



SOWK13015 Violence Against Women: Key Themes

Term 3 - 2020

Profile information current as at 20/05/2024 05:09 pm

All details in this unit profile for SOWK13015 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 has a focus on developing your knowledge and understanding of skills to prevent and respond to violence against women (VAW). The most prevalent forms of this violence in Australia are domestic and family violence and sexual assault. They are recognised as “gendered crimes” that have an unequal impact on women. Although VAW occurs across all demographic groups, many women experience violence in ways that are specific to their circumstances. In Australia, for example, Aboriginal and Torres Strait Islander women, women with disabilities and women from culturally and linguistically diverse backgrounds are recognised in policy as priority populations. In this unit you will learn about different types of VAW, analyse sources of data that will help you to understand this violence, and examine various models that have informed policy and practice in the area of VAW. You will identify the health, social and economic impacts of VAW at individual and community levels and apply your learning to create a plan to enhance the safety of women. Your safety plan will be based on a case study and draw on the contemporary evidence base.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

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 3 - 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. **Written Assessment**

Weighting: 20%

2. **Written Assessment**

Weighting: 40%

3. **Case Study**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation

Feedback

Students requested more comprehensive assessment feedback.

Recommendation

There will be a more targeted approach to explaining to students how to locate and interpret their assessment feedback. There will continue to be general feedback provided to all, and specific feedback to individual students. As per student feedback, in future, the lecturer will attach a highlighted marking rubric for each assessment for each student, and continue to provide qualitative feedback.

Feedback from Student evaluation

Feedback

Students indicated more clarity is required regarding the unit expectations.

Recommendation

There will be a more concerted effort made in Week 1 to explore and establish the expectations of students and unit staff.

Feedback from Student evaluation

Feedback

Students would appreciate more engagement with, and overall feedback from, the lecturer.

Recommendation

Unit staff will continue to provide timely responses to all student enquiries and identify in Week 1 the nature and type of engagement and feedback suitable for students over what can be a fractured teaching term. Students identified that they would benefit from supplementary recorded lectures to complement the weekly study guides and additional material provided by the lecturer. In 2020 additional recorded lectures will be made available.

Feedback from Student evaluation

Feedback

Some students required additional learning support.

Recommendation

Students will be reminded of all learning support options available to them throughout the term.

Feedback from Student evaluation

Feedback

The assessment requirements need to be more clearly articulated for students.

Recommendation

Students indicated that greater explanation of the assessment requirements at the outset would be of benefit. Unit staff will review the assessment instructions and refine them to ensure greater clarity.

Unit Learning Outcomes

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

1. Explain the various forms of violence against women that exist globally
2. Analyse data sources relevant to the field of violence against women, including preventing and responding to this violence
3. Report on the health, social and economic impacts of violence against women on individuals and the community
4. Evaluate approaches to prevent, recognise and respond to this violence
5. Create a plan at either an individual or community level that enhances the safety of women.

Not applicable

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 - Written Assessment - 20%		•			
2 - Written Assessment - 40%	•		•		
3 - Case Study - 40%				•	•

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 20%	•		•	•		•				
2 - Written Assessment - 40%	•		•	•		•	•			

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
3 - Case Study - 40%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- CQUniversity Library

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

Nicola Cheyne Unit Coordinator
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Schedule

Week 1 - 09 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to violence against women: Key themes	UN Women. (2015). <i>A framework to underpin action to prevent violence against women</i> . New York, NY: UN.	

Week 2 - 16 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Violence against women: Research and impacts	World Health Organization. (2013). <i>Global and regional estimates of violence against women: Prevalence and health effects of intimate partner violence and non-partner sexual violence</i> . Geneva: World Health Organization.	

Week 3 - 23 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic

Priority populations 1
 Australian Institute of Health and Welfare. (2019). *Family, domestic and sexual violence in Australia: Continuing the national story 2019*. Canberra, ACT: AIHW.

Week 4 - 30 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Priority populations 2	Commonwealth of Australia. (2019). <i>Fourth action plan - National plan to reduce violence against women and their children 2010-2022</i> . Canberra, ACT: Commonwealth of Australia.	Written assessment 1 Fact Sheet Due: Week 4 Friday (4 Dec 2020) 5:00 pm AEST

Vacation Week - 07 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 14 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Policy and legislation	VicHealth. (2015). <i>Preventing violence against women: An Australian timeline 1970-2015</i> . Melbourne, VIC: VicHealth.	

Week 6 - 21 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Preventing violence against women	Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth. (2015). <i>Change the story: A shared framework for the primary prevention of violence against women and their children in Australia</i> . Melbourne, Vic: Our Watch.	

Vacation Week - 28 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - 04 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Recognising and responding to violence against women	State of Victoria. (2012). <i>Family violence risk assessment and risk management framework and practice guides 1-3</i> (Edition 2). Melbourne, Vic: Department of Human Services.	Written assessment 2 Report Due: Week 7 Friday (8 Jan 2021) 5:00 pm AEST

Week 8 - 11 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Risk assessment and risk management	Toivonen, C., & Backhouse, C. (2018). <i>National risk assessment principles for domestic and family violence: Quick reference guide for practitioners</i> (ANROWS Insights 10/2018). Sydney, NSW: ANROWS.	

Week 9 - 18 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Safety planning: Individuals
 Murray, C., Horton, E., Higgins Johnson, C., Notestine, L., Garr, B., Marsh Pow, A., ... Doom E. (2015). Domestic violence service providers' perceptions of safety planning: A focus group study. *Journal of Family Violence*, 30(3), 381-392.

Week 10 - 25 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Safety planning: Community	Orr, E. (Ed. & Comp.). (2018). <i>Building safe communities for women and their children: A compendium of stories from the field</i> (ANROWS Insights, 02/2018). Sydney, Australia: Australia's National Research Organisation for Women's Safety.	

Week 11 - 01 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Violence against women: Workplace considerations	Family Safety Victoria. (2017). <i>Responding to family violence capability framework</i> . Melbourne, Vic: State of Victoria	

Week 12 - 08 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Conclusion	Gregory, A., Williamson, E., & Feder, G. (2017). The impact on informal supporters of domestic violence survivors: A systematic literature review. <i>Trauma, Violence & Abuse</i> , 18(5), 562-580.	Case study Individual or community case study Due: Week 12 Friday (12 Feb 2021) 5:00 pm AEST

Assessment Tasks

1 Fact Sheet

Assessment Type

Written Assessment

Task Description

Type: Written assessment

Due date: 5pm AEST Friday 4 December 2020, Week 4

Weighting: 20%

Length: 750 words (+/- 10%)

Learning Outcomes Assessed

2. Analyse data sources relevant to the field of violence against women, including preventing and responding to this violence.

Aim

The aim of this assessment item is for you to find and analyse at least five data sources to prepare a fact sheet that educates the reader about violence against women.

Context

According to OurWatch (n.d.):

Violence against women is any act of gender-based violence that causes or could cause physical, sexual or psychological harm or suffering to women, including threats of harm or coercion, in public or in private life... violence against women is not only or always physical. It includes psychological, economic, emotional and sexual violence and abuse, and a wide range of controlling, coercive and intimidating behaviours.

In Australia, violence against women is called many different things, including domestic violence, family violence, intimate partner violence, sexual harassment and sexual assault.

“Raising awareness to end violence is about changing people’s hearts and minds – in Governments, civil society organisations and in the general public” (UNWomen, n.d.).

Instructions

This assessment requires you to prepare a Fact Sheet about one form of Violence Against Women (VAW) drawing on your analysis of at least 5 data sources. For example, you may access a combination of quantitative and qualitative research findings from academic and grey literature. Your Fact Sheet should be developed for community stakeholders, so should be written in clear, concise language to raise their awareness about the selected form of VAW.

Select one form of VAW

- Intimate partner violence (you could include physical, sexual, emotional, psychological and financial abuse etc. or focus on one of these aspects of intimate partner violence) OR
- Non-partner sexual assault

Develop a Fact Sheet of approximately 750 words (excluding references) in ‘layperson’ language. The Fact Sheet should provide content in relation to the following:

1. What is the definition of the form of VAW you have selected?
2. How many people are affected by the selected form of VAW in Australia?
3. What is known about the contributors to/ risk factors for the selected form of VAW?
4. What is known about how to prevent this form of VAW?

Literature and references

You can use unit provided materials and other credible sources (journal articles, books) to reference your assessment. The quality and credibility of your sources are important. Your sources should be contemporary (later than 2010) and may be drawn from research and/ or grey literature. For example, you may draw on Australian or other statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

Requirements

- 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 seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.
- Include a cover page providing your name, the name and code of the unit, and the title of the assessment.

Resources

- We recommend that you access your discipline specific [library guide](#): the [Social Work and Human Services Guide](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

References

Our Watch. (n.d.). *Facts and figures*. Retrieved from

<https://www.ourwatch.org.au/understanding-violence/facts-and-figures>

UN Women. (n.d.). *Increasing knowledge and awareness*. Retrieved from

<https://www.unwomen.org/en/what-we-do/ending-violence-against-women/increasing-knowledge-and-awareness>

Assessment Due Date

Week 4 Friday (4 Dec 2020) 5:00 pm AEST

Return Date to Students

Marked assessment items will be returned two weeks following the due date

Weighting

20%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 25% <i>Efficacy and Organisation 5%</i> An engaging and well-planned assessment. The assessment material is logical, clear, and concise. <i>Presentation 10%</i> Written material very well-presented and free from errors. The assessment is within the set word count. <i>Informed Content 5%</i> Consistent and judicious integration of contemporary* references to support and reflect all ideas, information and quotations. A minimum of five references is used. These may be peer reviewed and grey literature. <i>Referencing 5%</i> Accurate APA referencing. No errors.	A well-planned assessment. The assessment material is logical and clear. At times it is not concise. There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count. Consistent integration of contemporary* references to support and reflect ideas, information and quotations, with 1 or 2 exceptions. A minimum of five references is used. These may be peer reviewed and grey literature. Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Appropriately planned assessment. It mostly proceeds logically. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count. Mostly consistent integration of up-to-date references to support and reflect ideas, information and quotations, with 3 or 4 exceptions. A minimum of five contemporary* references is used. These may be peer reviewed and grey literature. Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	Adequately planned assessment. At times it is repetitive or lacks cohesion. There are 4 or 5 inconsistent errors (spelling, grammar and paragraph structure) OR the errors impede meaning and flow of the assessment. The assessment is within the set word count 10% allowance (under or over the set word count). Occasionally integrates up-to-date references to support and reflect ideas, information and quotations, with 5 or 6 exceptions. Five contemporary* references are used. These may be peer reviewed and grey literature. Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	The assessment does not follow a logical sequence. Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure. (> 5 errors). The word count has not been adhered to. Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, information and quotations. Fewer than five contemporary* references have been cited. APA referencing not used, or more than 5 inaccuracies.
Approach 75% <i>Definition 5%</i> Thorough and well substantiated definition suitable for the target audience. The definition is considered and sets the parameters of the factsheet clearly for the reader. <i>Prevalence 10%</i> Thorough and well substantiated articulation of how many people are affected by the form of violence. This is presented in a way which is suitable for the target audience, synthesising credible data sources to accurately inform the reader. <i>Contributing/ risk factors 30%</i> Detailed and analytical presentation of contributing/ risk factors. At least six factors are identified/ explained in a way which is suitable for the readership. <i>Prevention of violence 30%</i> Accurate and analytical presentation of what is known regarding the prevention of violence against women. This is written in a way which is suitable for the target audience. Limitations in data sources are well explained.	Thorough definition suitable for the target audience. The definition is considered and sets the parameters of the factsheet clearly for the reader. Thorough and accurate presentation of prevalence (of form of violence) which is suitable for the target audience. Detailed and analytical presentation of contributing/ risk factors. At least five factors are identified/ explained in a way which is suitable for the readership. Accurate and analytical presentation of what is known regarding the prevention of violence against women. This is written in a way which is suitable for the target audience.	Thorough definition suitable for the target audience. The definition sets the parameters of the factsheet for the reader. Accurate presentation of prevalence (of form of violence) which is suitable for the target audience. Detailed and analytical presentation of contributing/ risk factors. At least four factors are identified/ explained in a way which is adequate for the readership. Accurate presentation of what is known regarding the prevention of violence against women. This is written in a way which is suitable for the target audience.	The definition is adequate. However, the reader's needs have not been carefully considered. The presentation of prevalence data is adequate. However, the needs of the target audience have not been fully considered. Contributing/ risk factors are presented. At least three factors are identified/ explained. Some consideration for the audience is apparent. Accurate presentation of what is known regarding the prevention of violence against women. Some consideration for the audience is apparent.	Minimal/no demonstration of an understanding of the topic or the needs of the reader. Minimal/no demonstration of an understanding of the prevalence of the violence, or the needs of the reader. Minimal/no identification/ explanation of contributing/ risk factors. Minimal/no identification/ explanation of what is known about violence against women.

*Contemporary = less than 10 years old.

Referencing Style

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

Submission

Online

Submission Instructions

Submit through Turnitin within the Moodle site

Learning Outcomes Assessed

- Analyse data sources relevant to the field of violence against women, including preventing and responding to this violence

Graduate Attributes

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

2 Report

Assessment Type

Written Assessment

Task Description

Type: Written assessment

Due date: 5pm AEST Friday 8 January 2021, Week 7

Weighting: 40%

Length: 2000 words (+/- 10%)

Learning Outcomes Assessed

1. Explain the various forms of violence against women that exist globally.
3. Report on the health, social and economic impacts of violence against women on individuals and the community.

Aim

The aim of this assessment item is for you select a form of violence against women (VAW) and report on the impacts of that violence on individuals and the broader community.

Instructions

This report requires you to explore available evidence at multiple levels: global, national, jurisdictional etc. to inform the reader about the impacts of VAW. It is also important to consider that "Race, sexuality, gender and disability, amongst other forms of identity, can impact the way a woman experiences violence" (Commonwealth of Australia, 2019, p. 26).

Choose **one** of these forms of VAW:

- Intimate partner violence (you could include physical, sexual, emotional, psychological and financial abuse etc. or focus on one of these aspects of intimate partner violence) OR
- Non-partner sexual assault

Scenario

You have been asked to provide a report to others working in your discipline area (e.g. social work, public health, education, psychology etc.) about the impacts of VAW on individuals and communities. The structure of your report is:

Background: Explain the various forms of VAW that exist globally. Identify which form/s of violence will be the focus of the report. Justify your choice of topic: why is this important?

Section 1: Identification of (health, social, and economic) impacts of this form of VAW at the individual level.

Section 2: Identification of (health, social, and economic impacts) of this form of VAW at the community level.

Section 3: With reference to VAW and 'forms of identity: race, sexuality, gender, disability' and other factors: what difference is made to these impacts?

Section 4: Reflection: How could the findings of this report affect practice in your discipline area?

Literature and references

You are required to use at least 8 sources for this assessment item. You can use unit provided materials and other credible sources (journal articles, books) to reference your assessment. The quality and credibility of your sources are important. Your sources should be contemporary (later than 2010) and may be drawn from research and/ or grey literature. For example, you may draw on Australian or other statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

Requirements

- 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 seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.
- Include a cover page providing your name, the name and code of the unit, and the title of the assessment.

Resources

- We recommend that you access your discipline specific [library guide: the Social Work and Human Services Guide](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

[Instructions are available here.](#)

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

References

Australian Government. (2019). *Fourth action plan - National plan to reduce violence against women and their children 2010-2022*. Canberra, ACT: Commonwealth of Australia.

Assessment Due Date

Week 7 Friday (8 Jan 2021) 5:00 pm AEST

Return Date to Students

Marked assessment items will be returned two weeks following the due date

Weighting

40%

Assessment Criteria

High Distinction 85-100% Structure 25% Efficacy and Organisation 5%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
An engaging and well-planned assessment. The assessment material is logical, clear, and concise. Presentation 10%	A well-planned assessment. The assessment material is logical and clear. At times it is not concise.	Appropriately planned assessment. It mostly proceeds logically.	Adequately planned assessment. At times it is repetitive or lacks cohesion.	The assessment does not follow a logical sequence.
Written material very well-presented and free from errors. The assessment is within the set word count. Informed Content 5%	There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.	There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.	There are 4 or 5 inconsistent errors (spelling, grammar and paragraph structure) OR the errors impede meaning and flow of the assessment. The assessment is within the set word count 10% allowance (under or over the set word count).	Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure. (> 5 errors). The word count has not been adhered to.
Consistent and judicious integration of contemporary* references to support and reflect all ideas, information and quotations. A minimum of 10 references is used. These may be peer reviewed and grey literature. Referencing 5%	Consistent integration of contemporary* references to support and reflect ideas, information and quotations, with 1 or 2 exceptions. A minimum of 10 references is used. These may be peer reviewed and grey literature.	Mostly consistent integration of up-to-date references to support and reflect ideas, information and quotations, with 3 or 4 exceptions. Fewer than 10 contemporary* references are used. These may be peer reviewed and grey literature.	Occasionally integrates up-to-date references to support and reflect ideas, information and quotations, with 5 or 6 exceptions. Fewer than 10 contemporary* references are used. These may be peer reviewed and grey literature.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, information and quotations. Fewer than 10 contemporary* references have been cited.
Accurate APA referencing. No errors. Approach 75% Background 15%	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.
Thorough and well substantiated explanation of the various forms of violence against women existing globally. The focus of the report is clearly articulated and the justification for this focus is compelling. Impacts 30%	Thorough and well substantiated explanation of the various forms of violence against women existing globally. The focus of the report is clearly articulated and the justification for this well argued.	A well substantiated explanation of the various forms of violence against women existing globally. The focus of the report is clear and the justification for this approach is logical.	The various forms of violence against women existing globally are explained. The focus of the report is clear and an argument justifying this is presented.	Minimal/no demonstration of an understanding of the various forms of violence existing globally and/ or lack of clear focus in the background section.
Detailed and analytical presentation of impacts at the individual and community levels. Health, social, and economic impacts are comprehensively explained for each level. There are clear linkages drawn across the impacts for each level. Population considerations 20%	Detailed presentation of impacts at the individual and community levels. Health, social, and economic impacts are clearly explained for each level. There are some linkages drawn across the individual and community levels.	Detailed presentation of impacts at the individual and community levels. Health, social, and economic impacts are explained for each level.	Accurate presentation of impacts at the individual and community levels. Some health, social, and economic impacts are presented for individuals and/ or communities.	Minimal/ no identification of impacts at the individual and community levels. Health, social, and economic impacts are not explored with accuracy.
Accurate and analytical presentation of what is known about violence against women and its relationship with all 'forms of identity: race, sexuality, gender, disability'. A number of factors which may influence the nature/ degree of impacts of violence are identified and comprehensively articulated. Reflection 10%	Accurate and detailed presentation of what is known about violence against women and its relationship with all 'forms of identity: race, sexuality, gender, disability'. At least three factors which may influence the nature/ degree of impacts of violence is explained.	Accurate presentation of what is known about violence against women and its relationship with all 'forms of identity: race, sexuality, gender, disability'. At least two factors which may influence the nature/ degree of impacts of violence are identified.	Accurate presentation of what is known about violence against women and its relationship with at least two of these 'forms of identity: race, sexuality, gender, disability'. One factors which may influence the nature/ degree of impacts of violence is identified.	Minimal/no identification/ explanation of what is known about violence against women and how it impacts on different population groups.
This report identifies the discipline area of the author. There are at least four examples presented of how future practice could be influenced by considerations of the impacts of violence against women (individual and community levels are clearly distinguished) and its differential impacts are explored.	This report identifies the discipline area of the author. There are at least three examples presented of how future practice could be influenced by considerations of the impacts of violence against women (individual and community levels) and its differential impacts are presented.	This report identifies the discipline area of the author. There are at least two examples presented of how future practice could be influenced by considerations of the impacts of violence against women (individual or community levels) and its differential impacts are identified.	This report identifies the discipline area of the author. There is at least one example presented of how future practice could be influenced by considerations of the impacts of violence against women generally, and its differential impacts.	Minimal/no identification/ explanation of how this report could influence practice.

*Contemporary = less than 10 years old.

Referencing Style

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

Submission

Online

Submission Instructions

Submit through Turnitin within the Moodle site

Learning Outcomes Assessed

- Explain the various forms of violence against women that exist globally
- Report on the health, social and economic impacts of violence against women on individuals and the community

Graduate Attributes

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

3 Individual or community case study

Assessment Type

Case Study

Task Description

Type: Case study

Due date: 5pm AEST Friday 12 February 2021, Week 12

Weighting: 40%

Length: 2000 words (+/- 10%)

Learning Outcomes Assessed

4. Evaluate approaches to prevent, recognise and respond to this violence (violence against women).
5. Create a plan at either an individual or community level that enhances the safety of women.

Aim

The aim of this assessment item is for you evaluate approaches to prevent, recognise and respond to violence against women and use the information to create an individual or community safety plan.

Instructions

Choose one of the following case studies (individual or community) and complete the associated tasks.

Individual case study

Scenario

You live in a regional centre (population approximately 80,000 people) which has a range of services including a domestic violence service, hospital, police, local government etc. Over lunch with your friends Olivia and Lauren, you notice that Lauren is close to tears. You haven't seen Lauren for a year, and you have been worried about her. When you ask her if she's alright, she bursts into tears and explains that her partner Andrew (an army sergeant) has been calling her names more often lately.

She says she knows that he really loves her and shows her all the time, but sometimes he makes her sad - but she thinks that is normal in relationships. When you ask how he shows her love, Lauren says Andrew texts constantly and buys her special make-up and clothes to wear which will make her look "even more beautiful".

Lately, though, she has been feeling pressured by Andrew to "do stuff in the bedroom" which makes her feel uncomfortable, and recently he hinted that he'd like to "share" her with one of his mates. Olivia gets really angry that Andrew is behaving this way and says "Well for starters, I'd be really surprised if Andrew meant any of this - and if he's as bad as say, you should just leave him, Lauren".

Lauren asks for your advice.

Tasks

You are required to:

1. Explain what you would say to Lauren and Olivia and your reasoning for this. This should be based on your understanding of violence against women and draw on the contemporary evidence base. (Approximately 750 words)
2. Prepare a safety plan for Lauren, using the template supplied. (Approximately 250 words)
3. Provide an explanation of four key points of your plan. This should draw on the contemporary evidence base. (1000 word limit)

Community case study

Scenario

You live in a regional centre (population approximately 80, 000 people) which has a range of services including a domestic violence service, hospital, police, local government etc. In your work you have been approached by a group (Men4Women) who is very keen to stop violence against women. The group would like to take action, and asked for your feedback on their three ideas so far:

- A family fun day in the park based on the theme “violence happens to anyone”.
- Putting posters up in libraries with the message “violence happens everywhere”.
- Handing out coasters in hotels with the message “alcohol causes domestic violence”.

Tasks

You are required to:

1. Explain what feedback you would give to this group about these ideas and your reasoning for this. This should be based on your understanding of violence against women and draw on the contemporary evidence base. (Approximately 750 words)
2. Prepare a community plan, using the template supplied. (Approximately 250 words)
3. Provide an explanation of four key points of your plan. This should draw on the contemporary evidence base. (1000 word limit)

Literature and references

You are required to use at least 8 sources for this assessment item. You can use unit provided materials and other credible sources (journal articles, books) to reference your assessment. The quality and credibility of your sources are important. Your sources should be contemporary (later than 2010) and may be drawn from research and/ or grey literature. For example, you may draw on Australian or other statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

Requirements

- 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 seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.
- Include a cover page providing your name, the name and code of the unit, and the title of the assessment.

Resources

- We recommend that you access your discipline specific [library guide: the Social Work and Human Services Guide](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

References

Australian Government. (2019). *Fourth action plan - National plan to reduce violence against women and their children 2010–2022*. Canberra, ACT: Commonwealth of Australia.

Assessment Due Date

Week 12 Friday (12 Feb 2021) 5:00 pm AEST

Return Date to Students

Marked assessment items will be returned two weeks following the due date

Weighting

40%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
<p>Structure 25%</p> <p><i>Efficacy and Organisation 5%</i></p> <p>An engaging and well-planned assessment. The assessment material is logical, clear, and concise.</p> <p><i>Presentation 10%</i></p> <p>Written material very well-presented and free from errors. The assessment is within the set word count.</p> <p><i>Informed Content 5%</i></p> <p>Consistent and judicious integration of contemporary* references to support and reflect all ideas, information and quotations. A minimum of 10 references is used. These may be peer reviewed and grey literature.</p> <p><i>Referencing 5%</i></p> <p>Accurate APA referencing. No errors.</p>	<p>A well-planned assessment. The assessment material is logical and clear. At times it is not concise.</p> <p>There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.</p> <p>Consistent integration of contemporary* references to support and reflect ideas, information and quotations, with 1 or 2 exceptions. A minimum of 10 references is used. These may be peer reviewed and grey literature.</p> <p>Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).</p>	<p>Appropriately planned assessment. It mostly proceeds logically.</p> <p>There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.</p> <p>Mostly consistent integration of up-to-date references to support and reflect ideas, information and quotations, with 3 or 4 exceptions. Fewer than 10 contemporary* references are used. These may be peer reviewed and grey literature.</p> <p>Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).</p>	<p>Adequately planned assessment. At times it is repetitive or lacks cohesion.</p> <p>There are 4 or 5 inconsistent errors (spelling, grammar and paragraph structure) OR the errors impede meaning and flow of the assessment. The assessment is within the set word count 10% allowance (under or over the set word count).</p> <p>Occasionally integrates up-to-date references to support and reflect ideas, information and quotations, with 5 or 6 exceptions. Fewer than 10 contemporary* references are used. These may be peer reviewed and grey literature.</p> <p>Occasionally accurate APA referencing. 4 consistent errors (made multiple times).</p>	<p>The assessment does not follow a logical sequence.</p> <p>Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure. (> 5 errors). The word count has not been adhered to.</p> <p>Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, information and quotations. Fewer than 10 contemporary* references have been cited.</p> <p>APA referencing not used, or more than 5 inaccuracies.</p>
<p>Approach 75%</p> <p><i>Feedback to individual/ community group 30%</i></p> <p>Thorough and well substantiated feedback suitable for the target audience. A range of contemporary evidence is seamlessly integrated and innovative solutions are proposed.</p> <p><i>Plan individual or community 15%</i></p> <p>Thorough and well substantiated plan suitable for the target audience. Innovative solutions are proposed.</p> <p><i>Explanation of plan 30%</i></p> <p>Detailed and analytical presentation of four elements of the plan. Contemporary evidence is seamlessly integrated to provide a compelling argument. Data gaps are explained where relevant. Innovative solutions are proposed.</p>	<p>Thorough and well substantiated feedback suitable for the target audience. A range of contemporary evidence is seamlessly integrated</p> <p>Thorough and well substantiated plan suitable for the target audience.</p> <p>Detailed and analytical presentation of four elements of the plan. Contemporary evidence is integrated to provide a clear argument.</p>	<p>Thorough feedback suitable for the target audience. Some contemporary evidence is integrated.</p> <p>Thorough plan suitable for the target audience.</p> <p>Detailed presentation of four elements of the plan. All are explained to inform the reader and reflect an integration of appropriate evidence.</p>	<p>Clear feedback suitable for the target audience. Some contemporary evidence is integrated</p> <p>Clear plan suitable for the target audience.</p> <p>Clear presentation of four elements of the plan. Most are explained to inform the reader and reflect an integration of appropriate evidence.</p>	<p>Minimal/no demonstration of an understanding of the topic or the needs of the individual/ community group.</p> <p>Minimal/no demonstration of an understanding of elements of a plan at either individual or community levels.</p> <p>Minimal/no explanation of key points of a plan at either individual or community levels. May not include four distinct elements of the plan.</p>

Contemporary = less than 10 years old.

Referencing Style

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Submission

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Submission Instructions

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Learning Outcomes Assessed

- Evaluate approaches to prevent, recognise and respond to this violence
- Create a plan at either an individual or community level that enhances the safety of women.

Graduate Attributes

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

Academic Integrity Statement

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

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

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

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

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

What is a breach of academic integrity?

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

Why is academic integrity important?

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

Where can I get assistance?

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

What can you do to act with integrity?



Be Honest

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



Seek Help

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



Produce Original Work

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