsibilities of workers in this context. (/10 marks) | A consistently accurate and comprehensive discussion of how the law informs the duties, obligations and responsibilities of workers in this context. | Frequently detailed and accurate discussion of how the law informs the duties, obligations and responsibilities of workers in this context. | An accurate and good level of detailed discussion of how the law informs the duties, obligations and responsibilities of workers in this context. | A basic and mostly accurate discussion of how the law informs the duties, obligations and responsibilities of workers in this context. | An inaccurate and or limited discussion of how the law informs the duties, obligations and responsibilities of workers in this context. |

| | | | | | |
|--|--|---|---|---|---|
| Uses examples to demonstrate the relevance of the law to human service practice in the chosen context. (/10 marks) | Excellent use of examples to demonstrate the relevance of the law to human service practice in the chosen context. | Very good use of examples to demonstrate the relevance of the law to human service practice in the chosen context. | Good use of examples to demonstrate the relevance of the law to human service practice contexts. | Adequate use of examples to demonstrate the relevance of the law to human service practice contexts. | Inadequate and or use of inappropriate examples that has not demonstrated the relevance of the law to human service practice in the chosen context. |
| Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (Harvard) and adheres to the word limit.(/10 marks) | Consistently accurate spelling and grammar. Evidence of a synthesised, logically sequenced argument. A good number of relevant references (8+) and consistently accurate referencing | Frequently accurate spelling and grammar. Very well constructed, logically sequenced paper. Adequate number of references (6 to 8) and accurate referencing | Mostly accurate spelling and grammar. Mostly well-constructed and logically sequenced argument. Barely adequate number of references (4 to 6) and mostly accurate referencing | At times the spelling and grammatical errors disrupt the meaning and flow of the academic argument. An inadequate number of references (less than 4) and or inaccurate referencing. | Significant spelling and grammatical errors. Poorly sequenced with limited argument. No referencing and/or irrelevant and inaccurate references. Does not adhere to word count. |

Referencing Style

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

Submission

Online

Submission Instructions

Upload submission via Moodle

Learning Outcomes Assessed

- Explain the origins of the statutory frameworks within which human service workers practice
- Articulate the difference between criminal and civil statutory processes and law
- Differentiate between the discrete jurisdictions within statutory systems with reference to the roles which human service workers are required to implement
- Explain how statutory systems impact on the work of human services workers, clients, organisations and the community
- Explain the interaction of statutory systems and processes with professional codes of ethics in human service practice.

Graduate Attributes

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

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