



DSMG20004 *Building Adaptive Capacity*

Term 2 - 2021

Profile information current as at 20/04/2024 05:08 am

All details in this unit profile for DSMG20004 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 explore adaptive capacity building within communities and community resilience from a partnerships perspective. You will come to understand policy levers, available tools, programs and information that support adaptation and will develop skills to help facilitate partnerships and networks across government, non-government and community agencies to build community resilience. A key part of this unit involves understanding how these processes influence community change.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

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 2 - 2021

- 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 Postgraduate 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 Work**

Weighting: 20%

2. **Written Assessment**

Weighting: 40%

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 Unit Evaluation

Feedback

Students would appreciate greater clarification of the assessment.

Recommendation

Students will be offered online tutorials to further clarify their understanding of the assessment.

Feedback from Unit Evaluation

Feedback

Allocation of teams for assessment 1

Recommendation

Review moving the team assessment to later in the term for 2021

Feedback from Unit Evaluation

Feedback

Use of online tutorials to provide clarification of assessment

Recommendation

Online tutorials for assessment instruction will be offered for 2021

Unit Learning Outcomes

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

1. Explain the relationship between adaptive capacity building and community resilience and how each contributes respond to how communities deal with change
2. Collaborate with community members and agencies to prioritise strategies to build community resilience
3. Evaluate the effectiveness of strategies to build community partnerships.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Group Work - 20%		•	
2 - Written Assessment - 40%	•		
3 - Written Assessment - 40%			•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge	○	○	○
2 - Communication	○	○	○
3 - Cognitive, technical and creative skills	○	○	○
4 - Research	○	○	○
5 - Self-management		○	
6 - Ethical and Professional Responsibility	○	○	○
7 - Leadership		○	
8 - 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
1 - Group Work - 20%	○	○	○	○	○	○	○	
2 - Written Assessment - 40%	○	○	○	○		○		
3 - Written Assessment - 40%	○	○	○	○		○		

Textbooks and Resources

Textbooks

DSMG20004

Prescribed

Principles for building resilience: sustaining ecosystem services in social-ecological systems (2015)

Authors: Biggs, R, Schluter, M & Schoon, ML

Cambridge University Press

Cambridge, UK

ISBN: 978-1-107-08265-6

Binding: Hardcover

Additional Textbook Information

There is an e-book copy in the CQU

library:<https://www.cambridge.org/core/books/principles-for-building-resilience/578EBCAA6C9A18430498982D66CFB042> (you need to be logged into the CQU library system to gain access).

If you prefer your own copy, both paper and eBook versions can be purchased at the CQUni Bookshop here:

<http://bookshop.cqu.edu.au> (search on the Unit code).

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Robyn Preston Unit Coordinator

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Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to unit Introduction to ideas of resilience and adaptive capacity		

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
What is adaptive capacity building? What is community resilience?	Chapter 1	

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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How does adaptive capacity building and community resilience contribute to communities dealing with change? Chapter 2

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Understanding your community (diversity and redundancy)	Chapter 3	

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Establishing community partnerships	Chapter 4	Assessment 1 - Group Presentation (20% weighing) - Due week 5, Monday 9 August 2021, 11.45pm AEST Assessment task 1- Group presentation Due: Week 5 Monday (9 Aug 2021) 11:45 pm AEST

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Evaluating community partnerships	Chapter 5	

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Communication within partnerships	Chapter 6	

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Co-generation of knowledge	Chapter 7	Assessment 2 - Application of Guiding Principles (40% Weighing) - Due Week 8, Monday 6 September 2021, 11.45pm Assessment task 2- Application of guiding principles Due: Week 8 Monday (6 Sept 2021) 11:45 pm AEST

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Building capacity through participation and partnerships	Chapter 8	

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Power and politics within community partnerships	Chapter 9	

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
End of project or end of partnership?	Chapter 10	

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Reflection and evaluation of learning

Assessment 3 - Report (40% weighing)
- Due Week 12: Monday 4 October
2021, 11.45pm AEST

Assessment task 3- Report Due:
Week 12 Monday (4 Oct 2021) 11:45
pm AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assessment task 1- Group presentation

Assessment Type

Group Work

Task Description

Based on the reflective questions in your Study Guide from weeks 1-3, put together a brief presentation (narrated Powerpoint or equivalent) of 5 minutes, that outlines the relationship between adaptive capacity building and community resilience and how you see the relevance of these concepts in your workplace (choose one discipline if you have a number of disciplinary backgrounds in your group).

Assessment Due Date

Week 5 Monday (9 Aug 2021) 11:45 pm AEST

Return Date to Students

Two weeks after submission

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

There is a detailed marking rubric on the Moodle site you should refer to. Two marking criteria are associated with this assessment. You will need to demonstrate: an inquiring and critical approach to understanding fundamental concepts associated with capacity building and community resilience; and, application of the concepts to your own professional context.

Referencing Style

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

Submission

Online Group

Learning Outcomes Assessed

- Collaborate with community members and agencies to prioritise strategies to build community resilience

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

2 Assessment task 2- Application of guiding principles

Assessment Type

Written Assessment

Task Description

Write 200 words for each of the 10 guiding principles, as outlined in Table 1 or Doyle et al. (2015), related to how you have used, or are intending to use, these principles in developing your community partnership and prioritising strategies to build community resilience. NB there are 14 building principles listed, so you need to choose the most applicable.

Reference: Doyle, EEH, Becker, JS, Neely, DP, Johnston, DM & Pepperell, B 2015, 'Knowledge transfer between communities, practitioners, and researchers: a case study for community resilience in Wellington, New Zealand', *Australasian Journal of Disaster and Trauma Studies*, vol. 19, no. 2, pp. 55-66.

Assessment Due Date

Week 8 Monday (6 Sept 2021) 11:45 pm AEST

Return Date to Students

Two weeks after submission

Weighting

40%

Assessment Criteria

There is a detailed marking criteria available on the Moodle site you should refer to. This assessment will be marked according to three criteria: selecting 10 appropriate guiding principles for your partnership and context; application of principles to demonstrate skills and knowledge related to building community partnerships; and, application of principles to demonstrate skills and knowledge related to building community resilience.

Referencing Style

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

Submission

Online

Submission Instructions

50%

Learning Outcomes Assessed

- Explain the relationship between adaptive capacity building and community resilience and how each contributes respond to how communities deal with change

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

3 Assessment task 3- Report

Assessment Type

Written Assessment

Task Description

Write a 3000 word report outlining the process of building the community partnership you have worked on this term. In your report, you will need to:

- 1) provide an overview of the context of the partnership;
- 2) evaluate the strategies used to build the partnership and community resilience;
- 3) reflect on the whole process;
- 4) use relevant literature to support your evaluation and your reflections.

Assessment Due Date

Week 12 Monday (4 Oct 2021) 11:45 pm AEST

Return Date to Students

Final assessment grade released after the confirmation of grades.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

You will find a detailed marking criteria on the Moodle site you should refer to when completing this assessment. This assessment will be marked according to criteria related to: professional presentation of the report; providing a background regarding the context of the partnership; strategies and evaluation of these strategies; critically reflecting on the whole process; and, use of literature to support the strategies, evaluation and reflection processes.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Evaluate the effectiveness of strategies to build community partnerships.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

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