



SOWK11016 *Human Services and Statutory* **Contexts** Term 2 - 2021

Profile information current as at 03/05/2024 08:20 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 - 2021

- 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 and unit coordinator

Feedback

Review unit learning materials to increase student interest and engagement with the weekly study topic.

Recommendation

The length of lectures will be shortened and more practice examples and resources will be used to stimulate student interest and engagement with the study topic.

Feedback from Student evaluation

Feedback

Students enjoyed the online quizzes and group discussion assessments as it helped them to stay up to date and engaged with their study in the unit.

Recommendation

Retain the assessment tasks.

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%	•	•	•	•	•
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

Additional Textbook Information

Both paper and eBook versions 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: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Georgia Nichol Unit Coordinator

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Schedule

Week 1 - 12 Jul 2021

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 - 19 Jul 2021

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 - 26 Jul 2021

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 - 02 Aug 2021

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.	Group Discussion of Quiz 1, and resit Quiz 1

Week 5 - 09 Aug 2021

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 - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 23 Aug 2021

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 - 30 Aug 2021

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.	Group Discussion of Quiz 2, and resit Quiz 2

Week 8 - 06 Sep 2021

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 - 13 Sep 2021

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 - 20 Sep 2021

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 - 27 Sep 2021

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.	Group Discussion of Quiz 3, and resit Quiz 3
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Week 12 - 04 Oct 2021

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 (8 Oct 2021) 11:55 pm AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Part A - Quiz (zes)

Assessment Type

Online Quiz(zes)

Task Description

Aim

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 a total of three quizzes and three online group discussions to be completed. Instructions

In Week 3, 6 and 10, you will complete a multiple-choice quiz.

- Quiz 1 (Week 3) and Quiz 2 (Week 6) will comprise 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, 2 and 3, and Quiz 2 will include questions from Week 4, 5 and 6).
- Quiz 3 (Week 10) will comprise 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).
- You will then have the opportunity to re-sit the quiz after discussing your answers with peers in a small group online discussion forum. To be eligible to re-sit the quiz, you must complete the first attempt of the quiz. The second attempt at 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 regular quiz?

- eFIL assessment provides students with the opportunity to present and discuss their quiz 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 further research and knowing the views of other students.

There is limited 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 is available on Moodle.

Requirements & Resources

- Students are required to sit the quiz independently.

- The quiz is open book. Therefore, you can use unit materials and other credible sources (e.g. government websites, books) to complete the quiz.

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

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

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.

Instructions

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 your answers with your peers. You are expected to make a discussion post about one or two quiz questions you 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. You 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.
- Draw on literature or other relevant sources to explain and justify your answers and responses.

There is limited 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.

Literature and references

In this assessment you are expected to refer to relevant literature and sources to support and justify your answers and responses. This will also allow other students to confirm the information and conduct their own research. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites, such as government websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian Association of Social Workers.

Requirements

- It is recommended students complete their responses in a word document and cut and paste from the Word document into the respective group forum; this will avoid any loss of work due to internet outage or timeout of Moodle session.
- You may write in the first-person and third-person perspective.
- While formal academic language is not required for a group discussion, correct spelling and grammar are required.
- Use the APA 7th referencing style.
- **Important Condition:** Students must pass at least two of the three group discussions to achieve an overall pass in this assessment and the unit.

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
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Participates in the online group discussion forum AND demonstrates the ability to interact with peers and discuss learning and insights gained from unit study materials and other relevant literature and sources, 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 from unit study materials and other relevant literature and sources 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 from unit study materials and other relevant literature and sources 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

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

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

Aim

Drawing on the unit material for Weeks 1-12 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.

- Domestic and Family Violence - Identify and describe the purpose of the domestic and family violence law in your state/territory. Discuss the relevant knowledge of the law required of a domestic violence support worker supporting a woman and her children experiencing domestic violence.

OR

- Mental health - Identify and describe the purpose of the mental health law in your state/territory. Discuss the relevant knowledge of the law required of a community mental health worker supporting a person living in the community under a mental health community treatment order.

Instructions

In essay format, identify, describe and discuss how the legal framework is relevant to the human service worker, the client, and 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 practice context selected. Give one or two examples of how these are evident in practice.

When appropriate, refer to the relevant legislation, and cite and interpret specific and relevant sections. Ensure all sources are correctly 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. 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.

Literature and references

In this assessment, use at least 8 relevant references to support your discussion. Suitable references include legislation, peer-reviewed journal articles, as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies: the Australian Association of Social Workers.

Requirements

- Include a cover page with your name/student number, unit code, assessment number, unit coordinator, and word count.
- Include a reference list.
- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the APA 7th referencing style.

Assessment Due Date

Week 12 Friday (8 Oct 2021) 11:55 pm AEST

Upload submission via Moodle

Return Date to Students

Exam Week Friday (22 Oct 2021)

Weighting

50%

Assessment Criteria

Assessment Criteria	HD (85-100)	D (75-84.5)	C (65-74.5)	P (50-64.5)	F (0-49.5)
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 (APA 7th) 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

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

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