



# SOWK14004 *Reconciliation in the Workplace and Community*

## Term 2 - 2018

Profile information current as at 27/04/2024 05:24 pm

All details in this unit profile for SOWK14004 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

The purpose of this unit is to further develop understanding and application of the concept of reconciliation in various context, including workplaces and communities. The unit examines discourses and case studies about reconciliation. Experiential learning will be used to explore competing views on reconciliation and its continuing relevance to society. The unit is mandatory for students enrolled in the Bachelor of Social Work course

### 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

SOWK11015 Professional Communication in Human Services OR (SOWK11012 Introduction to Social Work A AND SOWK11013 Introduction to Social Work B).

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 - 2018

- Distance

### 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. **Group Discussion**

Weighting: 25%

#### 2. **Portfolio**

Weighting: 35%

#### 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 Have your say

**Feedback**

Ensure that assessment submissions are returned within the two week period.

**Recommendation**

Ensure that assessment submissions are returned within the two week period.

#### Feedback from The team and AASW accreditation panel.

**Feedback**

That this unit is delivered before Field education 1, in term 2, year 2 of the course.

**Recommendation**

Undertake action to move this unit to a second year first term position.

## Unit Learning Outcomes

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

1. Explain the concept of reconciliation in the context of the Australian community and workplace.
2. Discuss the issues associated with reconciliation in the Australian context including how current debate affects workplace relations.
3. Apply reconciliation principles to policies in the workplace and community.
4. Develop skills and knowledge as to how to engage with people from different cultures in the workplace and community with a view to promoting reconciliation.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Group Discussion - 25%	•	•	•	
2 - Portfolio - 35%	•	•		•
3 - Written Assessment - 40%	•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4

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 - Group Discussion - 25%	•			•						
2 - Portfolio - 35%	•	•	•				•	•		
3 - Written Assessment - 40%	•	•	•	•						

## Textbooks and Resources

### Textbooks

SOWK14004

#### Prescribed

#### **Our Voices : Aboriginal and Torres Strait Islander social work**

Edition: 1 (2013)

Authors: Bennett, B., Green, S., Gilbert,S., Bessarab, D.

Palgrave Macmillan

South Yarra , VIC , Australia

ISBN: 9781420256734

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Word
- ZOOM

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Darren de Warren** Unit Coordinator

[d.dewarren@cqu.edu.au](mailto:d.dewarren@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1: What is Reconciliation?</b> Introduction to the unit and Moodle site. Understand the unit learning outcomes; assessment items and criteria; and participation in group discussions in the moodle blog site.		Read, learn and understand the Appropriate Terminology and Welcome and Acknowledgement of Country protocol documents. Read, learn and understand the Appropriate Terminology and Welcome and Acknowledgement of Country protocol documents.

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: <b><i>What is reconciliation and why have it?</i></b>		<b>ONLINE FORUM 1 - DUE</b>

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Module 3: ***From protection to reconciliation and workplace legislation.***

**ONLINE FORUM 2 - DUE**

**Week 4 - 30 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 4: ***Diversity of Aboriginal and Torres Strait Island cultures and communities.***

**ONLINE FORUM 3 - DUE**

**Week 5 - 06 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 5: ***Confronting stereotypes at home, at play and at the workplace.***

**ONLINE FORM 4 - DUE**

**Vacation Week - 13 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		NO FURTHER ONLINE FORUMS

**Week 6 - 20 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 6: ***Reconciliation in government, governance and policy.***

**Reconciliation Week Workforce Training Day Plan/Program** Due: Week 6 Friday (24 Aug 2018) 11:45 pm AEST

**Week 7 - 27 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 7: ***Reconciliation in community and organisations.***

**Week 8 - 03 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 8: ***Reconciliation in the family.***

**Week 9 - 10 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 9: ***Social Policy***: case study

**Week 10 - 17 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 10: ***Community and organisations***: case study

**Discussing Reconciliation (online postings and final summary)** Due: Week 10 Friday (21 Sept 2018) 12:00 am AEST

**Week 11 - 24 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 11: ***Family***: case study

**Week 12 - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 12: ***Reconciliation, a global comparison: Australian, New Zealand, South Africa and East Timor approaches.***

**Major Essay (1800-2000 words)**  
Due: Week 12 Friday (5 Oct 2018) 11:45 pm AEST

**Review/Exam Week - 08 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 15 Oct 2018

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

## Assessment Tasks

### 1 Discussing Reconciliation (online postings and final summary)

#### Assessment Type

Group Discussion

#### Task Description

#### ***Discussing Reconciliation - online forum & final summary***

##### **FOCUS STATEMENT**

Join discussion threads in Moodle to ***discuss topics relevant to Reconciliation***. **Each week an issue or question for discussion will be posted on the unit's Moodle site**. Your task is to participate each week in each of the discussions that are generated in ***week's two to five (weeks 2- 5) inclusive***. These comments should demonstrate your understanding of the weekly question, together with the research that you have undertaken in response to it. You must also show evidence that you have engaged with the debate by responding to the postings of other students.

##### **YOUR ROLE:**

##### **Weeks two to five (2 to 5) Forum Discussions (250 min - 350 words max)**

Students are to provide a ***comment at 250 - 350 words in length***. **Your comments must cover these four (4) aspects :**

- be focused on developing and contributing to an exploration, understanding and critique of the weekly topic or question,
- include your personal opinion as an informal approach,
- include an academic standard with quote correctly referenced and,
- ensure that you are actively using your professional communication skills and knowledge, and *AASW Code of Ethics and Practice Standards*; in that you are respectful of people's worldview, belief and value system, and also able to engage in advocacy of a respectful nature should you feel that an expressed opinion is of a judgmental, discriminatory, and/or disrespectful manner. The Unit Coordinator reserves the right to remove any posts that are deemed inappropriate or/and not in line with the *values and beliefs of the AASW*.

##### **Final Summary (600 words)**

Students are to submit a final summary at the end of week 10. The final summary must be a piece of reflective writing that will inform practice for the future (reflexive practice) of 600 words. Students are encouraged to use the material posted on the forums, but make ensure this is cited (ie. the date you posted this information/response on the forum and the forum you posted this on).

Students are to respond to:

***"As a result of collaborating and discussion with peers on the varied topics regarding Reconciliation my practice framework has transformed by..."***

***Please note:*** students are encouraged to write in first person for both products. Please be mindful to present personal belief with the use of "I believe".

##### **Assessment Due Date**

Week 10 Friday (21 Sept 2018) 12:00 am AEST

A weekly discussion from weeks 2-5 Students must participate in every discussion to be marked/graded on this

assessment. Final Summary due at end of Week 10.

### Return Date to Students

Providing they have been submitted by the due date, assignments will be returned within approximately three weeks.

### Weighting

25%

### Assessment Criteria

Criteria	High Distinction	Distinction	Credit	Pass	Fail
<b>Presentation and Development;</b> of main points and arguments/approach was relevant to the topic. The use of appropriate terminology. <b>Four (4) by entries of 150 - 250 words in length (within 10% of word limit).</b>	Excellent presentation & development of main points.	Very good presentation & development of main points	Good presentation & development of main points.	Adequate presentation & development of main points.	Inadequate development of main points.
<b>Use of key concepts:</b> comments should demonstrate your understanding of the weekly discussions from the unit relevant to the topics.	Excellent level of understanding consistently demonstrated across topics 2 - 5.	Very good level of understanding demonstrated across the majority of topics 2-5.	Good level of understanding demonstrated across the majority of topics 2-5	Adequate level of understanding demonstrated across the majority of topics 2-5.	Inadequate level of understanding demonstrated across the majority of topics 2-5
<b>Introduction:</b> states aims, purpose, structure and background of the topic. (Macquarie)	Excellent level of writing ability demonstrated.	Very good level of writing ability demonstrated.	Good level of writing ability demonstrated.	Adequate level of writing ability demonstrated.	Inadequate level of writing ability demonstrated.
<b>Breadth of reading:</b> a minimum of SIX (6) books, journals, (credible) websites (Harvard) used over the topics 2 - 5, and included in the final summary (task 2)	Excellent level of research and referencing. (6 + sources, no errors made in referencing)	Very good level of research and referencing. (6 + resources and no errors in referencing)	Good level of research and referencing. (6-8 resources, and limited errors in referencing)	Adequate level of research and referencing. (6 resources, and some errors in referencing)	Inadequate level of research and referencing. (5 or less, and ongoing errors with referencing)
<b>Task 1 and 2: Analysis of major findings:</b> use of appropriate examples and supporting evidence points or arguments presented in weekly online postings and in final summary.	Excellent level of analysis is evident, and examples/evidence.	Very good level of analysis is evident and examples/evidence..	Good level of analysis is evident, and examples/evidence.	Adequate level of analysis is evident, examples/evidence was adequate.	Analysis was inadequate, and not supported by evidence or examples.
<b>Task 2: Final Summary:</b> coming to a final position on the topic with <b>overview and final summary of main points/arguments of topics.</b>	High level understanding of 'Reconciliation' demonstrated in final summary.	Very good understanding of 'Reconciliation' demonstrated in final summary.	Good level of understanding re: 'Reconciliation' demonstrated in final summary.	Adequate level of understanding re: 'Reconciliation' demonstrated in final summary.	Inadequate level of understanding in re: to Reconciliation was presented in final summary.



<p><b>Task 2:</b> Final Summary - <b>Presentation:</b> attention to grammar and spelling; including paragraph structure and clarity of expression. Legibility and format: line spacing, font, margins, style etc.</p>	<p>Excellent presentation and accuracy in written expression (no errors).</p>	<p>Very good presentation and accuracy in written expression (minimal errors)</p>	<p>Good presentation and accuracy in written expression (some errors)</p>	<p>Adequate presentation and accuracy in written expression (some errors)</p>	<p>Inadequate presentation and accuracy in written expression (many errors cited).</p>
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### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Explain the concept of reconciliation in the context of the Australian community and workplace.
- Discuss the issues associated with reconciliation in the Australian context including how current debate affects workplace relations.
- Apply reconciliation principles to policies in the workplace and community.

### Graduate Attributes

- Communication
- Information Literacy

## 2 Reconciliation Week Workforce Training Day Plan/Program

### Assessment Type

Portfolio

### Task Description

## Reconciliation Week Workforce Training Day Plan/Program - Peer Partnership (pairs)

### Focus statement:

In this assessment **you and a peer (i.e. in pairs)** are required to **plan a workplace training day** for a human service agency. The main focus of this activity is to encourage the workgroup outlined in the scenario to **participate in the process of reconciliation through reflective and reflexive practice**. The product will need to demonstrate a clear understanding of the ideas behind the concept of *reconciliation*.

### Your role:

You are both social work students undertaking field placement in a human service agency, called "Teens Time Out". The agency provides support for young people aged 13 years old to 18 years old with 'drop in' sessions, advocacy and information, and individual support work. The team is made up of Team Leader (Social Work qualified), social workers and youth workers.

Your social worker supervisor and the team leader have asked you and the other student (your peer) to team up and undertake a task as part of a field education learning experience. The task is to create a one day training/workshop for staff in the agency with the aim/purpose to recognise the importance of the *National Reconciliation Week* and provide a space for the team to reflect on reconciliation in the workplace; the current issues, the impact on service delivery, reflections on practice (individual and team) and reflexive practice (individual and team).

### Product/Performance:

You and your peer are to create a one day training day/workshop for the work group. The team leader has assigned a budget of five thousand dollars (\$5000) to the training event to spend on what you both

believe would benefit the overall experience for the workers, the agency and service delivery. Please provide and prepare a very brief budget.

The training day/workshop must be interactive, engaging and meaningful for all participants, and create a safe and supportive space to deliver up to date information, share information, provide reflective activities that encourage and engage individual workers to consider on how reconciliation impacts on their practice framework, including their values and beliefs (incorporating key areas of the AASW Code of Ethics and Practice Standards) and group work activities in order for the team to consider how reconciliation impacts on service delivery, reflect on this, and create reflexive approaches.

The word count is maximum 1000 words. You will not lose marks for a word count under 1000 words. There are proforma on the moodle site to assist.

**PLEASE NOTE: You are not required and nor should you deliver this training for the purpose of this assessment.**

**Please chose a training partner by the end of week 1, if a partner for the project has not be chosen by this time the unit coordinator reserves the right to pair you with a peer.**

### Assessment Due Date

Week 6 Friday (24 Aug 2018) 11:45 pm AEST

Please ensure you use proformas available on the moodle site, and upload assessment to moodle.

### Return Date to Students

Feedback will be given via moodle

### Weighting

35%

### Assessment Criteria

**Both members of the partnership will receive an identical/same grade.**

Criteria.....	High Distinction	Distinction	Credit	Pass	Fail
<b>Presentation and activities in the training plan;</b> outline of the topic, appropriate terminology used, engagement of audience in interactive and information sessions. There is a level of fluidity in the training day program; start, middle, and ending. Use of budget to create a training program and environment.	Excellent training program created. Creative and engaging using the budget available.	Very good training program created. Budget was used very well to create a opportunities to enhance learning.	Good training program created. Budget was used well.	Adequate training program created. Budget used.	Inadequate training program created. Budget not used/spent or spent on inappropriate/irrelevant resources/materials/items.
<b>Key concepts:</b> the training program/plan is relevant to the topic; <i>Reconciliation in the Workplace</i> - current issues, impact on service delivery, and workplace culture.	Highly relevant topics threaded into activities/sessions in program.	Very good topics chosen to thread into activities/sessions in program.	Good topics chosen to thread into activities/sessions in program.	Adequate topics chosen to thread into activities/sessions in program.	Inadequate topics chosen and no clear links to activities chosen.
<b>Training Program;</b> states aims, purpose, activities to achieve the overall key concepts of <i>Reconciliation in the Workplace</i> .	Highly developed structure; aims, purpose outlined.	Very good structure; aims, purpose outlined.	Good structure; aims, purpose outlined.	Adequate structure; aims and purpose outlined.	No clear purpose, aims outlined, with poor structure to the overall program.
<b>Academic writing:</b> Accuracy of grammar, spelling, and punctuation.	Excellent level of writing. (no errors)	Very good level of writing (limited errors)	Good level of writing (some errors)	Adequate writing (numerous errors)	Inadequate writing (numerous errors making the paper difficult to understand and read)
<b>Referencing and research:</b> Adherence to Author-Date referencing system. Concepts are researched and supported by relevant literature. Activities are based on research conducted in relation to group work, training sessions and/or organisational training.	No referencing errors. Excellent level of research.	No referencing errors. Very good level of research.	Limited referencing errors. Good level of research.	Referencing errors. Adequate level of research.	Poor/limited referencing and research.
<b>Reflective and Reflexive practice;</b> is clearly understood by the demonstration of relevant activities and/or sessions (individual and team) included in the days training program. Links are made to key documentation by AASW; Code of Ethics and Practice Standards.	Excellent use of reflective and reflexive activities/sessions. Activities underpinned by AASW documentation.	Very good use of reflective and reflexive activities/sessions. Activities underpinned/clearly linked to AASW documentation.	Good use of reflective and reflexive activities/sessions. Activities underpinned/clearly linked to aspects of AASW documentation.	Some use of reflective and reflexive activities/sessions.	Nil to poor use of reflective and reflexive activities/sessions.

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Online

### Submission Instructions

Please ensure you use the proformas available on moodle site.

### Learning Outcomes Assessed

- Explain the concept of reconciliation in the context of the Australian community and workplace.
- Discuss the issues associated with reconciliation in the Australian context including how current debate affects workplace relations.
- Develop skills and knowledge as to how to engage with people from different cultures in the workplace and community with a view to promoting reconciliation.

#### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

### **3 Major Essay (1800-2000 words)**

#### **Assessment Type**

Written Assessment

#### **Task Description**

### **Major Essay**

#### **Product:**

Critical Essay - The essay is to be between 1800 to 2000 words; wordage may vary by 10% (above wordage maximum or below), references and appendices are not included in the word count.

#### **Topics: (please choose one)**

With reference to the unit material and independent reading and research, write a **critical essay** addressing **ONE** of the following topics:

1. Critically discuss the establishment of the 'Council for Aboriginal Reconciliation' in 1991 and its impact on improving Aboriginal and/or Torres Strait Islander participation in Australia's social and political life.
2. Analyse the arguments for and against a treaty with Aboriginal Australia.
3. Discuss the implications of the Government's response to the judicial judgments in Australia for Indigenous people.
4. Examine the life, political activity and contribution of two people (one Aboriginal, one non-Aboriginal) involved in the political struggle for Aboriginal reconciliation.
5. Critically examine the notion of 'self-determination' for Aboriginal people.
6. Discuss the context and significance for reconciliation in the workplace of one of the following events: The Pilbara Strike, Wave Hill Strike, the Tent Embassy, Bridge-walk 2000, National Sorry Day, and the Australian Government's Apology to Australia's Indigenous Peoples on 13 February, 2008.
7. 'Aboriginal children are pawns in the politics of guilt and pity.' Critically consider this statement with respect to the role of both foster care and adoption in Australian child welfare policies.
8. Compare and contrast Australia's 'Reconciliation Movement' with the 'Truth & Reconciliation' process in South Africa.
9. To what extent is the reconciliation process a spiritual process?
10. There can be no authentic reconciliation without forgiveness. Critically discuss.

#### **Assessment Presentation:**

Please ensure you have:

- Justified your paragraphs (Ctrl+J)
- 1.15-1.5 spaced lines
- Size 12 font.
- Font: Calibri, Times New Roman or Arial
- There is a clear introduction and conclusion.
- Paragraphs are easily identifiable.

#### **Cover sheet requirements:**

- Name, student number
- Subject title and number.

#### **Assessment Due Date**

Week 12 Friday (5 Oct 2018) 11:45 pm AEST

UPLOAD TO MOODLE. please see report presentation requirements in Assessment outline.

#### **Return Date to Students**

Feedback will be given via moodle

## Weighting

40%

### Assessment Criteria

Criteria.....	High Distinction	Distinction	Credit	Pass	Fail
<b>Development;</b> of main points and arguments/approach was relevant to the topic. The use of appropriate terminology.	Excellent development of main points.	Very good development of main points	Good development of main points.	Adequate development of main points.	Inadequate development of main points.
<b>Use of key concepts:</b> comments should demonstrate your understanding of the weekly discussions from the unit relevant to the topics.	Excellent level of understanding consistently demonstrated across topics 2 - 10.	Very good level of understanding demonstrated across the majority of topics 2-10.	Good level of understanding demonstrated across the majority of topics 2-10	Adequate level of understanding demonstrated across the majority of topics 2-10.	Inadequate level of understanding demonstrated across the majority of topics 2-10
<b>Introduction:</b> states aims, purpose, structure and background of the topic. (Macquarie)	Excellent level of writing ability demonstrated.	Very good level of writing ability demonstrated.	Good level of writing ability demonstrated.	Adequate level of writing ability demonstrated.	Inadequate level of writing ability demonstrated.
<b>Breadth of reading:</b> a minimum of SIX (6) books, journals, (credible) websites (Harvard) used over the topics 2 - 10, and included in the final summary (task 2)	Excellent level of research and referencing. (6 + sources, no errors made in referencing)	Very good level of research and referencing. (6 + resources and no errors in referencing)	Good level of research and referencing. (6-8 resources, and limited errors in referencing)	Adequate level of research and referencing. (6 resources, and some errors in referencing)	Inadequate level of research and referencing. (5 or less, and ongoing errors with referencing)
<b>Analysis of major findings:</b> use of appropriate examples and supporting evidence points or arguments presented in weekly online postings and in final summary.	Excellent level of analysis is evident, and examples/evidence.	Very good level of analysis is evident and examples/evidence..	Good level of analysis is evident, and examples/evidence.	Adequate level of analysis is evident, examples/evidence was adequate.	Analysis was inadequate, and not supported by evidence or examples.
<b>Conclusion:</b> coming to a final position on the topic with <b>overview and final summary of main points/arguments of topics.</b>	High level understanding of 'Reconciliation' demonstrated in final summary.	Very good understanding of 'Reconciliation' demonstrated in final summary.	Good level of understanding re: 'Reconciliation' demonstrated in final summary.	Adequate level of understanding re: 'Reconciliation' demonstrated in final summary.	Inadequate level of understanding in re: to Reconciliation was presented in final summary.
<b>Attention to grammar and spelling;</b> including paragraph structure and clarity of expression. Legibility and format: line spacing, font, margins, style etc. Word length. Minimal use Personal Pronouns	Excellent presentation and accuracy in written expression (no errors).	Very good presentation and accuracy in written expression (minimal errors)	Good presentation and accuracy in written expression (some errors)	Adequate presentation and accuracy in written expression (some errors)	Inadequate presentation and accuracy in written expression (many errors cited).

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Online

### Submission Instructions

online via moodle

### Learning Outcomes Assessed

- Explain the concept of reconciliation in the context of the Australian community and workplace.
- Discuss the issues associated with reconciliation in the Australian context including how current debate affects workplace relations.
- Apply reconciliation principles to policies in the workplace and community.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## 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