MINE7023 - Community Development for the Resources Sector

Semester: Sem 1 2018 | Location: St Lucia | Mode: External

Course Code: MINE7023
Course Title: Community Development for the Resources Sector
Coordinating Unit: School of Mechanical and Mining Engineering
Semester: Semester 1, 2018
Mode: External
Level: Postgraduate Coursework
Location: External (administered at St Lucia)
Number of Units: 2
Recommended Companions: MINE7052

Course Description: This course introduces a framework for understanding how community development theory, methods and techniques can be used by community relations workers in the resources sector. The course focuses on: understanding community, background to community practice including principles and values, traditions and method, with a particular focus on people-centred method. The course uses case studies and examples from the resources sector.

Assumed Background:
It is assumed that students are involved or will be involved in community relations and engagement in the resource sector. Students will be required to undertake a community relations (community development or community engagement) practice project to fulfill the assessment requirements for this course and the companion course MINE7024. Any questions about this requirement should be directed to the course coordinator.

1.2 Course Introduction
MINE7023 Community Development for the Resources Sector is a course delivered entirely online. It explores the steps of a Community Development method within the context of mining company – local community interactions. It helps participants to develop an understanding of how workers involved in community relations in the mining industry can use this method to build effective dialogue and relationships between communities and companies where mining occurs to achieve enduring value for both parties.

Course Changes in Response to Previous Student Feedback
The Course has been modified in response to previous student feedback in the following ways:

- The number of readings each week have been reduced and have been categorised into Required and Recommended
- The Course lecture notes have been further edited and streamlined
- Students have been requested to do MINE7023 before MINE7024 as MINE7023 sets the theoretical foundation for MINE7024
- Examples of previous student projects have been given in the Assessment Outline
- A DVD has been created of the Dialogue process to assist students to understand and practice the Dialogue method
- The Course material will be available in 4 week blocks so students can do the reading ahead of time
- There is an introductory webinar to the course which helps students to understand how to navigate the blackboard site and seeks to answer questions about the assessment.
- The marking criteria have been made more specific to help students understand how they are being assessed and where they need to improve.
- The assessment has been modified to reduce student workload.
1.3 Course Staff

**Course Coordinator:** Ms Pam Bourke

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/)).


Timetables are available on mySI-net. Timetables are subject to change during the beginning of semester. For up to date timetable information please check mySI-net. You can find information on how to read your timetable and complete your class sign-on at my.UQ: [https://my.uq.edu.au/information-and-services/manage-my-program/classes-timetables-and-coursework/planning-your-class-timetable](https://my.uq.edu.au/information-and-services/manage-my-program/classes-timetables-and-coursework/planning-your-class-timetable).

Please send any request for change to the above activities to: signon@eait.uq.edu.au ([mailto:signon@eait.uq.edu.au](mailto:signon@eait.uq.edu.au)) or to the email address displayed for the activity in Class Signon in mySI-net.

3. Learning Resources

3.1 Required Resources

There is no textbook for the course. A collection of readings for each module will be provided to all students via the Blackboard site. Most of the readings for the course are also available from the library’s electronic reserve.

All courses are supported by the UQ Learning Management System, Blackboard 7, which provides an interactive environment for the students and teachers. This is accessible via PC or Mac environment. To log on to Blackboard click here: [https://learn.uq.edu.au/](https://learn.uq.edu.au/)

The latest browsers are available online from the UQconnect website at [http://uqconnect.net/helpdesk/downloads/](http://uqconnect.net/helpdesk/downloads/) or on the free CDs available from Ask I.T. and UQconnect desks. Contact Ask I.T. on (07) 3365 8811 or UQconnect on (07) 3365 6000.

It is preferable to use Firefox as your browser when accessing Blackboard.

3.2 Recommended Resources


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/MINE7023](http://www.library.uq.edu.au/lr/MINE7023)).

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://my.uq.edu.au/)).

3.5 Other Learning Resources & Information

You may also find the following websites useful:
The Informal Education Pages provide some excellent information about community development and a whole array of related practices [http://www.infed.org/index.htm](http://www.infed.org/index.htm).


International Association for Community Development [http://www.iacdglobal.org/](http://www.iacdglobal.org/).

Asset Based Community Development Institute [http://www.northwestern.edu/ipr/abcd.html](http://www.northwestern.edu/ipr/abcd.html).


International Council on Mining and Minerals (ICMM) [www.icmm.com](http://www.icmm.com).


### 4. Teaching & Learning Activities

#### 4.1 Learning Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Feb 18</td>
<td>Introduction to MINE 7023 (Self Directed Learning): This topic provides an introduction to the course and explains the connection between the course theory and practice in the community relations field. Students will identify their personal learning goals.</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>25 Feb 18</td>
<td>Community Development &amp; Mining (Self Directed Learning): This topic provides an introduction to Community Development and Community Engagement in the Mining Industry, including an overview of the international and national context and the contribution of role of community development practice in the resource project life cycle.</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td>04 Mar 18</td>
<td>Resource Development and Communities (Self Directed Learning): This topic explores how practitioners can understand the diversity of communities including geography or place, culture, economy, social capital and the links between local and global communities.</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>11 Mar 18</td>
<td>Understanding your Community (Self Directed Learning): This topic explores the application of the technique of community profiling and its relevance for community relations in the resource sector.</td>
<td>2, 4</td>
</tr>
<tr>
<td>18 Mar 18</td>
<td>Understand CD traditions, roles and values (Independent Study): This topic introduces a number of traditions, roles, principles and values in community practice and their relevance for the resource sector.</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>25 Mar 18</td>
<td>What is Development? (Independent Study): In this topic we examine the idea of development including people centred and growth centred approaches to development and their application in the resource sector.</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>15 Apr 18</td>
<td>Introducing the People-Centred CD Method (Independent Study): This topic explores the idea of &quot;Method&quot; in Community Development practice. The topic explores the Method Map of people-centred development practice.</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>23 Apr 18</td>
<td>Dialogue for development: Micro Method 2 (Independent Study): This topic continues the focus on the frameworks and skills for Dialogue practice (Micro Method 1 CD). It outlines purposeful skills which must be learned in order to build effective developmental relationships.</td>
<td>2, 3, 5</td>
</tr>
<tr>
<td>29 Apr 18</td>
<td>Building Constructive Relationships: Micro Method 1 (Independent Study): This topic looks at Building Constructive Relationships (Micro Method) in development practice. The focus is on the role and practice of dialogue including the theoretical foundations and key principles. It helps the CR worker to have the skills to begin the tasks of relationship building between the company and the community.</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>06 May 18</td>
<td>Mezzo Method 1: Forming participatory groups (Independent Study): This topic focuses on “Forming participatory groups” (Mezzo Method) in detail including how to move from a private concern to public action. Mezzo Method is further explored through use of a case study.</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>13 May 18</td>
<td>Mezzo Method 2 (Independent Study): Continues discussion of the development of small participatory groups and moving from project to program in CD.</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>20 May 18</td>
<td>Community Relations and Diversity (Lecture): In this topic we look how community practitioners work with the issues of diversity in the community including gender and indigenous communities in the resource sector context.</td>
<td>2, 3, 4, 5</td>
</tr>
</tbody>
</table>

#### 4.2 Other Teaching and Learning Activities Information

This external course is run entirely by self directed learning on-line with the blackboard site.

### 5. Assessment
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.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Due Date</th>
<th>Weighting</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>18 Feb 18 - 10 Jun 18</td>
<td>20%</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Discussion Board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>25 Feb 18 - 01 Jun 18</td>
<td>20%</td>
<td>1, 2, 5</td>
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<tr>
<td>Online Learning Journal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation Slides</td>
<td>15 Apr 18</td>
<td>20%</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td>Draft Project Proposal Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Plan</td>
<td>10 Jun 18</td>
<td>40%</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td>Final Project Proposal</td>
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</tr>
</tbody>
</table>

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:

*Grade 1, Fail is awarded to students who obtain 0.5%-29%*

**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:

*Grade 2, Fail is awarded to students who obtain 29.5%-44%*

**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:

*Grade 3, Fail is awarded to students who obtain 44.5%-49%*

**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:

*Grade 4, Pass is awarded to students who obtain 49.5%-64%*

**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:

*Grade 5, Credit is awarded to students who obtain 64.5%-74%*

**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:

*Grade 6, Distinction is awarded to students who obtain 74.5%-84%*

**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:

*Grade 6, High Distinction is awarded to students who obtain 84.5%-100%*

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.
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/). 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). 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).

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

Submission of assignments is electronic via the Blackboard site.

5.5 Assessment Detail

Discussion Board

Type: Discussion
Learning Objectives Assessed: 1, 2, 3, 4, 5
Due Date: 18 Feb 18 - 10 Jun 18
Weight: 20%
Task Description:
From Topic 1 onward, students are required to demonstrate their participation in the course by instigating and responding to discussions online. Students should contribute to the topic discussion, focussing on the issue under analysis, and refer to course resources. The Lecturer will be participating in the discussion each week.

You will be provided with lecture notes and readings for each week. Questions will be provided on the readings for you to answer in the Discussion Board. It is expected that there will be 6 postings. It is expected that students will respond to postings from other participants. Marks will be allocated for responses to the posts of other students. Postings should be on Weeks 1, 3, 5, 7, 9, 11. Postings should be succinct (approximately 200 words). Responses can be used to extend discussion, add a different perspective to the one presented, express agreement or disagreement with a point of view.

The Discussion Board differs from the Journal as the Discussion Board is a public learning space or on-line tutorial and the Journal is a private learning space between the student and the lecturer. In the Discussion Board you are expected to interact with other students and comment on their reflections on the readings.

Criteria & Marking:
UQ Students: Please access the profile from Learn.UQ (https://learn.uq.edu.au/) or mySI-net (https://www.sinet.uq.edu.au/) to access marking criteria held in this profile.

Submission:
Please submit your response electronically via Blackboard.

Online Learning Journal

Type: Journal
Learning Objectives Assessed: 1, 2, 5
Due Date: 25 Feb 18 - 01 Jun 18
Weight: 20%
Task Description:
The objectives of this piece of assessment are as follows:
To encourage students to engage in personal reflection about their learning processes in this course;
To test student’s understandings of literature, practice experiences and personal reflections regarding community development processes.
To assist students in the action-reflection process of community development methodology
To assist students with the process of articulating their own approach to Community Development
To model the use of dialogue in a CD training context

The Learning Journal is a well tested approach to support self directed learning and an action reflection process for practitioners.

Over 12 weeks you will need to write in your journal on a fortnightly basis including weeks 2, 4, 6, 8, 10, 12. You will be provided with lecture notes and the readings for the topic for that week. You will be asked a series of questions about how you would apply the readings to your professional practice. For example you could be asked:

- How does the approach presented in the readings differ from your current approach to community relations practice? Give some examples.
- What steps could you take to implement the approach outlined in the reading?
- What challenges would you need to overcome and how would you do this?

It is expected that there will be a minimum of 6 entries of approximately 200 words each in your journal. You will have 2 weeks to complete each Journal entry from the Monday of the week it is set. You can also use other tools to illustrate your learnings including:
- Excerpts from readings and your reflections on them
- Photographs or drawings
- Poems, songs etc
- Excerpts from conversations respecting the privacy of individuals and confidential information

The Journal can only be accessed by the course coordinator and the student but you may share aspects of your journal with others if you wish. The course coordinator will be checking your entries in your Journal to see you are using it and will be responding to each journal entry that is submitted on time.

The Journal differs from the Discussion Board as the Journal is a private learning space and the discussion board is a public learning space or on-line tutorial. In the Discussion Board you are expected to interact with other students and commenting on their reflections on the readings.

Criteria & Marking:
UQ Students: Please access the profile from Learn.UQ (https://learn.uq.edu.au/) or mySI-net (https://www.sinet.uq.edu.au/) to access marking criteria held in this profile.

More Information:
UQ Students: Please access the profile from Learn.UQ (https://learn.uq.edu.au/) or mySI-net (https://www.sinet.uq.edu.au/) to access more information on this assessment held in this profile.

Submission:
Please submit your response electronically via Blackboard.

Draft Project Proposal Presentation

Type: Presentation Slides
Learning Objectives Assessed: 2, 4, 5
Due Date: 15 Apr 18
Weight: 20%

Task Description:

You are to prepare and deliver a short presentation for your “work team” in your organisation which outlines a proposal for a community development or community engagement practice project which you could undertake during the Community Engagement and the Minerals Industry Course MINE 7024 in Semester 2. Where possible you should implement the project as part of your Community Relations role in your workplace. Your “work team” can be your line manager, a broader group within your current organisation or a group of appropriate people you have chosen for this purpose.

The project proposal should have a community development or community engagement focus with a strong preference for hands on work in the community. If you have an internally focussed role in a company e.g. management, policy or auditing you can design an internal community relations project. If none of these options work please discuss your project options with the course lecturer as soon as possible to develop an acceptable project focus.

If you don't have a work team or for some reason it isn't appropriate to present the project to your work team you can present to an appropriate audience of your choosing. If you are unsure please contact the lecturer.

The project proposal is primarily planning exercise not an implementation exercise although some engagement will be required to develop the plan that responds to the strengths and needs of the community and the company.

The assignment should be a maximum of 10 PowerPoint slides, 1000 words of notes with the slides.

You should record any feedback from your work team and / or supervisor in the assignment notes.
You are to upload the PowerPoint slides and notes on BlackBoard by the due date. You do not have to record your presentation.

Criteria & Marking:
UQ Students: Please access the profile from Learn.UQ (https://learn.uq.edu.au/) or mySI-net (https://www.sinet.uq.edu.au/) to access marking criteria held in this profile.

More Information:
Final Project Proposal

Type: Project Plan
Learning Objectives Assessed: 1, 2, 3, 5
Due Date: 10 Jun 18
Weight: 40%

Task Description:
Students are to prepare a paper (3000 words) which sets out a proposal for a community development or community engagement practice project which you could undertake during the Community Engagement and the Minerals Industry Course MINE 7024 and/or as part of your community relations role in your workplace. This is a project scoping and planning exercise which will involve some internal and external engagement. It is not an implementation exercise. Implementation happens in Semester 2 in MINE 7024.

The project proposal should have a community development or community engagement focus with a strong preference for hands on work in the community. If you have an internally focussed role e.g. management, policy or auditing you can design an internal community relations project. If none of these options work please discuss your project options with the course lecturer as soon as possible to develop an acceptable project focus.

Criteria & Marking:
UQ Students: Please access the profile from Learn.UQ (https://learn.uq.edu.au/) or mySI-net (https://www.sinet.uq.edu.au/) to access marking criteria held in this profile.

More Information:
UQ Students: Please access the profile from Learn.UQ (https://learn.uq.edu.au/) or mySI-net (https://www.sinet.uq.edu.au/) to access more information on this assessment held in this profile.

Submission:
Assignments are to be submitted electronically through Turn It In on Blackboard.

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. Name your particular strengths in relation to development practice in the context of the resource industry and its diverse local, national and international settings.
2. Identify and demonstrate purposeful steps that structure community development processes.
3. Understand and apply a range of community practice frameworks appropriate to the community relations role in the resource sector.
4. Demonstrate familiarity with key theoretical approaches to community development and their use in the mining context.
5. Understand and be able to manage the processes, the political and organisational implications and the value base inherent in moving a private concern to public action.

Assessment & Learning Activities

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Learning Activities</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Learning Activities</td>
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<tr>
<td>Introduction to MINE 7023 (Self Directed Learning)</td>
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<tr>
<td>Community Development &amp; Mining (Self Directed Learning)</td>
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<td>Resource Development and Communities (Self Directed Learning)</td>
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</table>
### Learning Objectives

<table>
<thead>
<tr>
<th>Understanding your Community (Self Directed Learning)</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand CD traditions, roles and values (Independent Study)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>What is Development? (Independent Study)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Introducing the People-Centred CD Method (Independent Study)</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Dialogue for development: Micro Method 2 (Independent Study)</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Building Constructive Relationships Micro Method 1 (Independent Study)</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Mezzo Method 1: Forming participatory groups (Independent Study)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mezzo Method 2 (Independent Study)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Community Relations and Diversity (Lecture)</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Assessment Tasks

| Discussion Board (Discussion) | 1 | 2 | 3 | 4 | 5 |
| Online Learning Journal (Journal) | 1 | 2 | 3 | 4 | 5 |
| Draft Project Proposal Presentation (Presentation Slides) | 1 | 2 | 3 | 4 | 5 |
| Final Project Proposal (Project Plan) | 1 | 2 | 3 | 4 | 5 |

### Graduate Attributes

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

<table>
<thead>
<tr>
<th>A . IN-DEPTH KNOWLEDGE OF THE FIELD OF STUDY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2 . A broad understanding of the field of study, including how other disciplines relate to the field of study.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>A3 . A comprehensive and in-depth knowledge in the field of study.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>A5 . An international perspective on the field of study.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>A7 . An appreciation of the link between theory and practice.</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>B . EFFECTIVE COMMUNICATION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B2 . The ability to interact effectively with others in order to work towards a common outcome.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B3 . The ability to select and use the appropriate level, style and means of communication.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>B4 . The ability to engage effectively and appropriately with information and communication technologies...</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>B5 . The ability to practise as part of an interdisciplinary team...</td>
<td>1</td>
<td>2</td>
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</tbody>
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<table>
<thead>
<tr>
<th>C . INDEPENDENCE AND CREATIVITY</th>
<th>1</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>C2 . The ability to work and learn independently and effectively.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>C3 . The ability to generate ideas and adapt innovatively to changing environments.</td>
<td>1</td>
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<tr>
<td>C5 . The ability to formulate and investigate problems, create solutions, innovate and improve current practices.</td>
<td>1</td>
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<tr>
<td>C6 . The abilities and skills that provide a foundation for future leadership roles...</td>
<td>1</td>
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<tr>
<td>D. CRITICAL JUDGEMENT</td>
<td>Learning Objectives</td>
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<td></td>
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<td>-------------------------------------------------------------------------------------</td>
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<tr>
<td>D2. The ability to apply critical reasoning to issues through independent thought and informed judgement.</td>
<td>● ● ●</td>
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<tr>
<td>D4. The ability to process material and to critically analyse and integrate information from a wide range of sources.</td>
<td>●</td>
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<tr>
<td>D5. The ability to evaluate opinions, make decisions and to reflect critically on the justifications for decisions using an evidence-based approach</td>
<td>● ● ● ● ●</td>
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<table>
<thead>
<tr>
<th>E. ETHICAL AND SOCIAL UNDERSTANDING</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1. An understanding of social and civic responsibility</td>
<td>● ● ●</td>
</tr>
<tr>
<td>E3. An appreciation of the philosophical and social contexts of a discipline.</td>
<td>● ● ●</td>
</tr>
<tr>
<td>E4. A knowledge and respect of ethics and ethical standards in relation to a major area of study.</td>
<td>●</td>
</tr>
<tr>
<td>E5. A knowledge of other cultures and times and an appreciation of cultural diversity.</td>
<td>●</td>
</tr>
<tr>
<td>E7. The ability to work effectively and sensitively across all areas of society.</td>
<td>● ● ●</td>
</tr>
<tr>
<td>E8. An understanding of and respect for the roles and expertise of associated disciplines.</td>
<td>●</td>
</tr>
</tbody>
</table>

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