



Course Profiles

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MINE7055 - Regional and Local Economic Development in the Resources Sector

Semester: Sem 1 2019 | **Location:** St Lucia | **Mode:** External

Printed: 02 July 2019, 12:50 am

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1. General Course Information

UQ Students: Please access the profile from [Learn.UQ \(https://learn.uq.edu.au/\)](https://learn.uq.edu.au/) or [mySI-net \(https://www.sinet.uq.edu.au/\)](https://www.sinet.uq.edu.au/) to access all course contributor details held in this profile.

1.1 Course Details

Course Code: MINE7055

Course Title: Regional and Local Economic Development in the Resources Sector

Coordinating Unit: School of Mechanical and Mining Engineering

Semester: Semester 1, 2019

Mode: External

Level: Postgraduate Coursework

Location: External (administered at St Lucia)

Number of Units: 2

Course Description: The purpose of the course is to explore community development approaches to local and regional economic development, with a particular focus on the communities and regions associated with the resources sector. Community Economic Development (CED) is attracting much attention both locally and internationally as an approach to revitalising local economies, creating employment, responding to globalisation and building strong local communities. But CED also means many different things to many different people. Therefore, for CED to fulfil any of these possible goals we must begin to understand what the different models, methods and processes of CED are, and how they have been/can be enacted in different contexts. This course explores both different practice models and different contexts of CED locally (i.e. within Australia) and internationally.

Assumed Background: This course assumes that individuals have an understanding of, or recent experience working in, the minerals and resources sector. For persons undertaking the graduate program in community relations, it is recommended that individuals first complete the certificate level courses.

1.2 Course Introduction

This course introduces students to the theory and practice of local and regional economic development by drawing on examples and frameworks from Australia and abroad. With the growing emphasis placed on community engagement in the resources sector, ideas such as 'community development', 'people-centred approaches' and 'stakeholder participation' are playing a more significant role in the development of corporate-community relationships.

This course aims to give students an understanding of the multifaceted and challenging nature of local and regional economic development. The primary focus of the course will be on the local or community level, where the interface between practitioners and community members is at its most immediate. The course will provide a critical introduction to the frameworks, methods and issues in community and regional economic development, particularly as they relate to the resources sector. Case studies drawn from across the globe will be used to highlight key issues and challenges for practitioners in the resources sector and will provide a basis for reflection, discussion and debate. In addition to case studies, the course will also draw on materials from the following disciplines: development economics, development geography, social anthropology, management studies, planning, area studies and social/community work. Readings are also drawn from practitioner forums and reports, so as to demonstrate more clearly the applied value of the various methods and approaches.

The course also aims for participants to gain knowledge about, and skills in, a range of community economic development (CED) approaches and techniques which are currently popular in the broader development sector, but which are gaining currency among community engagement specialists in the resources sector. The objective here is to challenge you to think seriously and critically about key issues of professional practice set against the

background of the issues of sustainability, social justice and human development that challenge local communities, nation-states, and global society more generally.

It is hoped that by engaging with the course materials, and each other through regular discussion and dialogue, the course will introduce you to the skills you will need to successfully understand the processes of community economic development in this particular field. It is also hoped that the lectures and materials will help you think in new ways about how the resources sector can contribute to the creation of sustainable businesses and local and regional economies.

The course consists of four modules. These include: 1) theoretical and conceptual frameworks related to CED; 2) stakeholder engagement and partnership building; 3) planning and measuring local and regional economic development; and 4) contemporary debates about some of the key issues that challenge CED practitioners in the resources sector, namely: taxation, royalties, benefits, and compensation; indigenous peoples, community development and agreement-making; and mine closure.

Introduction (Week 1)

Introduction: Regional and local economic development in the resources sector

We begin by looking at the wider context of development within the resources sector. Readings focus on the contemporary debates surrounding the role of the mining industry in national and international economic development, including the concepts of regional economic development and resource endowments. It is against this backdrop that we explore what is meant by community economic development (CED) and how it has been used as strategy for enhancing local economic institutions and for delivering various benefits to stakeholders and residents at the local/community level.

Module 1 (Weeks 2, 3, 4 & 5)

Approaches and theoretical frameworks

The first module is focused on introducing the key frameworks that fall within the scope of community economic development. Several weeks are allocated to allow participants to engage with the literature on the key frameworks proposed. The frameworks include a combination of 'principle/theory' based approaches, such as the 'assets-based approach' and the 'diverse economies framework'; and applied approaches, such as 'microcredit', and 'LETS' models. By the end of module 1, participants will be able to identify the key characteristics, benefits and limitations of the approaches explored, in addition to being able to evaluate the kinds of contexts in which each of the approach would be most or least suitable as a tool/framework for local economic development. The 'diverse economies framework' examined in this module, will serve as the foundation for the final assessment task.

Module 2 (Weeks 6 & 7)

Stakeholder engagement and partnership building

Having looked at some of the ways in which community economic development has been approached in the minerals sector, and beyond, and having explored the various aspects of planning and project design, we turn our attention in module 2 to the question of stakeholders and partnerships. Developing positive and productive relationships with stakeholders, at both the local and regional level, is central to building good processes and to delivering good outcomes.

This module is divided into two weeks – in week 6 we will look carefully at stakeholder analysis and engagement, before focusing our gaze on partnerships and coalition building in week 7. The readings for week 6 are based on current and in-use approaches to identifying stakeholders and building a initial sense of ownership with partners. The additional readings offer insights into what are now topical issues associated engaging communities around CED.

In week 7, the online lecture and readings offer examples of how strategic developmental partnerships have been built between corporate, government and community stakeholders. The additional readings cover the role of brokers such as NGOs, the politics of CED partnerships at the local level, and the function of development corporations in CED processes.

Module 3 (Weeks 8 and 9)

Planning and measuring local & regional economic development

Module 3 is concerned with methods and techniques associated with planning and measuring local and regional economic development initiatives. The first component of module 3 is planning. The two main planning approaches explored are: the LogFrame Approach (or LFA) and the Participatory Approach. These two approaches are often seen as mutually incompatible on the grounds that the LFA is generally used in organizational contexts in which donors and NGOs negotiate project inputs and outputs, while the Participatory approach is seen as being essentially 'people' rather than 'systems/organisations' orientated. In this course, we will attempt to find alternative, and more people-orientated, ways of using the LFA – particularly in relation to CED.

The second component of Module 3 is measuring. In this week, participants will engage with a number of evaluation approaches that have been developed for use at the community level. Once again, you will be exposed to the theme of 'participation', as we explore participatory evaluation practices. The other method covered in Module 3 is the Most Significant Change technique (MSC.T), a narrative approach that is widely used in the development sector as a way of enabling community participation and ownership over evaluation processes.

Module 4 (Weeks 10, 11, 12 and 13)

Contemporary debates about some of the key issues that challenge CED practitioners in the resources sector

In our final module we will examine three issues that are challenging CED practitioners in the resources sector. Each issue speaks to a contemporary contextual challenge. While these issues pose challenges for community engagement specialists, they are of particular interest, and take a different shape, when looked at from the vantage point of CED. The issues covered are:

- a) Compensation, benefits packages, royalties and taxes (Week 10)
- b) Indigenous Peoples, community development and agreements (Week 11)
- c) Closure, legacy and post-mining sustainability (Week 12)

Despite this course being offered "online", the learning process remains focused on examining, and indeed reflecting upon, the troubled relationship between conceptual frameworks and practice frameworks in community economic development. Put another way, you will be introduced to both the theoretical and applied dimensions of ideas and processes in this field. Given your experience in this field of practice, it is also hoped that you will share your experiences and critical reflections with other course participants. Aside from serving as a basis for personal reflection and individual development, your knowledge and experience will also provide a valuable learning tool for others, through discussions and debate. For this reason we do ask participants to actively engage in debates and discussions around the material examined in the course. I hope that this will be an engaging and (individually and collectively) rewarding semester. I look forward to working with you in what will be an interactive, challenging and reflective semester of work.

Course Changes in Response to Previous Student Feedback

Given the online interface - students found the discussion board a useful tool in exploring and negotiating the course content. A number of students noted that the effectiveness of the discussion board also depended on the level of student engagement. In response, the course coordinator will be monitoring and engaging the forum on a more regular basis to encourage greater interaction among students.

1.3 Course Staff

Course Coordinator: Dr Paul Rogers

Email: p.rogers@uq.edu.au (<mailto:p.rogers@uq.edu.au>)

Lecturer: Dr Paul Rogers

UQ Students: Please access the profile from [Learn.UQ](https://learn.uq.edu.au/) (<https://learn.uq.edu.au/>) or [mySI-net](https://www.sinet.uq.edu.au/) (<https://www.sinet.uq.edu.au/>) to access all course contributor details held in this profile.

1.4 Timetable

Timetables are available on [mySI-net](https://www.sinet.uq.edu.au/). (<https://www.sinet.uq.edu.au/>)

Timetables are subject to change during the beginning of semester. For up to date timetable information please check [mySI-net](https://www.sinet.uq.edu.au/) (<https://www.sinet.uq.edu.au/>). For any SignOn enquiries, please email signon@eait.uq.edu.au (<mailto:signon@eait.uq.edu.au>)

Additional Timetable Information

A course timetable is available for Download in "Course Files". Also refer to 'Learning Activities' in the Course Profile for a timetable of scheduled learning activities and assessment due dates.

3. Learning Resources

3.1 Required Resources

There are a number of **REQUIRED READINGS** for this course. A list of these is posted on Blackboard under 'Learning Materials'. The required readings include journal articles and other short publications; all are available electronically and can be downloaded from Blackboard by clicking the 'Readings' tab. There is no hardcopy reader though you are welcome to print and create one yourself if you feel the need!

3.2 Recommended Resources

I have provided a list of further readings to supplement the core readings for each week. These are supplementary readings only. These readings will also be available electronically on Blackboard by clicking the 'Readings' tab.

3.3 University Learning Resources

Access to required and recommended resources, plus past central exam papers, is available at the UQ Library website (<http://www.library.uq.edu.au/lr/MINE7055> (<http://www.library.uq.edu.au/lr/MINE7055>)).

The University offers a range of resources and services to support student learning. Details are available on the myUQ website (<https://my.uq.edu.au/> (<https://student.my.uq.edu.au/>)).

4. Teaching & Learning Activities

4.1 Learning Activities

Date	Activity	Learning Objectives
25 Feb 19 - 01 Mar 19	WEEK 1 (Online Discussion): Student posting relating to topic for Week 1.	1, 2
25 Feb 19 - 01 Mar 19	WEEK 1 (Reading): Course Introduction: RED and CED in the Resources Sector	1, 2
04 Mar 19 - 15 Mar 19	WEEKS 2 and 3 (Reading): Approaches to Community Economic Development (i)	1, 2
04 Mar 19 - 15 Mar 19	WEEKS 2 and 3 (Online Discussion): Student posting relating to topics covered in Weeks 2 and 3.	1, 2, 3
18 Mar 19 - 22 Mar 19	WEEK 4 (Reading): Approaches to Community Economic Development (ii)	1, 2, 3
25 Mar 19 - 29 Mar 19	WEEK 5 (Online Discussion): Student posting relating to readings in week 4	1, 2, 3
01 Apr 19 - 05 Apr 19	WEEK 6 (Reading): Engaging Stakeholders for CED	1, 2, 3, 4
01 Apr 19 - 05 Apr 19	WEEK 6 (Online Discussion): Student posting related to topics covered in Week 6	1, 2, 3, 4
08 Apr 19 - 12 Apr 19	WEEK 7 (Assignment 1 - Critical Essay): 2000-2500 Word Essay Due Friday 12th April.	1, 2, 3, 4
08 Apr 19 - 12 Apr 19	WEEK 7 (Reading): Partnership building for CED	1, 2, 3, 4
15 Apr 19 - 19 Apr 19	WEEK 8 (Reading): Planning for Community Economic Development	1, 2, 3, 4
22 Apr 19 - 26 Apr 19	MID-SEMESTER BREAK (No required activity)	
29 Apr 19 - 03 May 19	WEEK 9 (Online Discussion): Student posting related to topics covered in Week 9.	1, 3, 4
29 Apr 19 - 03 May 19	WEEK 9 (Reading): Measuring Community Economic Development	1, 3, 4
07 May 19 - 10 May 19	WEEK 10 (Reading): Compensation, Benefits Packages, Royalties and Tax.	2, 3, 4
13 May 19 - 17 May 19	WEEK 11 (Reading): Indigenous Peoples, community development and agreements	2, 3, 4
20 May 19 - 24 May 19	WEEK 12 (Reading): Closure, Legacy and Post-Mining Sustainability	2, 3, 4
27 May 19 - 31 May 19	WEEK 13 (Online Discussion): Student posting related to topics covered in Weeks 10-12.	2, 3, 4
10 Jun 19 - 14 Jun 19	Examination period (Assignment 2 - Final Report): 3500 word report due Friday 14th June.	1, 2, 3, 4, 5

5. Assessment

UQ students: Please access the profile from [Learn.UQ \(https://learn.uq.edu.au/\)](https://learn.uq.edu.au/) or [mySI-net \(https://www.sinet.uq.edu.au/\)](https://www.sinet.uq.edu.au/) to access all course contributor details held in this profile.

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.5 Assessment Detail](#) below.

Assessment Task	Due Date	Weighting	Learning Objectives
Online Discussion Participant Discussion - Online	25 Feb 19 - 31 May 19	30%	1, 2, 3, 4, 5
Essay Critical Essay	12 Apr 19 - 12 Apr 19	30%	1, 2, 3
Report Final Report	12 Apr 19 - 31 May 19	40%	1, 2, 3, 4, 5

5.2 Course Grading

Grade X: No assessable work received.

Grade 1, Fail: Fails to demonstrate most or all of the basic requirements of the course:

1. Fail (Serious): 0.5% -29%.

Serious deficiencies in quality of performance in relation to learning objectives. Fails to satisfy most or all of the basic requirements of the course.*

Grade 2, Fail: Demonstrates clear deficiencies in understanding and applying fundamental concepts; communicates information or ideas in ways that are frequently incomplete or confusing and give little attention to the conventions of the discipline:

2. Fail - : 29,5%-44%.

Fails to satisfy some of the basic requirements of the course. Clear deficiencies in performance, but evidence that some basic requirements have been met.

Grade 3, Fail: Demonstrates superficial or partial or faulty understanding of the fundamental concepts of the field of study and limited ability to apply these concepts; presents undeveloped or inappropriate or unsupported arguments; communicates information or ideas with lack of clarity and inconsistent adherence to the conventions of the discipline:

3. Fail + : 44.5%-49%

Falls short of satisfying all basic requirements for Pass.

Grade 4, Pass: Demonstrates adequate understanding and application of the fundamental concepts of the field of study; develops routine arguments or decisions and provides acceptable justification; communicates information and ideas adequately in terms of the conventions of the discipline:

4. Pass: 49.5%-64%

Satisfies all of the basic learning requirements for the course, such as knowledge of fundamental concepts and performance of basic skills; demonstrates sufficient quality of performance to be considered satisfactory or adequate or competent or capable in the course

Grade 5, Credit: Demonstrates substantial understanding of fundamental concepts of the field of study and ability to apply these concepts in a variety of contexts; develops or adapts convincing arguments and provides coherent justification; communicates information and ideas clearly and fluently in terms of the conventions of the discipline:

5. Credit: 64.5%-74%

Demonstrates ability to use and apply fundamental concepts and skills of the course, going beyond mere replication of content knowledge or skill to show understanding of key ideas, awareness of their relevance, some use of analytical skills, and some originality or insight.

Grade 6, Distinction: As for 5, with frequent evidence of originality in defining and analysing issues or problems and in creating solutions; uses a level, style and means of communication appropriate to the discipline and the audience:

6. Distinction: 74.5%-84%

Demonstrates awareness and understanding of deeper and subtler aspects of the course, such as ability to identify and debate critical issues or problems, ability to solve non-routine problems, ability to adapt and apply ideas to new situations, and ability to invent and evaluate new ideas.

Grade 7, High Distinction: As for 6, with consistent evidence of substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critically evaluates problems, their solutions and implications:

7. High Distinction: 84.5% -100 %

Demonstrates imagination, originality or flair, based on proficiency in all the learning objectives for the course; work is interesting or surprising or exciting or challenging or erudite . Worthy of retention for future teaching purposes.

5.3 Late Submission

The submission of progressive assessment material on the due date as set out in this Electronic Course Profile is the sole responsibility of the student. Students should not leave assignment preparation until the last minute and must plan their workloads to meet advertised or notified deadlines. It is your responsibility to manage your time effectively.

Assessment items received after the due date will receive a zero mark unless you have been approved to submit the assessment item after the due date.

However, if there are [medical or exceptional circumstances](https://my.uq.edu.au/information-and-services/manage-my-program/exams-and-assessment/applying-extension) that will affect your ability to complete an assessment by the due date, then you can apply for an extension via the following methods:

Mid-Semester Examinations (includes Oral Presentation, Written Examination or Laboratory Practical held during the teaching weeks of semester):

You can find further information on deferred mid-semester examinations [online](https://my.uq.edu.au/information-and-services/manage-my-program/exams-and-assessment/deferring-exam) and instructions on how to submit your application via mySI-net are available [online](https://my.uq.edu.au/node/189/3#3) (<https://my.uq.edu.au/node/189/3#3>). All applications for deferred mid-semester examinations must be submitted online via mySI-net > myRequests. Hard copy application forms or requests received via email will not be considered.

Other Assignments:

Extensions to all other assessment items must be requested via [my.UQ](https://my.uq.edu.au/) (<https://my.uq.edu.au/>). You can find instructions on how to submit your request [online](https://my.uq.edu.au/information-and-services/manage-my-program/exams-and-assessment/applying-extension) (<https://my.uq.edu.au/information-and-services/manage-my-program/exams-and-assessment/applying-extension>).

While a scanned copy or clear photographic image of the supporting documentation is acceptable, you must retain the original documentation for a minimum period of six (6) months to provide as verification should you be requested to do so. Failure to produce the original documentation for verification may result in the approval of your extension being rescinded.

An extension application granted on medical grounds will be approved for the number of calendar days the medical certificate indicates you were unfit for study. Students who are ill for more than 14 days should consider applying for [withdrawal without academic penalty \(https://my.uq.edu.au/information-and-services/manage-my-program/classes-timetables-and-coursework/withdrawing-course-or-program\)](https://my.uq.edu.au/information-and-services/manage-my-program/classes-timetables-and-coursework/withdrawing-course-or-program).

Requests must be made at least 72 hours prior to the submission deadline, unless the medical or other circumstances are such that you could not reasonably be expected to have applied by then. Requests for extensions which are received on or after the due date may not be considered.

Extensions may not be possible for some pieces of assessment (such as assignments for which solutions are posted immediately after the submission deadline or in the case of group work). Where an extension cannot be granted for such reasons, the Course Coordinator may propose equivalent assessment.

Requests for extensions are considered by the Head of School in consultation with the Course Coordinator. Once finalised, you will receive notification of the outcome via mySI-net or my.UQ (the method of application).

5.4 Other Assessment Information

SUPPLEMENTARY ASSESSMENT

Supplementary assessment is an additional opportunity to demonstrate that the learning requirements for an eligible course have been satisfied and that the graduate attributes for the course have been attained. Supplementary assessment may only be granted where PPL 3.10.09 Supplementary Assessment – procedures allow.

A grade of 4 (or P) is the highest grade that can be awarded in a course where supplementary assessment has been granted. For further information on supplementary assessment please see my.UQ <https://my.uq.edu.au/> (<https://my.uq.edu.au/>)

5.5 Assessment Detail

Participant Discussion - Online

Type: Online Discussion

Learning Objectives Assessed: 1, 2, 3, 4, 5

Due Date: 25 Feb 19 - 31 May 19

Weight: 30%

Task Description:

Participants are expected to engage in online discussion and debate with the Lecturer and other course participants using the online discussion board in Blackboard. You are required to make a total of 6 postings over the course of the semester.

Postings worth 5% each are due in **Weeks 1, 3, 5, 6, 9 and 13**.

Please try to keep postings to around **200** words. You are encouraged to ask questions of the group, to initiate discussion, and respond to and challenge the position of the Lecturer and other course participants.

Students sometimes make multiple postings about different topics in any given week, including weeks when there is a formal (marked) online posting required. This is fine, but please make it clear which of your postings you would like to be evaluated. One way to do this is to highlight in bold the following words "**(Required posting)**" in the first line.

Criteria & Marking:

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Submission:

Postings are to be made using the online discussion board function in Blackboard - see discussion criteria for more detail.

Critical Essay

Type: Essay

Learning Objectives Assessed: 1, 2, 3

Due Date: 12 Apr 19 - 12 Apr 19

Weight: 30%

Task Description:

Using one of the CED approaches covered in this course provide a critical appraisal of the activities described in the case study provided on Blackboard. In your appraisal you will need to demonstrate knowledge of the following:

- a) the range of activities
 - b) the stated purpose of the activities
 - c) how the activities were implemented (and by whom)
 - d) the relative benefits and limitations of the activities both in relation to the Company and the Local Community
 - e) the connections/disconnections with the identified CED approach that you have used as a basis for your analysis.
- The assessment is to be between 2000-2500 words in length and is to be presented in essay format.

Criteria & Marking:

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in this profile.

Submission:

Essays are to be submitted by the due date via Turn-it-in on the course Blackboard site.

Final Report

Type: Report

Learning Objectives Assessed: 1, 2, 3, 4, 5

Due Date: 12 Apr 19 - 31 May 19

Weight: 40%

Task Description:

The second assessment will take the shape of a 3500 word report. The report will consist of five parts:

- 1) The first part of the report will require you to identify the "diverse" range of "economic activities" in a community location of your choice. Identification of activities can be done either hypothetically or empirically.
- 2) The second part of the report will involve organising these activities into a "diverse economies framework" matrix.
- 3) The third part will be to propose and describe an initiative that builds on and enhances an existing set of activities within that community.
- 4) The fourth part will require you to detail the necessary factors needed to ensure the successful implementation of your proposed initiative.
- 5) Finally, you will need to reflect on any process/resource or relational issues that might have an adverse or limiting impact on the initiative.

Criteria & Marking:

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Submission:

Reports are to be submitted by the due date via Turn-it-in on the course Blackboard site.

Learning Summary

Below is a table showing the relationship between the learning objectives for this course and the broader graduate attributes developed, the learning activities used to develop each objective and the assessment task used to assess each objective.

Learning Objectives

After successfully completing this course you should be able to:

- 1 Demonstrate an understanding of the conceptual and practice frameworks for community, local and regional economic development.
- 2 Demonstrate an understanding of the assumptions, values and philosophies that underpin contemporary CED development discourse.
- 3 Demonstrate an understanding of the situational knowledge, skills and techniques of CED in relation to the resources sector.
- 4 Have an awareness of key issues affecting community participation and partnership building, and how to navigate various constraints associate with this field of practice.
- 5 Have the capacity to apply this knowledge in a variety of country and local settings as well as in key program areas where CED is used.

Assessment & Learning Activities

	Learning Objectives				
	1	2	3	4	5
Learning Activities					
WEEK 1 (Online Discussion)	●	●			
WEEK 1 (Reading)	●	●			
WEEKS 2 and 3 (Reading)	●	●			
WEEKS 2 and 3 (Online Discussion)	●	●	●		
WEEK 4 (Reading)	●	●	●		

	Learning Objectives				
WEEK 5 (Online Discussion)	●	●	●		
WEEK 6 (Reading)	●	●	●	●	
WEEK 6 (Online Discussion)	●	●	●	●	
WEEK 7 (Other)	●	●	●	●	
WEEK 7 (Reading)	●	●	●	●	
WEEK 8 (Reading)	●	●	●	●	
MID-SEMESTER BREAK (Other)					
WEEK 9 (Online Discussion)	●		●	●	
WEEK 9 (Reading)	●		●	●	
WEEK 10 (Reading)		●	●	●	
WEEK 11 (Reading)		●	●	●	
WEEK 12 (Reading)		●	●	●	
WEEK 13 (Online Discussion)		●	●	●	
Examination period (Other)	●	●	●	●	●
Assessment Tasks					
Participant Discussion - Online (Online Discussion)	●	●	●	●	●
Critical Essay (Essay)	●	●	●		
Final Report (Report)	●	●	●	●	●

Graduate Attributes

Successfully completing this course will contribute to the recognition of your attainment of the following **UQ (Postgrad Coursework)** graduate attributes:

	Learning Objectives				
	1	2	3	4	5
A . IN-DEPTH KNOWLEDGE OF THE FIELD OF STUDY					
A2 . A broad understanding of the field of study, including how other disciplines relate to the field of study.	●		●		
A3 . A comprehensive and in-depth knowledge in the field of study.		●			
A5 . An international perspective on the field of study.	●				●
A7 . An appreciation of the link between theory and practice .					●
B . EFFECTIVE COMMUNICATION					
B1 . The ability to collect, analyse and organise information and ideas and to convey those ideas clearly and fluently , in both written and spoken forms .					●
B2 . The ability to interact effectively with others in order to work towards a common outcome.				●	●
B3 . The ability to select and use the appropriate level, style and means of communication .				●	●
B4 . The ability to engage effectively and appropriately with information and communication technologies .					●
B5 . The ability to practise as part of an interdisciplinary team .				●	●
C . INDEPENDENCE AND CREATIVITY					

	Learning Objectives				
C2. The ability to work and learn independently and effectively.					
C3. The ability to generate ideas and adapt innovatively to changing environments.			●	●	●
C5. The ability to formulate and investigate problems, create solutions, innovate and improve current practices .		●	●	●	●
C6. The abilities and skills that provide a foundation for future leadership roles.				●	●
D . CRITICAL JUDGEMENT					
D2. The ability to apply critical reasoning to issues through independent thought and informed judgement .			●		●
D4. The ability to process material and to critically analyse and integrate information from a wide range of sources.				●	●
D5. The ability to evaluate opinions, make decisions and to reflect critically on the justifications for decisions using an evidence-based approach .				●	●
E . ETHICAL AND SOCIAL UNDERSTANDING					
E1. An understanding of social and civic responsibility .			●	●	●
E3. An appreciation of the philosophical and social contexts of a discipline.		●		●	●
E4. A knowledge and respect of ethics and ethical standards in relation to a major area of study.		●	●	●	
E5. A knowledge of other cultures and times and an appreciation of cultural diversity .			●		●
E7. The ability to work effectively and sensitively across all areas of society.					
E8. An understanding of and respect for the roles and expertise of associated disciplines .				●	●

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