



# SOCL11059 *Introducing Social Change*

## Term 1 - 2021

Profile information current as at 14/12/2025 12:30 pm

All details in this unit profile for SOCL11059 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 examine key processes of social change and power that are needed to address the challenges facing people and the planet. By drawing on the work of a range of social change leaders and new paradigms from a range of social sectors - production, consumption, distribution, exchange and finance - you will begin developing skills in leading social change. You will explore processes of self change and social change as well as the social innovations that will be part of developing a new economy, society and sustainable environment into the 21st Century.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

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 - 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 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. **Portfolio**

Weighting: 50%

#### 2. **Written Assessment**

Weighting: 50%

### 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**

The lecturer was helpful and supportive.

**Recommendation**

Continue to provide students with support and guidance as they undertake their studies in the unit.

#### Feedback from Unit evaluation

**Feedback**

Lectures to connect more closely with the weekly topic material.

**Recommendation**

While lectures cover the general topic area more attention will be given to linking the lecture content with the topic readings.

#### Feedback from Unit evaluation

**Feedback**

Interesting and useful readings provided in the unit that will be a benefit in the future.

**Recommendation**

Efforts will continue to ensure the readings are relevant, current and useful for students as they build their knowledge in the area of social change.

## Unit Learning Outcomes

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

1. Explain how social innovation can address wicked social problems
2. Discuss case studies addressing social change across a range of sectors
3. Apply human centred design principles and re-framing to a social change problem
4. Explain your role in generating positive social and environmental change.

Nil

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Portfolio - 50%	•	•	•	
2 - Written Assessment - 50%	•		•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication				
2 - Problem Solving				
3 - Critical Thinking		•	•	•
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 - Portfolio - 50%			•					•	•	
2 - Written Assessment - 50%			•					•	•	

## 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)

## 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

**Lindsay Greer** Unit Coordinator  
[l.d.greer@cqu.edu.au](mailto:l.d.greer@cqu.edu.au)

**Susan Rockloff** Unit Coordinator  
[s.rockloff@cqu.edu.au](mailto:s.rockloff@cqu.edu.au)

## Schedule

### Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>PART ONE: MICRO PERSPECTIVE</b> <b>Introducing Sociology and</b> <b>changemaking: Private troubles</b> <b>to public issues</b>	<b>Complete</b> iChange Module 1&2 Historical social innovation CW Mills 2000 <a href="#">The sociological imagination</a> Chap 1 Hopkinson (2015) WTF is sociology? Monbiot 2017 <a href="#">Neoliberalism, climate change, migration</a> (YouTube 15m)	

### Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>From direct service delivery to</b> <b>participatory process</b>	<b>Complete</b> iChange Module 2 Types of social impact  Ashoka 2016 <a href="#">More than 'doing good': a definition of 'changemaker'</a> PDF BFG 1 Chap. 3 People to people	

### Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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<b>Complete</b> iChange Module 3 Megatrends & wicked problems		
<b>Complex problems &amp; change processes</b>	Green 2012 Chap. 1 Systems thinking changes everything Hassan 2007 <a href="#">Slouching towards flatland</a> (PDF) Smits 2009 <a href="#">How to save a rainforest</a> (TED talk)	
<b>Week 4 - 29 Mar 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Human centred (Participatory) design processes</b>	<b>Complete</b> iChange Module 4 Exploring opportunities Green 2012 Chap. 2 Power lies at the heart of change Kahane 2013 <a href="#">Power and love</a> (TED talk)	
<b>Week 5 - 05 Apr 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>From Hero to Host - new leadership to build a life in common</b>	<b>Complete</b> iChange Module 5 & 6 Who does social innovation? Why me? BFG 1 Chap. 5 Stepping into the unknown Wheatley & Frieze 2018 <a href="#">From hero to host</a>	
<b>Vacation Week - 12 Apr 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Week 6 - 19 Apr 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>PART TWO: MACRO PERSPECTIVE Capitalism limits, and the struggle to restore our common wealth</b>	Federici 2014 <a href="#">The struggle for the commons</a> (YouTube 14m) Raworth 2013 <a href="#">Doughnut economics</a> (YouTube 17m)	<b>Portfolio</b> Due: Week 6 Monday (19 Apr 2021) 5:00 pm AEST
<b>Week 7 - 26 Apr 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Ecological resilience and land: Social innovation &amp; a just food system</b>	Altieri 2015 <a href="#">Who will feed the planet in a crisis?</a> (YouTube 30m) Harvey 2009 <a href="#">Accumulation by dispossession</a> (YouTube 7m) Macfarlane 2017 <a href="#">Its time to call the housing crisis what it really is</a> Seikatsu Club Consumer's Cooperative pp. 131 -141	
<b>Week 8 - 03 May 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Precarious Livelihoods: Work, solidarity and social innovation</b>	Flanders 2018 <a href="#">Building a democratic economy</a> (YouTube 25m) Scholz 2014 <a href="#">"Platform cooperativism vs. the sharing economy"</a> Standing 2016 <a href="#">What is the precariat?</a> (TED talk) <a href="#">Trade unions &amp; co-op innovations for precarious workers</a> pp. 16-20	
<b>Week 9 - 10 May 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

### Democratising social care: Social innovation and health

Beyond care: [Childcare cooperative](#) (YouTube 7m)  
Brenner 2017 [Democratising social care](#)  
Fureai Kippu: [Barter based health care for senior citizens](#) (YouTube 6m)  
Restakis 2017 Cooperative commonwealth & the partner state pp. 15-24  
Tarnoff 2017 ["How privatization could spell the end of democracy"](#)

### Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Pathways to a resilience energy future: Power and social innovation</b>	<a href="#">An Australian green new deal?</a> BZE <a href="#">Renewable energy plan</a> Cahill 2018 Economic diversity in the energy sector Drawdown <a href="#">Electricity generation sector summary</a>	

### Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Democratic financing solutions for the great transition: Money and social innovation</b>	Flanders 2018 <a href="#">A public bank for the public good</a> (YouTube 25m) Gaurav 2014 <a href="#">Subprime crisis in a nutshell: 2008 meltdown explained</a> (YouTube 10m) Positive Money 2013 <a href="#">What is money?</a> (YouTube 3m)	

### Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Micro-Macro synthesis: Building the politics for systems change</b>	Gar Alperovitz 2016 <a href="#">System, crisis, system change</a> (Youtube 40m) Lewis 2017 Navigating system change in a volatile century (PDF)	<b>Essay</b> Due: Week 12 Friday (4 June 2021) 5:00 pm AEST

### Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

In order to be eligible to pass the unit, all items of assessments must be submitted for marking.

## Assessment Tasks

### 1 Portfolio

#### Assessment Type

Portfolio

#### Task Description

##### Aim

The aim of this assessment is to have you reflect on the unit materials in the first five week of the unit and show your understanding by answering three (3) portfolio questions. In your answers you will need to demonstrate your understanding by looking at wicked social problems from a social innovation position, using case study examples from

different sectors of the economy (e.g., healthcare, services, education, arts) and applying human centred design principles.

### Instructions

You are required to submit a portfolio containing three 500 word answers. Your assignment is required to be 1500 words plus or minus 10% (excluding references). Your final mark out of 50 will represent your writing quality, approach and argument, and referencing quality. You need to answer all three questions. If the word limit is exceeded only the first 550 words will be marked.

Each answer must address the three following parts:

1. Select a megatrend (e.g., biodiversity loss, climate change, poverty) and explain how wicked social problems are complex and multi-dimensional (economic, social, ecological).
2. How we frame a social problem influences the way we view them, discuss them and the solutions we propose. Apply the human centred design principles and process/phases to view a complex social problem as a social change problem (select a different problem to that discussed in question 1). For example, problems may include cybercrime, homelessness, racism, gender inequality, unemployment, drug abuse etc.
3. Discuss social change in terms of transforming the system using a case study of a chosen sector (e.g., education, healthcare) where our society is transformed to be just and equitable.

Please do not use dot points or numbered lists in your answer. You are encouraged to discuss your ideas, case studies and resources with the unit coordinator and others in the Assessment Discussion Forum.

A brief, concisely written answer to the question is more effective than a long, winded general comment. Where appropriate, you should refer to the literature to support your discussion and provide an in-text citation for any sources that you use. If you do use a direct quote, it should only be included if you then make comment on what the author has said. If you use a direct quote as part of your discussion it must be clearly indicated as such and you will need to provide full reference details in APA referencing style.

Please follow the steps below to complete your assessment task:

1. Read and view the weekly topic resources for week 1 to 5 on the Moodle site.
2. Familiarise yourself with the key concepts (e.g., social innovation, wicked problems) and frameworks covered in the unit.
3. Search the CQU library and databases for useful references for each of the three questions and undertake further reading.
4. Draft an outline for each of the three answers before writing your response. Use case studies from different sectors to illustrate your understanding.
5. Provide in-text citations to support your discussion and add a single reference list at the end of your portfolio.

### Literature and references

In this assessment use at least 6 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian Council of Social Services.

### Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a header.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

#### Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books, grey literature ) to reference your argument. The quality and credibility of your sources are important.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic

Communication section has many helpful resources including information for students with English as a second language.

- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available [here](#).

### Assessment Due Date

Week 6 Monday (19 Apr 2021) 5:00 pm AEST

### Return Date to Students

Week 8 Monday (3 May 2021)

### Weighting

50%

### Assessment Criteria

A detailed marking matrix with the grade performance standards for Assessment 1 is provided on the unit's Moodle site. The marking matrix contains the assessment criteria that will be used to evaluate your assignment. You must refer to the matrix table when preparing your assessment.

Your assignment will be evaluated on the following criteria:

- Writing quality (10%) - Quality is evaluated on spelling, grammar and paragraph structure.
- Approach and argument (75%) - Content is evaluated based on the use of independent readings and research, the relevancy of arguments, use of supporting examples, the inclusion of relevant theories and concepts, and evidence of originality.
- Referencing (15%) - Referencing quality is based on the appropriate use of references in your writing and the adherence to the required referencing style guidelines both in the body of the assignment and the reference list.

### Assessment 1 Marking Rubric T1 2021.

HD	D	C	P	F
<b>Writing quality (10%)</b>				
<b>8.45-10</b> Consistently accurate with spelling, grammar and paragraph structure. (10%)	<b>7.45-8.449</b> Minimal (2-3) critical errors in spelling, grammar or paragraph structure.	<b>6.45-7.449</b> Few (3 - 4) critical errors with spelling, grammar or paragraph structure.	<b>4.95-6.449</b> Several (4-5) critical errors with spelling, grammar or paragraph structure.	<b>0-4.949</b> Many (>6) errors with spelling, grammar or paragraph structure.
<b>Approach and Argument (75%)</b>				
<b>21.12-25 Answer 1.</b> Content provides comprehensive and critical discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality (25%) Covers	<b>18.65-21.11</b> Content provides strong and appropriate discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	<b>16.15-18.6</b> Content provides adequate discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	<b>12.4-16.12</b> Content provides some relevant discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	<b>0-12.35</b> Content provides no or inadequate discussion and lacks many: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality
<b>21.12-25 Answer 2.</b> Content provides comprehensive and critical discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality (25%) Covers	<b>18.65-21.11</b> Content provides strong and appropriate discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	<b>16.15-18.6</b> Content provides adequate discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	<b>12.4-16.12</b> Content provides some relevant discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	<b>0-12.35</b> Content provides no or inadequate discussion and lacks many: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality
<b>21.12-25 Answer 3.</b> Content provides comprehensive and critical discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality (25%) Covers	<b>18.65-21.11</b> Content provides a strong and appropriate discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	<b>16.15-18.6</b> Content provides adequate discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	<b>12.4-16.12</b> Content provides some relevant discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	<b>0-12.35</b> Content provides no or inadequate discussion and lacks many: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality
<b>Referencing (15%)</b>				

4.23-5 Consistently integrates references to support and reflect all ideas, factual information and quotations. Consistently accurate with in-text referencing. (5%)	3.73-4.22 Generally, integrates references to support and reflect ideas, factual information and quotations with 1 or 2 exceptions. 1-2 consistent in-text referencing errors identified.	3.23-3.72 Frequently integrates references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. 3-4 consistent in-text referencing errors identified.	2.48-3.22 Occasionally integrates references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. 5-6 inconsistent in-text referencing errors identified.	0-2.47 Fails to or infrequent attempts (6 or more errors) to integrate references to support & reflect ideas, factual information & quotations. Referencing is inconsistent with APA style. >6 inaccuracies with in-text referencing.
4.23-5 A minimum of 9 up-to-date references used. (5%)	3.73-4.22 A minimum of 8 up-to-date references used.	3.23-3.72 A minimum of 7 up-to-date references used.	2.48-3.22 A minimum of 6 up-to-date references used.	0-2.47 The required number of 6 references not used, or none are up-to-date.
4.23-5 The reference list appears in alphabetical order and fully adheres to reference list presentation guidelines. (5%)	3.73-4.22 The reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines.	3.23-3.72 The reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines.	2.48-3.22 The reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines.	0-2.47 The reference list does not appear in alphabetical order and does not adhere to reference list presentation guidelines.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

No submission method provided.

## Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

## Learning Outcomes Assessed

- Explain how social innovation can address wicked social problems
- Discuss case studies addressing social change across a range of sectors
- Apply human centred design principles and re-framing to a social change problem

## Graduate Attributes

- Critical Thinking
- Ethical practice
- Social Innovation

# 2 Essay

## Assessment Type

Written Assessment

## Task Description

### Aim

The aim of this assessment is to have you select a wicked social issue of interest and engage with the Theory U in practice by writing an essay. As a changemaker individual you will advance positive social and environmental change in society collaboratively and as an individual.

## Instructions

You are required to write a 1500 word essay on an issue that was discussed in the unit or fits with one of the topics covered in weeks 6 to 12 (land, food, work, health, energy, money).

The essay requires the use of the process of 'Theory-U' that we cover in the unit as a method for analysing social problems for change and thinking deeply about what socially innovative solutions might look like.

Please follow the steps below to complete your assessment task:

1. Identify an issue of social change that interests you, such as one of those examined in the second half of the unit (e.g., land, food water health, energy, money) or one of your own selection.
2. Briefly explain the U-Process of Change and how it can contribute to solving wicked social problems in society. Include in your discussion consideration of some of the human centred design principles in creating and planning of a new future.
3. Examine your issue using the U-Process of Change as outlined in the week 5 lecture notes.
4. Explore how an individual can go through self change in this process to produce positive social and environmental change.

The assessment requires students to undertake further library database and web-based searches.

Please do not use dot points or numbered lists in your answer. You are encouraged to discuss your ideas, case studies and resources with the unit coordinator and others in the Assessment Discussion Forum.

## Literature and references

In this assessment use at least 6 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian Council of Social Services.

### Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a header.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

### Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books, grey literature ) to reference your argument. The quality and credibility of your sources are important.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

### Assessment Due Date

Week 12 Friday (4 June 2021) 5:00 pm AEST

### Return Date to Students

Exam Week Friday (18 June 2021)

### Weighting

50%

### Assessment Criteria

A detailed marking matrix with the grade performance standards for Assessment 1 is provided on the unit's Moodle site. The marking matrix contains the assessment criteria that will be used to evaluate your assignment. You must refer to the matrix table when preparing your assessment.

Your assignment will be evaluated on the following criteria:

- Writing quality (10%) - Quality is evaluated on spelling, grammar and paragraph structure.
- Approach and argument (75%) - Content is evaluated based on the use of independent readings and research, the relevancy of arguments, use of supporting examples, the inclusion of relevant theories and concepts, and evidence of originality.
- Referencing (15%) - Referencing quality is based on the appropriate use of references in your writing and the adherence to the required referencing style guidelines both in the body of the assignment and the reference list.

### Assessment 2 Marking Rubric T1 2021

HD	D	C	P	F
<b>Writing quality (10%)</b>				
8.45-10 Consistently accurate with spelling, grammar and paragraph structure. (10%)	7.45-8.449 Minimal (2-3) critical errors in spelling, grammar or paragraph structure.	6.45-7.449 Few (3 - 4) critical errors with spelling, grammar or paragraph structure.	4.95-6.449 Several (4-5) critical errors with spelling, grammar or paragraph structure.	0-4.949 Many (>6) errors with spelling, grammar or paragraph structure.

## Approach and Argument (75%)

### 21.12-25 U-Process of change & human centred design principles

Content provides a clear and succinct description of the U-Process of Change and how it helps solve wicked social problems. It also covers most the principles of human centred design. (25%)

18.65-21.11 Content provides a clear description of the U-Process of Change and how it helps solve wicked social problems. It also covers many principles of human centred design.

16.15-18.6 Content provides an appropriate description of the U-Process of Change and how it helps solve wicked social problems. It also covers some of the principles of human centred design.

12.4-16.12 Content provides an adequate description of the U-Process of Change and how it helps solve wicked social problems. It also attempts to covers the principles of human centred design but there are gaps.

0-12.35 Content provides inadequate description of the U-Process of Change and how it helps solve wicked social problems. It also does not cover in sufficient detail the principles of human centred design to demonstrate basic understanding.

### 21.12-25 Your issue using the U-Process of Change

Content provides comprehensive and critical discussion of your issue using the U-Process of Change and supported by readings, examples and evidence of originality. (25%)

18.65-21.11 Content provides a strong discussion of your issue using the U-Process of Change and supported by readings, examples and evidence of originality.

16.15-18.6 Content provides an appropriate discussion of your issue using the U-Process of Change and supported by some readings, examples and evidence of originality.

12.4-16.12 Content provides an adequate discussion of your issue using the U-Process of Change and supported by a few readings, examples and some evidence of originality.

0-12.35 Content provides inadequate discussion of your issue using the U-Process of Change and there is little or no readings, supporting examples and very limited evidence of originality.

### 21.12-25 Self change role for positive social & environmental change

Content provides comprehensive and critical discussion of the role of the individual and self-change for positive social and environmental change. (25%)

18.65-21.11 Content provides a strong discussion of the role of the individual and self-change for positive social and environmental change.

16.15-18.6 Content provides an appropriate discussion of the role of the individual and self-change for positive social and environmental change.

12.4-16.12 Content provides an adequate discussion of the role of the individual and self-change for positive social and environmental change.

0-12.35 Content provides inadequate discussion of the role of the individual and self-change for positive social and environmental change.

## Referencing (15%)

4.23-5 Consistently integrates references to support and reflect all ideas, information and quotations. Consistently accurate with in-text referencing. (5%)

3.73-4.22 Generally, integrates references to support and reflect ideas, information and quotations with 1 or 2 exceptions. 1-2 consistent in-text referencing errors identified.

3.23-3.72 Frequently integrates references to support and reflect ideas, information and quotations, with 3 or 4 exceptions. 3-4 consistent in-text referencing errors identified.

2.48-3.22 Occasionally integrates references to support and reflect ideas, information and quotations, with 5 or 6 exceptions. 5-6 inconsistent in-text referencing errors identified.

0-2.47 Fails to or infrequent attempts (6 or more errors) to integrate references to support & reflect ideas, information & quotations. Referencing is inconsistent with APA style. >6 inaccuracies with in-text referencing.

4.23-5 A minimum of 9 up-to-date references used. (5%)

3.73-4.22 A minimum of 8 up-to-date references used.

3.23-3.72 A minimum of 7 up-to-date references used.

2.48-3.22 A minimum of 6 up-to-date references used.

0-2.47 The required minimum number of 6 up-to-date references not used, or none are up-to-date.

4.23-5 Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines. (5%)

3.73-4.22 Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines.

3.23-3.72 Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines.

2.48-3.22 Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines.

0-2.47 Reference list does not appear in alphabetical order and does not adhere to reference list presentation guidelines.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

## Learning Outcomes Assessed

- Explain how social innovation can address wicked social problems
- Apply human centred design principles and re-framing to a social change problem
- Explain your role in generating positive social and environmental change.

## Graduate Attributes

- Critical Thinking
- Ethical practice
- Social Innovation

## 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