ENEV12002 *First Nations and Community Engagement*
Term 3 - 2024

Profile information current as at 07/07/2025 08:08 am

All details in this unit profile for ENEV12002 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

In this unit you will critique approaches to community engagement with First Nations community members, communities and agencies within your disciplinary context. You will study culturally appropriate principles and strategies for community engagement, participatory planning and stakeholder relationships. Drawing on transdisciplinary perspectives from First Nations studies, community development, history, planning, natural resource planning, public health and sociology, you will learn to evaluate the requirements of First Nations community engagement. You will develop a professional approach to working with First Nations and community engagement in your disciplinary context.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *8*
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 - 2024

- 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: 20%
2. **Case Study**
Weighting: 40%
3. **Presentation**
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 Head of Course Consultation (Public Health and Paramedicine)

Feedback

Paramedicine cohort commencing in 2025 will require different unit focus including on direct patient care as well as community engagement.

Recommendation

Unit refresh to be further modularised for different disciplines.

Feedback from Student feedback

Feedback

Students appreciated guest lecturers and real world case studies.

Recommendation

Unit refresh to add more guest lectures and real world case studies.

Feedback from Student feedback

Feedback

Students valued the level of communication and clear guidelines provided by the unit coordinator.

Recommendation

Continue to provide drop in tutorials and clear guidelines on assessments and requirements and communication on the Moodle and through emails.

Feedback from Head of Course (Science, Environment and Agriculture) Consultation Head of College Consultation

Feedback

There will be increased student numbers from diverse disciplines including Science, Environmental Science, Agricultural Science and Allied Health..

Recommendation

Consultation with discipline teams to ensure unit is meeting these students' needs. Unit refresh to be further modulised for different disciplines.

Unit Learning Outcomes

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

1. Discuss the importance of cultural and historical awareness of First Nations and community engagement within Australia and overseas
2. Identify the implications of top-down/bottom-up approaches to engagement in disciplinary context
3. Develop basic First Nations and community engagement plans based on discipline principles
4. Develop culturally appropriate community engagement plans based on discipline specific principles
5. Critique the key issues that shape contemporary discourses of First Nations and community engagement

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level　• Introductory Level　• Intermediate Level　• Graduate Level　° Professional Level　° Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online Quiz(zes) - 20%	•	•			•
2 - Case Study - 40%	•	•			
3 - Presentation - 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	•	•	•	•	•

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)
- PowerPoint
- Zoom
- Camera and microphone for attending Zoom tutorials and completing presentation assessment task

Referencing Style

All submissions for this unit must use the referencing styles below:

- Harvard (author-date)
- American Psychological Association 7th Edition (APA 7th edition)

For further information, see the Assessment Tasks.

Teaching Contacts

Robyn Preston Unit Coordinator
r.preston@cqu.edu.au
Madeline Stewart Unit Coordinator
m.g.stewart@cqu.edu.au

Schedule

Principles of Community Engagement (Week 1) - 04 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
Principles of community engagement	Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum.	Tutorial - Introduction to Unit and Assessment 1 (10.00am Tuesday 5 November 2025 AEST). (Not compulsory will be recorded).

History of Community and Indigenous engagement (Week 2) - 11 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
First Nations Engagement	Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum.	

Discipline Specific Topics in First Nations and Community Engagement (Week 3) - 18 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic

| Choose a topic related to your discipline:
Topic A: Natural Resource Management
Topic B: First Nations and Community Engagement in Public Health | Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum. | Tutorial - Terminologies and Protocols and Assessment 2 (10.00amTuesday 19 November 2024 AEST). (Not compulsory will be recorded). Assessment 1 Part A Opens: Week 3 Wednesday 20 November at 9.00am AEST |

Participatory Planning (Week 4) - 25 Nov 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Participatory planning	Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum.	Assessment 1 Part A due Friday 29 November 2024

Using Quantitative Data (Week 5) - 02 Dec 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Using quantitative data	Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum.	**Case Study** Due: Week 5 Friday (6 Dec 2024) 4:00 pm AEST

Using Qualitative Data (Week 6) - 09 Dec 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Using qualitative data	Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum.	

First Nations Engagement and Conflict (Week 7) - 16 Dec 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Indigenous engagement and conflict resolution	Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum.	

Mid-Term Break - 23 Dec 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Two week university break Monday 23 December 2024 to Friday 3 January 2025.

Case study 1 (Week 8) - 06 Jan 2025

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Choose a case study related to your discipline: Case study 1A: Working alongside Aboriginal custodians in the Wet Tropics Case study 1B: Aboriginal Community Controlled Health Organisations	Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum	Tutorial - Assessment 3 (10.00am Tuesday 7 January AEST). (Not compulsory will be recorded). Assessment 1 Part B Due: Week 8 Monday 6 January 2024 11:59pm AEST

Case study 2 (Week 9) - 13 Jan 2025

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Choose a case study related to your discipline: Case study 2A: Working with Prescribed Body Corporates. Case study 2B: Working with Remote Communities	Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum	

Case study 3 (Week 10) - 20 Jan 2025

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

Choose a case study related to your discipline:
Case study 3A: Bush Heritage Australia
Case study 3B: Working with Urban Communities

Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum

Evaluation in First Nations Community Engagement (Week 11) - 27 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation in First Nations community engagement	Prescribed learning activities - study guide, narrated PowerPoint/lecture, e-Readings and online discussion forum	Public Holiday Monday 27 January 2025

Unit review (Week 12) - 03 Feb 2025

Module/Topic	Chapter	Events and Submissions/Topic
Unit Review	Prescribed learning activities - narrated PowerPoint/lecture, e-Readings and online discussion forum	**Engagement Plan** Due: Week 12 Friday (7 Feb 2025) 4:00 pm AEST

Exam Week - 10 Feb 2025

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Unit Coordinators:
Dr Robyn Preston: r.preston@cqu.edu.au
Ms Madeline Stewart: m.g.stewart@cqu.edu.au

Assessment Tasks

1 QUIZ

Assessment Type
Online Quiz(zes)

Task Description
There are two parts to Assessment 1. **Assessment 1: Part A** is an online quiz. **Assessment 1: Part B** is completion of the Micro-credential PDC115414: A Guide to First Nations Community Engagement at CQUniversity.
Assessment 1: Part A is an online quiz that tests your knowledge from weeks 1 and 2, and the week 3 tutorial (Appropriate terminology and protocols when engaging with First Nations peoples).
Questions are worth 0.25 to 1 mark each.
You have 4 hours to complete the quiz.
The Quiz will open on Week 3 Wednesday 20 November at 9.00am AEST
Due Date: Week 4 Friday 29 November 11:59pm AEST
Return Date to Students: Marks will be released after the due date.
Weighting: Assessment 1 Part A: 10%
Submission: Online

Assessment 1 Part B: Micro-credential: PDC115414: A Guide to First Nations Community Engagement at CQUniversity
This micro-credential is on the BeDifferent Platform and will take approximately 6 hours to complete. By the end of this course, you'll be able to:

- Identify the elements of the First Nations Community Engagement Framework to ensure First Nations communities remain at the centre of industries' First Nations community engagement activities
- Outline the steps required to apply the First Nations Community Engagement Scale to community-based projects
- Reflect on your organisation's First Nations community engagement approaches

The micro-credential modules complement the unit materials. In weeks 1 to 6 of the Moodle there will be a guide to when you should complete each of the micro-credential modules.
Due Date: Week 8 Monday 6 January 2024 11:59pm AEST

Return Date to Students: By uploading your completion certificate (Quiz Part B), you will automatically earn the 10 marks that this task is worth.
Weighting: Assessment 1 Part B: 10%
Submission: Upload your digital badge/certificates of completion onto the Moodle site (the certificate must show your name).

Number of Quizzes
2

Frequency of Quizzes
Other

Assessment Due Date

Part A Due: Week 4 Friday 29 November 11:59pm AEST. Part B Due: Week 8 Monday 6 January 2024 11:59pm AEST.

Return Date to Students

Weighting
20%

Assessment Criteria
Questions are worth 0.25 to 1 mark each (Part A).
By uploading your completion certificates (Part B), you will automatically earn the 10 marks this task is worth.

Referencing Style

- Harvard (author-date)
- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Part B: Upload your digital badge/certificates of completion onto the Moodle site (the certificate must show your name).

Learning Outcomes Assessed

- Discuss the importance of cultural and historical awareness of First Nations and community engagement within Australia and overseas
- Identify the implications of top-down/bottom-up approaches to engagement in disciplinary context
- Critique the key issues that shape contemporary discourses of First Nations and community engagement

2 Case Study

Assessment Type
Case Study

Task Description
Choose a case study and undertake the initial research and develop an outline for the Final Assessment 3: Engagement Plan for one of the fictional scenarios available in the Assessment 2 task description on Moodle.
The locations are real to give some locational and historical context, but the scenarios are entirely fictional.
Prepare a short report (1000 - 1250 words) that outlines your proposed Engagement Plan.
The report should be presented with all the essential elements outlined in the Assessment 2 preparation guide and template available on Moodle.

Assessment Due Date
Week 5 Friday (6 Dec 2024) 4:00 pm AEST

Return Date to Students
Week 7 Friday (20 Dec 2024)

Weighting
40%

Assessment Criteria
Case Studies will be marked using criterion-referenced assessment. There is a detailed marking criteria on Moodle:

- 20% Overview of the community and project
- 40% Identification of stakeholders and priorities

- 20% Principles and aims of engagement strategy
- 15% Report Presentation - grammar, formatting, layout, terminology
- 5% Referencing

Referencing Style

- [Harvard (author-date)](Harvard)
- [American Psychological Association 7th Edition (APA 7th edition)](APA)

Submission
Online

Learning Outcomes Assessed

- Discuss the importance of cultural and historical awareness of First Nations and community engagement within Australia and overseas
- Identify the implications of top-down/bottom-up approaches to engagement in disciplinary context

3 Engagement Plan

Assessment Type
Presentation

Task Description
Using your Assessment 2 submission as the starting point, present a full Engagement Plan that will incorporate knowledge you have learned throughout term.
The aim of this assessment is to consider the principles, strategies, and issues around community engagement in your discipline context. The outcome is a practical, real-world presentation that could be applied in your discipline context. Your audience will be a First Nations community.
The length of your presentation is 10 to 15 minutes.
Essential elements are outlined in the Assessment 3 preparation guide on the Moodle site. Further details, including an example PowerPoint layout, will be discussed in the assessment 3 Zoom session.

Presentation Format
Students will present live via Zoom to the Unit Coordinators during week 12 before Friday 7 February 4.00pm AEST. Presentation times must be scheduled with the Unit coordinators by 4.00pm Monday 6 January 2025 (week 8) (AEST). Students must also submit a copy of their slides, speaking notes (Microsoft Word) and their community information materials on the Moodle one hour prior to their presentation.

Assessment Due Date
Week 12 Friday (7 Feb 2025) 4:00 pm AEST

Students will present during week 12 before Friday 7 February 4.00pm AEST. Presentation times must be scheduled with the Unit coordinators by 4.00pm Monday 6 January 2025 (week 8) (AEST). Slides (pdf), speaking notes (Microsoft word) and community information handout/materials submitted on the Moodle 1 hour prior to presentation.

Return Date to Students
Week 12 Friday (7 Feb 2025)

After confirmation of grades

Weighting
40%

Minimum mark or grade
50%

Assessment Criteria
The Presentation (Engagement Plan) will be marked using criterion-referenced assessment. There is a detailed marking criteria on Moodle:

- 15% Introduction, Location and Background
- 15% Stakeholders
- 25% Recommended strategies for engaging stakeholders
- 20% Discussion and Conclusion
- 10% Presentation Skills including answering questions
- 5% Visual Aids
- 10% Information material for the community

Referencing Style

- [Harvard (author-date)](#)
- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Slides (pdf), speaking notes (Microsoft word) and community information handout/materials submitted on the Moodle 1 hour prior to presentation.

Learning Outcomes Assessed

- Discuss the importance of cultural and historical awareness of First Nations and community engagement within Australia and overseas
- Identify the implications of top-down/bottom-up approaches to engagement in disciplinary context
- Develop basic First Nations and community engagement plans based on discipline principles
- Develop culturally appropriate community engagement plans based on discipline specific principles
- Critique the key issues that shape contemporary discourses of First Nations and community engagement

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