EMER12001 *Emergency Services and the Community*
Term 1 - 2019

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 1 - 2019

- 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: 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

| — 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 - 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 - 11 Mar 2019

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 7.30pm AEST)**

Week 2 - 18 Mar 2019

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

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: Volunteering		**Online Classroom Drop-in Session (Wednesday 6.45pm to 7.30pm AEST)**

Week 4 - 01 Apr 2019

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

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: Conceptualising volunteerism in emergency services		**Online Classroom Drop-in Session (Wednesday 6.45pm to 7.30pm AEST)**

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: Conceptualising volunteerism in emergency services		**Volunteerism and the emergency services industry** Due: Week 6 Wednesday (24 Apr 2019) 4:00 pm AEST

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: In your own backyard		**Online Classroom Drop-in Session (Wednesday 6.45pm to 7.30pm AEST)**

Week 8 - 06 May 2019

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

Week 9 - 13 May 2019

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

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme Five: Enhancing Community Participation		**Online Classroom Drop-in Session (Wednesday 6.45pm to 7.30pm AEST)**

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, police services, ambulance or state emergency services. You will select one model or approach, for example, the traditional 'high commitment' model or spontaneous volunteering, and provide an analysis of that. You will then analyse volunteering within an organisation that you select. As such, Assessment Task One is broken into two separate but linked sections.
Section 1) Argue your understanding of the concept of volunteering broadly plus one particular model or approach (that you select) and how that links to the academic literature and to the views of your fellow students. In your response, you will need to incorporate ideas from two activity posts: one of your own post plus at least one from another student in the group.
Section 2) Discussion of the emergency management sector and the characteristics of emergency services organisations. To do this, you will select one emergency services organisation and then explore the role of and contribution of volunteering by the community to that emergency services context (which you selected). To guide your discussion, you will incorporate information on the following:
· Name of the organisation
· Organisational charter
· Key organisational demographics (including workforce demographics)
· Role volunteering plays within the selected organisation
· Types of functions volunteers perform within the organisation
· Summary statement about whether volunteering in your selected organisation is typical of volunteering more broadly in the emergency management sector or is not typical of volunteering.
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 and will between **1200 - 1400 words** and importantly, your response must be supported by appropriate literature.

Presentation Guidelines:
You are free to present the response in a written format that best suits you, however, you must respond to each requirement (between **1200 - 1400 words**) and include as a minimum:
a) Title Page
b) Concept of volunteering plus one particular model or approach (that you select).
c) Emergency management and emergency services in the Australian community and one particular emergency services context (which you select).
d) Direct copy of the forum posts being utilised in Section 1) (Note: this is NOT included in word count).
Note: your response must be supported with appropriate literature (please see the assessment criteria rubric).

Assessment Due Date
Week 6 Wednesday (24 Apr 2019) 4:00 pm AEST

Return Date to Students
Week 8 Wednesday (8 May 2019)

Weighting
35%

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 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

Submission Instructions
Submitted through Moodle

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 in more detail the nature of volunteering in the emergency services context you have selected, including how the characteristics synonymous with the context enable and constrain volunteering efforts. From this basis you will then consider the future, potential opportunities and ways in which you could enhance volunteering and its sustainability with the chosen context. Importantly, you must show the way in which you propose the emergency management sector and individual emergency service organisation work with their community in order to address volunteer sustainability.
As such, assessment task two is broken into two separate but linked sections:
Section 1) exploration of the nature of volunteering (explored through and thereby linked to a model or approach to volunteering from the literature) in relation to the chosen emergency services context. Your analysis should include the characteristics synonymous with the context and how these enable and constrain volunteering efforts. Note: I recommend you utilise the model/ approach from assessment task one, however, you can change.
Section 2) a postulate future. Exploration of opportunities and ways in which the emergency management sector and emergency services organisation can work collaboratively (e.g. with the community) to enhance volunteer sustainability.
The assessment task will be approximately **1400 – 1600 words** in total and importantly your response must be supported by appropriate literature (please see the assessment criteria rubric).

Presentation Guidelines:
You are free to present the response in a written format that best suits you, however, it must include as a minimum:
a) Title page
b) Introduction
c) Section 1
d) Section 2
e) Conclusion

Note: your response must be supported by appropriate literature (please see the assessment criteria rubric).

Assessment Due Date
Week 12 Wednesday (5 June 2019) 4:00 pm AEST

Return Date to Students
Exam Week Wednesday (19 June 2019)

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

Submission Instructions
Submitted through Moodle

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