

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	COMMUNITY PRACTICE APPROACHES
<b>Unit ID:</b>	CHSUG2003
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(At least 30 credit points from ANY subject-area at 1000-1999 level)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(ATSGC2823)
<b>ASCED:</b>	090515

## Description of the Unit:

This unit introduces students to key theoretical frameworks in community practice approaches to development, social change and community activism. It explores theories, including critical approaches to community development. In particular it will emphasise the impact of neo-liberalism on development. It provides students with an in-depth understanding of the context in which community activism takes place. It explores community based approaches to social change using examples that include young people, indigenous peoples and women. The unit allows students to develop their professional identity at the intersection of communities and macro community practice, including community activism.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:**
**Knowledge:**

- K1.** Explore key theoretical frameworks, including critiques of colonisation, neo-liberal frameworks of community development
- K2.** Appraise the contexts in which community practice and activism operates, including individual, social, economic, environmental and spiritual.
- K3.** Examine processes of social change by analysing the roles and skills that practitioners require to advocate for change.
- K4.** Explore how social location and power relations inform community practice approaches.

**Skills:**

- S1.** Critically engage with literature around community practice, activism and social change.
- S2.** Articulate a well-researched understanding of a significant case study.
- S3.** Recognise the social significance of community activism.
- S4.** Reflect on a developing professional identity.

**Application of knowledge and skills:**

- A1.** Construct and communicate clear analysis of the work and methods of community case study.
- A2.** Apply research findings to connect the work of significant community activists to local contexts.

**Unit Content:**

Topics may include:

- Topics may include:
  1. Foundations of Community Development
  2. A critical vision of Community Development
  3. The process of Community Development
  4. The global, local and colonialism
  5. Community development: social, economic and political -- Social development -- Economic development -- Political development --
  6. Community development: cultural, environmental, spiritual, personal and survival – Cultural development - - Environmental development -- Spiritual development -- Personal development
  7. Principles of Community Development
  8. Roles and skills of community development
  9. Roles and skills 2: representational and technical -- Representational roles and skills -- Technical roles and skills -- Two special cases: needs assessment and evaluation -- Demystifying skills
  10. The organisational context: Managerialism
  11. Practice issues and practice frameworks

## Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, S2, S4	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, K3, K4, S1, S3, A2	AT1
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	A1	Not applicable
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, K3, K4, S1, S3, A2	AT1, AT3

## Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, S2, S3	Explore and write a case study about an issue (e.g. disability rights, womens rights, land rights, ecological rights) and link it broadly to community activism	Case Study	35-45%
K1, S1, S3, A1, A2	Compare and contrast the key community development/critical social theories to understand the case study from Assessment 1	Essay	25-40%
K3, K4, S3, S4, A2	Develop a critically reflective argument that identifies your personal and professional values as a practitioner, activist and advocate for social change	Reflective Written Piece	20-30%

## Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit**

No

Date:

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)