



EMER13001 *Community Safety and Education in Action*

Term 1 - 2019

Profile information current as at 27/09/2024 10:13 am

All details in this unit profile for EMER13001 have been officially approved by CQU University 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

Building upon concepts in earlier units, you will explore the notion of community, safety, education and their role in the prevention, preparedness and response to emergency situations and contexts. You will identify theories that specifically support social approaches to learning and apply those approaches to your chosen context. Using real world examples and situations this unit also considers the variables that impact upon community safety and education and the design of activities for individuals and groups within the community, particularly those with complex needs.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

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: 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 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 safety and education needs within the community.
2. Assess the variables that impact upon community safety and education.
3. Evaluate contemporary perspectives on community-based learning, safety and education.
4. Design activities for individuals and groups within the community including those with complex needs.
5. Work collaboratively with individuals and groups to enhance learning in a range of settings.

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 - 20%	•	•			
2 - Written Assessment - 40%		•	•		•
3 - Written Assessment - 40%			•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•			•	•
2 - Problem Solving		•	•	•	•
3 - Critical Thinking		•	•	•	•

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
4 - Information Literacy	•			•	•
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 - 20%	•		•	•		•				
2 - Written Assessment - 40%	•	•	•	•		•				
3 - Written Assessment - 40%	•	•	•	•	•	•	•	•		

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 community and community resilience		Online Classroom Session - Introduction and Unit Overview (Wednesday 5:45pm to 6.30pm AEST)

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme One: Conceptualising community and community resilience		

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme One: Conceptualising community and community resilience		Online Classroom Drop-in Session (Wednesday 5.45pm to 6.30pm AEST)

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: Conceptualising safety and education		Conceptualising community and community resilience Due: Week 4 Wednesday (3 Apr 2019) 4:00 pm AEST

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: Conceptualising safety and education		Online Classroom Drop-in Session (Wednesday 5.45pm to 6.30pm 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 Two: Conceptualising safety and education		

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: Safety and education in the community		Online Classroom Drop-in Session (Wednesday 5.45pm to 6.30pm AEST)

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: Safety and education in the community		

Week 9 - 13 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: Through the learning lens		Conceptualising safety and education Due: Week 9 Wednesday (15 May 2019) 4:00 pm AEST
Week 10 - 20 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: Through the learning lens		Online Classroom Drop-in Session (Wednesday 5.45pm to 6.30pm AEST)
Week 11 - 27 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: Through the learning lens		
Week 12 - 03 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Theme Five: In your own backyard		Safety and education in the community Due: Week 12 Friday (7 June 2019) 4:00 pm AEST
Review/Exam Week - 10 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 17 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Conceptualising community and community resilience

Assessment Type

Written Assessment

Task Description

In order to understand the safety and education needs within a community and the variables that impact upon safety and education, you need to understand the concepts of community and community resilience. These concepts are foundational and from their broad conceptual view you can plan and develop broadly applicable and more importantly for this unit, specific community safety and education activities. Given this, in assessment task one you will focus on your understanding of these core concepts and what they tell us about the safety and education needs and the variables present within a given community.

Assessment Task One is broken into two separate but linked sections. In section one you will argue your understanding of the concept of community, and how that links to the academic literature and to the views of your fellow students. In section two you will argue your understanding of the concept of community resilience, and how that links to the academic literature and to the views of your fellow students.

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 each section, you will need to incorporate ideas from two activity posts: **one of your own posts** plus **at least one from another student** in the group. As such:

Section 1) Using your own forum post(s) as a basis, you will argue for your understanding of the concept of community and how that links to the broader academic literature and to what at least one other post from the group says.

Section 2) Using your own forum post(s) as a basis, you will argue for your understanding of the concept of community resilience and how that links to the broader literature and to what at least one other post from the group says.

Note: You may utilise the forum post of your fellow students to support your view or you may utilise it to contrast with your view. A copy of the selected forum posts must be included as a separate section. Sections **1)** and **2)** combined will be up to **1000 - 1200 words**, not including the copy of the forum posts. The copy of the forum posts is therefore in

addition to the word count. Importantly, your response **must** be supported by appropriate literature (please refer to the assessment criteria rubric).

Presentation Guidelines

Assessment one is submitted via Moodle. You are free to present the response in a written format that best suits you, however, it must include:

- a) Title page
- b) Response to concept of community,
- c) Response to the concept of community resilience.
- d) Direct copy of the forum posts being utilised (**NOT included in word count**)

Assessment Due Date

Week 4 Wednesday (3 Apr 2019) 4:00 pm AEST

Return Date to Students

Week 6 Wednesday (24 Apr 2019)

Weighting

20%

Assessment Criteria

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

- Knowledge of the concept of community and community resilience
- Application of knowledge and skills in relation to the concept of community and community resilience
- Communication and presentation

Referencing Style

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

Submission

Online

Submission Instructions

Submitted through Moodle

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

Learning Outcomes Assessed

- Identify safety and education needs within the community.
- Assess the variables that impact upon community safety and education.

2 Conceptualising safety and education

Assessment Type

Written Assessment

Task Description

In assessment task two you will explore the notion of safety and education and more particularly safety and education in relation to a group or geographic location you choose and real-life safety and education activities. As such, Assessment Task Two is broken into three separate but linked sections.

Section 1) In section 1) you will select a real-life safety and education activity from the nine (9) examples provided to you in the "Tailored Examples" page in Theme One of the Moodle site. Once you have selected your activity, you must analyse the activity and answer the following questions:

- What is the name of the activity?
- Who produced the activity?
- What is the target group/ and or location of the activity?
- What is the broad aim of the activity?
- What are the key messages of the activity?
- How is the activity delivered to the target audience?
- In what ways is the activity specifically targeted to meet the needs of the group and/or geographic location?

Section 2) In section 2), you select a community group and/ or a geographical location that you would like to explore in more detail and conduct an analysis. Firstly, you will identify and provide an overview of the community group and/ or geographic location and use the literature to support your discussion. You will then identify and using appropriate literature explore specific characteristics or attributes of the group and/ or geographic location, for example (but not limited to), language, cultural characteristics, issues of mobility, geographic isolation, flood prone and so forth. You will then discuss how these characteristics or attributes may impact or influence community safety and education.

Section 3) Finally, you will select an existing community safety issue, for example, flood safety, bushfire safety, water safety and propose a community safety and education activity which is specifically tailored to your chosen group and/or geographic location. Using references to support your work, you will answer the following questions:

- What is the aim of your proposed activity?
- What are the key messages of the activity?
- Why are these messages important, and in particular, to your chosen group and/ or location?
- How would you propose to deliver the chosen activity and its messages?
- Why have you proposed to deliver it in this way?

Presentation Guidelines:

You are free to present the response in a written format that best suits you, however, will be **1500 - 1700 words** and must include a:

- a) Title page;
- b) Section 1
- c) Section 2
- d) Section 3

Assessment Due Date

Week 9 Wednesday (15 May 2019) 4:00 pm AEST

Return Date to Students

Week 11 Wednesday (29 May 2019)

Weighting

40%

Assessment Criteria

The assessment criteria for this unit are in the form of a detailed rubric, which is available from the Moodle site.

Broadly, you will be assessed on:

- Knowledge of community safety and education
- Skills in community safety and education
- Application of knowledge and skills in community safety and education
- Communication and presentation of knowledge and skills

Referencing Style

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

Submission

Online

Submission Instructions

Submitted through Moodle

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

Learning Outcomes Assessed

- Assess the variables that impact upon community safety and education.
- Evaluate contemporary perspectives on community-based learning, safety and education.
- Work collaboratively with individuals and groups to enhance learning in a range of settings.

3 Safety and education in the community

Assessment Type

Written Assessment

Task Description

Assessment task three draws on your work from assessment task one and two and allows you to apply that knowledge in order to enhance an existing real-life activity. You can use one of the examples provided in the Moodle site or select your own. In this assessment task you will take the existing activity and propose changes to better suit the group and/ or geographical location you selected in assessment task two. You will also discuss the way in which you would involve the group itself in implementing the redesign version (that is, your collaboration with the group and/ or geographical location). The redesigned community safety and education activity must be suitable for **use within a group context** and plan to be **implemented in collaboration with a group**.

As such, your assessment submission will consist of two sections, including:

Section 1) Copy of the chosen activity in its original form, which has been annotated to show your proposed changes. Using the literature, you must provide a rationale for your specific changes.

Section 2) Copy of the implementation plan for the re-designed activity. The implementation plan must clearly articulate a collaboration with the intended target group (and other others as is appropriate). For example, what steps you propose to be taken, who will be involved in those steps. Again, using the literature you must provide a rationale for the particular approach.

Presentation Guidelines:

You are free to construct the response in a style that best suits you and your activity, for example, your response may be a written report or a combination of a written report, oral presentation, such as a video or audio podcast or another mode that you negotiate directly with me. The submitted assessment will be **1500 - 2000 words** and include as a minimum:

a) Title page;

b) Copy of the re-designed community safety and education activity with annotated changes and rationale;

Note: depending on the format of your activity, you may need to submit this assessment in multiple parts, for example, if your activity or utilises technology such as video or audio files. You may submit these as a separate file and annotate your written response accordingly.

c) Copy of the implementation plan for the re-designed activity and rationale for your implementation choices.

Assessment Due Date

Week 12 Friday (7 June 2019) 4:00 pm AEST

Return Date to Students

Exam Week Friday (21 June 2019)

Weighting

40%

Assessment Criteria

The assessment criteria for this unit are in the form of a detailed rubric, which is available from the Moodle site.

Broadly, you will be assessed on:

- Knowledge of community safety and education
- Skills in community safety and education
- Application of knowledge and skills in community safety and education
- Communication and presentation of knowledge and skills

Referencing Style

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

Submission

Online

Submission Instructions

Submitted through Moodle

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence

- Ethical practice

Learning Outcomes Assessed

- Evaluate contemporary perspectives on community-based learning, safety and education.
- Design activities for individuals and groups within the community including those with complex needs.
- Work collaboratively with individuals and groups to enhance learning in a range of settings.

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