

**ABOR3001: Building Skills for Change**

Online

Semester 1 - 2024



## OVERVIEW

**Course Description** This course will prepare students for work integrated learning placements whilst embedding critical skills for a safe and successful work life.

Students will explore ways of embedding Indigenous interests in communication, career development and their professional and entrepreneurial identities. Students who successfully complete this course will develop strategies for communication via multiple methods including web-based projects. They will be encouraged to develop strategies for workplace safety to develop their advocacy and professional communication skills.

**Requisites** Students must be active in the Bachelor of Global Indigenous Studies or the Bachelor of Global Indigenous Studies/Bachelor of Laws (Honours) and have successfully completed ABOR1001 and ABOR 2001 to enroll in this course.

**Contact Hours**

**Online Lectures**  
Online  
1 hour(s) per Week for Full Term

**Online Activity**  
Online  
2 hour(s) per Week for Full Term

**Unit Weighting Workload** 10  
Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

# CONTACTS

**Course Coordinator**      **Online**  
Dr Shirley Clifton  
Contact: [Shirley.Clifton@newcastle.edu.au](mailto:Shirley.Clifton@newcastle.edu.au)  
Consultation. Online By Appointment

**Teaching Staff**              Other teaching staff will be advised on the course Canvas site.

**School Office**                **Wollotuka School of Aboriginal Studies**  
Birabahn Building  
Callaghan  
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# SYLLABUS

**Course Content**              Module 1: Communication for the workplace  
Module 2: Career planning and preparing for work  
Module 3: Being a professional

Topics may include: learning new technologies; innovation and entrepreneurship; preparing for work including addressing selection criteria; cultural safety in the workplace; communication skills and informal and formal performance reviews; performing as a team member and leader; workplace expectations; career strategies and career planning; reflecting on your strengths.

**Course Learning Outcomes**      **On successful completion of this course, students will be able to:**

1. Apply knowledge of the complexity of workplace cultures to individual and group entrepreneurial and professional behaviours and tasks
2. Demonstrate comprehensive knowledge of organisational structures, technologies and how to navigate them
3. Apply extensive research and communication skills through written, verbal and online literacies
4. Develop professionally constructed texts for application to career and workplace contexts

**Course Materials**              Core links are available in the weekly Schedule. Further Resources will be available in Weekly Modules.

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction Building Skills for Change  Introductory Lecture Course Overview	Introductions in Discussions Conversation starters:  <a href="#">What kind of entrepreneur are you?</a>  <a href="#">Entrepreneur Quiz</a>	
2	4 March	Cultural Safety at Work	<a href="#">What is cultural safety?</a>	Mapping Protocols and workplace policy Cross Cultural Miscommunication
3	11 Mar	Workplace Communication	<a href="#">Aboriginal English recognition in schools critical for improving student outcomes for Indigenous Australians - ABC News</a>  <a href="#">Aboriginal cultural values framework: producing and communicating Bunurong values and meanings within Bunurong Country</a>	Assessment 1: Presentation due Sunday March 17 2024 11:59pm <i>[Learning outcomes: 1 2 3 4]</i>
4	18 Mar	Organisational structures Systemic Racism	Case Studies Historical Contexts Today	
5	25 Mar	Your Rights in the Workplace	UNDRIP <a href="#">Aboriginal and Torres Strait Islander peoples - Fair Work Ombudsman</a>	
6	1 April	RAPs and other Workplace strategies	<a href="#">Reconciliation Australia</a>  <a href="#">Creating Cultural Safety in the Workplace - CSIA (csialtd.com.au)</a> <a href="#">Indigenous Employment Index</a>	
7	8 April	Data Sovereignty	<a href="#">Good Data Practices for Indigenous Data Sovereignty and Governance</a>	Assessment 2: Cultural Competency and Communication Website due Sunday April 21 2024 11:59pm <i>[Learning outcomes: 1 2 3 4]</i>
<b>Mid Term Break April 15th - April 25th</b>				
8	29 April	Ethical Dilemmas	Mining Industry – Case Study  <a href="#">Old Habits Die Hard: Indigenous Land Rights and Mining in Australia   Cultural Survival</a>	
9	6 May	Indigenous Procurement Policies	<a href="#">National Indigenous Australians Agency</a>	
10	13 May	Workplace Safety Networks	<a href="#">Aboriginal and Torres Strait Islander Networks</a>	
11	20 May	Self Determination	<a href="#">True Tracks: Indigenous entrepreneurship, Indigenous self-</a>	

		and entrepreneurship	<a href="#">determination and Indigenous intellectual property</a> UNDRIP Mapping your entrepreneurial Journey <a href="#">Mind Map Templates and Examples</a> Cadetships & Scholarships Researching your Industry	
12	27 May	Advocating for Change: Decolonising the Workplace	<a href="#">Indigenous entrepreneurship may well be the driver of social innovation</a>  <a href="#">How to start decolonising your business</a>  <a href="#">Meet the sqilxw women who are decolonizing the workplace</a>	
<b>Examination Period June 10th - June 22nd</b>				Written Assignment Essay 2000 words (40%) Due: Sunday June 16 11:59pm <i>Learning outcomes: [1 2 3 4]</i>

## ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Weighting	Learning Outcomes
1	Presentation (30%)	Sunday March 17 11:59pm	30%	1, 2, 3, 4
2	Written Assignment 1 (30%)	Sunday April 21 11:59pm	30%	1,2, 3, 4
3	Written Assignment 2 (40%)	Sunday June 16 11:59pm	40%	1, 2, 3, 4

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

### Assessment 1 - Presentation (30%)

#### Assessment Type Professional Presentation – 1500 word equivalent

#### Description

The Presentation is to provide students the opportunity to develop real world professional presentation skills by applying key course concepts to a selected scenario. The scenarios are available in the Assignment Folder in CANVAS: Assessment 1.

Referencing Style: APA 7 only

#### Weighting

30%

#### Due Date

Sunday March 17 2024 11:59pm

#### Submission Method

Online via Canvas

#### Assessment Criteria

Rubric will be available in CANVAS

#### Return Method

Online

#### Feedback Provided

Online

## Assessment 2 Written Assignment (30%) 1500 words

Written Assignment [ICT]

### Assessment Type Description

The purpose of the task is to develop students' ICT skills to apply their understanding of effective workplace communication in cross cultural settings, and advocate for respectful engagement with Aboriginal and Torres Strait Islander colleagues, clients and communities.

Students will develop a website for their organisation that builds the cultural competency of all staff; enhances cross-cultural communication skills for all members of the organization; and facilitates respectful engagement with local Aboriginal and/or Torres Strait Islander communities.

The site will need to be culturally safe, easily navigable, aesthetically appealing and contain three (3) modules each with one (1) assessment tasks to be completed by staff.

<b>Weighting</b>	30%
<b>Due Date</b>	Sunday April 21 2024 11:59pm
<b>Submission Method</b>	Online via Canvas
<b>Assessment Criteria</b>	Rubric will be available in Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

## Assessment 3 - Written Assignment 2 (40%)

### Assessment Type Description

Written Assignment Essay 2000 words

The purpose of the task is to provide students the opportunity to critically reflect on the course content and develop a scholarly essay responding to one (1) of four (4) real world contexts in a written format. They will demonstrate coherent and advanced knowledge of underlying principles and concepts to support self-determination and culturally sound workplace ethics; as well as knowledge of research principles and methods. Students demonstrate that they are insightful scholars by undertaking senior level scholarly research and applying this knowledge to their written critical analysis while engaging in professional learning.

Referencing Style: APA 7 only

<b>Weighting</b>	40%
<b>Due Date</b>	Sunday June 16 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Rubric will be available in Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound demonstration of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

### Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

This online course will utilise Canvas and email as primary communication.

### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

### Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

### Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

**Adverse  
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s).

Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy  
Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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