



SOWK14004 Reconciliation in the Workplace and Community

Term 1 - 2023

Profile information current as at 10/04/2024 05:08 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.

Corrections

General Information

Overview

This unit enhances understanding and application of the concept of reconciliation in various contexts, including the workplace and community. It is suitable for those interested in the advancement of reconciliation within contemporary Australian society. You will apply First Nations literature and pedagogy to develop cross cultural knowledge and contemporary approaches of reconciliation. You will be introduced to an intercultural critical reflection model (First Nations Ways of Knowing, Being and Doing) that strengthens professional practice across organisational contexts.

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

Completion of 96 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 1 - 2023

- 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. **Group Discussion**

Weighting: 25%

2. **Creative work**

Weighting: 40%

3. **Written Assessment**

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 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. Analyse the concept of reconciliation in the context of the Australian community and workplace.
2. Analyse impacts of historic legislative and political implications to the advancement of reconciliation within First Nations communities.
3. Apply a First Nations critical reflective lens (First Nations Ways of Knowing, Being and Doing) to reconciliation and critical discourses.
4. Demonstrate engagement skills required for working with people from different cultures in the workplace and community to promote the five domains of reconciliation.

This unit supports students to develop understanding and application of the concept of reconciliation in various contexts, including the workplace and community. The unit applies First Nations literature and pedagogy to facilitate and support the ASWEAS (2020) required curriculum content.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

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

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

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

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Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: What is Reconciliation and why have it? 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. 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 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Diversity of Aboriginal and Torres Strait Islander cultures and communities.		ONLINE FORUM 1 - DUE

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Racism in the Australian First Nations context		ONLINE FORUM 2 - DUE

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: From protection to reconciliation and workplace legislation		ONLINE FORUM 3 - DUE

Week 5 - 03 Apr 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Reconciliation, resources and rights in First Nations communities		ONLINE FORM 4 - DUE Discussing Reconciliation (Online forum discussion & final summary) (25%) (500 words) Due: Week 5 Friday (7 Apr 2023) 11:59 pm AEST
Vacation Week - 10 Apr 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 17 Apr 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Module 6: Reconciliation in government, governance and policy		
Week 7 - 24 Apr 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Module 7: Reconciliation in community and organisations		CRITICAL ANALYSIS - OVERCOMING RACISM Due: Week 7 Friday (28 Apr 2023) 11:59 pm AEST
Week 8 - 01 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Module 8: Intergenerational trauma in First Nations communities		
Week 9 - 08 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Module 9: Social Policy: case study		
Week 10 - 15 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Module 10: Community and organisations: case study		
Week 11 - 22 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Module 11: Family: case study		
Week 12 - 29 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Module 12: Building relationships and collaborative partnerships with First Nations peoples and communities		Doing Reconciliation Due: Week 12 Friday (2 June 2023) 11:59 pm AEST
Review/Exam Week - 05 Jun 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 12 Jun 2023		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Discussing Reconciliation (Online forum discussion & final summary) (25%) (500 words)

Assessment Type

Group Discussion

Task Description

Aim

The aim of this assessment is to examine, discuss and critique topics relevant to the unit content covered between weeks 1 - 4. This assessment requires you to draw on scholarly and grey literature that amplify First Nations voices.

Instructions

This assessment is **1500 words in total** and **comprises your four discussion forum posts (each 250 words)** on the topic provided cut and pasted from the Moodle Discussion Forum and placed in a Word doc (max 1000 words). **Plus, add your Summary (max 500 words) reflection.** Your reflection will be developed using the Intercultural Reflection Model (Bennett & Redfern, 2022).

Please follow the steps below to complete your Assessment Task:

FORUM DISCUSSIONS

During Weeks 2-5, discussion topics will be provided by the Unit Coordinator.

During Weeks 2-5, discussion topics will be provided by the Unit Coordinator.

You are to provide a comment on each topic (each 250 words maximum) in the Assessment 1 discussion forum.

Your comments must cover these four (4) aspects:

be focused on developing and contributing to exploration, understanding, and critique of the weekly topic or question, include your opinion as an informal approach, include a First Nations 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, beliefs 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 consistent with the values and beliefs of the AASW.

FINAL SUMMARY (500 words)

You are to submit a final summary at the start of Week 6.

The final summary must be a piece of reflective writing that will inform practice for the future (reflexive practice) of 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).

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".

WHAT IS SUBMITTED TO MOODLE:

For this Assessment Task in your submission to Moodle in Week 6 you will provide the following:

- Your 4 discussion posts to the topics provided cut and pasted from the Moodle Assessment 1 Discussion Forum and placed in a Word doc (max 1000 words)
- Your reflection (using the Intercultural Reflection Model (Bennett & Redfern, 2022)).
- A coversheet
- Headers to be used

Literature and references

In this assessment use references (<10 years) to support your discussion. Attention to diverse scholarly literature and First Nations literature is recommended. 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 College of Nursing or the Australian Association of Social Workers.

Requirements

Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include page numbers on the top right side of each page in a header.

You may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer.

Write in the third-person perspective.

Use formal academic language.

Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU APA Referencing Style Guide.

The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

You are to provide a comment on each topic (each 250 words maximum) in the Assessment 1 discussion forum.

Your comments must cover these four (4) aspects:

An introduction and conclusion are not required.

Be focused on developing and contributing to exploration, understanding, and critique of the weekly topic or question

Include your personal opinion as an informal approach,

Include a First Nations 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, beliefs 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 consistent with the values and beliefs of the AASW.

Assessment Due Date

Week 5 Friday (7 Apr 2023) 11:59 pm 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 the start of Week 6

Return Date to Students

Week 7 Friday (28 Apr 2023)

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)

Assessment 1 -

Online Discussion Forum (25%)

Criteria

	High Distinction	Distinction	Credit	Pass	Fail
Demonstrates relevance and quality of discussion posts; develops and contributes to the exploration, understanding and critique of the weekly topics. (5 marks)	HD (5-4.23) All posts demonstrate excellence in terms of relevance, quality and critique is respectful and contributes to understanding of the weekly topics.	D (4.22-3.73) All posts demonstrate relevance, quality and critique that is respectful and contributes to understanding of the weekly topics.	C (3.72-3.23) Posts generally demonstrate relevance, quality and critique that is respectful and contributes to understanding of the weekly topics.	P (3.22-3.23) Posts are generally relevant to the weekly topic or question with an adequate level of understanding demonstrated.	F <2.47 There are inadequate posts or irrelevant responses to the weekly topics or topics are misunderstood or don't contribute to discussions appropriately.
Demonstrates integration of opinion in through respectful engagement with people's worldview, beliefs, and value systems and advocates in a respectful nature when engaging with potentially discriminatory or disrespectful opinions in accordance with the AASW Code of Ethics and Practice Standards. (10 marks)	Excellent integration of opinion in an informal approach through respectful engagement in accordance with AASW Code of Ethics and Practice Standards	Very good integration of opinion in an informal approach through respectful engagement in accordance with AASW Code of Ethics and Practice Standards	Good integration of opinion in an informal approach through respectful engagement in accordance with AASW Code of Ethics and Practice Standards	Adequate integration of opinion in an informal approach through respectful engagement in accordance with AASW Code of Ethics and Practice Standards	Inadequate integration of opinion / or approach is disrespectful or not accordance with AASW Code of Ethics and Practice Standards

Reflective Writing demonstrates contributions apply the intercultural reflection model to contribute to the discussion forum. (5 marks)	Highly developed reflective writing demonstrating excellent application of the intercultural reflection model that integrates information and insights from discussion posts	Very good reflective writing demonstrating very good application of the intercultural reflection model that integrates information and insights from discussion posts	Good reflective writing applying and integrating information and insights from discussion posts, using the intercultural reflection model	Adequate reflective writing applying elements of the intercultural reflection model that integrates information and insights from discussion posts	Inadequate or limited reflective writing or insights and information was disconnected from the discussion points
Final summary demonstrates adherence to word limits, clarity, and coherence of writing. (5 marks)	Excellent summary that adheres to the requirements	Very good summary that adheres to the requirements	Good summary that mainly adheres to the requirements	Adequate summary that generally adheres to the requirements with some errors in writing or word limits	Inadequate or absent summary with major errors

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

- Analyse the concept of reconciliation in the context of the Australian community and workplace.
- Analyse impacts of historic legislative and political implications to the advancement of reconciliation within First Nations communities.
- Apply a First Nations critical reflective lens (First Nations Ways of Knowing, Being and Doing) to reconciliation and critical discourses.
- Demonstrate engagement skills required for working with people from different cultures in the workplace and community to promote the five domains of reconciliation.

2 Doing Reconciliation

Assessment Type

Creative work

Task Description

Aim:

Drawing on Martin & Mirraboopa's (2009) framework 'Aboriginal ways of knowing, being and doing', this assessment requires students to develop a culturally responsive, interactive project that aims to effect transformational change for reconciliation.

Activity:

The assessment should be presented as a creative, interactive activity / project that reflects cultural responsiveness and safety to achieving reconciliation in contemporary Australian society. Example projects may be: musical / song item, dance / performance, technological-based activity / project, a keynote speech, a community-based initiative, a formal presentation, or a mixture of these modalities.

Word count: 1000 word count reflection and account of how the activity / project reflects the chosen theme and achieves reconciliation.

Assessment details:

The theme for National Reconciliation. Week 2022 is Be Brave. Make Change. You are required to develop and present an activity that develops participants awareness of this theme and Reconciliation more broadly. Your activity must align with the prescribed actions of Reconciliation Australia (2022):

1. Tell the truth on racism.
2. Acknowledge Country.
3. Get your facts first-hand.
4. Fight for justice.

5. Own our history.
6. Get Reconciliation into our schools.
7. Learn your local history.
8. Support self-determination.
9. Be a brave ally.
10. Practice cultural safety.
11. Support blak business.
12. Stop cultural theft.
13. Reconciliation at work.
14. Understand political representation.
15. Speak up for languages.
16. Aim higher in high education.
17. Stand up for Land Rights.
18. Care for Country.

Submission Requirements for Creative Project / Activity

The creative project should be aligned with at least one of the 2022 Reconciliation theme's as listed above. The project can incorporate multiple themes if desired. The creative project should amplify First Nations scholarly literature and voices pertinent to Reconciliation in Australian contemporary society. You can submit your creative activity / project photographically, digitally, or as an audio file or power point presentation or other format as approved by the Unit Coordinator. Digital projects should be uploaded to a cloud drive storage such as OneDrive or Google Drive. Students can contact TASAC for support in accessing and using the available student OneDrive account.

A hyperlink to the file should be copied to the Assessment Cover Sheet. It should be viewable to anyone with the link. Digital recordings should use Windows Media Player or VLC format.

Before submitting your audio visual recording you must check that the file type extension is either mp4, mpeg, avi, wav or wmv.

The file should be saved in the following format : Student number, Surname, First Name, SOWK14004 A2

Submission Requirements for Written Reflection

Literature and references

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

Requirements

Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include page numbers on the top right side of each page in a header.

You may write in the first person perspective (I, We).

Use the the Harvard referencing style. The CQUniversity Academic Learning Centre has an online Harvard Referencing Style Guide.

Word Count

The word count 1000 words and 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 readings and resources provided in Moodle and research 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

Week 12 Friday (2 June 2023) 11:59 pm AEST

Return Date to Students

Exam Week Monday (12 June 2023)

Weighting

40%

Assessment Criteria

Doing Reconciliation: A Creative Work Criteria (40%)	High Distinction	Distinction	Credit	Pass	Fail
The written reflection describes how the project aligns with 2022 reconciliation theme amplifying First Nations scholarly literature and voices, providing a strong reflection on the theme. (10 marks)	HD (8.5 - 10) The written reflection effectively justifies how participants' awareness of the reconciliation week theme is achieved and effectively amplifies First Nations scholarly literature and voices demonstrating a deep understanding of cultural safety and sensitivity.	D (7.5 - 8.4) The written reflection justifies how participants' awareness of the reconciliation week theme is developed with a high degree of cultural responsiveness	C (6.5 - 7.4) The written reflection demonstrates how participants' awareness of the reconciliation week theme is achieved with appropriate use of First Nations literature with cultural sensitivity and safety in mind.	P (5 - 6.4) The written reflection provides basic discussion about how participants' awareness of the reconciliation week theme are achieved. The reflective amplifies First Nation scholarly literature and voices to a limited extent and aligns with the 2022 reconciliation them to a limited extent. The written reflection promotes change for reconciliation but could have been developed with more cultural sensitivity and safety.	F < 4.9 The written reflection does not effectively amplify First Nations scholarly literature and voices and does not align with the 2022 reconciliation theme. The activity has not been developed with cultural sensitivity and safety in mind.
Use of Aboriginal Ways of Knowing, Being and Doing (10 marks): The project must effectively draw on Martin & Mirrabooopa's (2009) framework 'Aboriginal Ways of Knowing, Being and Doing' to create a culturally responsive and interactive project. (10 marks)	The project clearly demonstrates an in-depth understanding and application of Martin & Mirrabooopa's (2009) framework 'Aboriginal ways of knowing, being and doing'.	The project demonstrates a good understanding and application of Martin & Mirrabooopa's (2009) framework 'Aboriginal ways of knowing, being and doing'.	The project demonstrates understanding and application of Martin & Mirrabooopa's (2009) framework 'Aboriginal ways of knowing, being and doing'.	The project demonstrates a basic understanding of Martin & Mirrabooopa's (2009) framework 'Aboriginal ways of knowing, being and doing'.	The project demonstrates insufficient understanding of Martin & Mirrabooopa's (2009) framework 'Aboriginal ways of knowing, being and doing'.
Effectiveness in promoting awareness of the National Reconciliation Week theme. The project effectively promotes awareness of the selected theme through its design and implementation. (10 marks)	The project effectively develops participants' awareness of the reconciliation week theme, demonstrating creativity and cultural responsiveness.	The project develops participants' awareness of the reconciliation week theme, demonstrating creativity and cultural responsiveness	The project develops participants' awareness of the reconciliation week theme, demonstrating some creativity and cultural responsiveness	The project develops participants' awareness of the reconciliation week theme, demonstrating limited creativity and cultural responsiveness	The project does not effectively develop participants' awareness of the reconciliation week theme, demonstrating limited creativity and cultural responsiveness

Creativity and originality within a culturally safe and responsive manner (10 marks)	The project demonstrates exceptional creativity, originality, interactivity, responsiveness, and safety. The activity is innovative and engaging.	The project demonstrates a high level of creativity, originality, interactivity, responsiveness, and safety.	The project demonstrates a satisfactory level of creativity, originality, interactivity, responsiveness, and safety.	The project demonstrates a basic level of creativity, originality, interactivity, responsiveness, and safety.	The project does not demonstrate an adequate level of creativity, originality, interactivity, responsiveness, and safety.
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Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Analyse the concept of reconciliation in the context of the Australian community and workplace.
- Analyse impacts of historic legislative and political implications to the advancement of reconciliation within First Nations communities.
- Apply a First Nations critical reflective lens (First Nations Ways of Knowing, Being and Doing) to reconciliation and critical discourses.
- Demonstrate engagement skills required for working with people from different cultures in the workplace and community to promote the five domains of reconciliation.

3 CRITICAL ANALYSIS - OVERCOMING RACISM

Assessment Type

Written Assessment

Task Description

Aim:

The aim of this assessment is to understand and analyse how the perpetration of interpersonal and systematic racism undermines the processes of achieving reconciliation in contemporary Australian society. The assessment requires students to critically evaluate these processes by using a First Nations critical reflection model.

Essay question:

According to Reconciliation Australia (2022) 'Overcoming racism' is a key action to achieve a positive two-way relationship between Aboriginal and Torres Strait Islander and Non-Indigenous Australians. Describe the key characteristics of interpersonal and systematic racism experienced by Aboriginal and Torres Strait Islander communities, and critically analyse the ways in which individuals can 'overcome racism' in contemporary Australian society. Use the 'Intercultural reflection model' (Bennett & Redfern, 2002) to support your critical analysis.

Word length: 2000 words

Reference your essay using scholarly literature, using the Harvard referencing style.

The following is a guide for this essay:

- Utilise the content of Week 3 - Racism in the First Nations Australian context. Use First Nations scholarly and grey literature to amplify the voices of First Nations academics, professionals and community-based perspectives.
- Demonstrate a thorough understanding of the Race Relations dimension of Reconciliation Australia's dimensions of Reconciliation.
- Consider recent perpetrations of racism across Australia such as Hawthorn Football Club's 'horrific' cultural report in 2022, the racially motivated murder of teenager Cassius Turvey in 2022, racial abuse experienced by Adam Goodes in 2019.
- Your argument should use the Intercultural Reflection Model to demonstrate how the attitudes, behaviours and beliefs of First Nations and non-First Nations peoples will overcome racism in contemporary Australian society.

Literature and references

In this assessment use references (<10 years) to support your discussion. You should integrate diverse scholarly literature, First Nations literature and 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 College of Nursing or the Australian Association of Social Workers.

Requirements

Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include page numbers on the top right side of each page in a header.

You should write in the third person perspective.

Use the the Harvard referencing style. The CQUniversity Academic Learning Centre has an online Harvard Referencing Style Guide.

Word Count

The word count is 2000 words and 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 readings and resources provided in Moodle and research 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

Week 7 Friday (28 Apr 2023) 11:59 pm AEST

Return Date to Students

Week 9 Monday (8 May 2023)

Weighting

35%

Assessment Criteria

Assessment 2 Critical Analysis (35%) Criteria	High Distinction	Distinction	Credit	Pass	Fail
Demonstrated understanding of the concept of reconciliation in the community and workplace. (5 marks)	HD (5-4.23) Demonstrates a highly developed and nuanced understanding of the concept of reconciliation through analysis of the context and evaluates the importance of reconciliation in promoting social justice and equality.	D (4.22-3.73) Demonstrates very good understanding of the concept of reconciliation through analysis of the context and evaluates the importance of reconciliation in promoting social justice and equality.	C (3.72-3.23) Demonstrates good understanding of the concept of reconciliation through analysis of the context and evaluates the importance of reconciliation in promoting social justice and equality.	P (3.22-3.23) Adequate understanding of the concept of reconciliation through discussion of the context identifying links to social justice and equality.	F <2.47 Inadequate conceptualisation of reconciliation demonstrated, or context and principles inaccurately or inadequately applied to the written essay.
Demonstrated understanding of the Race Relations dimension of Reconciliation Australia's dimensions of Reconciliation. (5 marks)	Excellent level of understanding of the Race Relations dimension of Reconciliation Australia's dimensions of Reconciliation	Very good level of understanding demonstrated across the dimensions	Good level of understanding demonstrated across the dimensions	Adequate level of understanding demonstrated across the dimensions	Inadequate level of understanding demonstrated across most dimensions

Demonstrated application of the First Nations critical reflective lens using the Intercultural Reflection Model. (10 marks)	HD (8.5 - 10) Demonstrated application of the First Nations critical reflective lens using the Intercultural Reflection Model	D (7.5 - 8.4) Very good application of the First Nations critical reflective lens using the Intercultural Reflection Model	C (6.5 - 7.4) Good application of the First Nations critical reflective lens using the Intercultural Reflection Model	P (5 - 6.4) Adequate application of the First Nations critical reflective lens using the Intercultural Reflection Model	F < 4.9 Inadequate or incorrect application of the First Nations critical reflective lens using the Intercultural Reflection Model
Demonstrated analysis of the perpetration of interpersonal and systemic racism in relation to reconciliation. (5 marks)	HD (5-4.23) Highly developed analysis of the perpetration of interpersonal and systemic racism incorporating evaluation of the impacts racism has on reconciliation	D (4.22-3.73) Well-developed analysis of the perpetration of interpersonal and systemic racism incorporating evaluation of the impacts racism has on reconciliation	C (3.72-3.23) Good analysis of the perpetration of interpersonal and systemic racism incorporating evaluation of the impacts racism has on reconciliation	P (3.22-3.23) Adequate discussion of the perpetration of interpersonal and systemic racism incorporating evaluation of the impacts racism has on reconciliation	F <2.4 Inadequate discussion of the perpetration of interpersonal and systemic racism or poor understanding of the relationship between racism and reconciliation identified
Considers and evaluates an example of recent perpetrations of racism. (5 marks)	Highly developed analysis and evaluation of perpetrations of racism across Australia demonstrating understanding of the ongoing challenges to reconciliation in Australia	Well-developed analysis and evaluation of perpetrations of racism across Australia demonstrating understanding of the ongoing challenges to reconciliation in Australia			

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Analyse the concept of reconciliation in the context of the Australian community and workplace.
- Analyse impacts of historic legislative and political implications to the advancement of reconciliation within First Nations communities.
- Apply a First Nations critical reflective lens (First Nations Ways of Knowing, Being and Doing) to reconciliation and critical discourses.
- Demonstrate engagement skills required for working with people from different cultures in the workplace and community to promote the five domains of reconciliation.

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