SOCL11059 *Introducing Social Change*
Term 3 - 2024

Profile information current as at 13/11/2024 07:21 pm

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 3 - 2024

- 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 Student Unit Evaluation

Feedback

Release of the weekly topic lecture at the start of the week.

Recommendation

Early release of the lecture notes and recording will be implemented.

Feedback from Student Unit Evaluation

Feedback

Include more information on key concepts and topics in the PowerPoint lecture notes.

Recommendation

The PowerPoint lecture notes will be updated and attention given to providing students with more information on key concepts and topics to scaffold student learning and support the set readings.

Feedback from Student Unit Evaluation

Feedback

Found the lectures to be good and of a suitable length.

Recommendation

Attention will continue to be invested in providing useful lectures and in a format to support student learning.

Feedback from Student Unit Evaluation

Feedback

Great feedback on the assignments provided.

Recommendation

Students' learning and development of academic thinking and writing skills will continue to be supported through feedback.

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

— N/A Level   ○ Introductory Level   ● Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4

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

Shane Hopkinson Unit Coordinator
s.hopkinson@cqu.edu.au

Schedule

Week 1 - 04 Nov 2024

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	Check the e-Reading list on the Moodle site for the complete set of required readings **Complete** iChange Module 1&2 Historical social innovation (see CQU website - iChange page)	

Week 2 - 11 Nov 2024

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 - 18 Nov 2024

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

Week 4 - 25 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
Leadership and social change AND Social movements and social change	**Complete** iChange Module 4 Exploring opportunities **Complete** iChange Module 5 & 6 Who does social innovation? Why me?	**Portfolio (1600 words - 400 words per response)** Due: Week 4 Friday (29 Nov 2024) 11:00 pm AEST

Week 5 - 02 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
PART TWO: MACRO PERSPECTIVE Global megatrend # 1. Adapting to a changing climate	Naughtin et al. (2022) [Our future world](#)	

Week 6 - 09 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 2. Leaner, cleaner and greener	Naughtin et al. (2022) [Our future world](#)	

Week 7 - 16 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 3. The escalating health imperative	Naughtin et al. (2022) [Our future world](#)	

Vacation Week - 23 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic

Vacation Week - 30 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 8 - 06 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 4. Geopolitical shifts	Naughtin et al. (2022) [Our future world](#)	

Week 9 - 13 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 5 Diving into digital	Naughtin et al. (2022) [Our future world](#)	

Week 10 - 20 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends # 6. Increasingly autonomous	Naughtin et al. (2022) [Our future world](#)	

Week 11 - 27 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
Global megatrends #7 Unlocking the human dimension	Naughtin et al. (2022) [Our future world](#)	

Week 12 - 03 Feb 2025

Module/Topic	Chapter	Events and Submissions/Topic
Micro-Macro synthesis & overview		**Written Assessment (1500 words +/-10% (excluding reference list)** Due: Week 12 Friday (7 Feb 2025) 11:00 pm AEST

Exam Week - 10 Feb 2025

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Portfolio (1600 words - 400 words per response)

Assessment Type
Portfolio

Task Description
Aim
This assessment aims to develop your sociological understanding by engaging with key concepts and applying them to real-world social issues. By answering four selected questions, you will explore the principles of social innovation, human-centered design, and social change.

Instructions
Please follow the steps below to complete this reflective portfolio assessment task.

Select four questions from the list provided below. Each response should be approximately 400 words.
Your portfolio should include:
Four written responses to the chosen questions
Critical engagement with relevant concepts and literature
Examples and case studies to illustrate your understanding

Questions
Wicked Social Problems and Social Innovation:
Select one wicked social problem (e.g., climate change, poverty, discrimination, or inequality) and identify a relevant social innovation that addresses this problem. Explain how the innovation works and the principles it uses to address the problem.
Case Study Analysis:
Choose one of the case studies provided on the Moodle site (e.g., ethical sourcing by businesses) and discuss the social change solution implemented to support a marginalised social group. Consider the principles of social change covered in the unit.
Social Movements and Change:
Discuss how a social change movement (e.g., LGBTQI+ rights, women's rights, labour movements) transforms social and cultural norms through the exercise of individual and collective power.
Reframing Social Issues:
Select a social issue (e.g., income inequality, exploitative labour practices) and discuss how reframing the problem changes our understanding of it and highlights dominant discourses.
Human-Centered Design Process:
Identify an example from the literature where a human-centered design process has been applied to a social issue. Explain the key principles underlying this process and how it contributed to social change.
Engineering and Social Change:
Select an engineering innovation (e.g., renewable energy technology, smart infrastructure) designed to address a social or environmental challenge. Discuss how this innovation incorporates human-centered design principles and contributes to social change, considering its impact on a specific community or social group.

Literature and references
In this assessment use at least 10 contemporary references (10 years or less) sourced from the CQUniversity library 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 government, university, or peak national bodies: for example, the Australian Association of Social Workers. Note, that websites such as StatPearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment.

Requirements
Use a cover page for your assignment that includes your name, student number, unit code, and in-text word count.
Use conventional and legible size 12 font, either Times New Roman or Arial font, with 2.0 spacing and 2.54cm margins (standard pre-set margin in Microsoft Word).
Include page numbers on the top right side of each page in a header.
Write in the third-person perspective.
Use formal academic and discipline specific language and essay structure.
All work submitted must be your own work.
Start your reference list on a separate page to the body of your assessment.
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 introduction's first word to the conclusion's last word. The word count excludes the reference list but includes in-text references and direct quotations. No table of contents, abstract, introduction, conclusion, or appendices are required for this assignment. The answers do not need images, tables, and graphs inserted in the portfolio or attached as appendices.

Resources
You can use unit-provided materials and other credible sources (e.g., journal articles, and books) to reference your argument. The quality and credibility of your sources are important. Please note, that lecture notes are not peer-reviewed primary sources of evidence.
We recommend that you access your discipline specific library guide: the Social Work and Community Services Guide
For information on academic writing and referencing, please visit the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources, including information for students with English as a second language.
You may wish to submit a draft to Studiosity.
Submit at least one draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.
Academic Integrity
You must abide by the principles of academic integrity (see Student Academic Integrity Policy and Procedure).
Completion of this assessment with another party or sharing of responses is not permitted at any time.
The use of any generative artificial intelligence is permitted for the following purposes:
Gen AI content is used to generate ideas and general structures.
Gen AI content editing.

Submission
Submit your portfolio online as a single document in Microsoft Word format (.doc or .docx) via the assessment tile in the unit Moodle site.
Ensure the file size is manageable by using lower-resolution images if applicable.

Marking Criteria
Refer to the marking rubric on the Moodle site for more details on how marks will be assigned.

Assessment Due Date
Week 4 Friday (29 Nov 2024) 11:00 pm AEST

Submission Via Moodle

Return Date to Students
Week 6 Friday (13 Dec 2024)

Return Via Moodle

Weighting
50%

Assessment Criteria
UNIT CODE: SOCL11059 Introducing Social Change

Assessment One – Portfolio (Term 3, 2024)
Student name:

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%	TOTAL
Question 1: Wicked social problems and social innovation Case study analysis Social movements and change Reframing social issues Human-centred design process Engineering and social change (20%)	(20–16.90) Comprehensive and critical discussion including independent reading and research, relevant arguments, supporting examples, relevant concepts and evidence of originality. Is written in the student's own words.	(16.89–14.90) Strong, logical and appropriate discussion, including independent reading and research, relevant arguments, supporting examples, relevant concepts and evidence of originality. Is written in the student's own words.	(14.89–12.90) Satisfactory and mostly logical discussion with some relevant arguments, examples, concepts & evidence of originality Is written in the student's own words.	(12.89–9.90) Adequate and mostly logical engagement, examples & evidence of originality. Is written in the student's own words.	(9.84–0) Inadequate and/or illogical or no relevant discussion, lacking key elements such as research, arguments, and originality. Is/is not written in the student's own words.	

Question 2: Wicked social problems and social innovation Case study analysis Social movements and change Reframing social issues Human-centred design process Engineering and social change (20%)	(20–16.90) Comprehensive and critical discussion including independent reading and research, relevant arguments, supporting examples, relevant concepts and evidence of originality. Is written in the student's own words.	(16.89–14.90) Strong, logical and appropriate discussion, including independent reading and research, relevant arguments, supporting examples, relevant concepts and evidence of originality. Is written in the student's own words.	(14.89–12.90) Satisfactory and mostly logical discussion with some relevant arguments, examples, concepts & evidence of originality Is written in the student's own words.	(12.89–9.90) Adequate and mostly logical discussion with limited engagement, examples & evidence of originality. Is written in the student's own words.	(9.84–0) Inadequate and/or illogical or no relevant discussion, lacking key elements such as research, and originality. Is/is not written in the student's own words.	
Question 3: Wicked social problems and social innovation Case study analysis Social movements and change Reframing social issues Human-centred design process Engineering and social change (20%)	(20–16.90) Comprehensive and critical discussion including independent reading and research, relevant arguments, supporting examples, relevant concepts and evidence of originality. Is written in the student's own words.	(16.89–14.90) Strong, logical and appropriate discussion, including independent reading and research, relevant arguments, supporting examples, relevant concepts and evidence of originality. Is written in the student's own words.	(14.89–12.90) Satisfactory and mostly logical discussion with some relevant arguments, examples, concepts & evidence of originality. Is written in the student's own words.	(12.89–9.90) Adequate and mostly logical discussion with limited engagement, examples & evidence of originality. Is written in the student's own words.	(9.84–0) Inadequate and/or illogical or no relevant discussion, lacking key elements such as research, arguments, and originality. Is/is not written in the student's own words.	
Question 4: Wicked social problems and social innovation Case study analysis Social movements and change Reframing social issues Human-centred design process Engineering and social change (20%)	(20–16.90) Comprehensive and critical discussion including independent reading and research, relevant arguments, supporting examples, relevant concepts and evidence of originality. Is written in the student's own words.	(16.89–14.90) Strong, logical and appropriate discussion, including independent reading and research, relevant arguments, supporting examples, relevant concepts and evidence of originality. Is written in the student's own words.	(14.89–12.90) Satisfactory and mostly logical discussion with some relevant arguments, examples, concepts & evidence of originality Is written in the student's own words.	(12.89–9.90) Adequate and mostly logical discussion with limited engagement, examples & evidence of originality. Is written in the student's own words.	(9.84–0) Inadequate and/or illogical or no relevant discussion, lacking key elements such as research, arguments, and originality. Is/is not written in the student's own words.	
Professional writing and presentation (10%)	(10–8.5) Content is students own work, consistently clear, accurate, and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. The language of the discipline is comprehensively used. Formatting requirements applied without error. Adheres to the word count for all responses.	(8.4–7.5) Content is students own work, frequently clear, correct, and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. Formatting requirements applied with 1 error. Adheres to the word count for three of the responses.	(7.4–6.5) Content is students own work, mostly clear, correct, and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. Formatting requirements applied with 2 errors. Adheres to the word count for two of the responses.	(6.4–5) Content is students own work, sometimes clear, correct, and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. Formatting requirements applied with 3 errors. Adheres to the word count for one of the responses.	(4.9–0) Content is not students own work, consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling, and punctuation conventions have ≥4 errors. The language of the discipline is infrequently or incorrectly or not used. Formatting requirements applied with ≥4 errors. Deviates +/- 10% of the word count.	
Intext citations (5%)	(5–4.25) Consistently accurate intext citations with no errors in APA 7th Edition referencing style to support and reflect all ideas, information, and quotations.	(4.2–3.8) One consistent in-text citation error in APA 7th Edition referencing style identified. Intext citations support and reflect most ideas, information, and quotations.	(3.75–3.55) Two consistent in-text citation errors in APA 7th Edition referencing style identified. Intext citations support and reflect many ideas, information, and quotations.	(3.50–2.5) Three consistent in-text citation errors in APA 7th Edition referencing style identified. Intext citations support and reflect some ideas, information, and quotations.	(2.4–0) Four or more consistent in-text citations errors in APA 7th Edition referencing style. Limited intext citations used to support ideas, information, and quotations.	
Reference List (5%)	(5–4.25) Acknowledges all sources and meets APA (7th Edition) referencing standards with no errors. Ten or more peer reviewed references provided. Literature cited is published in the last 10 years and sourced from the CQUniversity library.	(4.2–3.8) Acknowledges majority of sources and/or meets APA (7th Edition) referencing standards with 1 error. Nine peer reviewed references provided. The majority of literature cited is published in the last 10 years and sourced from the CQUniversity library.	(3.75–3.55) Acknowledges most sources and/or meets APA (7th Edition) referencing standards with 2 errors. Eight peer reviewed references provided. Most literature cited has been published in the last 10 years and sourced from the CQUniversity library.	(3.50–2.5) Acknowledges some sources and/or meets APA (7th Edition) referencing standards with 3 errors. Seven peer reviewed references provided. Some literature cited is published in the last 10 years and sourced from the CQUniversity library.	(2.4–0) Multiple sources not acknowledged and/or ≥4 APA (7th Edition) referencing errors and/or references not provided. Six or less peer reviewed references provided. Some literature cited is published ≥10 years and/or not sourced from the CQUniversity library.	
TOTAL:				MARKER:		
Marker's feedback:						

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 Written Assessment (1500 words +/-10% (excluding reference list)

Assessment Type
Written Assessment

Task Description
Aim:
In a globalised changing world that is being transformed through human interactions and interconnections, social problems are developed 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 over the next 20 years.

You are required to write a case study using one of the seven global megatrends from the CSIRO report by Naughtin et al. (2022). Discuss how social innovations can be used in conjunction with human-centred design principles to address a wicked social problem arising from a CSIRO megatrend. In your case study, consider some of the positive social and environmental changes individuals can produce through social innovation and a human-centred design process.

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

Instructions
Please follow the steps below to write your academic essay and complete the task:

1. Select one of the global megatrends identified by CSIRO researchers in <u>Our Future World</u> report (Naughtin et al., 2022) and listed below that will impact Australia in the next 20 years (For further information go to <u>https://www.csiro.au/en/research/technology-space/data/our-future-world</u>).

• Adapting to climate change
• Leaner, cleaner, and greener
• The escalating health imperative
• Geopolitical shifts
• Diving the digital
• Increasingly autonomous
• Unlocking the human dimension

Provide a brief introduction outlining the aim of your assessment. Provide background information on the focus of the case study and explain the purpose of the case study. Briefly outline what will be covered in the assignment in the sequence it will be presented (approximately 150 words).

    2. The discussion must be supported by current literature, examples, and evidence of originality (approximately 1,200 words).

a) Choose a global megatrend you want to focus on and identify a wicked social problem. Use the literature to briefly define the problem and challenges.

b) Your discussion should be presented using a human-centred design process. Consider the user needs and how these are fulfilled.

c) Identify a social innovation. Study the literature to identify a social innovation that addresses the wicked social problem and global megatrend chosen. Gather information about the social innovation and the wicked social problem it is trying to solve. The social innovation may be a technology, product or service and must meet the users' needs.

d) Discuss the positive social and/or environmental changes produced by individuals.

3. Provide a concise conclusion summarising the main concepts that have been made in your case study. It should provide closure and a final perspective on the topic. Restate the focus/aim of the case study in a new and more general way. No new ideas or information should be presented, meaning no references should appear in this part (approximately 150 words).

Literature and references
In this assessment use at least 10 contemporary references (10 years or less) sourced from the CQUniversity library 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 government, university, or peak national bodies: for example, Australian Association of Social Workers (AASW), Australian Council for International Development (ACID), Engineers Australia, Australian Council of Social Service (ACOSS), Public Health Association of Australia (PHAA), Green Building Council of Australia (GBCA), Australian Human Rights Commission (AHRC). Note, that websites such as StatPearls, Life in

the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment.

Requirements
- Use a cover page for your assignment that includes your name, student number, unit code, and in-text word count.
- Use conventional and legible size 12 font, either Times New Roman or Arial font, with 2.0 spacing and 2.54cm margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Write in the third-person perspective.
- Use formal academic and discipline specific language and essay structure.
- All work submitted must be your own work.
- Start your reference list on a separate page to the body of your assessment.
- 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 introduction's first word to the conclusion's last word. The word count excludes the reference list but includes in-text references, direct quotations and paraphrasing.

Resources
- You can use unit-provided materials and other credible sources (e.g., journal articles, and books) to reference your argument. The quality and credibility of your sources are important. Please note, that lecture notes are not peer-reviewed primary sources of evidence.
- We recommend that you access your discipline specific library guide: the Social Work and Community Services Guide.
- For information on academic writing and referencing, please visit the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources, including information for students with English as a second language.
- You may wish to submit a draft to Studiosity.
- Submit at least one draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Academic Integrity
- You must abide by the principles of academic integrity (see Student Academic Integrity Policy and Procedure). Completion of this assessment with another party or sharing of responses is not permitted at any time.
- The use of any generative artificial intelligence is permitted for the following purposes:
- Gen AI content is used to generate ideas and general structures.
- Gen AI content editing.

Submission
Submit your assessment online Microsoft Word format (.doc or .docx) via the assessment tile in the SOCL11059 Moodle site.

Marking Criteria
Refer to the marking rubric on the Moodle site for more details on how marks will be assigned.

Assessment Due Date
Week 12 Friday (7 Feb 2025) 11:00 pm AEST

Submission Via Moodle

Return Date to Students
Exam Week Monday (10 Feb 2025)

Return Via Moodle 2 weeks post due date

Weighting
50%

Assessment Criteria

Assessment Two – Written Assessment (Term 3, 2024)   **Student name:**

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%	TOTAL

Criteria	(5–4.3)	(4.2–3.8)	(3.2–3.7)	(3.1–2.5)	(2.4–0)
Introduction and conclusion (5%)	The written assessment has a clear and succinct introduction and conclusion and is the student's own work. The introduction provides excellent background information and outlines the direction of the assessment, and the conclusion succinctly summarises the key points.	The written assessment has a clear introduction and conclusion and is the student's own work. The introduction provides good background information and outlines the direction of the assessment, and the conclusion summarises most key points.	The written assessment has an adequate introduction and conclusion and is the student's own work. The introduction provides some background information and outlines the direction of the assessment, and the conclusion summarises some key points.	An introduction and conclusion have been attempted and are the student's own work. The introduction provides limited background information and an outline of the assessment's direction, and the conclusion has a few key points.	The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided and/or is not the student's own work. The logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.

Criteria	(15–12.7)	(12.6–11.2)	(11.1–9.7)	(9.6–7.5)	(7.4–0)
Discusses the suitability of the wicked social problem and defines the problem and challenges. (15%)	Content provides a comprehensive and critical explanation of the suitability and understanding of the problem and challenges to solving the problem.	Content provides a concise explanation of the suitability and understanding of the problem and challenges to solving the problem.	Content provides an mostly concise explanation of the suitability and understanding of the problem and challenges to solving the problem.	Content provides an adequate explanation of the suitability and understanding of the problem and challenges to solving the problem.	Content provides an inadequate explanation of the suitability and understanding of the problem and challenges to solving the problem. There are little or no supporting examples and readings.

Criteria	(20–17)	(16.9–14.9)	(14.8–12.9)	(12.8–9.9)	(9.8–0)
Discusses using the human-centred design process user needs. (20%)	Content provides a comprehensive explanation of the human-centred design process and identifies user needs. The discussion includes excellent examples.	Content provides a detailed explanation of the human-centred design process and identifies user needs. The discussion includes good examples.	Content provides a mostly concise explanation of the human-centred design process and identifies user needs. The discussion uses suitable examples.	Content provides an adequate explanation of the human-centred design process and identifies user needs. The discussion uses some satisfactory examples.	Content provides an inadequate explanation of the human-centred design process and lacks detail on user needs. There is little or no supporting examples and readings.
Identifies and discusses a social innovation for the wicked social problem and how it works. (20%)	Content provides a comprehensive explanation of a social innovation and how an identified social innovation solves a wicked social problem.	Content provides a clear explanation of a social innovation and how an identified social innovation solves a wicked social problem.	Content provides an appropriate explanation of a social innovation and how an identified social innovation solves a wicked social problem.	Content provides an adequate explanation of a social innovation and how an identified social innovation solves a wicked social problem.	Content provides inadequate or no identification and explanation of a social innovation & how an identified social innovation solves a wicked social problem.
Discusses positive social and/or environmental changes produced by individuals. (20%)	Content provides a comprehensive overview of positive changes (social, environmental) produced by individuals.	Content provides a clear overview of positive changes (social, environmental) produced by individuals.	Content provides an appropriate overview of positive changes (social, environmental) produced by individuals.	Content provides an adequate overview of positive changes (social, environmental) produced by individuals.	Content provides inadequate or no overview of positive changes (social, environmental) produced by individuals.

Criteria	(10–8.5)	(8.4–7.5)	(7.4–6.5)	(6.4–5)	(4.9–0)
Professional writing and presentation (10%)	Content is students own work, consistently clear, accurate, and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. The language of the discipline is comprehensively used. Formatting requirements applied without error. Adheres to the word count for all responses.	Content is students own work, frequently clear, correct, and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. Formatting requirements applied with 1 error. Adheres to the word count for three of the responses.	Content is students own work, mostly clear, correct, and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. Formatting requirements applied with 2 errors. Adheres to the word count for two of the responses.	Content is students own work, sometimes clear, correct, and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. Formatting requirements applied with 3 errors. Adheres to the word count for one of the responses.	Content is not students own work, consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling, and punctuation conventions have ≥4 errors. The language of the discipline is infrequently or incorrectly or not used. Formatting requirements applied with ≥4 errors. Deviates +/- 10% of the word count.

Criteria	(5–4.25)	(4.2–3.8)	(3.75–3.55)	(3.50–2.5)	(2.4–0)
Intext citations (5%)	Consistently accurate intext citations with no errors in APA 7th Edition referencing style to support and reflect all ideas, information, and quotations.	One consistent in-text citation error in APA 7th Edition referencing style identified. Intext citations support and reflect most ideas, information, and quotations.	Two consistent in-text citation errors in APA 7th Edition referencing style identified. Intext citations support and reflect many ideas, information, and quotations.	Three consistent in-text citation errors in APA 7th Edition referencing style identified. Intext citations support and reflect some ideas, information, and quotations.	Four or more consistent in-text citations errors in APA 7th Edition referencing style. Limited intext citations used to support ideas, information, and quotations.

Criteria	(5–4.25)	(4.2–3.8)	(3.75–3.55)	(3.50–2.5)	(2.4–0)
Reference List (5%)	Acknowledges all sources and meets APA (7th Edition) referencing standards with no errors. Ten or more peer reviewed references provided. Literature cited is published in the last 10 years and sourced from the CQUniversity library.	Acknowledges majority of sources and/or meets APA (7th Edition) referencing standards with 1 error. Nine peer reviewed references provided. The majority of literature cited is published in the last 10 years and sourced from the CQUniversity library.	Acknowledges most sources and/or meets APA (7th Edition) referencing standards with 2 errors. Eight peer reviewed references provided. Most literature cited has been published in the last 10 years and sourced from the CQUniversity library.	Acknowledges some sources and/or meets APA (7th Edition) referencing standards with 3 errors. Seven peer reviewed references provided. Some literature cited is published in the last 10 years and sourced from the CQUniversity library.	Multiple sources not acknowledged and/or ≥4 APA (7th Edition) referencing errors and/or references not provided. Six or less peer reviewed references provided. Some literature cited is published ≥10 years and/or not sourced from the CQUniversity library.

TOTAL:

Marker's feedback:

MARKER:

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
- 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