



# SOWK14004 *Reconciliation in the Workplace and Community*

## Term 2 - 2019

Profile information current as at 20/04/2024 11:58 pm

All details in this unit profile for SOWK14004 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

The purpose of this unit is to further develop understanding and application of the concept of reconciliation in various context, including workplaces and communities. The unit examines discourses and case studies about reconciliation. Experiential learning will be used to explore competing views on reconciliation and its continuing relevance to society. The unit is mandatory for students enrolled in the Bachelor of Social Work course

### 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

SOWK11015 Professional Communication in Human Services OR (SOWK11012 Introduction to Social Work A AND SOWK11013 Introduction to Social Work B).

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 - 2019

- 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. **Group Discussion**

Weighting: 25%

#### 2. **Portfolio**

Weighting: 35%

#### 3. **Written Assessment**

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 Discussion and moderation with casual academic staff.

##### Feedback

Ongoing diversity of Aboriginal and Torres Strait Islander teaching staff and partnerships as per the sources presented in 'recommendation' of this review. Discussion with Indigenous casual teachers also suggested that this unit needs European-Australian teaching staff and men and women's Indigenous perspectives in a team teaching arrangement.

##### Recommendation

'Teaching in partnership is one way of modelling active development and engagement in the 3rd Space or intercultural space. Shared negotiation and decision making about content and pedagogy, as well as overtly modelling respectful and robust debates and discussions, have the potential to bring to life the skills, values and knowledges of cultural responsiveness' (Bessarab et al. 2014, p.38). 'Continue to maintain a list of Aboriginal and Torres Strait Islander staff to inform future employment and development opportunities. Review list at six months intervals adding new staff members and remove staff members who have left the University's employ' (CQU Innovate Reconciliation Action Plan 2016-2018, p. 14).

## Unit Learning Outcomes

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

1. Explain the concept of reconciliation in the context of the Australian community and workplace.
2. Discuss the issues associated with reconciliation in the Australian context including how current debate affects workplace relations.
3. Apply reconciliation principles to policies in the workplace and community.
4. Develop skills and knowledge as to how to engage with people from different cultures in the workplace and community with a view to promoting reconciliation.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Group Discussion - 25%	•	•	•	
2 - Portfolio - 35%	•	•		•
3 - Written Assessment - 40%	•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Group Discussion - 25%	•			•						
2 - Portfolio - 35%	•	•	•				•	•		
3 - Written Assessment - 40%	•	•	•	•						

## Textbooks and Resources

### Textbooks

SOWK14004

#### Prescribed

**Our Voices : Aboriginal and Torres Strait Islander social work**  
(2013)

Authors: Bennett, B., Green, S., Gilbert,S., Bessarab, D.

Palgrave Macmillan

South Yarra , Victoria , Australia

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)
- Microsoft Word
- ZOOM

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Darren de Warren** Unit Coordinator

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**Jennice Evans** Unit Coordinator

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## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1: What is Reconciliation?</b> Introduction to the unit and Moodle site. Understand the unit learning outcomes; assessment items and criteria; and participation in group discussions in the moodle blog site.		Read, learn and understand the Appropriate Terminology and Welcome and Acknowledgement of Country protocol documents. Read, learn and understand the Appropriate Terminology and Welcome and Acknowledgement of Country protocol documents.

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: <b>What is reconciliation and why have it?</b>		<b>ONLINE FORUM 1 - DUE</b>

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Module 3: ***From protection to reconciliation and workplace legislation.***

**ONLINE FORUM 2 - DUE**

**Week 4 - 05 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 4: ***Diversity of Aboriginal and Torres Strait Island cultures and communities.***

**ONLINE FORUM 3 - DUE**

**Week 5 - 12 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 5: ***Confronting stereotypes at home, at play and at the workplace.***

**ONLINE FORM 4 - DUE**

**Vacation Week - 19 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
		NO FURTHER ONLINE FORUMS

**Week 6 - 26 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 6: ***Reconciliation in government, governance and policy.***

**Week 7 - 02 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 7: ***Reconciliation in community and organisations.***

**Week 8 - 09 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 8: ***Reconciliation in the family.***

**NAIDOC Week Celebrations - (1500 words 10% above or below)**  
Due: Week 8 Friday (13 Sept 2019) 11:45 pm AEST

**Week 9 - 16 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 9: ***Social Policy***: case study

**Week 10 - 23 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 10: ***Community and organisations***: case study

**Reflective and reflexive practice (online postings and final summary)** Due: Week 10 Friday (27 Sept 2019) 11:45 pm AEST

**Week 11 - 30 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 11: ***Family***: case study

**Week 12 - 07 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 12: ***Reconciliation, a global comparison: Australian, New Zealand, South Africa and East Timor approaches.***

**Formal Academic Essay (1800-2000 words)** Due: Week 12 Friday (11 Oct 2019) 11:45 pm AEST

**Review/Exam Week - 14 Oct 2019**

Module/Topic

Chapter

Events and Submissions/Topic

**Exam Week - 21 Oct 2019**

Module/Topic

Chapter

Events and Submissions/Topic

## Assessment Tasks

### 1 Reflective and reflexive practice (online postings and final summary)

#### Assessment Type

Group Discussion

#### Task Description

Reflective and reflexive discussion forum posts and summary of learning

#### FOCUS STATEMENT

**Please note: the first discussion forum is required by Friday Week 2 the final due date is Friday Week 10.**

Join discussion threads in Moodle to discuss topics relevant to Reconciliation in Australia and globally. Each week an issue or question for discussion will be posted on the unit's Moodle site. Your task is to participate each week in each of the discussions that are generated in Week's 2-5 inclusive. These comments should demonstrate your understanding of the weekly topic. You are encouraged to respond to others' ideas. All posts must adhere to the Student Charter and a commitment to social work values articulated in the Code of Ethics.

#### YOUR ROLE

Task 1: Forum Discussions - Weeks 2-5 inclusive (250 min - 350 words max)

Students are to provide a comment at 250 - 350 words in length over four weeks. Your comments are to be informed by the literature of reflective and reflexive practice, that is, this assessment tasks seek honest self-appraisal, critical thinking, and plans for action prompted by the questions posed. Use of the first person or 'I' statements is essential to this discussion. Please be mindful about being explicit in your responses and summary by using language such as 'my knowledge', 'my values', 'my skills', 'beliefs' or 'opinions'.

Task 2: Final Summary - Week 10 - (600 words 10% above or below)

Students are to submit a final summary at the end of week 10. The final summary must highlight key insights/turning points in your learning that you gained from thinking about your own personal reactions to the materials presented and the ideas of others.

This summary will not be posted to a public forum but will be a separate, individual submission. You are required to conclude this summary with a clear plan for action (reflexive practice) articulating the steps you will take to continue the process of life-long learning about the relationships between Aboriginal and Torres Strait Islander people and European-Australians.

For example, the frame for this post is similar to '[A]s a result of my engagement with discussion at the discussion forums with peers on the state of Indigenous Reconciliation in Australia and globally, my knowledge, values, and future skills have been most influenced by.....' and 'these are the actions I intend to take in preparation for graduate practice....'

All discussion posts and summary must be submitted to be eligible for marks.

#### Assessment Due Date

Week 10 Friday (27 Sept 2019) 11:45 pm AEST

A weekly discussion from weeks 2-5. Students must participate in every discussion to be marked/graded on this assessment. Final Summary due at end of Week 10.

#### Return Date to Students

Week 12 Friday (11 Oct 2019)

Providing they have been submitted by the due date, assignments will be returned within three weeks.

### Weighting

25%

### Assessment Criteria

Criteria	High Distinction	Distinction	Credit	Pass	Fail
<b>Task 1: Presentation and Development: (5 marks)</b> Presentation of personal reaction ensuring appropriate terminology from reconciliation debates.	Excellent presentation & development of main points.	Very good presentation & development of main points	Good presentation & development of main points.	Adequate presentation & development of main points.	Inadequate development of main points.
<b>Task 1: Use of key concepts: (5 marks)</b> Comments should demonstrate your understanding of the weekly discussions from the unit relevant to the topics.	Excellent level of understanding consistently demonstrated across topics 2 - 5.	Very good level of understanding demonstrated across the majority of topics 2-5.	Good level of understanding demonstrated across the majority of topics 2-5	Adequate level of understanding demonstrated across the majority of topics 2-5.	Inadequate level of understanding demonstrated across the majority of topics 2-5
<b>Task 1 Quality of reflective writing: (10 marks)</b> Positioning yourself in your reflective writing	Excellent level of reflective practice ability demonstrated.	Very good level of reflective practice demonstrated.	Good level of reflective practice demonstrated.	Adequate level of reflective demonstrated.	Inadequate level of reflective demonstrated.
<b>Task 1 Breadth of reading: (2 marks)</b> A minimum of SIX (6) books, journals, (credible) websites (Harvard). The six sources are spread across the topics 2 - 5, and listed again in the reference list of Task 2: Final summary	Excellent level of research and referencing. (6 + sources, no errors made in referencing)	Very good level of research and referencing. (6 + resources and no errors in referencing)	Good level of research and referencing. (6-8 resources, and limited errors in referencing)	Adequate level of research and referencing. (6 resources, and some errors in referencing)	Inadequate level of research and referencing. (5 or less, and ongoing errors with referencing)
<b>Task 2: Final Summary: (3 marks)</b> Coming to a final position on the topic with overview and final summary of main points/arguments of topics/turning points in learning.	High level understanding of 'Reconciliation' demonstrated in final summary.	Very good understanding of 'Reconciliation' demonstrated in final summary.	Good level of understanding re: 'Reconciliation' demonstrated in final summary.	Adequate level of understanding re: 'Reconciliation' demonstrated in final summary.	Inadequate level of understanding in re: to Reconciliation was presented in final summary.
<b>Task 1 and 2: Presentation: (PASS/FAIL- 0 marks)</b> Attention to grammar and spelling; including paragraph structure and clarity of expression. Legibility and format: line spacing, font, margins, style etc.	PASS General accuracy in written expression				FAIL Inadequate presentation and accuracy in written expression (many errors cited).

### Referencing Style

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

### Submission

Online



## Learning Outcomes Assessed

- Explain the concept of reconciliation in the context of the Australian community and workplace.
- Discuss the issues associated with reconciliation in the Australian context including how current debate affects workplace relations.
- Apply reconciliation principles to policies in the workplace and community.

## Graduate Attributes

- Communication
- Information Literacy

## 2 NAIDOC Week Celebrations - (1500 words 10% above or below)

### Assessment Type

Portfolio

### Task Description

#### FOCUS STATEMENT

In this assessment you and a peer (i.e. in pairs) are required to plan an event during NAIDOC week that educates attendees about the history/timeline of Reconciliation in Australia with specific focus on the key themes of NAIDOC 2019.

#### YOUR ROLE

Your social work supervisor and team leader have asked you to undertake a task as part of a field education learning experience. The task is to create a plan for an event that will be presented to your field educator and other members of staff outlining your proposal before proceeding. You are to create a safe and supportive space in your organisation to provide opportunities for reflective time that encourages critical feedback on your plan. You can present this plan using a mix of resources and materials that maximise your pitch.

#### PRODUCT/PERFORMANCE

The NAIDOC event itself should demonstrate plans for interactive, engaging, and culturally sensitive activities that delivers community awareness about the history of Reconciliation in Australia informed by the theme of NAIDOC 2019. The plan will need to show your understanding of consultation, protocols, networking, the presentation of knowledge, and possible activities.

The word count is maximum 1500 words and 10% above or below.

Word count: 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.

### Assessment Due Date

Week 8 Friday (13 Sept 2019) 11:45 pm AEST

### Return Date to Students

Week 10 Friday (27 Sept 2019)

Feedback will be given via moodle

### Weighting

35%

### Assessment Criteria

**Both members of the partnership will receive an identical/same grade.**

Criteria	High Distinction	Distinction	Credit	Pass	Fail
<b>Presentation of activities in the event:</b> (10 marks) outline of the topic, appropriate terminology used, engagement of audience with interactive and information sessions.	Excellent event proposal created. Creative and engaging.	Very good event proposal created.	Good event proposal created.	Adequate event proposal created.	Inadequate event proposal created.
<b>Key concepts of NAIDOC week:</b> (5 marks) the event is relevant to the topic of NAIDOC WEEK 2019 - current issues.	Highly relevant topics threaded into activities/sessions.	Very good topics chosen to thread into activities/sessions.	Good topics chosen to thread into activities/sessions.	Adequate topics chosen to thread into activities/sessions.	Inadequate topics chosen and no clear links to briefing.

<b>Written communication:</b> (5 marks) Accuracy of grammar, spelling, and punctuation.	Excellent level of writing (no errors)	Very good level of writing (limited errors)	Good level of writing (some errors)	Adequate writing (numerous errors)	Inadequate writing (numerous errors making the paper difficult to understand and read)
<b>Referencing and research:</b> (10 marks) Adherence to Harvard Author-Date referencing system. Concepts are researched and supported by relevant literature. Activities are based on research.	No referencing errors. Excellent level of research.	Minor referencing errors. Very good level of research.	Several referencing errors. Good level of research.	Referencing errors. Adequate level of research.	Poor/limited adherence to referencing system and poor, minimal research.
<b>Adherence to culturally sensitive processes of engagement and planning:</b> (5 marks) Attention to how the event will be developed collaboratively with Indigenous people	Excellent adherence to reconciliation concepts and protocols	Very good adherence to reconciliation concepts and protocols	Good adherence with some important reconciliation concepts and protocols overlooked	Adequate adherence demonstrated but more work to be achieved understanding reconciliation concepts and protocols	Poor adherence at risk of culturally insensitive practice

### Referencing Style

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

### Submission

Online

### Submission Instructions

Please ensure you use the proformas available on moodle site.

### Learning Outcomes Assessed

- Explain the concept of reconciliation in the context of the Australian community and workplace.
- Discuss the issues associated with reconciliation in the Australian context including how current debate affects workplace relations.
- Develop skills and knowledge as to how to engage with people from different cultures in the workplace and community with a view to promoting reconciliation.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

## 3 Formal Academic Essay (1800-2000 words)

### Assessment Type

Written Assessment

### Task Description

#### FOCUS STATEMENT

Demonstrate formal, scholarly writing skills informed by the teaching resources provided and independent research and inquiry.

#### PERFORMANCE/PRODUCT

A formal academic essay informed by critical thinking addressing the following topic:

*Analyse arguments for and against the success of Reconciliation policy and strategy drawing on the diverse arguments of Aboriginal, Torres Strait Islander, and European-Australian people.*

Format:

- Justified paragraphs (Ctrl+J)
- 1.15-1.5 spaced lines
- Size 12 font
- Font: Calibri, Times New Roman or Arial
- Clear introduction and conclusion.

Cover sheet requirements:

- Name, student number.
- Word count: 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.
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### Assessment Due Date

Week 12 Friday (11 Oct 2019) 11:45 pm AEST

### Return Date to Students

Exam Week Friday (25 Oct 2019)

### Weighting

40%

### Assessment Criteria

Criteria	High Distinction	Distinction	Credit	Pass	Fail
<b>Development:</b> of main points and arguments/approach was relevant to the topic. The use of appropriate terminology. (10 marks)	Excellent development of main points.	Very good development of main points	Good development of main points.	Adequate development of main points.	Inadequate development of main points.
<b>Use of key concepts:</b> comments should demonstrate your understanding of the weekly discussions from the unit relevant to the topics. (10 marks)	Excellent level of understanding consistently demonstrated across topics 2 - 10.	Very good level of understanding demonstrated across the majority of topics 2-10.	Good level of understanding demonstrated across the majority of topics 2-10	Adequate level of understanding demonstrated across the majority of topics 2-10.	Inadequate level of understanding demonstrated across the majority of topics 2-10
<b>Breadth of reading:</b> a minimum of 10 books, journals, (credible) websites (Harvard) provided in Topics 2 - 10. At least five sources of independent research from reputable sources or academic literature. (5 marks)	Excellent level of research and referencing. (6 + sources, no errors made in referencing)	Very good level of research and referencing. (6 + resources and no errors in referencing)	Good level of research and referencing. (6-8 resources, and limited errors in referencing)	Adequate level of research and referencing. (6 resources, and some errors in referencing)	Inadequate level of research and referencing. (5 or less, and ongoing errors with referencing)
<b>Analysis of major findings:</b> use of appropriate examples and supporting evidence (5 marks)	Excellent level of analysis is evident, and examples/evidence.	Very good level of analysis is evident and examples/evidence..	Good level of analysis is evident, and examples/evidence.	Adequate level of analysis is evident, examples/evidence was adequate.	Analysis was inadequate, and not supported by evidence or examples.
<b>Conclusion:</b> coming to a final position on the essay question with overview and final summary of main points/arguments of topics. (5 marks)	High level understanding of 'Reconciliation' demonstrated in final summary.	Very good understanding of 'Reconciliation' demonstrated in final summary.	Good level of understanding re: 'Reconciliation' demonstrated in final summary.	Adequate level of understanding re: 'Reconciliation' demonstrated in final summary.	Inadequate level of understanding in re: to Reconciliation was presented in final summary.
<b>Attention to grammar and spelling:</b> including paragraph structure and clarity of expression. Legibility and format: line spacing, font, margins, style etc. Word length. (5 marks)	Excellent presentation and accuracy in written expression (no errors).	Very good presentation and accuracy in written expression (minimal errors)	Good presentation and accuracy in written expression (some errors)	Adequate presentation and accuracy in written expression (some errors)	Inadequate presentation and accuracy in written expression (many errors cited).

### Referencing Style

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

### Submission

Online

## Submission Instructions

online via moodle

## Learning Outcomes Assessed

- Explain the concept of reconciliation in the context of the Australian community and workplace.
- Discuss the issues associated with reconciliation in the Australian context including how current debate affects workplace relations.
- Apply reconciliation principles to policies in the workplace and community.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## 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