



# **SOWK14004 Reconciliation in the Workplace and Community**

## **Term 1 - 2022**

Profile information current as at 07/05/2024 03:46 am

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 1 - 2022

No offerings for SOWK14004

### 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 Unit Evaluation

##### Feedback

Time management could be improved.

##### Recommendation

Review assessment due date and requirements, along with weekly readings and activities to support students in their weekly learning and assignment preparation.

#### Feedback from Unit Evaluation

##### Feedback

Interactive discussions with other students and Zoom sessions on upcoming assessments were enjoyed.

##### Recommendation

The Unit Coordinator will continue to deliver unit content and support students' engagement and learning throughout the term.

## 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 |
| <b>1 - Group Discussion - 25%</b>   | •                 | • | • |   |
| <b>2 - Portfolio - 35%</b>          | •                 | • |   | • |
| <b>3 - Written Assessment - 40%</b> | •                 | • | • |   |

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

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

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

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

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Jan Pascal** Unit Coordinator

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**Shirley Ledger** Unit Coordinator

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**Yaleela Savage-Torrens** Unit Coordinator

[y.savage-torrens@cqu.edu.au](mailto:y.savage-torrens@cqu.edu.au)

## Schedule

### Week 1 - 07 Mar 2022

| Module/Topic  | Chapter   | Events and Submissions/Topic  |
|---|---|---|
| <b>Module 1: What is Reconciliation?</b><br>Introduction to the unit and Moodle site. Understand the unit learning outcomes; assessment items and criteria; and participation in group discussion forums. | Please access the readings through the eReading List on the Moodle site.<br>There is no set textbook for this unit. | Read, learn and understand the Appropriate Terminology and Welcome and Acknowledgement of Country protocol documents. |

### Week 2 - 14 Mar 2022

| Module/Topic   | Chapter   | Events and Submissions/Topic |
|--|---|------------------------------|
| <b>Module 2: What is reconciliation and why have it?</b><br>An analysis of Reconciliation achievements so far including the role and objectives of Reconciliation across all levels of government and its impacts on the Australian community. | Please access the readings through the eReading List on the Moodle site.<br>There is no set textbook for this unit. | ONLINE FORUM 1 - DUE         |

### Week 3 - 21 Mar 2022

| Module/Topic  | Chapter   | Events and Submissions/Topic |
|---|---|------------------------------|
| <b>Module 3: From protection to reconciliation and workplace legislation</b><br>Understanding the legislative mechanisms preceding the Reconciliation movement and exploring the implications of legislative protection on the birth of the self-determination for Aboriginal and Torres Strait Islander peoples. | Please access the readings through the eReading List on the Moodle site.<br>There is no set textbook for this unit. | ONLINE FORUM 2 - DUE         |

### Week 4 - 28 Mar 2022

| Module/Topic   | Chapter   | Events and Submissions/Topic |
|--|---|------------------------------|
| <b>Module 4: Diversity of Aboriginal and Torres Strait Island cultures and communities</b><br>A critical exploration into the diversity and cultural richness of Aboriginal and Torres Strait Islander culture and communities, requiring students to interrogate their personal attitudes, beliefs and views of Aboriginal and Torres Strait Islander people. | Please access the readings through the eReading List on the Moodle site.<br>There is no set textbook for this unit. | ONLINE FORUM 3 - DUE         |

**Week 5 - 04 Apr 2022**

| Module/Topic  | Chapter   | Events and Submissions/Topic |
|---|---|------------------------------|
| <b>Module 5: Confronting stereotypes at home, at play and at the workplace</b><br>To understand the functions of stereotypes and how they have, and continue to, work to shape contemporary identities and relationships with Aboriginal and Torres Strait Islander people. | Please access the readings through the eReading List on the Moodle site.<br>There is no set textbook for this unit. | ONLINE FORM 4 - DUE          |

**Vacation Week - 11 Apr 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

**Week 6 - 18 Apr 2022**

| Module/Topic  | Chapter   | Events and Submissions/Topic   |
|---|---|--|
| <b>Module 6: Reconciliation in government, governance and policy</b><br>An analysis of the presence of a neoliberal governance system and its impact on the existential functions of Aboriginal and Torres Strait Islander peoples as sovereign people. | Please access the readings through the eReading List on the Moodle site.<br>There is no set textbook for this unit. | <b>Discussing Reconciliation (Online forum discussion &amp; final summary) (25%) (1500 words)</b><br>Due: Week 6 Friday (22 Apr 2022) 6:00 pm AEST |

**Week 7 - 25 Apr 2022**

| Module/Topic   | Chapter   | Events and Submissions/Topic |
|--|---|------------------------------|
| <b>Module 7: Reconciliation in community and organisations</b><br>Understanding and analysing the discourse used within organisations and community-based governance protocols in reference to Reconciliation and challenges associated. This module incorporates the practice of social welfare / Social Work within Indigenous landscapes. | Please access the readings through the eReading List on the Moodle site.<br>There is no set textbook for this unit. |                              |

**Week 8 - 02 May 2022**

| Module/Topic  | Chapter   | Events and Submissions/Topic |
|---|---|------------------------------|
| <b>Module 8: Reconciliation in the family</b><br>Explores implications of historical and contemporary policies and practices that have contributed to the over-representation of Aboriginal and Torres Strait Islander peoples in the Child Protection, Criminal Justice and Youth Justice systems. | Please access the readings through the eReading List on the Moodle site.<br>There is no set textbook for this unit. |                              |

**Week 9 - 09 May 2022**

| Module/Topic  | Chapter   | Events and Submissions/Topic  |
|---|---|---|
| <b>Module 9: Social Policy: case study</b><br>Explores the definition of social policy and analyses how contemporary social policy has influenced the use of imperialistic practices on Aboriginal and Torres Strait Islander people in order to assimilate to Western lifestyle. | Please access the readings through the eReading List on the Moodle site.<br>There is no set textbook for this unit. | <b>Reconciliation Activity (35%) (1500 words)</b> Due: Week 9 Friday (13 May 2022) 6:00 pm AEST |

**Week 10 - 16 May 2022**

| Module/Topic  | Chapter   | Events and Submissions/Topic   |
|---|---|--|
| <b>Module 10: Community and organisations: case study</b><br>Develops students understanding of the processes and considerations involved in creating and facilitating Reconciliation activities within organisations and communities. This module specifically focuses on community-based Reconciliation campaigns.        | Please access the readings through the eReading List on the Moodle site.<br>There is no set textbook for this unit. |  |
| <b>Week 11 - 23 May 2022</b>  |   |  |
| Module/Topic  | Chapter   | Events and Submissions/Topic   |
| <b>Module 11: Family: case study</b><br>Incorporating the content from week 8, this module deepens the understanding of the impact of assimilationist policies and practices and it's impact on the over-representation of Aboriginal and Torres Strait Islander children and families within the Child Protection systems. | Please access the readings through the eReading List on the Moodle site.<br>There is no set textbook for this unit. |  |
| <b>Week 12 - 30 May 2022</b>  |   |  |
| Module/Topic  | Chapter   | Events and Submissions/Topic   |
| <b>Module 12: Reconciliation, a global comparison.</b><br>Requires students to comparatively analyse the construct of Reconciliation within the Australian context to that of other communities and countries. This module draws on the use of international conventions and treaties to exemplify these processes.         | Please access the readings through the eReading List on the Moodle site.<br>There is no set textbook for this unit. | <b>Essay on Reconciliation (40%) (2000 words)</b> Due: Week 12 Friday (3 June 2022) 6:00 pm AEST |
| <b>Review/Exam Week - 06 Jun 2022</b>   |   |  |
| Module/Topic  | Chapter   | Events and Submissions/Topic   |
| <b>Exam Week - 13 Jun 2022</b>  |   |  |
| Module/Topic  | Chapter   | Events and Submissions/Topic   |

## Assessment Tasks

### 1 Discussing Reconciliation (Online forum discussion & final summary) (25%) (1500 words)

#### Assessment Type

Group Discussion

#### Task Description

Aim:

The aim of this assessment is to examine, discuss and critique topics relevant to Reconciliation within the Australian context.

Task:

Critical reflection and professional engagement in reconciliation practices is a central aspect of social work practice. This assessment requires you to develop your understanding of issues associated with reconciliation in the Australian context.

You will make (4) posts to the forum discussion area in Moodle during weeks 2 – 5. Your final submission will also include a 500-word summary.

Forum Posts:

Your post/s will respond to the topic posted by the Unit Coordinator. You will provide your analysis and commentary in response to each topic covering four (4) aspects:

1. Focus on developing and contributing to exploration
2. Demonstrate understanding of the core concepts central to the topic
3. An evaluation of relevant perspectives about the topic (using literature)
4. Your personal / professional opinion as an informal approach

Your posts should reflect professional communication skills and knowledge and incorporate the AASW Code of Ethics and Practice Standards; in that you are respectful of people's worldview, beliefs, and value system. You can 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 consistent with the values and beliefs of the AASW.

#### Final Summary

You are to submit a final summary at the start of Week 6 in the assessment submission area in Moodle. The final summary must be a piece of reflective writing that will inform practice for the future (reflexive practice) and should not exceed 500 words. You are encouraged to use the material posted on the forums but ensure this is cited (that is, the date you posted this information/response on the forum and the forum you posted this on). Your final summary posting responds to the following reflective prompt:

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

Submission Details: Four posts week 2, 3, 4 and 5 in Moodle.

Final submission is a collation (copy and paste) of each discussion post (1000 words) and the final reflective summary (500-word limit).

Headers should be used for each post.

An introduction and conclusion are not required.

#### Literature and references

In this assessment use at least 8 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 (AASW).

#### Aim:

The aim of this assessment is to examine, discuss and critique topics relevant to Reconciliation within the Australian context.

#### Task:

Critical reflection and professional engagement in reconciliation practices is a central aspect of social work practice. This assessment requires you to develop your understanding of issues associated with reconciliation in the Australian context.

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#### Forum Posts:

Your post/s will respond to the topic posted by the Unit Coordinator. You will provide your analysis and commentary in response to each topic covering four (4) aspects:

1. Focus on developing and contributing to exploration
2. Demonstrate understanding of the core concepts central to the topic
3. An evaluation of relevant perspectives about the topic (using literature)
4. Your personal / professional opinion as an informal approach

Your posts should reflect professional communication skills and knowledge and incorporate the AASW Code of Ethics and Practice Standards; in that you are respectful of people's worldview, beliefs, and value system. You can 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 consistent with the values and beliefs of the AASW.

#### Final Summary

You are to submit a final summary at the start of Week 6 in the assessment submission area in Moodle. The final summary must be a piece of reflective writing that will inform practice for the future (reflexive practice) and should not exceed 500 words. You are encouraged to use the material posted on the forums but ensure this is cited (that is, the date you posted this information/response on the forum and the forum you posted this on). Your final summary posting responds to the following reflective prompt:

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

Submission Details: Four posts week 2, 3, 4 and 5 in Moodle.

Final submission is a collation (copy and paste) of each discussion post (1000 words) and the final reflective summary (500-word limit).

Headers should be used for each post.

An introduction and conclusion are not required.

### Literature and references

In this assessment use at least 8 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 (AASW).

### Assessment Due Date

Week 6 Friday (22 Apr 2022) 6:00 pm AEST

A weekly discussion from weeks 2, 3, 4 and 5. Students must participate in every discussion to be marked/graded on this assessment. Final Summary due at the start of Week 6

### Return Date to Students

Week 8 Friday (6 May 2022)

Moodle Assessment Submission Area

### Weighting

25%

### Assessment Criteria

SOWK14004: Discussing Reconciliation

Assessment 1: Marking Criteria/Rubric

This Assessment Task (Online forum discussion and Summary will be marked together in this rubric)

| HD 84.5-100%   | D 74.5-84.49%  | C 64.50-74.49%   | P 49.50-64.49%   | F <49.5%   | MARKS |
|--|--|--|--|--|-------|
| <b>Presentation and Structure - overall submission (10%)</b>   |  |  |  |  |       |
| Assignment cover page including name, student number, and word count. Uses headers. Excellent discussion with correct spelling, grammar, and paragraph structure. Within expected word length. All online forum entries and summary submitted. | Assignment title page including name, student number, and word count. Uses headers. Correct spelling, grammar, sentence structure, and paragraphs. Within expected word limit. All online forum entries and summary submitted. | 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. Within expected word limit. 3 online forum entries and a summary submitted. | 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. Within/exceeds the expected word limit. 2 online forum entries and a summary submitted. | The assignment title page includes name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making the content difficult to read or follow. No Headers. Deviates from the expected word limit. Difficult to discern the forum entries and summary. | /10   |
| <b>Key concepts identified and defined. (10%)</b>  |  |  |  |  |       |
| Excellent explanation of the concept of Reconciliation and other related concepts.   | Very good explanation of the concept of Reconciliation and other related concepts.   | Good explanation of the concept of Reconciliation and other related concepts.  | Fair explanation of the concept of Reconciliation and other related concepts.  | Poor or no explanation of the concept of Reconciliation and other related concepts.  | /20   |
| <b>Forum Discussions - Discussion of the topics and issues associated with reconciliation in an Australian context. (30%)</b>  |  |  |  |  |       |

|  |  |   |   |  |     |
|--|--|---|---|--|-----|
| Excellent exploration and analysis of Reconciliation in Australia in your answers. | Very good exploration and analysis of Reconciliation in Australia in your answers. | Good exploration and analysis of Reconciliation in Australia in your answers. | Fair exploration and analysis of Reconciliation in Australia in your answers. | Poor or no exploration and analysis of Reconciliation in Australian in your answers. | /30 |
|--|--|---|---|--|-----|

#### **Final summary - reflective writing that will inform practice for the future (30%)**

|   |   |  |  |  |     |
|---|---|--|--|--|-----|
| Excellent reflective writing on the principles and practice of Reconciliation in the workplace and community. | Very good reflective writing on the principles and practice of Reconciliation in the workplace and community. | Good reflection writing on the principles and practices of Reconciliation in the workplace and community | Fair reflective writing on the principles and practice of Reconciliation in the workplace and community. | Poor or no reflective writing on the principles and practice of Reconciliation in the workplace and community. | /30 |
|---|---|--|--|--|-----|

#### **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 the 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**

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

#### **Submission**

Online

#### **Submission Instructions**

For this Assessment Task in your submission to Moodle in Week 6 you will provide the following: Your 4 comments to the topic provided cut and pasted from the Moodle Discussion Forum and placed in a Word doc (max 1000 words) Your Summary (500 words) reflection.

#### **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 Activity (35%) (1500 words)**

#### **Assessment Type**

Portfolio

#### **Task Description**

#### **Assessment 2**

**This assessment aims to show that you have actively grasped the concept of Reconciliation and how it affects a community and workplace within the Australian context.**

#### **Task**

**You are required to plan and undertake a short Reconciliation activity intended to develop participant**

awareness of Reconciliation in the workplace and community. The activity should be between 10- and 15-minutes duration. Your activity should be engaging, culturally sensitive and creative (visual resources are encouraged).

A recorded Zoom session will be held to discuss the assessment requirements. Zoom presentation scheduling will be provided in Moodle.

### Product

Word Count: 1500 words

Your Reconciliation activity will be an opportunity for your workplace or community to better develop their understandings of how Reconciliation can be exemplified in the workplace and/or community. The Reconciliation activity must be relevant to contemporary understandings of Reconciliation in the Australian context and must incorporate the five pillars of Reconciliation. Examples of a Reconciliation activity may include; Reconciliation workplace morning tea, Reconciliation Yarning Circle; Reconciliation Bush Walk / interactive activity, Reconciliation Games Day, Reconciliation Ceremony, technological activity incorporating the five pillars of reconciliation, etc.

You will present your Reconciliation activity in a Zoom session to the Unit Coordinator and peers and then answer questions about your activity at the end of the session. The presentation and submitted plan must show your understanding of the history of Reconciliation in Australia, how your activity is culturally sensitive to the needs of the local community, and how the activity supports and builds on the principles of Reconciliation in the workplace and community.

The submitted assessment should include:

- A Cover Sheet with student name, number, unit coordinator, word count and name of unit
- A plan of the activity, covering the aim of the activity, what was undertaken, and any pictures/scanned artwork.
- The portfolio needs to provide an account of the Reconciliation activity.
- A short reflective and evaluative discussion (250 words max) about your experience related to presenting your activity in the Zoom session.
- A copy of the Reconciliation Activity plan · Any materials or resources used to conduct the activity
- A reference list

### Cultural Protocols

It is very important to be aware of, and respect, cultural protocol requirements when using images, recordings, or any other material. You must ask for permission to use such material; this is very important when inviting people who identify themselves as Aboriginal or Torres Strait Islanders to participate in your event project. It is very important to ensure that no copyright is breached by uploading photographs and other images to your portfolio. Ensure that you obtain permission from owners before scanning and using photos and images and acknowledge photographers and artists.

### Cultural Sensitivity

There are a wide range of resources available to aid your understanding in developing an activity that is culturally sensitive. The the term cultural sensitivity and cultural safety are used interchangeably within the Australian context and refers to *"an environment which is safe for Aboriginal and Torres Strait Islander people, where there is no assault, challenge or denial of their identity and experience. Cultural safety is about individuals, organisations and systems being aware of the impact of their culture and cultural values on Aboriginal people, while creating and maintaining an environment where all people are treated in a culturally respectful manner"* (Victorian Public Sector Comission, 2019).

Please access the tutorial on the Assessments tab in Moodle for a deeper understanding of cultural safety and sensitivity within the Australian context.

### 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: the Australian Association of Social Workers.**

#### **Assessment Due Date**

Week 9 Friday (13 May 2022) 6:00 pm AEST

Submit via Moodle

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

Week 12 Monday (30 May 2022)

Feedback will be given via Moodle

#### **Weighting**

35%

#### **Assessment Criteria**

SOWK14004: Reconciliation Activity

Assessment 2: Marking Criteria/Rubric

| <b>HD 84.5-100%</b>  | <b>D 74.5-84.49%</b>   | <b>C 64.50-74.49%</b>  | <b>P 49.50-64.49%</b>  | <b>F &lt;49.5%</b>  | <b>MARKS</b> |
|--|--|--|--|---|--------------|
| <b>Structure and presentation (10%)</b>  |  |  |  |   |              |
| Assignment cover page including name, student number, and word count. Uses headers. Excellent discussion with correct spelling, grammar, and paragraph structure. Within expected word length. | Assignment title page including name, student number, and word count. Uses headers. Correct spelling, grammar, sentence structure, and paragraphs. Within expected word limit. | 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. Within expected word limit. | 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. Within/exceeds the expected word limit. | The assignment title page includes name, student number, and word count. Poor spelling, grammar, sentence structure, and paragraphs, and the content is difficult to read or follow. No headers. Deviates from the expected word count. | /10          |
| <b>Plan of the Reconciliation activity in the portfolio (30%)</b>  |  |  |  |   |              |
| Excellent outline and discussion of the Reconciliation activity plan for the Australian community and workplace.   | Very good outline and discussion of the Reconciliation activity plan for the Australian community and workplace.   | Good outline and discussion of the Reconciliation activity plan for the Australian community and workplace.  | Fair outline and discussion of the Reconciliation activity plan for the Australian community and workplace.  | Poor or no outline and discussion of the Reconciliation activity plan for the Australian community and workplace.   | /30          |
| <b>Presentation of the Reconciliation activity..(30%)</b>  |  |  |  |   |              |
| Excellent presentation of the Reconciliation activity. The activity delivered was highly interactive, engaging, and culturally sensitive.  | Very good presentation of the Reconciliation activity. The activity delivered was mostly interactive, engaging, and culturally sensitive.                                      | Good presentation of the Reconciliation activity. The activity delivered was generally interactive, engaging, and culturally sensitive,  | Fair presentation of the Reconciliation activity. The activity delivered was somewhat interactive, engaging, and culturally sensitive.   | Poor or no presentation of the Reconciliation activity. There was a poor level of interaction and engagement with the audience, and there were lapses in cultural sensitivity.  | /30          |
| <b>Referencing (15%)</b>   |  |  |  |   |              |

|   |   |   |   |  |     |
|---|---|---|---|--|-----|
| 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 the 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 | /15 |
|---|---|---|---|--|-----|

#### Reflective summary of the Reconciliation Activity in the portfolio. (15%)

|  |  |                                   |  |   |     |
|--|--|-----------------------------------|--|---|-----|
| Excellent reflective summary provided. | Very good reflective summary provided. | Good reflective summary provided. | An adequate reflective summary provided. | Poor or no reflective summary provided. | /15 |
|--|--|-----------------------------------|--|---|-----|

TOTAL MARKS

#### Referencing Style

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

#### Submission

Online

#### Submission Instructions

Please ensure you use the proformas available on the 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 Essay on Reconciliation (40%) (2000 words)

#### Assessment Type

Written Assessment

#### Task Description

Written Essay

Word length: 2000 words

Using the unit material and independent reading and research, write an essay addressing ONE of the following topics:

1. Discuss the arguments for and against a treaty with Aboriginal Australians based on the five principles of reconciliation.
2. Identify one government policy and one community policy and discuss how they implement the five principles of reconciliation in the workplace and community for a more reconciled society.
3. The over-representation of Indigenous Australian children in the child protection system exists. Discuss the issues and the policy change needed by considering the principles of reconciliation and current debate.
4. Discuss the Juukan Gorge event and the debate associated with Reconciliation Action Plans in Australia and workplace relations, and the change needed.

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: the Australian Association of Social Workers.

Requirements

Use a conventional and legible size 12 font, such as Times New Roman or Arial.

Use 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 if you wish.  
 Include an Introduction and Conclusion and a Reference list at the end on a new page.  
 Use the Harvard (author-date) referencing style. (The Abridged Harvard Referencing Style Guide 2020)

### Assessment Due Date

Week 12 Friday (3 June 2022) 6:00 pm AEST  
 Moodle Assessment Submission Area

### Return Date to Students

Exam Week Friday (17 June 2022)

### Weighting

40%

### Assessment Criteria

SOWK14004: Reconciliation.

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  |
|--|---|---|---|---|--------|
| <b>Presentation and Structure - overall submission (10%)</b>   |   |   |   |   |        |
| 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. 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. 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. 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 used. Within/exceeds the 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 the content difficult to read or follow. No Headers used. Deviates from the expected word limit. | .../10 |
| <b>Introduction and conclusion .(20%)</b>  |   |   |   |   |        |
| Clear and succinct introduction that introduces the topic and outlines the direction of the paper. A clear and succinct conclusion that provides closure to the topic and nicely outlines the final direction of the paper.  | Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. The conclusion provides a clear and appropriate closure with some outline of the final direction of the paper.                                | Appropriate introduction that introduces the topic and there is some outline of the direction of the paper. An appropriate conclusion to the topic tries to outline the final direction of the paper.   | An introduction is apparent although it consists only of a list of the contents of the paper. The topic is not clearly introduced. The conclusion is apparent, although it consists of only a brief closure of the topic. The topic is not clearly concluded.   | No recognisable introduction - the topic is not introduced and/ or there is no direction offered in respect of the paper. No recognisable conclusion or conclusion content is not reflective of the discussion.   | .../20 |
| <b>.Uses and defines key concepts . (20%)</b>  |   |   |   |   |        |
| Excellent explanation of the concept of Reconciliation and other key concepts as they relate to the topic chosen.  | Very good explanation of the concept of Reconciliation and other key concepts as they relate to the topic chosen.   | Good explanation of the concept of Reconciliation and other key concepts as they related to the topic chosen.   | Fair explanation of the concept of Reconciliation and other key concepts as they relate to the topic chosen.  | Poor or no explanation of the concept of Reconciliation and other key concepts as they relate to the topic chosen.  | .../20 |
| <b>Approach and argument address the selected topic.(40%)</b>  |   |   |   |   |        |

|  |  |   |   |   |       |
|--|--|---|---|---|-------|
| Excellent development of main points and arguments/approaches relevant to the topic. Uses strong examples and supporting evidence. | Very good development of main points and arguments/approaches relevant to the topic. Uses many appropriate examples and supporting evidence. | Good development of main points and arguments/approaches relevant to the topic. Uses some examples and supporting evidence. | Fair development of main points and arguments/approaches relevant to the topic. Adequate examples and supporting evidence used. | Poor or no development of main points and arguments/approaches relevant to the topic. Discussion not supported by appropriate examples and supporting evidence. | . /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 the 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

- [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