



SOWK14006 Professional Leadership in Human Services

Term 1 - 2021

Profile information current as at 20/04/2024 05:11 am

All details in this unit profile for SOWK14006 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

Unit Profile Correction added on 29-03-21

Assessment 1 Grading Rubric should read:

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
Critically evaluates contemporary approaches to management within human service organisations. (10%)	Exemplary effort. Professional approach with no or very minor gaps. Attention to detail is without fault and all requirements of task have been met. (8.45-10)	Excellent effort attending to requirements of the tasks. All items demonstrate due attention to detail with some minor gaps. (7.45-8.44)	Good effort attending to requirements of the task. All items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (6.45-7.44)	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (4.95-6.44)	Submission is missing aspects of task or task requirements have been misunderstood. (<4.95)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Critically analyses two leadership theories/approaches and evaluate the appropriateness of both to human services and different cultural contexts, with specific reference to working in Indigenous contexts. (30%)	Leadership theories have been applied correctly in analysis. Expressed succinctly and with clarity showing linkages to concepts and culturally diverse contexts. (25.35-30)	Leadership theories have been applied in analysis with only minor misunderstandings. Expressed with clarity using some linkages with concepts and culturally diverse contexts. (22.35 - 25.34)	Leadership theories have been applied in analysis with only minor misunderstandings. Is mostly clear with minor misunderstandings as they relate to concepts and culturally diverse contexts. (19.35 -22.34)	Leadership theories have been applied in only some areas with some misunderstandings. Illustrates satisfactory comprehension but has some misunderstanding as they relate to concepts learned in the unit and/ or lacks some detail (14.85 -19.34)	Leadership theories have been insufficiently used, and/ or are incorrectly applied. Illustrates unsatisfactory comprehension and has little to no relationship to concepts learned in the unit and/ or is lacking greatly in detail. (<14.85)	Leadership theories are not present in analysis. Inadequate linkages made with concepts or culturally diverse contexts for practice. (0)
Critically evaluate the limitations and strengths of each approach and identify leadership skills and strategies required for the successful application in human services. (30%)	Evaluation critically and logically assimilates evidence from multiple diverse areas to provide surprising and detailed explanations of impact in human services work. (25.35-30)	Evaluation logically assimilates evidence from multiple areas to arrive at an explanation of impact in human services work. (22.35-25.34)	Evaluation assimilates some evidence from areas to identify strengths and limitations to arrive at an explanation of impact in human services work. (19.35-22.34)	Strengths and limitations of each approach are evaluated with sufficient evidence to support skills and strategies required for impact in human services work. (14.85-19.34)	Limitations and strengths of each approach are poorly identified, or insufficient evidence is provided to support skills and strategies in human services work. (<14.85)	No limitations or strengths identified. Skills and strategies are not identified or discussed. (0)
Demonstrates ability to engage in critical reflection for the development of a beginning leadership plan that is appropriate to human services and integrates social work values and ethics. (20%)	At least four major reflections or insights, grounded in social work values and ethics have been expressed (18.45-20)	Three reflections or insights, grounded in social work values and ethics have been expressed (17.45-18.44)	Two reflections or insights, grounded in social work values and ethics have been expressed (16.45-17.44)	At least one reflection or insight referring to social work values and ethics was expressed (14.95-16.44)	The reflection or insight expressed was incongruent with or inappropriate for context and social work practice. (<14.95)	There were no reflections or insights expressed and no reference to social work values and ethics or strengths and limitations identified (0)
Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation with appropriate citation and referencing (Harvard). (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.45-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. (7.45-8.44)	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. (6.45-7.44)	Quality of writing and presentation is of a satisfactory standard with quite some grammar, punctuation, spelling and referencing mistakes evident. (4.95-6.44)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. (<4.95)	Little to no meaningful writing. (0)

General Information

Overview

This unit provides you with an overview of the ideas and practices of contemporary management and leadership and relates these to social work practice. You should be able to critically analyse the role of social worker as a manager, evaluate management and leadership approaches, and explore alternative leadership strategies to assist in the integration of social work values and ethics alongside the role of the manager and specific agency requirements for the delivery of services. You should be able to propose leadership models appropriate to social work practice contexts and provide relevant strategies to promote social work values and ethics, and collaborative leadership. You will have opportunities in this unit to integrate your learning with experiences in the workplace or field education.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Successful completion of 48 credit points and pre-requisite of SOWK13009 is required.

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

Offerings For Term 1 - 2021

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have Your Say

Feedback

Students enjoyed the zoom sessions, particularly assessment zoom sessions.

Recommendation

Continue to provide zoom sessions.

Feedback from Have Your Say

Feedback

Students reported to enjoy the content and readings.

Recommendation

Continue to provide diverse learning activities and readings.

Feedback from Personal feedback

Feedback

Students reported that the content was relevant to their graduating and emerging professional identity.

Recommendation

Continue to provide authentic learning opportunities and assessments.

Unit Learning Outcomes

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

1. Critically evaluate contemporary approaches to management within organisations where social work is practised including the trends and theories influencing these approaches
2. Propose an ongoing management plan appropriate to social work practice contexts that promotes the integration of social work values and ethics and collaborative leadership, along with the role of manager/leader and specific agency requirements for service delivery
3. Critically evaluate the limitations and potential of these proposals
4. Produce appropriate leadership strategies for different cultural contexts including working in Indigenous contexts
5. Create a personalised leadership framework appropriate to social work practice for ongoing critical reflection
6. Critically reflect on leadership qualities and skills and articulate insights gained for future social work practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 50%	•	•	•	•		
2 - Written Assessment - 50%			•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - Written Assessment - 50%	•	•	•	•	•		•	•		
2 - Written Assessment - 50%	•	•	•	•	•		•	•		

Textbooks and Resources

Textbooks

SOWK14006

Prescribed

Leadership: Theory and Practice

Edition: 8ed (2018)

Authors: Peter Northouse

Sage

ISBN: 9781544331942

Binding: Paperback

Additional Textbook Information

Copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Shirley Ledger Unit Coordinator

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Paloma Cesare Unit Coordinator

p.cesare@cqu.edu.au

Jan Pascal Unit Coordinator

j.pascal@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to leadership	See Moodle - Study Schedule Week 1.	Commence weekly activities located in the study schedule on Moodle.

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Management and leadership in the human services	See Moodle - Study Schedule Week 2.	

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Leadership, social work and practice contexts.	See Moodle - Study Schedule Week 3.	

Week 4 - 29 Mar 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Ethical leadership in human services	See Moodle - Study Schedule Week 4.	
Week 5 - 05 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership and culture	See Moodle - Study Schedule Week 5.	
Vacation Week - 12 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 19 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership: Theoretical perspectives	See Moodle - Study Schedule Week 6.	
Week 7 - 26 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership, power and influence	See Moodle - Study Schedule Week 7.	Contemporary Leadership in Human Services (2000 words) Due: Week 7 Monday (26 Apr 2021) 6:00 pm AEST
Week 8 - 03 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice for leadership	See Moodle - Study Schedule Week 8.	
Week 9 - 10 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership and change	See Moodle - Study Schedule Week 9.	
Week 10 - 17 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership: Relationships and collaboration	See Moodle - Study Schedule Week 10.	
Week 11 - 24 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership and evidence informed practice	See Moodle - Study Scedule Week 11.	
Week 12 - 31 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership: Supervision and ongoing professional development	See Moodle - Study Schedule Week 12.	
Review/Exam Week - 07 Jun 2021		
Module/Topic	Chapter	Events and Submissions/Topic
		Leadership Plan (2000 words) Due: Review/Exam Week Monday (7 June 2021) 6:00 pm AEST
Exam Week - 14 Jun 2021		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Shirley Ledger Unit Coordinator
s.ledger@cqu.edu.au

Assessment Tasks

1 Contemporary Leadership in Human Services (2000 words)

Assessment Type

Written Assessment

Task Description

You are required to propose an ongoing management plan appropriate to social work practice contexts that promotes the integration of social work values and ethics and collaborative leadership, along with the role of manager/leader and specific agency requirements for service delivery. This assessment task will focus on the theoretical aspects of leadership and managerial trends with the final assessment requiring you to develop your personal leadership plan. You are required to present your leadership framework (comprising leadership theory and social work ethics and values) and demonstrate its application to one of the social work practice scenarios provided. Students will draw on their reflective practice of leadership this term and how these insights have influenced their leadership approach.

Role of Student

You are a social worker and the coordinator at the Ageing Well Centre, which employs social workers and other allied health professionals to deliver a range of services to older persons. You have been notified by your main funding body that there has been a change of focus in funding away from health promotion to acute care and several programs currently run at the Centre are no longer considered a priority of the funding source. While you are aware of the benefits to people attending these programs, you have noted the programs have been servicing the same group of clients and have a high proportion of clients that are non-Indigenous. The Centre is at risk of losing funding next round if changes are not implemented. You arrange a special team meeting to inform the staff of this news and the implications to some of the program areas.

OR

You are a social worker in an adolescent health service working with a multidisciplinary team that comprises of professions from midwifery, occupational therapy, psychology, psychiatric nursing, speech therapy and social work. You have been assigned the case manager role for Kelly aged 17 years, who was recently discharged from the adolescent acute mental health inpatient facility after a suicide attempt 6 weeks ago. Kelly identifies as Indigenous. She has been discharged home with her parents. You continue to receive mixed feedback from your team, Kelly, her friends and family about Kelly's wellbeing since her return home and the current care plan in place. You arrange a special case planning meeting to address these issues.

Product

In an academic paper demonstrate the application of your leadership framework to one of the practice situations provided above ensuring you:

- Provide context for practice. Discuss contemporary approaches to management in human service organisations and identify the implications of these trends on social work practice, making specific reference to the context of practice in which the case study is based. Distinguish between leadership and management.
- Identify relevant leadership theories and approaches (including at least 1 leadership theory) you might draw on, including your rationale for taking this approach.
- Demonstrate how you will integrate social work values and ethics into your leadership approach.
- Discuss how the leadership approach is culturally sensitive and inclusive, particularly when working with Indigenous communities and contexts.
- Critically analyse how your leadership approach influences your role in this scenario, identifying appropriate leadership skills and strategies you might employ (include relevant weekly study topics).
- Critically evaluate your leadership approach including its strengths and limitations.

Word Limit

2000 words (excluding references and appendices). The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.

Assessment Due Date

Week 7 Monday (26 Apr 2021) 6:00 pm AEST
Moodle

Return Date to Students

Week 9 Friday (14 May 2021)
Uploaded online through Moodle

Weighting

50%

Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
Critically evaluates contemporary approaches to management within human service organisations. (10%)	Exemplary effort. Professional approach with no or very minor gaps. Attention to detail is without fault and all requirements of task have been met. (8.45-10)	Excellent effort attending to requirements of the tasks. All items demonstrate due attention to detail with some minor gaps. (7.45-8.44)	Good effort attending to requirements of the task. All items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (6.45-7.44)	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (4.95-6.44)	Submission is missing aspects of task or task requirements have been misunderstood. (<4.95)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Critically analyses and compare two leadership theories/approaches and evaluate the appropriateness of both to human services and different cultural contexts, with specific reference to working in Indigenous contexts. (30%)	Leadership theories have been applied correctly in analysis. Expressed succinctly and with clarity showing linkages to concepts and culturally diverse contexts. (25.35-30)	Leadership theories have been applied in analysis with only minor misunderstandings. Expressed with clarity using some linkages with concepts and culturally diverse contexts. (22.35 - 25.34)	Leadership theories have been applied in analysis with only minor misunderstandings. Is mostly clear with minor misunderstandings as they relate to concepts and culturally diverse contexts. (19.35 -22.34)	Leadership theories have been applied in only some areas with some misunderstandings. Illustrates satisfactory comprehension but has some misunderstanding as they relate to concepts learned in the unit and/ or lacks some detail (14.85 -19.34)	Leadership theories have been insufficiently used, and/ or are incorrectly applied. Illustrates unsatisfactory comprehension and has little to no relationship to concepts learned in the unit and/or is lacking greatly in detail. (<14.85)	Leadership theories are not present in analysis. Inadequate linkages made with concepts or culturally diverse contexts for practice. (0)
Critically evaluate the limitations and strengths of each approach and identify leadership skills and strategies required for the successful application in human services. (30%)	Evaluation critically and logically assimilates evidence from multiple diverse areas to provide surprising and detailed explanations of impact in human services work. (25.35-30)	Evaluation logically assimilates evidence from multiple areas to arrive at an explanation of impact in human services work. (22.35-25.34)	Evaluation assimilates some evidence from areas to identify strengths and limitations to arrive at an explanation of impact in human services work. (19.35-22.34)	Strengths and limitations of each approach are evaluated with sufficient evidence to support skills and strategies required for impact in human services work. (14.85-19.34)	Limitations and strengths of each approach are poorly identified, or insufficient evidence is provided to support skills and strategies in human services work. (<14.85)	No limitations or strengths identified. Skills and strategies are not identified or discussed. (0)
Demonstrates ability to engage in critical reflection for the development of a beginning leadership plan that is appropriate to human services and integrates social work values and ethics. (10%)	At least four major reflections or insights, grounded in social work values and ethics have been expressed (8.45-10)	Three reflections or insights, grounded in social work values and ethics have been expressed (7.45-8.44)	Two reflections or insights, grounded in social work values and ethics have been expressed (6.45-7.44)	At least one reflection or insight referring to social work values and ethics was expressed (4.95-6.44)	The reflection or insight expressed was incongruent with or inappropriate for context and social work practice. (<4.95)	There were no reflections or insights expressed and no reference to social work values and ethics or strengths and limitations identified (0)
Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation with appropriate citation and referencing (Harvard). (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.45-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. (7.45-8.44)	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. (6.45-7.44)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, spelling punctuation, spelling and referencing mistakes evident. (4.95-6.44)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. (<4.95)	Little to no meaningful writing. (0)

Referencing Style

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

Submission

Online

Submission Instructions

Online through Moodle

Learning Outcomes Assessed

- Critically evaluate contemporary approaches to management within organisations where social work is practised including the trends and theories influencing these approaches
- Propose an ongoing management plan appropriate to social work practice contexts that promotes the integration of social work values and ethics and collaborative leadership, along with the role of manager/leader and specific agency requirements for service delivery
- Critically evaluate the limitations and potential of these proposals
- Produce appropriate leadership strategies for different cultural contexts including working in Indigenous contexts

Graduate Attributes

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

2 Leadership Plan (2000 words)

Assessment Type

Written Assessment

Task Description

Leadership Plan (50%)

Draw on your research and reflective practice for leadership this term to provide a personal leadership plan. Your plan will contain a summary of how the insights you have gained in placement and this unit has influenced your leadership approach. Your plan will include a summary of any self-assessment tools undertaken (these are available in the core text or you may use another of your choosing) and your identified strengths and areas for development.

Your leadership plan should include the following:

1. Discuss the strengths, limitations and skills you bring to leadership in social work practice and aspects that may be particularly challenging for you. Identify areas in leadership requiring further development and develop strategies to help you address these in your first two years of practice.
2. Identify the theories that are congruent and contrast with your own way of thinking about leadership. What ideas and assumptions does your view of leadership share or differ with these leadership theories, and how is it consistent with social work values, ethics and theories? Support your analysis with relevant literature.
3. Identify the skills and qualities you will bring to followership in your future practice? Why are these skills important to you and your practice? How can followership skills influence social justice and professional goals?
4. Identify specific, achievable and measurable goals for leadership development. What will you undertake in your final placement and within the first 2 years post-graduation that will enhance your leadership skills and knowledge? How will you evaluate achievement of these goals?

You may use headings and figures or tables to support the presentation of your leadership plan. Tables / plans presented in formats such as diagrams are considered part of the wordcount.

Word Limit 2000 words - The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract or contents page and reference list. It includes in-text references and direct quotations.

Assessment Due Date

Review/Exam Week Monday (7 June 2021) 6:00 pm AEST

Moodle

Return Date to Students

Exam Week Friday (18 June 2021)

Monday 18 June

Weighting

50%

Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
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Creates a personalized leadership plan as applied to a social work practice situation. (10%)	Exemplary effort. Professional approach with no or very minor gaps. Plan provides significant attention to detail is without fault and all requirements of task have been met. (8.45-10)	Excellent effort attending to requirements of the tasks. Plan demonstrates due attention to detail with some minor gaps. (7.45-8.44)	Good effort attending to requirements of the task. Plan demonstrates due attention to detail with some gaps that impact on framework and understanding. (6.45-7.44)	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that impact on plan and understanding. (4.95-6.44)	Submission is missing aspects of task or the practice situation and context has been misunderstood and the plan is incoherent or does not relate to leadership theories or practice. (<4.95)	Submission is missing any reference to a leadership plan. Little evidence of task requirements. (0)
Demonstrates the integration of theory and social work values and ethics into the leadership plan. (10%)	Leadership plan clearly connects all aspects of leadership theory and social work values and ethics to a thoughtful and achievable plan. (8.45-10)	Leadership plan mostly connects leadership theory and social work values and ethics to inform a quality plan. (7.45-8.44)	Leadership plan identifies a leadership theory connected to social work values and ethics (6.45-7.44)	Although there are gaps in the leadership plan, there are sufficient connections to theory and social work values and ethics to integrate successfully. (4.95-6.44)	There is little or no connections between leadership theory or social work values and ethics. Integration is absent or poorly articulated. (<4.95)	No connection to social work values and ethics or unethical or incongruent with social work values. (0)
Critically evaluates the leadership plan with reference to human services and social work practice contexts. (30%)	The leadership plan evaluates context thoroughly and accurately and assimilates evidence from multiple diverse areas to arrive at rationale. (25.35-30)	The leadership plan logically assimilates evidence from literature to arrive at rationale. (22.35-25.34)	The leadership plan assimilates some evidence from literature to arrive at rationale. (19.35-22.34)	There is sufficient evidence from literature to provide an evaluation of the leadership plan and suitability for human services work. (14.85-19.34)	There is insufficient evidence, or the leadership plan is poorly conceived and is not suitable or justified for the practice context. (<14.85)	No evaluation or contextual analysis of plan or no plan discussed. (0)
Critically reflects on leadership qualities and skills, and articulates insights gained for future social work practice. (30%)	At least four qualities and four skills have been expressed arising from engagement with the assessment. (25.35-30)	Three qualities and three skills have been expressed arising from engagement with the assessment. (22.35-25.34)	Two qualities and two skills have been expressed arising from engagement with the assessment. (19.35-22.34)	One quality and one skill expressed arising from engagement with the assessment. (14.85-19.34)	Skills or qualities are not reflected upon adequately or insight is not identified or expressed incorrectly. (<14.85)	No skills or qualities identified as helpful for future social work practice. (0)
Leadership plan identifies areas in leadership requiring further development and strategies to help address these in the first two years of practice. (10%)	Leadership plan is detailed, personalised and insightful with coherent and evidence informed strategies for the first two years of practice. (8.45-10)	Leadership plan is personalised and insightful with coherent and evidence informed strategies for the first two years of practice. (7.45-8.44)	Leadership plan is connected to personal insights and provides achievable strategies to develop in the first two years of practice. (6.45-7.44)	Leadership plan identifies goals or learning needs and provides at least one strategy to achieve this within the first two years of practice. (4.95-6.44)	Leadership plan does not identify learning needs or goals for future practice sufficiently. (<4.95)	There is no leadership plan in the essay. (0)
Ability to write and present effectively. (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.45-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. (7.45-8.44)	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. (6.45-7.44)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. (4.95-6.44)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. (<4.95)	Little to no meaningful writing. (0)

Referencing Style

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

Submission

Online

Submission Instructions

Online through Moodle

Learning Outcomes Assessed

- Critically evaluate the limitations and potential of these proposals
- Create a personalised leadership framework appropriate to social work practice for ongoing critical reflection
- Critically reflect on leadership qualities and skills and articulate insights gained for future social work practice.

Graduate Attributes

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

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem