



SOCL11059 *Introducing Social Change*

Term 1 - 2022

Profile information current as at 25/02/2025 11:28 pm

All details in this unit profile for SOCL11059 have been officially approved by CQU University 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

In this unit you will examine key processes of social change and power that are needed to address the challenges facing people and the planet. By drawing on the work of a range of social change leaders and new paradigms from a range of social sectors - production, consumption, distribution, exchange and finance - you will begin developing skills in leading social change. You will explore processes of self change and social change as well as the social innovations that will be part of developing a new economy, society and sustainable environment into the 21st Century.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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

- 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. **Portfolio**

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 Moodle Site

Feedback

I think that the unit has to be restructured. The assessment task was confusing and sometimes didn't relate to the unit work. Some content was biased and did not give students a realistic view on issues and counter-opinions.

Recommendation

The unit will be restructured to give a broader understanding of social change.

Feedback from Moodle Site

Feedback

The unit was not designed in a way that led me to understand what I should be studying each week. The moodle pages lacked content. Assignments introduced concepts that were briefly considered in the unit materials.

Recommendation

Implementation of a top-down restructuring of the unit with a clear scaffolded approach will assist students.

Feedback from Moodle Site

Feedback

Lindsay was a great help navigating us through this unit. He made sure that we all could understand the work and he was very engaging on the unit topic. I enjoyed the genuine local focus, organisational relevance, and real-world situational awareness provided by Lindsay Greer.

Recommendation

Implementation of new unit structure and continue with a grounded approach to teaching social change to engage students in sociological thinking.

Unit Learning Outcomes

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

1. Explain how social innovation can address wicked social problems
2. Discuss case studies addressing social change across a range of sectors
3. Apply human centred design principles and re-framing to a social change problem
4. Explain your role in generating positive social and environmental change.

Nil

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

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

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 - Portfolio - 50%			•					•	•	
2 - Written Assessment - 50%			•					•	•	

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)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Susan Rockloff Unit Coordinator
s.rockloff@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
PART ONE: MICRO PERSPECTIVE Introducing Sociology and changemaking: Private troubles to public issues Exploring key concepts - social change, social innovation, changemaker	Complete iChange Module 1&2 Historical social innovation CW Mills 2000 The sociological imagination Chap 1 Monbiot 2017 Neoliberalism, climate change, migration (YouTube 15m) Ashoka 2016 More than 'doing good': a definition of 'changemaker' PDF	

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
From direct service delivery to participatory process AND Human centred (Participatory) design processes	Complete iChange Module 2 Types of social impact	

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Wicked social problems AND Complex problems & change processes	Complete iChange Module 3 Megatrends & wicked problems	

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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From Hero to Host - new leadership to build a life in common
Social movements and social change

Complete iChange Module 4
Exploring opportunities
Complete iChange Module 5 & 6 Who does social innovation? Why me?
BFG 1 Chap. 5 Stepping into the unknown
Wheatley & Frieze 2018 [From hero to host](#)
Little & McGivern (2016) Ch.21 [Social movements and social change](#)

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
PART TWO: MACRO PERSPECTIVE Global megatrend # 1.	* Check the e-Reading list on the Moodle site for further required readings Hajkowicz (2021) The mega trends that will impact Australia in the next 10-20 years Hajkowicz, Cook & Littleboy (2012) Our future world	

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 2.		Portfolio (1600 words) Due: Week 6 Monday (18 Apr 2022) 11:00 pm AEST

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 3.		

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 4.		

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 5		

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 6.		

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends #7		

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Micro-Macro synthesis & overview		Essay (1600 words) Due: Week 12 Wednesday (1 June 2022) 11:00 pm AEST

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Portfolio (1600 words)

Assessment Type

Portfolio

Task Description

This assessment aims to have you reflect on the unit materials and to use your sociological understanding by selecting and answering four portfolio questions. The questions offered require you to demonstrate an understanding of wicked social problems, the process of self-change and social change, the influence of power by social change agents to effect change, and knowledge of the human-centred design principles.

Instructions

You are required to submit a portfolio containing four 400-word answers (total 1600 words with a cover page and reference list). An Introduction and Conclusion section are not required for this assessment. Each portfolio question will be marked out of 20%, with 15% for referencing and 5% for writing quality overall to reach a total of 100%. Please see the Assessment 1 marking rubric.

You need to select and answer four questions from the list of question options provided below.

1. Describe a wicked social problem and explain why the problem exists in contemporary society. Use examples in your answer to demonstrate your understanding of the characteristics of wicked problems. You may select one of the following wicked social problems or identify your own wicked problem – poverty, climate change, homelessness, gender inequality, health disparities, child protection and humanitarian flood disaster relief. If using one of your own wicked problems, please confirm your selection with the Unit Coordinator.
2. Read the case studies provided on the Moodle site for the Portfolio assessment (e.g., adapting cities for climate change). Select one of the case studies and discuss the feasibility, desirability and viability of self-change and social change solutions for a marginalised social group in society.
3. Identify a social change movement (e.g., LGBTQ rights, women's movement) and briefly discuss the transformation of cultural and social norms for social change through the exercise of individual and collective power.
4. Identify a past or current social issue and explain how re-framing of the problem influences our understanding of it, the dominant discourse, and solution(s).
5. To improve your understanding of social change, select a social change leader (e.g., Mahatma Gandhi, Martin Luther King, Jr, Nelson Mandela, Elizabeth Broderick, Rosie Batty, Adam Goodes, Neville Bonner, Vincent Lingiari) and reflect on how these leaders practice/practiced social change. For example, you may consider the underpinning principles and leadership skills used to bring about change.
6. From the literature, identify where a human-centred design process has been applied to a social issue in an organisation, community, industry, sector, or government to produce social change. Explain the key principles that underly this process.

Please do not use dot points or numbered lists in your answer. You are encouraged to discuss your ideas and resources with the unit coordinator and others in the Assessment Discussion Forum.

A brief, concisely written answer to the question is more effective than a long, winded general comment. Where appropriate, you should refer to the literature to support your discussion and provide an in-text citation for any sources that you use. If you do use a direct quote, it should only be included if you then comment on what the author has said. If you use a direct quote as part of your discussion it must be indicated as such, and you will need to provide full reference details in APA referencing style.

Please follow the steps below to complete your assessment task:

1. Read the relevant required readings for each week in the e-Reading list and view the weekly topic resources on the Moodle site.
2. Where possible, include in your four answers relevant key concepts and perspectives and present a sociological discussion.
3. Undertake further reading by searching the CQU library and databases for useful references for each of the chosen questions.
4. Draft an outline for each of the four answers before writing your response. Use examples to illustrate your applied understanding.
5. Provide in-text citations to support your discussion and add a single reference list at the end of your portfolio.

Literature and references

In this assessment use a minimum of 5 contemporary references (<10 years) to support your discussion. You may use the set readings and 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.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a header.
- 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 [APA Referencing Style Guide](#).
- The word count is considered from the first word at the start of the portfolio discussion to the last word of the fourth portfolio response. The word count excludes the reference list but includes in-text references and direct quotations. No abstract or appendices are required for this assignment.

Resources

You can use unit provided materials found in the e-Reading list, and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.

We recommend that you access your discipline specific [library guide](#): the [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 6 Monday (18 Apr 2022) 11:00 pm AEST

Return Date to Students

Week 8 Tuesday (3 May 2022)

Weighting

50%

Assessment Criteria

The marking matrix contains the assessment criteria that will be used to evaluate your assignment. You need to refer to the marking rubric when preparing your assessment. You must refer to the marking rubric when preparing your assessment and prior to submission of your assignment to check you have met the assessment requirements.

Re-attempt

In this unit, you may be offered to re-attempt a failed assessment task to demonstrate your achievement of one or more of the unit's learning outcomes. A re-attempt will only be considered if you have demonstrated a reasonable attempt to complete every part of the assessment task.

If the Unit Coordinator allows you to re-attempt an assessment task, you must resubmit your revised work within seven (7) consecutive days of being notified about the re-attempt opportunity. A re-attempted assessment will receive a mark no greater than the minimum pass mark allowable for the original assessment task.

Assessment 1 Marking Rubric T1 2022.

HD (84.5-100%)	D (74.5-84.4%)	C (64.5-74.4%)	P (49.5-64.4%)	F (0-49.4%)
Writing quality (5%)				
4.23-5 Consistently accurate with spelling, grammar, and paragraph structure. Adheres to the word count. (5%)	3.73-4.22 Minimal (2-3) critical errors in spelling, grammar, or paragraph structure. Adheres to the word count.	6.45-7.44 Few (3 - 4) critical errors with spelling, grammar, or paragraph structure. Adheres to the word count.	4.95-6.44 Several (4-5) critical errors with spelling, grammar, or paragraph structure. Adheres to the word count.	0-4.94 Many (>6) errors with spelling, grammar, or paragraph structure. Fails to adhere to the word count.
Approach and Argument (80%)				
16.90-20 Answer 1. Content provides comprehensive and critical discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality (20%)	14.90-16.89 Content provides strong and appropriate discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality 	12.90-14.89 Content provides adequate discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality 	9.90-12.89 Content provides mostly relevant discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality 	0-9.89 Content provides no or inadequate discussion and lacks many: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality
16.90-20 Answer 2. Content provides comprehensive and critical discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality (20%)	14.90-16.89 Content provides strong and appropriate discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality 	12.90-14.89 Content provides adequate discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality 	9.90-12.89 Content provides mostly relevant discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality 	0-9.89 Content provides no or inadequate discussion and lacks many: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality
16.90-20 Answer 3. Content provides comprehensive and critical discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality (20%)	14.90-16.89 Content provides a strong and appropriate discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality 	12.90-14.89 Content provides adequate discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality 	9.90-12.89 Content provides mostly relevant discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality 	0-9.89 Content provides no or inadequate discussion and lacks many: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality
16.90-20 Answer 4. Content provides comprehensive and critical discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality (20%)	14.90-16.89 Content provides a strong and appropriate discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality 	12.90-14.89 Content provides adequate discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality 	9.90-12.89 Content provides mostly relevant discussion and includes: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality 	0-9.89 Content provides no or inadequate discussion and lacks many: <ul style="list-style-type: none"> Independent reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality
Referencing (15%)				
4.23-5 Consistently integrates references to support and reflect all ideas, factual information and quotations. Consistently accurate with in-text referencing. (5%)	3.73-4.22 Generally, integrates references to support and reflect ideas, factual information and quotations with 1 or 2 exceptions. 1-2 consistent in-text referencing errors identified.	3.23-3.72 Frequently integrates references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. 3-4 consistent in-text referencing errors identified.	2.48-3.22 Occasionally integrates references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. 5-6 inconsistent in-text referencing errors identified.	0-2.47 Fails to or infrequent attempts (6 or more errors) to integrate references to support & reflect ideas, factual information & quotations. Referencing is inconsistent with APA style. >6 inaccuracies with in-text referencing.
4.23-5 A minimum of 8 contemporary references used. (5%)	3.73-4.22 A minimum of 7 contemporary references used.	3.23-3.72 A minimum of 6 contemporary references used.	2.48-3.22 A minimum of 5 contemporary references used.	0-2.47 The required number of 5 references not used, or none are contemporary.
4.23-5 The reference list appears in alphabetical order and fully adheres to reference list presentation guidelines. (5%)	3.73-4.22 The reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines.	3.23-3.72 The reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines.	2.48-3.22 The reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines.	0-2.47 The reference list does not appear in alphabetical order and does not adhere to reference list presentation guidelines.

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Learning Outcomes Assessed

- Explain how social innovation can address wicked social problems
- Discuss case studies addressing social change across a range of sectors
- Apply human centred design principles and re-framing to a social change problem

Graduate Attributes

- Critical Thinking
- Ethical practice
- Social Innovation

2 Essay (1600 words)

Assessment Type

Written Assessment

Task Description

In a globalised changing world that is being transformed through human interactions and interconnections, social problems are created in the process. Globalisation is only one of several major factors influencing our society. Other factors are increasing technological impact, economic inequality, and pressure from powerful transnational corporations to name a few. Large scale social changes in the form of global megatrends have been identified as future forces that will define social, ecological, and economic sectors of society.

The aim of this assessment is to write an essay using a global megatrend to: 1) explain how the human-centred design process helps solve social problems, and 2) describe some of the positive social and environmental changes individuals can produce.

Use the assigned weekly readings and lectures to help complete this task, along with material from the university library and databases. Further assessment information will be available on the Moodle site to assist you in your assignment preparation.

Instructions

Within this assignment, you will be required to do the following:

Select one of the global megatrends identified by CSIRO researchers and listed below that will impact Australia in the next 10-20 years. For further information go to:

<https://algorithm.data61.csiro.au/the-megatrends-that-will-impact-australia-in-the-next-10-20-years/>

- More from less
- Altered global and microbial ecosystems
- Emergent economies
- Forever young
- On the move
- Intelligent machines

1. COVER PAGE- include your name, student number, course code and assessment details and word count (mandatory)

2. INTRODUCTION (150 words)

Briefly explain 1) what will be covered in assignment in the sequence it will presented, and 2) the significance of human-centred design and social innovation for social change in response to global megatrends.

3. DISCUSSION (1300 words)

The discussion needs to be supported by readings, examples, and evidence of originality. There are three parts to the discussion.

1. Identify a wicked social problem from the global megatrend you selected and using the literature explain the suitability of using human-centred design as compared to another social change process and theory.

2. Apply the human-centred design process to the social problem to illustrate your understanding and explain how individuals can produce positive social and environmental change with this process.

3. Identify a social innovation and explain how it can provide a solution to the wicked social problem.

4. CONCLUSION (150 words)

Make some final comments to bring the discussion to a close and reflect on the usefulness of human-centred design to produce social change and social innovation.

5. REFERENCES

Literature and references

In this assessment use a minimum of 5 contemporary references (<10 years) to support your discussion. You may use the set readings and 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.

Requirements

Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include page numbers on each page in a header.

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 [APA Referencing Style Guide](#).

The word count is considered from the first word at the start of the portfolio discussion to the last word of the fourth portfolio response. The word count excludes the reference list but includes in-text references and direct quotations. No abstract or appendices are required for this assignment.

Resources

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We recommend that you access your discipline specific [library guide](#): the [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.

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Assessment Due Date

Week 12 Wednesday (1 June 2022) 11:00 pm AEST

Return Date to Students

Exam Week Friday (17 June 2022)

Weighting

50%

Assessment Criteria

The marking rubric contains the assessment criteria that will be used to evaluate your assignment. You need to refer to the marking rubric when preparing your assessment and prior to submission of your assignment to check you have met the assessment requirements.

Re-attempt

In this unit, you may be offered to re-attempt a failed assessment task to demonstrate your achievement of one or more of the unit's learning outcomes. A re-attempt will only be considered if you have demonstrated a reasonable attempt to complete every part of the assessment task.

If the Unit Coordinator allows you to re-attempt an assessment task, you must resubmit your revised work within seven (7) consecutive days of being notified about the re-attempt opportunity. A re-attempted assessment will receive a mark no greater than the minimum pass mark allowable for the original assessment task.

Assessment 2 Marking Rubric T1 2022.

HD (84.5-100%)	D (74.5-84.4%)	C (64.5-74.4%)	P (49.5-64.4%)	F (0-49.4%)
Writing quality (10%)				
4.23-5 Consistently accurate with spelling, grammar, and paragraph structure. Adheres to the word count. (5%)	3.73-4.22 Minimal (2-3) critical errors in spelling, grammar, or paragraph structure. Adheres to the word count.	3.23-3.72 Few (3 - 4) critical errors with spelling, grammar, or paragraph structure. Adheres to the word count.	2.48-3.22 Several (4-5) critical errors with spelling, grammar, or paragraph structure. Adheres to the word count.	0-2.47 Many (>6) errors with spelling, grammar, or paragraph structure. Fails to adhere to the word count.
4.23-5 Clear and succinct <i>introduction</i> that introduces the topic and outlines the direction of the paper. Clear and succinct <i>conclusion</i> that provides reflection & closure to the topic. (5%)	3.73-4.22 Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. The conclusion provides a clear and appropriate reflection & closure to the topic.	3.23-3.72 Appropriate introduction that introduces the topic and outlines the direction of the paper. Appropriate conclusion to the topic that somewhat outlines some reflection & closure to the topic.	2.48-3.22 Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion is apparent although it consists of only a brief reflection & closure of the topic.	0-2.47 No recognisable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No recognisable conclusion or the conclusion content is not reflective of the discussion.
Human-centred design, social change & social innovation (75%)				
21.12-25 Suitability of different social change processes & theory to solve a wicked social problem Content provides comprehensive and critical explanation of the suitability of two social change processes & theory. (25%)	18.65-21.11 Content provides a strong explanation of the suitability of two social change processes & theory.	16.15-18.6 Content provides an appropriate explanation of the suitability of two social change processes & theory.	12.4-16.12 Content provides an adequate explanation of the suitability of two social change processes & theory.	0-12.35 Content provides inadequate explanation of the suitability of two social change processes & theory. There is little or no supporting examples & readings.
21.12-25 Application of human-centred design process & how individuals produce change Content provides a comprehensive explanation & demonstration of the human-centred design process & resultant positive change. The discussion includes excellent examples. (25%)	18.65-21.11 Content provides a detailed explanation & demonstration of the human-centred design process & resultant positive change. The discussion includes good examples.	16.15-18.6 Content provides a comprehensive explanation & demonstration of the human-centred design process & resultant positive change. The discussion uses suitable examples.	12.4-16.12 Content provides an adequate explanation & demonstration of the human-centred design process & resultant positive change. The discussion uses some satisfactory examples.	0-12.35 Content provides inadequate explanation & demonstration of the human-centred design process & resultant positive change. There is little or no supporting examples & readings.
21.12-25 Social innovation for a wicked social problem Content provides a comprehensively explanation of how a social innovation solves a wicked social problem. (25%)	18.65-21.11 Content provides a clear explanation of how a social innovation solves a wicked social problem.	16.15-18.6 Content provides an appropriate explanation of how a social innovation solves a wicked social problem.	12.4-16.12 Content provides an adequate explanation of how a social innovation solves a wicked social problem.	0-12.35 Content provides inadequate or no explanation of how a social innovation solves a wicked social problem.
Referencing (15%)				
4.23-5 Consistently integrates references to support and reflect all ideas, information, and quotations. Consistently accurate with in-text referencing. (5%)	3.73-4.22 Generally, integrates references to support and reflect ideas, information, and quotations with 1 or 2 exceptions. 1-2 consistent in-text referencing errors identified.	3.23-3.72 Frequently integrates references to support and reflect ideas, information, and quotations, with 3 or 4 exceptions. 3-4 consistent in-text referencing errors identified.	2.48-3.22 Occasionally integrates references to support and reflect ideas, information, and quotations, with 5 or 6 exceptions. 5-6 inconsistent in-text referencing errors identified.	0-2.47 Fails to or infrequent attempts (6 or more errors) to integrate references to support & reflect ideas, information & quotations. Referencing is inconsistent with APA style. >6 inaccuracies with in-text referencing.
4.23-5 A minimum of 8 contemporary references used. (5%)	3.73-4.22 A minimum of 7 contemporary references used.	3.23-3.72 A minimum of contemporary references used.	2.48-3.22 A minimum of 5 contemporary references used.	0-2.47 The required minimum number of 5 contemporary references not used, or none are current.
4.23-5 Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines. (5%)	3.73-4.22 Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines.	3.23-3.72 Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines.	2.48-3.22 Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines.	0-2.47 Reference list does not appear in alphabetical order and does not adhere to reference list presentation guidelines.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Explain how social innovation can address wicked social problems
- Apply human centred design principles and re-framing to a social change problem
- Explain your role in generating positive social and environmental change.

Graduate Attributes

- Critical Thinking
- Ethical practice

- Social Innovation

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