



Course Profiles

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MINE7024 - Community Engagement for the Resources Sector

Semester: Sem 2 2018 | **Location:** St Lucia | **Mode:** External

Printed: 02 July 2019, 12:43 am

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1. General Course Information

1.1 Course Details

Course Code: MINE7024

Course Title: Community Engagement for the Resources Sector

Coordinating Unit: School of Mechanical and Mining Engineering

Semester: Semester 2, 2018

Mode: External

Level: Postgraduate Coursework

Location: External (administered at St Lucia)

Number of Units: 2

Contact Hours Per Week: online

Recommended Pre-Requisites: MINE7023, MINE7052

Course Description: Community Engagement for the Resources Sector explores a range of community development and community engagement domains, techniques and skills, as they apply to the context of the resources sector. It helps participants to develop an understanding of how workers in the community relations field in the resources sector can build on community development methods to develop specific projects and programs that build the capacity of the communities where mining occurs to the benefit of both the industry and the community. It focuses on how to assist communities and companies to move from activities to sustainable organised relationships and structures within the broader context of mining and development practice locally, nationally and globally.

Assumed Background:

It is assumed that students are involved or will be involved in Community Development/Engagement in the Resource Industry or a related field. Students will be required to implement a practice project in the resource sector to undertake the assessment for this course. If you are unsure about your capacity to do this you should contact the Course Coordinator Pam Bourke, before you enrol.

1.2 Course Introduction

MINE7024 explores a range of community development and community engagement domains, techniques and skills, as they apply to the context of the resources industry. It helps participants to develop an understanding of how workers in the community relations field in the resources industry can build on community development methods to develop specific projects and programs to the benefit of both the industry and the community. It focuses on how to assist communities and companies to move from activities to sustainable organised relationships and structures within the broader context of mining and development practice locally, nationally and globally.

Course Changes in Response to Previous Student Feedback

The following changes have been made to the program in response to student feedback:

- The Topic readings have been separated into required and recommended as a direct result of student feedback.
- The Topic notes have been edited and made more succinct.
- Topic notes and readings are made available in 4 week blocks allowing students more flexibility in managing their study commitments.
- Assignment marks, rubrics and feedback are provided online via Turnitin.

1.3 Course Staff

Course Coordinator: Ms Pam Bourke

1.4 Timetable

Timetables are available on mySI-net. (<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>) or to the email address displayed for the activity in Class Signon in mySI-net.

Additional Timetable Information

Please note that this is an online course, with no formal class contact.

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, 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/>

The latest browsers are available online from the UQconnect website at <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.

3.2 Recommended Resources

Kelly.A and Westoby.P (2018) Participatory Development Practice: Using traditional and contemporary frameworks. Practical Action Publishing. UK.

Schumacher, E.F. (1989) Small is Beautiful: Economics as if People Mattered, Harper Perennial.

Schuman M (2000) Going Local: Creating Self Reliant Communities in a Global Age, Routledge, New York.

Zandvliet. L & Anderson. M (2009) Getting It Right, Making Corporate-Community Relations Work, Greenleaf Publishing, UK.

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/MINE7024> (<http://www.library.uq.edu.au/lr/MINE7024>)).

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/>)).

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 – excellent ideas about reading resources too! - <http://www.infed.org/index.htm> (<http://www.infed.org/index.htm>)
- DFID Tools for Development - <http://www.dfid.gov.uk/> (<http://www.dfid.gov.uk/>)
- Anglo American plc, Socio-Economic Assessment Toolbox (SEAT) <http://www.angloamerican.com/~media/Files/A/Anglo-American-PLC-V2/documents/communities/seat-v3-jan-15-2.pdf> (<http://www.angloamerican.com/~media/Files/A/Anglo-American-PLC-V2/documents/communities/seat-v3-jan-15-2.pdf>)
- Community Development Journal – full journal is available through the library website - <http://cdj.oupjournals.org/> (<http://cdj.oupjournals.org/>)
- New Community Quarterly Journal: linked to BorderLands - www.newcq.org (<http://www.newcq.org>)
- Cox. F.M, Erlich J.L, Rothman.J, Tropman.J.E, (1997) Tactics and Techniques of Community Practice, F.E. Peacock Publishers.
- International Association for Community Development - 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>)
- IPIECA www.ipieca.org/focus-area/social-responsibility (<http://www.ipieca.org/focus-area/social-responsibility>)
- IFC Performance Standards and Guidance Notes 2012 Edition
- International Council on Mining and Minerals (ICMM) - <http://www.icmm.com/> (<http://www.icmm.com/>)

4. Teaching & Learning Activities

4.1 Learning Activities

Date	Activity	Learning Objectives
23 Jul 18	Topic 1: Mining Community Engagement & Development (Independent Study): Review of 4 Models of Company-Community Relations in the Resources Industry	1, 2, 4
30 Jul 18	Topic 2: Introduction to Social Technique (Independent Study): To describe how to use social techniques to enhance the effectiveness of the development practitioner and to introduce a number of technical routines to use in development practice.	2, 5
06 Aug 18	Topic 3: Conflict Transformation (Independent Study): Conflict: an opportunity for dialogue and participatory development	2, 4, 5
13 Aug 18	Topic 4: Introducing Macro Method (Independent Study): Understanding Macro Method: Designing and implementing a Community Development Program	2, 4
20 Aug 18	Topic 5: Understanding and applying Macro Method 2 (Independent Study): Building Sustainable Community Organisations	2, 4, 5
27 Aug 18	Topic 6: Building Partnerships for change (Independent Study): How to build successful cross-sector partnerships for participatory development	2, 4, 5
03 Sep 18	Topic 7: SIA and Baseline Studies (Independent Study): Introduction to Social Impact Assessment and baseline studies in the Resources Industry	1, 2, 4
10 Sep 18	Topic 8: Community Engagement Planning (Independent Study): How to develop a Community Engagement Plan	2, 5
17 Sep 18	Topic 9: Community Engagement tools and techniques (Independent Study): Introduction to a range of community engagement tools and techniques	2, 4, 5
01 Oct 18	Topic 10: Sustainable Community Investment (Independent Study): Developing sustainable community investments that deliver community benefit and reflect business strategy.	2, 4, 5
08 Oct 18	Topic 11: Monitoring and Evaluation (Independent Study): Introducing Participatory Monitoring and Evaluation(PME) into your Community Relations practice	3, 4
15 Oct 18	Topic 12: Supporting sustainable livelihoods (Independent Study): Beyond Mining Jobs: A developmental approach to sustainable livelihoods	3, 5
22 Oct 18	Topic 13: Community Cultural Development (Independent Study): Applying Community Cultural Development methods in the resources industry	2, 3, 5

4.2 Other Teaching and Learning Activities Information

- There are lecture notes, readings and discussion board/journal activities for every week of the semester.
- There will be a webinar in Week 1. Students will be expected to participate.
- Some lectures will be recorded and uploaded to BlackBoard to aid student learning.

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.

Assessment Task	Due Date	Weighting	Learning Objectives
<i>Discussion</i> Participation in Blackboard Discussions	23 Jul 18 - 22 Oct 18 Submitted every second week for 6 weeks on the alternative week to the journal	25%	3, 4, 5
<i>Journal</i> On-line Learning Journal	30 Jul 18 - 27 Oct 18 Submit every second week	25%	1, 2, 4

Assessment Task	Due Date	Weighting	Learning Objectives
<p style="text-align: center;"><i>Essay</i></p> <p style="text-align: center;">Community Practice Project Report</p>	05 Nov 18 17:00	50%	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:

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 7, 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](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/). 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

All assessment for MINE7024 is to be submitted via BlackBoard. The final assignment (practice project) is to be submitted via Turnitin on Blackboard.

Students will not be given exemptions, or partial credit from any previous attempt of this course, for any piece of assessment. You must complete all of the learning activities and assessment items each time you take a course.

5.5 Assessment Detail

Participation in Blackboard Discussions

Type: Discussion

Learning Objectives Assessed: 3, 4, 5

Due Date: 23 Jul 18 - 22 Oct 18 Submitted every second week for 6 weeks on the alternative week to the journal

Weight: 25%

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, focusing on the issue under analysis, and refer to course resources. The lecturer will be participating in the discussion each week. Questions in the lecture notes can be used to prompt your participation in the discussion. **It is expected that there will be 7 postings. It is expected that students will respond to postings from other participants.**

Postings should be on Weeks 1, 3, 5, 7, 9, 11 and 13. 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, etc. Please note that a percentage of the mark is allocated to the quality and frequency of your participation.

Postings (discussion contributions) must be respectful and relevant original contributions.

Background and task description:

The main aims of these group interactions are to:

- Facilitate the sharing of personal experience as it relates to the issues of a particular module. As students often come from a range of different countries and have worked in various settings, personal experiences are a great additional learning resource. Experiences from both a majority and minority world setting will complement each other, giving all students greater insight into differing perspectives on the same issue.
- Encourage students to talk to and learn from each other. These discussions can be fairly informal and allow you an opportunity to 'bounce ideas' around, 'brainstorm' and work through issues/problems. This will enrich all students' learning and reduce the need for one-to-one communication between individual students and the course facilitator.
- Develop skills in using online communications tools for professional interactions.
- Offer a forum for students to explore interesting issues further and in greater depth.

Protocol for online communication (netiquette):

- Respect everyone's point of view. If you disagree, do so politely.
- Do not post any comments that deliberately insult your classmates—this is called flaming and is to be avoided at all times.
- Be aware that online communication has no nonverbal language cues and no one can hear your tone of voice. Humour and satire are difficult to write successfully online, so please refrain from using them. Always think before you write and then do so politely. You can use emoticons (or smileys) such as J or :)
- Write your contributions in lower case. Words written in capital letters are harder to read. Capital letters can also mean that someone is 'shouting'.
- Paraphrase or quote briefly when responding to someone's previous posting. There can be several messages in between your response and the original posting, so this helps participants to follow the discussion.
- Don't include the entire contents of a previous message in your posting. Delete everything except the parts necessary to make sense of your current message.
- Keep your contributions concise and to the point. Only include information relevant to the point of discussion.

You have 2 weeks to post for a topic. If no posting is made by the due date for the topic the student will lose 50% of the marks for that topic unless you have received an approved extension. Extensions can be applied for as per the instructions outlined in Section 5.3 Late Submission of this Course Profile.

Criteria & Marking:

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 marking criteria held in this profile.

More 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 more information on this assessment held in this profile.

Submission:

On-line via the Discussion Board on BlackBoard

On-line Learning Journal

Type: Journal

Learning Objectives Assessed: 1, 2, 4

Due Date: 30 Jul 18 - 27 Oct 18 Submit every second week

Weight: 25%

Task Description:

The objectives of this piece of assessment are as follows:

- To encourage students to engage in 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 and reflection process of community development methodology;
- To assist students with the process of articulating their own approach to community development.

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 in weeks 2, 4, 6, 8, 10 and 12. It is expected that there will be a minimum of 6 entries of up to 200 words each in your journal. All postings will be treated as confidential. The lecturer will provide learning resources including readings and questions for the student to respond to.

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 randomly checking your entries in your journal to see you are using it and will make comments as you go along. Answers to questions that arise through the process of writing the journal can be referred to the on-line discussion board for the course each week if the student chooses to do this.

Things to address in your journal:

- What new information did you learn this week and how can you apply it in your work/life? Readings, course notes, class discussion, conversations, actions in the community or the organisation.
- What challenged you and why?
- Was there anything that made you feel excited or uncomfortable and if so why?
- What did you agree/disagree with and why?
- What is the one thing you will do differently as a result of this week's input?
- What does this mean for your own Community Development practice framework? For your own values and the principles which underpin your approach?

Criteria & Marking:

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 marking criteria held in this profile.

More 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 more information on this assessment held in this profile.

Submission:

Via the Journal link in BlackBoard

Community Practice Project Report

Type: Essay

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

Due Date: 05 Nov 18 17:00

Weight: 50%

Task Description:

Assignment: 3,500-4000 words

Implement a community development (Model 4) or community relations (Model 3) practice project and write a project report which should describe:

- The project, the community and organisational setting
- The project aims and objectives
- Your role
- What actions did you take?
- How did you integrate the learning from the course work including readings? (**a minimum of 10 references**)
- Demonstrate how you used the Community Development Methods: Implicate Micro, Mezzo, Macro and Meta including reference to some of the text in the dialogue
- Describe the social techniques you applied
- What were the outcomes and outputs for the community and how do you know this?
- What were the outcomes and outputs for the company and how do you know this?
- What went well and why?
- What was difficult and why?
- What you would do differently next time?
- What have you learned from the project about your strengths and areas for development as a practitioner?

The project:

- Preferably is a piece of work you planned in MINE 7023

If you are working in the resources sector or related industries it is preferable if the project can be delivered in work time and where applicable should be supported by your line manager.

The assignment may be focused on the first stage of a piece of work which might be completed later. The project doesn't have to be large and complicated.

Permission should be obtained from work supervisors to undertake projects in work time (where applicable).

Criteria & Marking:

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 marking criteria held in this profile.

More 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 more information on this assessment held in this profile.

Submission:

Via Turnitin 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 community engagement in the context of the mining industry and its diverse local, national and international settings.
- 2 Identify and demonstrate purposeful steps that structure development practice techniques.
- 3 Demonstrate familiarity with a number of community development practice domains and their use in the mining context.
- 4 Understand and be able to manage the processes, the political and organisational implications and the value base inherent in community capacity building.
- 5 Understand and apply a range of community engagement and development skills appropriate to the community relations role in the Resources Industry.

Assessment & Learning Activities

	Learning Objectives				
	1	2	3	4	5
Learning Activities					

	Learning Objectives				
Topic 1: Mining Community Engagement & Development (Independent Study)	●	●		●	
Topic 2: Introduction to Social Technique (Independent Study)		●			●
Topic 3: Conflict Transformation (Independent Study)		●		●	●
Topic 4: Introducing Macro Method (Independent Study)		●		●	
Topic 5: Understanding and applying Macro Method 2 (Independent Study)		●		●	●
Topic 6: Building Partnerships for change (Independent Study)		●		●	●
Topic 7: SIA and Baseline Studies (Independent Study)	●	●		●	
Topic 8: Community Engagement Planning (Independent Study)		●			●
Topic 9: Community Engagement tools and techniques (Independent Study)		●		●	●
Topic 10: Sustainable Community Investment (Independent Study)		●		●	●
Topic 11: Monitoring and Evaluation (Independent Study)			●	●	
Topic 12: Supporting sustainable livelihoods (Independent Study)			●		●
Topic 13: Community Cultural Development (Independent Study)		●	●		●
Assessment Tasks					
Participation in Blackboard Discussions (Discussion)			●	●	●
On-line Learning Journal (Journal)	●	●		●	
Community Practice Project Report (Essay)	●	●	●	●	●

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					
C2 . The ability to work and learn independently and effectively .		●			

	Learning Objectives				
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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Enquiries: **+61 7 3365 1111** (tel:+61733651111) | **Contact directory** (<https://uq.edu.au/contacts>)

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