

ENEV12002 *First Nations Community Engagement*

Term 1 - 2026

Profile information current as at 20/05/2026 11:28 pm

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 First Nations 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 1 - 2026

- 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: 40%

2. Presentation

Weighting: 60%

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 Teaching Reflection

Feedback

Students appreciated having a First Nations and non-Indigenous unit coordinators work together on this unit.

Recommendation

Continue to work with the Office of Indigenous Engagement to co-coordinate the unit.

Feedback from Teaching Reflection

Feedback

Materials and tutorials with the ALC helped with student engagement.

Recommendation

Continue to work with the ALC to present dedicated materials and tutorials.

Feedback from Teaching Reflection Meetings with HoC

Feedback

Specific changes will be required for the Paramedicine student to meet accreditation requirements.

Recommendation

Continue to work with the HoC Paramedicine and other paramedicine academics to ensure that the unit meets accreditation requirements.

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 community engagement within Australia and globally
2. Critique the key issues that shape contemporary discourses of First Nations community engagement
3. Identify the implications of diverse approaches to First Nations community engagement in discipline specific contexts
4. Identify professional practice factors that facilitate quality community engagement plans, programs and services for First Nations peoples and communities in discipline specific contexts
5. Develop culturally appropriate community engagement plans for First Nations peoples and communities based on discipline specific principles.

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 - Written Assessment - 40%	•	•	•		
2 - Presentation - 60%	•	•	•	•	•

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 - First Nations Knowledges					
11 - 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)
- Microphone and headset
- Microsoft PowerPoint or other program designed to produce presentation slides.
- Zoom access

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

Shannon Delpont Unit Coordinator

s.delpont@cqu.edu.au

Schedule

Theme 1: Introduction to First Nations Community Engagement: WHY Engage - 09 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Theme 1: Introduction to First Nations Community Engagement: Why Engage? Weeks 1 to 2	Prescribed learning activities - Moodle book, narrated PowerPoint/lecture, e-Readings and online discussion forum. Micro-Credential PDC151653 First Nations Cultural Awareness Training (Level 1) Micro-Credential PDC151655 First Nations Cultural Awareness Training (Level 2) Micro-credential PDC115414: A Guide to First Nations Community Engagement at CQUniversity.	Optional Zoom Tutorial: Introduction to Unit and Assessment 1: Week 2

Theme 2: First Nations Communities, Stakeholders and Levels of Engagement: WHO to Engage With - 23 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
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Theme 2: First Nations Communities, Stakeholders and Levels of Engagement: WHO to engage with? Weeks 3, 4, and 5	Prescribed learning activities - Moodle book, narrated PowerPoint/lecture, e-Readings and online discussion forum. Micro-Credential PDC151653 First Nations Cultural Awareness Training (Level 1). PDC151655 First Nations Cultural Awareness Training (Level 2). Micro-credential PDC115414: A Guide to First Nations Community Engagement at CQUniversity.	Complete Micro-credential PDC151653 First Nations Cultural Awareness (Level 1) at CQUniversity for submission of certificate with Assessment 1. Case Study Due: Week 5 Friday (10 Apr 2026) 4:00 pm AEST
Theme 3: Approaches and Strategies for First Nations Community Engagement: HOW to Engage Weeks 6, 7 and 8	Prescribed learning activities - Moodle book, narrated PowerPoint/lecture, e-Readings and online discussion forum. PDC151655 First Nations Cultural Awareness Training (Level 2). Micro-credential PDC115414: A Guide to First Nations Community Engagement at CQUniversity.	Optional Zoom Tutorial: Assessment 2: Week 8
Vacation Week - 20 Apr 2026		
Theme 4: Evaluating Impact and Reflecting on Practice: HOW to Learn and Improve Weeks 9, 10, 11	Prescribed learning activities - Moodle book, narrated PowerPoint/lecture, e-Readings and online discussion forum. PDC151655 First Nations Cultural Awareness Training (Level 2). Micro-credential PDC115414: A Guide to First Nations Community Engagement at CQUniversity.	
Week 12: Unit Review and Assessment 2 Preparation	Overview of Unit: Narrative PowerPoint/Lecture PDC151655 First Nations Cultural Awareness Training (Level 2). Micro-credential PDC115414: A Guide to First Nations Community Engagement at CQUniversity.	Engagement Plan Due: Week 12 Wednesday (3 June 2026) 4:00 pm AEST
Exam Week - 08 Jun 2026		
Vacation/Exam Week - 15 Jun 2026		

Assessment Tasks

1 Case Study

Assessment Type
Written Assessment

Task Description

In this assessment you will choose one of the five case studies outlined on the Moodle and undertake the initial research and develop an outline for the Final Assessment 2: Engagement Plan. The locations are real to give some locational and historical context, but the scenarios are entirely fictional. Alternatively, if you have your own project, please contact the

Unit Coordinators for permission before starting the assessment. If you choose this option, you will also need to email a case study outline (use the same headings in the case studies provided) by Monday 9.00am week 3.

- Case Study 1: Commercialising Native Foods in Central Queensland
- Case Study 2: Melioidosis Prevention in Darwin, the Northern Territory
- Case Study 3: Safe Swimming in Josephine Falls, Far North Queensland
- Case Study 4: Managing Yellow Crazy Ants with First Nations Communities in the Wet Tropics, North Queensland
- Case Study 5: Basic First Aid and Emergency Response, Cape York, Far North Queensland

Your short report should include all the essential elements outlined in the preparation guide available on the Moodle, including, but not limited to:

- Overview of the Community
- Location and background to the project and/or group
- History of the area including First Nations historical and/or traditional peoples
- Identification of stakeholders and their priorities (Native Title, if relevant, community-controlled organisations, traditional custodians and other First Nations communities and organisations)
- Principles (drawn from the 9 principles discussed in Theme 1) and aims of your community engagement strategy
- Evidence of Completion of Micro-credential PDC151653 First Nations Cultural Awareness Training (Level 1) - Certificate

Word limit: 1500 – 2000 words. (-/+ 10%)

Level of GenAI use allowed:

Level 2: You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

Assessment Due Date

Week 5 Friday (10 Apr 2026) 4:00 pm AEST

Return Date to Students

Week 7 Friday (1 May 2026)

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
- 30% Identification of stakeholders and priorities
- 25% Principles and aims of engagement strategy
- 15% Cultural Awareness and Reflective Positionality, including evidence of completion of Micro-Credential PDC151653 First Nations Cultural Awareness Training (Level 1) (certificate)
- 10% Report Presentation - grammar, formatting, layout, terminology, referencing

Referencing Style

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

Submission

Online

Submission Instructions

Submit all files on the Moodle.

Learning Outcomes Assessed

- Discuss the importance of cultural and historical awareness of First Nations community engagement within Australia and globally
- Critique the key issues that shape contemporary discourses of First Nations community engagement
- Identify the implications of diverse approaches to First Nations community engagement in discipline specific contexts

2 Engagement Plan

Assessment Type

Presentation

Task Description

Your final assessment is the presentation of an Engagement Plan, that will incorporate details you have learned

throughout term.

You will use your Assessment 1 submission and feedback to develop this presentation.

Your audience will be a First Nations community.

Format: Undertake a community presentation using the format below. The format can be adapted as needed but must contain the essential components. See the preparation guide on the Moodle for further details.

Essential Components:

1. Title page: title, your name, unit name, date
 2. Introduction to your presentation, yourself and what you will present. Acknowledgement of country, You and your positionality.
 3. Background: Include the principles and aims of your strategy, definitions, benefits and risks to this project.
 4. The Project: location/background detail that you included in your Case Study assessment piece (you will need to make updates to this information for this assessment piece).
 5. The stakeholders
 6. Recommended strategies for engaging the community or stakeholders
 7. Discussion
 8. Conclusion and recommendations provide a closing statement/summary/take home message
 9. References
 10. Appendices (if required)
 11. A handout or materials that you would give to the community
 12. Evidence of Completion of Micro-credential PDC115414: A Guide to First Nations Community Engagement at CQUniversity and PDC151655 First Nations Cultural Awareness Training (Level 2)
- An example PowerPoint layout and community handout is available on the Moodle.

Length: 10-15 minutes

Presentation Format

Students should upload their presentation to the student 360echo (see detailed instructions in the Moodle).

Students must also submit a copy of their slides (pdf), speaking notes (in dot points), their community information handout/materials and their certificate of completion of micro-credential PDC115414: A Guide to First Nations Community Engagement at CQUniversity and PDC151655 First Nations Cultural Awareness Training (Level 2) on the Moodle.

Level of GenAI use allowed:

Level 2: You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

Submission

- Recorded Presentation
- Slides (pdf),
- Speaking notes (can be in PowerPoint Slide notes format) - including statement of use of AI
- Community information handout/materials
- Evidence of completion of micro-credentials PDC115414: A Guide to First Nations Community Engagement at CQUniversity (certificate) AND PDC151655 First Nations Cultural Awareness Training (Level 2)

Assessment Due Date

Week 12 Wednesday (3 June 2026) 4:00 pm AEST

Return Date to Students

Three weeks after submission

Weighting

60%

Minimum mark or grade

50%

Assessment Criteria

This assessment will be marked according to a criterion (see Moodle site for full marking rubric):

10% Introduction, Location and Background

10% Stakeholders

30% Recommended strategies for engaging stakeholders and evidence of completion of micro-credentials PDC115414: A Guide to First Nations Community Engagement at CQUniversity

25% Discussion and Conclusion

10% Presentation Skills including evidence of completion of micro-credential PDC151655 First Nations Cultural Awareness Training (Level 2)

5% Visual Aids

10% Community material/handout

Referencing Style

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

Submission

Online

Submission Instructions

Submit all files on the Moodle.

Learning Outcomes Assessed

- Discuss the importance of cultural and historical awareness of First Nations community engagement within Australia and globally
- Critique the key issues that shape contemporary discourses of First Nations community engagement
- Identify the implications of diverse approaches to First Nations community engagement in discipline specific contexts
- Identify professional practice factors that facilitate quality community engagement plans, programs and services for First Nations peoples and communities in discipline specific contexts
- Develop culturally appropriate community engagement plans for First Nations peoples and communities based on discipline specific principles.

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