SOWK13011 *Community Practice*
Term 2 - 2021

All details in this unit profile for SOWK13011 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

This unit is designed so that you are be able to compare different approaches to community practice and provide the relevant knowledge and skills to critically analyse contexts for community work. You will develop appropriate strategic responses in a range of differing community contexts, including different cultural contexts and from an international perspective. You will develop an understanding of social innovation and the use of social entrepreneurship and social enterprise within communities.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Students will need to have successfully completed 48 credit points.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 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. **Online discussion forum**
Weighting: 30%
2. **Written Assessment**
Weighting: 35%
3. **Report**
Weighting: 35%

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 Verbal feedback; formal evaluation responses

Feedback

Assessment 1 identified as onerous, being 3 forum posts on three different topics - a lot of research and work required

Recommendation

Discuss whether to change assessment requirement

Feedback from Verbal feedback, reflections from students within assessment 1, formal evaluation response

Feedback

Week 1 readings identified as overwhelming and confronting (Ife 2016 first chapter, crisis focused)

Recommendation

Week one to be more general introduction to community practice

Feedback from Verbal feedback, formal evaluation response

Feedback

Introduce ABCD earlier in semester (currently week 9) seen as an important and highly relevant perspective, particularly for assessment 2 due week 6

Recommendation

Rearrange order of weekly topics to reflect usefulness for assessments

Feedback from Formal evaluation response (x2)

Feedback

Tutorials requested - on campus and via Zoom.

Recommendation

Weekly Zoom sessions can be offered as tutorials if required (student preference this semester was for discussion of topics rather than delivering a powerpoint on the week's topic) Covid-19 restrictions prohibited on campus tutorials

Unit Learning Outcomes

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

1. Critique ideas of community and a range of community work models for practice.
2. Compare a range of strategies that provide useful outcomes for specified community based contexts and evaluate their usefulness.
3. Integrate cultural competency skills working within the community including working within Indigenous communities
4. Explain how social innovation is used within communities.

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
1 - Online discussion forum - 30%		•		•
2 - Written Assessment - 35%	•		•	
3 - Report - 35%	•	•		

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 - Online discussion forum - 30%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 35%	•	•	•	•			•	•		
3 - Report - 35%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

SOWK13011

Prescribed

Community Development in an Uncertain World: Vision, Analysis and Practice
2nd Edition (2016)
Authors: Jim Ife
Cambridge University Press
Binding: Paperback

Additional Textbook Information
Both paper and eBook versions can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code).

View textbooks at the CQUniversity Bookshop

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

Emily Cleary Unit Coordinator
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Leone Hinton Unit Coordinator
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Trudie Irle Unit Coordinator
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Schedule

Week 1: Overview of community practice - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Overview of community practice	Resources available on Moodle	

Week 2: Approaches to community-led development - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Approaches to community-led development	Resources available on Moodle	

Week 3 Emerging perspectives of community development - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Emerging perspectives of community development	Resources available in Moodle	

Week 4: Social innovation in communities - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Social innovation in communities	Resources available in Moodle	

Week 5: Community economic development - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Community economic development	Resources available in Moodle	Assessment Task 1 30%: Week 6: Online discussion Friday 27 August 11:59pm

Vacation week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6: Community development in Australia - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Community development in Australia	Resources available in Moodle	**Online Discussion (300 words each plus 200 word response to other forum responses). Total word length 1500 words** Due: Week 6 Friday (27 Aug 2021) 11:59 pm AEST

Week 7: Community development around the world - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Community development around the world	Resources available in Moodle	

Week 8: Continue from previous week - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Continue from Week 7	Resources available in Moodle	

Week 9: Alternative movements to social action - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Alternative movements to social action	Resources available in Moodle	Assessment Task 2 35%: Social innovation within communities. Friday17 September 11:59pm. 1500 words **Social innovation within communities** Due: Week 9 Friday (17 Sept 2021) 11:59 pm AEST

Week 10: Continue from previous week - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Continue from Week 9	Resources available on Moodle	

Week 11: Technology and how it changes community practice - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Technology and how it changes community practice	Resources available on Moodle	

Week 12: Review and reflection - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Review and reflection	Resources available on Moodle	

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Task 3 35%: Community Practice Report. Monday 11 October 9am AEDT. 1500 words.

Community Practice Due: Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST

Assessment Tasks

1 Online Discussion (300 words each plus 200 word response to other forum responses). Total word length 1500 words

Assessment Type
Online discussion forum

Task Description

Instructions

Please follow the steps below to complete your assessment task:

- A Zoom session will be conducted, recorded, and loaded up into Moodle early in Term by your Unit Coordinator to fully explain the requirements of this Assessment Task.
- In this Assessment Task ensure you demonstrate your understanding and engagement with the weekly topics.
- You will need to make an online posting for Weeks 2,4,6.
- Post a 300-word (maximum) response to one of the forum questions submitted by the Unit Coordinator.
- After you have posted to the Forum, provide two reflective responses to other students' posts on their response to the forum questions.
- Ensure your reflective responses are at 200 words (minimum). This task is to encourage you to interact with other students but also to develop reflective skills.
- Submit your response to the topic presented and your reflective responses. You will cut and paste from your Moodle site into a Word document along with the relevant student posts by due date and upload into Moodle.
- Use headings if you wish.
- Use literature to inform your posting as well as reflective responses.

Assessment Due Date
Week 6 Friday (27 Aug 2021) 11:59 pm AEST
Submit to Moodle

Return Date to Students

Weighting
30%

Assessment Criteria
Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.
SOWK13011: Response to questions on forum and reflective responses
Assessment 1: Marking Criteria/Rubric

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
Presentation and Structure – overall submission (10%)					
Excellent responses which completely conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Uses headers Correct spelling, grammar, sentence structure and paragraphs. .Within expected word length.	Responses mostly conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Uses headers Correct spelling, grammar, sentence structure and paragraphs. Within expected word limit.	Responses adequately conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Mostly uses headers been written. Within expected word limit.	Responses occasionally conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Some headers. Within/exceeds expected word limit.	Responses unsuccessfully conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. No Headers. Deviates from expected word limit.	......./10

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
Demonstrated understanding of the Question posed on the Moodle forum................(40%)					
Excellent demonstration of understanding the question posed on the Moodle forum. It demonstrated wider reading and analysis of question asked.	Very good demonstration of understanding the question posed on the Moodle forum. It demonstrated clearly wider reading and analysis of question asked.	Good demonstration of understanding the question posed on the Moodle forum. It demonstrated some reading and analysis of question asked.	**Fair** demonstration of understanding the question posed on the Moodle forum. It demonstrated minimal reading and analysis of question asked.	**Poor or no** demonstration of understanding the question posed on the Moodle forum. It demonstrated little reading and no analysis of question asked.	......./40

**Demonstrates an ability to respond reflectively to other student posts on community practice.......(40%)
Two responses required**

Excellent demonstration of ability to respond reflectively to other student posts on their answers to the question posed. Two responses given	Very good demonstration of ability to respond reflectively to other student posts on their answers to the question posed. Two responses given	Good demonstration of ability to respond reflectively to other student posts on their answers to the question posed. Two responses given	Fair demonstration of ability to respond reflectively to other student posts on their answers to the question posed. Two responses given	Poor or no demonstration of ability to respond reflectively to other student posts on their answers to the question posed. 1 or no responses given	....../40

Referencing ....(10%)

All literature used is appropriate and scholarly. Minimum of 10 references Harvard referencing formatted used with no mistakes.	Most of the literature used is appropriate and scholarly. Minimum of 8 references. Harvard referencing formatted used with minimal. mistakes	Most of the literature used is appropriate and scholarly. Minimum of **6** references. Harvard referencing formatted used with some mistakes.	Some of literature used is appropriate and scholarly. Minimum of **5** references Harvard referencing formatted used with many mistake	Most of the literature used is inappropriate and not from a scholarly source. Harvard referencing formatted not used. Less than 5 references	...../10

TOTAL MARKS

Referencing Style

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

Submission
Online

Submission Instructions
Please, post to the online discussion forum and collate all three responses and upload as one word document to Moodle.

Learning Outcomes Assessed

- Compare a range of strategies that provide useful outcomes for specified community based contexts and evaluate their usefulness.
- Explain how social innovation is used within communities.

Graduate Attributes

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

2 Social innovation within communities

Assessment Type
Written Assessment

Task Description
Length: 1500 words
Please follow the steps below to complete your Assessment Task:

- Examine the emergence of social innovation within Australia and the context of this internationally.
- Explore and analyse the long-term benefits to non-metropolitan communities (that is, regional, rural and remote communities) and how it has contributed positively to that community. Give examples.
- In your exploration of social innovation, analyse the pitfalls, disadvantages, or negative elements of social innovation to regional, rural, or remote communities. Give examples.
- Discuss the role of social workers in social innovation in regional, rural or remote communities.

Literature and references

In this assessment use at least 10 contemporary references (<5 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 Association of Social Workers.

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 footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use headings
- Use the APA referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style
- 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.

Assessment Due Date
Week 9 Friday (17 Sept 2021) 11:59 pm AEST
Please upload to Moodle

Return Date to Students

Weighting
35%

Assessment Criteria
SOWK13011: Role of social innovation in regional, rural and remote communities in Australia.
Assesment 2: Marking Criteria/Rubric

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
Presentation and Structure – overall submission (10%)					
Excellent discussion which completely conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Uses headers Correct spelling, grammar, sentence structure and paragraphs. Introduction and Conclusion have been written. Within expected word length.	Discussion mostly conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Uses headers Correct spelling, grammar, sentence structure and paragraphs. Introduction and conclusion have been written. Within expected word limit.	Discussion adequately conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Mostly uses headers Introduction and conclusion have been written. Within expected word limit.	Discussion occasionally conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Some headers. Introduction and conclusion have been written. Within/exceeds expected word limit.	Discussion unsuccessfully conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. No Headers Introduction and conclusion have not been included. Deviates from expected word limit.	……/10

Explore and analyse of the long-term benefits to non-metropolitan communities (that is, regional, rural and remote communities) and how it has contributed positively to those communities.
...(30%)

Excellent exploration and analysis of the long-term benefits to non-metropolitan communities (that is, regional, rural and remote communities) and how it has contributed positively to those communities citing clear examples.	Very good exploration and analysis of the long-term benefits to non-metropolitan communities (that is, regional, rural and remote communities) and how it has contributed positively to those communities citing clear examples.	Good exploration and analysis of the long-term benefits to non-metropolitan communities (that is, regional, rural and remote communities) and how it has contributed positively to those communities citing most relevant examples.	Fair exploration and analysis of the long-term benefits to non-metropolitan communities (that is, regional, rural and remote communities) and how it has contributed positively to those communities with limited appropriate examples.	Poor or no exploration and analysis of the long-term benefits to non-metropolitan communities (that is, regional, rural and remote communities) and how it has contributed positively to those communities No or poor examples given.	/30

Analyse the pitfalls, disadvantages or negative elements of social innovation to regional, rural or remote communities……..(30%)

Excellent analysis of the pitfalls, disadvantages or negative elements of social innovation to regional, rural or remote communities citing examples	Very good analysis of the pitfalls, disadvantages or negative elements of social innovation to regional, rural or remote communities citing examples	Good analysis of the pitfalls, disadvantages or negative elements of social innovation to regional, rural or remote communities Citing some examples	Fair analysis **of the** pitfalls**,** disadvantages or negative elements of social innovation to regional, rural or remote communities with limited appropriate examples	Poor or no analysis of the pitfalls**,** disadvantages or negative elements of social innovation to regional, rural or remote communities with poor or no examples	………./30

Discuss the role of social workers in social innovation in regional, rural or remote communities…….(20%)

Excellent discussion the role of social workers in social innovation in regional, rural or remote communities	Very good discussion the role of social workers in social innovation in regional, rural or remote communities	Good discussion the role of social workers in social innovation in regional, rural or remote communities	Fair discussion the role of social workers in social innovation in regional, rural or remote communities	Poor or no discussion the role of social workers in social innovation in regional, rural or remote communities	..../20

Referencing …….(10%)

All literature used is appropriate and scholarly. Minimum of 10 references Harvard referencing formatted used with no mistakes.	Most of the literature used is appropriate and scholarly. Minimum of 8 references. Harvard referencing formatted used with minimal. mistakes	Most of the literature used is appropriate and scholarly. Minimum of **6** references. Harvard referencing formatted used with some mistakes.	Some of literature used is appropriate and scholarly. Minimum of **5** references Harvard referencing formatted used with many mistake	Most of the literature used is inappropriate and not from a scholarly source. Harvard referencing formatted not used. Less than 5 references	………./10

TOTAL MARKS

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Upload into Moodle

Learning Outcomes Assessed

- Critique ideas of community and a range of community work models for practice.
- Integrate cultural competency skills working within the community including working within Indigenous communities

Graduate Attributes

- Communication

- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

3 Community Practice

Assessment Type
Report

Task Description

1. A Report
   Length: 1500 words
   1. Imagine yourself as the social worker within an Indigenous community.

1. 2. Nominate a particular Indigenous community within Australia.

1. 3. You've been tasked by your field supervisor to write a report as part of a wider Task Force to inform regional social policy and initiatives for those communities within its purview.

1. 4. Explore your community and determine what community work models exist.

1. 5. Compare the range of strategies that provide positive outcomes for your community-based context and evaluate their usefulness within your given community.

1. 6. Determine the most effective strategies used.

1. 7. Analyse the range of cultural competency skills necessary for those working within Indigenous communities and how these might be utilised to fulfill your task as requested.

1. 8. Use current literature to inform your report.
   Literature and references
   In this assessment use at least 10 contemporary references (<5 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 Association of Social Workers.
   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 footer.

- Write in the third-person perspective.
- Use formal academic language.
- Use headings
- Use the Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard 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) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): [Social Work and Community Services Guide](#).
- 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
Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST
Submit report to Moodle

Return Date to Students

Weighting
35%

Assessment Criteria
SOWK13011: Role of social innovation in regional, rural and remote communities in Australia.
Assessment 3: Marking Criteria/Rubric

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
Presentation and Structure – overall submission (10%)					

Excellent discussion which completely conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Uses headers Correct spelling, grammar, sentence structure and paragraphs. .Introduction and Conclusion have been written. Within expected word length. Report based	Discussion mostly conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Uses headers Correct spelling, grammar, sentence structure and paragraphs. Introduction and conclusion have been written. Within expected word limit. Report based	Discussion adequately conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Mostly uses headers Introduction and conclusion have been written. Within expected word limit. Report based	Discussion occasionally conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Some headers. Introduction and conclusion have been written. Within/exceeds expected word limit. Report based	Discussion unsuccessfully conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. No Headers Introduction and conclusion have not been included. Deviates from expected word limit. Failure to write in report formal ……/10

Critique your community and explore what community work models exist ……….(20%)

Excellent critique of your nominated community and exploration of what community work models exist	Very good critique of your nominated community and exploration of what community work models exist.	Good critique of your nominated community and exploration of what community work models exist.	Fair critique of your nominated community and exploration of what community work models exist.	Poor or no critique of your nominated community or exploration of what community work models exist. …….../20

Compare the range of strategies that provide positive outcomes for your community-based context and evaluate their usefulness. You will recommend the most effective strategies used…………………………………………………………………………………(30%)

Excellent comparison of the range of strategies that provide positive outcomes for your community-based context and evaluate their usefulness. Excellent determination of the most effective strategies used.	Very good comparison of the range of strategies that provide positive outcomes for your community-based context and evaluate their usefulness. Very good determination of the most effective strategies used.	Good exploration and comparison of the range of strategies that provide positive outcomes for your community-based context and evaluate their usefulness. Good determination s of the most effective strategies used.	Fair comparison of the range of strategies that provide positive outcomes for your community-based context and evaluate their usefulness. Fair determination ns of the most effective strategies used.	Poor or no comparison of the range of strategies that provide positive outcomes for your community-based context and evaluate their usefulness. Poor or no determination of the most effective strategies used. …….../30

Discuss the role of social workers in social innovation in regional, rural or remote communities………………………………………………………………………………(20%)

Excellent discussion the role of social workers in social innovation in regional, rural or remote communities	Very good discussion the role of social workers in social innovation in regional, rural or remote communities	Good discussion the role of social workers in social innovation in regional, rural or remote communities	Fair discussion the role of social workers in social innovation in regional, rural or remote communities	Poor or no discussion the role of social workers in social innovation in regional, rural or remote communities …./20

Analyse the range of cultural competency skills necessary when working within Indigenous communities…….(10%)

Excellent analysis of the range of cultural competency skills necessary when working within Indigenous communities	Very good analysis of the range of cultural competency skills when working within Indigenous communities	Good analysis of the range of cultural competency skills when working within Indigenous communities	Fair analysis of the range of cultural competency skills when working within Indigenous communities	Poor or no analysis of the range of cultural competency skills when working within Indigenous communities	………/10

Referencing ....(10%)

All literature used is appropriate and scholarly. Minimum of 10 references Harvard referencing formatted used with no mistakes.	Most of the literature used is appropriate and scholarly. Minimum of 8 references. Harvard referencing formatted used with minimal. mistakes	Most of the literature used is appropriate and scholarly. Minimum of **6** references. Harvard referencing formatted used with some mistakes.	Some of literature used is appropriate and scholarly. Minimum of **5** references Harvard referencing formatted used with many mistakes.	Most of the literature used is inappropriate and not from a scholarly source. Harvard referencing formatted not used. Less than 5 references	………./10

TOTAL MARKS

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Upload into Moodle

Learning Outcomes Assessed

- Critique ideas of community and a range of community work models for practice.
- Compare a range of strategies that provide useful outcomes for specified community based contexts and evaluate their usefulness.

Graduate Attributes

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