EMER12001 *Emergency Services and the Community*
Term 1 - 2022

Profile information current as at 30/04/2024 12:42 am

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 - 2022

- 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 Have your Say

Feedback

Content

Recommendation

Add additional scaffolding narrative that links each theme and its associated learning to one another.

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.

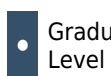# Alignment of Learning Outcomes, Assessment and Graduate Attributes

— 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 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Shannon Delport Unit Coordinator
s.delport@cqu.edu.au

Schedule

Week 1 - 09 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme One: Conceptualising emergency services		Online Classroom Drop-in Session: Introduction and Unit Overview. Wednesday - 12pm to 12:50pm AEST (QLD time)

Week 2 - 16 Mar 2022

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

Week 3 - 23 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: Volunteering		Online Classroom Drop-in Session. Wednesday - 12pm to 12:50pm AEST (QLD time)

Week 4 - 30 Mar 2022

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

Week 5 - 06 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: Conceptualising volunteerism in emergency services		Online Classroom Drop-in Session. Wednesday - 12pm to 12:50pm AEST (QLD time)
		Assessment One: Volunteerism, the emergency management sector and emergency services organisations Due: Week 5 Friday (8 Apr 2022) 4:00 pm AEST

Vacation Week - 13 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: Conceptualising volunteerism in emergency services		

Week 7 - 27 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: In your own backyard		Online Classroom Drop-in Session. Wednesday - 12pm to 12:50pm AEST (QLD time)

Week 8 - 04 May 2022

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

Week 9 - 11 May 2022

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

Week 10 - 18 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme Five: Enhancing Community Participation		Online Classroom Drop-in Session. Wednesday - 12pm to 12:50pm AEST (QLD time)

Week 11 - 25 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme Five: Enhancing Community Participation		**Assessment Two: Future thinking in Australian emergency management and emergency services volunteering** Due: Week 11 Friday (27 May 2022) 4:00 pm AEST

Week 12 - 01 Jun 2022

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

Review/Exam Week - 08 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment One: Volunteerism, the emergency management sector and emergency services organisations

Assessment Type
Written Assessment

Task Description
Assessment task one asks you to reflect on and analyse contemporary volunteering models in the emergency services/management context. As such, assessment task one is broken into two (2) separate but linked parts.

Part 1) Annotated bibliography.

- In part 1), you will develop an annotated bibliography, which contains five (5) sources.
- Four (4) of the five (5) sources MUST be peer-reviewed sources, and you must confirm their peer-reviewed nature in the title, see optional assessment template for an example.
- Each source must be related to the concept of volunteering.
- At least one (1) source must be related to a particular model or approach to volunteering that you select (for example, the traditional 'high commitment' model or spontaneous volunteer model)
- At least two (2) sources must be related to the emergency management sector broadly or an emergency services context (for example, but not limited to fire services context, police services context, ambulance services context, state emergency services context, volunteer marine rescue services context and so forth);

Part 2) Library search strategy. In part 2) you will provide the search strategy you used to locate the sources for the annotated bibliography. Using the CQUniversity Australia seven (7) step process for searching databases as a framework (the process can be found in the EMER12001 eReading List and in the Assessment Task One Help page in Moodle site under 'Assessment') you will describe the particular actions taken in each step, for example, keywords used etc., plus the refinements you made along the way and the rationale for the particular actions you took.

The assessment task is based on your engagement with the unit content and the broader academic literature and will be approximately **1500 words**.

Assessment Due Date
Week 5 Friday (8 Apr 2022) 4:00 pm AEST

Return Date to Students
Week 6 Friday (22 Apr 2022)

Weighting
35%

Minimum mark or grade
50%

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
· Knowledge of voluntary participation by individuals and groups in the Australian emergency management and emergency services contexts
· Knowledge of models and theories of volunteerism
· Communication and presentation of knowledge and skills

Referencing Style

- [American Psychological Association 7th Edition (APA 7th 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 Assessment Two: Future thinking in Australian emergency management and emergency services volunteering

Assessment Type
Written Assessment

Task Description
In assessment task two, you will explore volunteering in an emergency services/management context and organisation which you select, and how the characteristics synonymous with the context enable and constrain volunteering efforts. From this analysis and that of a non-emergency management volunteer context, you will consider potential opportunities and ways in which you could enhance volunteering and its sustainability within the chosen emergency services context and organisation. You can select any emergency services/management context, for example, but not limited to, the fire services context, police services context, ambulance services context, state emergency services context, volunteer marine rescue services context and any emergency services organisation, for example, but not limited to, Queensland Fire and Emergency Services, New South Wales Rural Fire Service, Northern Territory Police Force and so forth. You can also select any non-emergency management context, including those provided on the Moodle site. Importantly, you must show the way in which you propose to work with the broader community in order to enhance volunteer sustainability.
As such, assessment task two is broken into three (3) separate but linked parts:

Part 1) Analysis of the role of volunteering in your chosen emergency services context (e.g. fire service, state emergency service, police service and so forth) and the particular organisation you have 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 (e.g. is it a volunteer-based organisation; a small arm of a broader organisation etc.)
- Functions volunteers perform within the organisation
- Connection of the volunteer activity to the broader Australian community (what does the organisation do and how does that support/ benefit the community)
- How volunteering within the chosen emergency services context and organisation relates (or does not) to volunteering broadly and to one particular model or approach to volunteering (for example, traditional 'high' commitment model or spontaneous volunteer model)
- Summary statement about whether volunteering in your selected organisation is typical (or not) of volunteering more broadly in the emergency management sector.

Part 2) Discussion of a non-emergency management volunteer context and/or organisation and their approach to volunteering. You can select any context and/ or organisation. Some examples have been provided in the EMER12001 Learning Guide found in Moodle. You may use one of the examples provided or select your own context/ organisation. To guide your discussion, you will incorporate information on the following:

- Name of the organisation and its charter (who are they and what do they do)
- Key demographics (for example, location, number of volunteers)
- Role volunteering plays within the selected context/ organisation
- Functions volunteers perform within the context/ organisation
- Summary statement about the ways in which this context/ organisation is the same or different from a volunteering perspective to your chosen emergency services context/ organisation.

Part 3) Based on the analysis in Part 1) and Part 2), make three (3) recommendations for enhancing an aspect of volunteering in your chosen emergency services/management context and organisation. Your recommendations can relate to volunteering broadly (for example, broad policy recommendations) or a particular aspect (for example, a method of recruitment or retention) or a combination of both. The recommendations must show the ways in which the emergency services/management context and organisation can work collaboratively (that is, with) the community to enhance volunteer sustainability.

The assessment task will be approximately **1500 words** in total, and importantly your response must be supported by appropriate literature (please see the assessment criteria rubric).

Assessment Due Date
Week 11 Friday (27 May 2022) 4:00 pm AEST

Return Date to Students
Exam Week Friday (17 June 2022)

Weighting
65%

Minimum mark or grade
50%

Assessment Criteria
The assessment criteria for this unit are in the form of a rubric, which is available from the Moodle Unit site.
Broadly, however, you will be assessed in relation to:
· Knowledge of voluntary participation by individuals and groups in emergency services contexts
· Application of knowledge and skills related to participation by individuals and groups in emergency management and services contexts
· Skills in enhancing voluntary participation by individuals and groups
· Communication and presentation of knowledge and skills

Referencing Style

- [American Psychological Association 7th Edition (APA 7th 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