

Course Outline

Code: UCC106

Title: Working in Social Industries

School: Tertiary Access
Teaching Session: Semester 2
Year: 2020
Course Coordinator: Marguerite Westacott, Email: mwestaco@usc.edu.au
Course Moderator: Emma Kill, Email: ekill@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

Want to make a difference to others and contribute to creating healthy communities? The professional skills, foundational theories and social justice principles introduced and practiced in this course, apply to professionals whose core business is the welfare, wellbeing and management of people, within community and society. This includes professions such as counsellors, psychologists, social workers, allied health, human services, teachers and others. This course will introduce you to the appropriate personal and social skills and knowledge, to work ethically with diversity and difference; and understand how these apply to community and health-based social industry careers.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2. What level is this course?

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Use reflective practice principles to identify and analyse intrapersonal, interpersonal, collaboration skills and group processes	Task 1 – Weekly Questions Task 2 – Critically Reflective Essay	Engaged Empowered
Prepare and present a resource or project plan that aims to raise awareness of a current social issue.	Task 3 – Raising Awareness Project	Creative and critical thinkers. Engaged
Identify social justice principles with reference to a current social issue.	Task 3 – Raising Awareness Project	Engaged
Communicate in a variety of formats to support reasoning, critical reflection and knowledge.	Task 1 Weekly Questions Task 2 Reflective Essay Task 3 Raising Awareness Project	Creative and critical thinkers.
Locate and use key statistics and academic research that apply to a current social issue.	Task 3 - Raising Awareness Project	Empowered Engaged

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

Enrolment is restricted to students in the following program: UC104 Diploma of Social and Human Services

5.2 Pre-requisites

nil

5.3 Co-requisites

nil

5.4 Anti-requisites

nil

5.5 Specific assumed prior knowledge and skills (where applicable)

None

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

You will be provided with feedback on Task 1 prior the end of Week 4

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Written Piece	Individual	25%	800 word	Week 3	PebblePad Submission
2	Essay	Individual	35%	800 - 1000 words	Week 8	Online Assignment Submission with Plagiarism check
3	Artefact - Creative	Choice	40%	10-minute presentation	Week 12	In Class
			100%			

Assessment 1: Weekly Questions

Goal:	This assessment item demonstrates your engagement with the course material. It also reflects your ability to develop research, analytical and communication skills
Product:	Written Piece
Format:	This is an individual task created in and submitted via PebblePad. Your answers will incorporate ideas from the weekly learning materials or from your own research of credible sources that are related to the topics discussed in class.
Criteria:	Marks are awarded for <ul style="list-style-type: none"> • Identification and discussion of intrapersonal and interpersonal skills. • Academic writing conventions • Reflection • Referencing

Assessment Task 2: Reflective Essay

Goal:	In this task you will apply your skills of reflection to analyse group processes. You will produce a reflection that analyses the processes of a group task that you will engage in with your peers.
Product:	Essay
Format:	This is an individual task created in a Word Document and submitted to Blackboard. You will engage in a group activity and then reflect on the group qualities that contribute to working towards a goal, supported with evidence from the course learning experiences, materials and independent research. Length: 800-1000 words
Criteria:	Marks are awarded for <ul style="list-style-type: none"> • Reflection on group activity and processes, using a reflective cycle • Ability to identify intra and interpersonal skills, or group processes that impact on the groups' goal . • Quality of reflection and observation supported by credible academic sources. • Academic style, referencing and clear quality of written expression.

Assessment Task 3: Raising Awareness Project

Goal:	This assessment task requires you to select a current social justice issue and create a resource or plan to raise awareness about the issue.
Product:	Artefact - Creative
Format:	You will choose to create either a plan or resource to raise awareness of a social issue of your choice. The product you create, will depend on your choice of approach to the objective of raising awareness of your social issue of interest, and will be negotiated and

	discussed in class. It will include a rationale of your choice of approach and social issue. Submitted and presented in class in Week 12 of the semester. See Blackboard for submission details Length: 10-minute presentation.
Criteria:	Marks are awarded for <ul style="list-style-type: none"> • Rationale on choice of issue and approach. • Presentation of project or resource • Research and knowledge of social justice issue. • Originality • Quality of expression

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
USC Sunshine Coast	Lecture: 1 x 1-hour per week over 13 weeks Tutorial: 1 x 2-hour per week over 13 weeks
USC Moreton Bay	Lecture: 1 x 1-hour per week over 13 weeks Tutorial: 1 x 2-hour per week over 13 weeks
USC Fraser Coast	Lecture: 1 x 1-hour per week over 13 weeks Tutorial: 1 x 2-hour per week over 13 weeks
USC Gympie	Lecture: 1 x 1-hour per week over 13 weeks Tutorial: 1 x 2-hour per week over 13 weeks

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader

N/A

8.2 Specific requirements

None

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

10.6 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au