



EMER12001 *Emergency Services and the Community*

Term 2 - 2018

Profile information current as at 09/05/2024 05:22 pm

All details in this unit profile for EMER12001 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

Drawing upon your experience in emergency service contexts, this unit will examine individuals and groups within the community who contribute to or participate in some way to emergency service organisations and situations. You will examine different types of participation, national and international trends in community-based activity and how this impacts upon work in the emergency services. By working with authentic examples you will explore key concepts and apply your learning within your individual 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 2 - 2018

- Distance

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: 35%

2. **Written Assessment**

Weighting: 65%

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 Course reference committee, self-reflection and industry feedback.

Feedback

Contextual applicability

Recommendation

Broaden the language used in the unit to be more inclusive of the disaster management context, in which the concept of community safety and education is highly applicable.

Unit Learning Outcomes

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

1. Identify different types of participation by individuals and groups within the community in emergency service contexts.
2. Analyse different models and theories related to participation.
3. Discuss the impact community participation has on emergency service contexts and settings.
4. Apply the principles of community participation to emergency service contexts and settings.
5. Collaborate with individuals and groups to enhance community participation in the emergency service sector.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 35%	•	•	•		
2 - Written Assessment - 65%			•	•	•

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	•	•			•

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Written Assessment - 35%	•			•		•				
2 - Written Assessment - 65%		•	•		•		•	•		

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)
- Zoom capacity (web cam and microphone)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Helen Keen-Dyer Unit Coordinator
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Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theme One: Conceptualising emergency services		Online Classroom Drop-in Session - Introduction and Unit Overview (Wednesday 6.45pm to 7.15pm AEST)

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: Volunteering		

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: Volunteering		Online Classroom Drop-in Session and talking assessment task one (Wednesday 6.45pm to 7.15pm AEST)

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: Volunteering		

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: Conceptualising volunteerism in emergency services		Online Classroom Drop-in Session and talking assessment task one (Wednesday 6.45pm to 7.15pm AEST)

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: Conceptualising volunteerism in emergency services		Volunteerism and the emergency services industry Due: Week 6 Wednesday (22 Aug 2018) 4:00 pm AEST

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: In your own backyard		Online Classroom Drop-in Session and talking assessment task two (Wednesday 6.45pm to 7.15pm AEST)

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: In your own backyard		

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: In your own backyard		

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Theme Five: Enhancing Community Participation

Online Classroom Drop-in Session and talking assessment task two (Wednesday 6.45pm to 7.15pm AEST)

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theme Five: Enhancing Community Participation		

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Theme Five: Enhancing Community Participation		Online Classroom Drop-in Session and talking assessment task two (Wednesday 6.45pm to 7.15pm AEST) Enhancing volunteerism in Australian emergency service contexts Due: Week 12 Friday (5 Oct 2018) 11:45 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Volunteerism and the emergency services industry

Assessment Type

Written Assessment

Task Description

This assessment asks you to reflect upon and analyse volunteering and its relationship to the provision of emergency services in Australia and a particular emergency services context you select, for example, fire services or police services. You will select one model or approach, for example, spontaneous volunteering and provide an analysis of that. As such, Assessment Task One is broken into two separate but linked sections.

Section 1) Argue your understanding of the concept of volunteering plus one particular model or approach (which you select) and how that links to the academic literature and to the views of your fellow students.

Section 2) Discussion of the role and contribution of volunteering in emergency services to the Australian community and one particular emergency services context (which you select).

Therefore, the assessment task is based on your engagement with the unit content, the broader academic literature and the posts you and your fellow students make to the activity forums. In your response to section 1), you will need to incorporate ideas from two activity posts: your own post plus at least one from another student in the group.

The assessment task will be between **1200 - 1600 words** and importantly, your response **must** be supported by appropriate literature. Assessment task one informs assessment task two, so please carefully consider your choices.

Presentation Guidelines:

Assessment one is submitted via Moodle. You are free to present the response in a written format that best suits you, however, you must respond to each requirement (between 1200 - 1600 words in total). The submitted response must include as a minimum:

- Title Page
- Concept of volunteering plus one particular model or approach (that you select).
- Emergency services in the Australian community and one particular emergency services context (which you select).
- Direct copy of the forum posts being utilized in Section 1) (Note: this is NOT included in word count).

Assessment Due Date

Week 6 Wednesday (22 Aug 2018) 4:00 pm AEST

Return Date to Students

Week 8 Wednesday (5 Sept 2018)

Weighting

35%

Assessment Criteria

The assessment criteria for this Unit are in the form of a detailed rubric, which is available from the Moodle Unit site. However, broadly you will be assessed in relation to:

- Knowledge of volunteering in the Australian context
- Knowledge of voluntary participation by individuals and groups in Australian emergency service contexts
- Application of knowledge and skills in participation by individuals and groups in emergency service contexts
- Communication and presentation of knowledge and skills

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Identify different types of participation by individuals and groups within the community in emergency service contexts.
- Analyse different models and theories related to participation.
- Discuss the impact community participation has on emergency service contexts and settings.

Graduate Attributes

- Communication
- Information Literacy
- Information Technology Competence

2 Enhancing volunteerism in Australian emergency service contexts

Assessment Type

Written Assessment

Task Description

Using the analysis from assessment task one, you will explore the consequences (including opportunities and limitations) of your chosen model or approach to the emergency services context you selected. In addition, you will propose a strategy to enhance volunteer participation in your chosen context. In preparing your strategy, you will consider the current approach to recruiting and retaining volunteers in your chosen context and apply contemporary volunteer perspectives to enhance current efforts. As such, assessment task two is broken into two separate but linked sections:

Section 1) Applying the chosen model or approach (from assessment task one) to the emergency services context. Your analysis should include a discussion of the opportunities and limitations the model or approach presents to the context. Note: if need be, you can change the model or approach, however, it is highly recommended that you use the same one as assessment task one.

Section 2) Develop a strategy to enhance volunteer participation in your chosen emergency services context. For example, you may choose to focus on enhancing recruitment, retention, the particular role of volunteers or their contribution (or a combination of these).

The assessment task will be **1800 - 2200 words** in total and importantly your response **must** be supported by appropriate literature.

Presentation Guidelines:

Assessment two is submitted via Moodle. You are free to present the response in a written format that best suits you, however, you must respond to each requirement (**between 1600- 2000 words in total**). The response must include as a minimum:

- a) Title page
- b) Emergency service context and application of the chosen model or approach
- c) Strategy for enhancing volunteer participation

Note: your response **must** be supported by appropriate literature.

Assessment Due Date

Week 12 Friday (5 Oct 2018) 11:45 pm AEST

Return Date to Students

Exam Week Friday (19 Oct 2018)

Weighting

65%

Assessment Criteria

The assessment criteria for this Unit are in the form of a rubric, which is available from the Moodle Unit site. You will be assessed in relation to:

- Knowledge of voluntary participation by individuals and groups in emergency service contexts
- Application of knowledge and skills in participation by individuals and groups in emergency service contexts
- Skills in enhancing participation by individuals and groups in emergency service contexts
- Communication and presentation of knowledge and skills

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Discuss the impact community participation has on emergency service contexts and settings.
- Apply the principles of community participation to emergency service contexts and settings.
- Collaborate with individuals and groups to enhance community participation in the emergency service sector.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice

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