

HUSE3006: Social Policy and Planning in Regional Contexts

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.

OVERVIEW

Course Description	This course examines how place-based social planning is influenced by wider social policy and how it interacts with community engagement at the regional and local level. Students will develop knowledge and skills in social planning techniques and practices and will explore aspects including locational disadvantage, community development and the relation to other professions, and the relevance of ecological sustainability to the social services sector
Academic Progress Requirements	Nil
Requisites	If you have successfully completed SPSW3070 you cannot enrol in this course.
Assumed Knowledge	SWRK1001 (formerly SWRK1010) and SWRK2001 (formerly SWRK2100) or HUSE1001 and HUSE1002
Contact Hours	Callaghan Lectorial Face to Face On Campus 2 hour(s) per week(s) for 12 week(s) starting Week 1
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	Callaghan Dr Fee Mozeley Fee.Mozeley@newcastle.edu.au Consultation: Please email to arrange consultation appointments
Teaching Staff	Other teaching staff will be advised on the course website.
School Office	School of Humanities Creative Industries and Social Sciences Social Sciences Building Callaghan HCISS@newcastle.edu.au +61 4985 4500

SYLLABUS

Course Content	The course will include the following topics: <ul style="list-style-type: none">• Social policy and its impact at a regional level• Regionalism;• Ecologically sustainable development;• Relevant legislative and policy frameworks;• Social planning structures and processes;• Demographics and mapping;• Social impact assessment;• Integrating social, economic and environmental planning at local level;• Social capital and citizen participation;• Community development and capacity-building.
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Describe key concepts related to regional social policy and planning and show their relevance to human services concerns and purposes.2. Distinguish between different levels of government and their responsibilities in relation to social policy and planning at a regional level.3. Research and then communicate the current circumstances of different groups of people in a specific location and the impact of regional social policy and planning on human services responses to these people.4. Use research and analysis to participate in community engagement or lobbying in relation to a location-specific social issue. environmental quality, political processes and cultural experience.5. Reflect on experience in this course to extend learning.
Course Materials	All course materials will be available via the course website.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	<ul style="list-style-type: none"> - Introduction to public and social policy. - Thinking and working regionally: some key concepts. - Levels of government and responsibilities. - Identifying specific government policies and responsibilities of government in regional spaces. 	<p>Lectorial: a combination of lecture and in-class workshop.</p> <p>Readings in the course readings folder online.</p>	
2	4 Mar	<ul style="list-style-type: none"> - Policy and planning - Engagement of local communities and stakeholders. - Some models: co-design and collective impact. 	<p>Lectorial: a combination of lecture and in-class workshop.</p> <p>Readings in the course readings folder online.</p>	
3	11 Mar	<ul style="list-style-type: none"> - Participating in the (regional) policy process - Planning for participation activity and assessment. <p>GUEST PRESENTERS (to be confirmed)</p>	<p>Lectorial: a combination of lecture and in-class workshop.</p> <p>Readings in the course readings folder online.</p>	Written assignment 2 - Short answer responses: Location, Issue, Responsibility Due: Friday 15th March (11:59pm).
4	18 Mar	<ul style="list-style-type: none"> - Identifying and communicating regional issues - Working with data 	<p>Lectorial: a combination of lecture and in-class workshop.</p> <p>Readings in the course readings folder online.</p>	
5	25 Mar	<p>GUEST PRESENTERS via video</p> <ul style="list-style-type: none"> - First Nations data sovereignty at the local level. - Collective Impact and the Maranguka, Justice Reinvestment project in Bourke 	<p>Lectorial: a combination of lecture and in-class workshop.</p> <p>Readings in the course readings folder online.</p>	
6	1 Apr	<ul style="list-style-type: none"> - No face-to-face class - Assessment preparation week: <ul style="list-style-type: none"> - Study for Quiz 1 - Prepare and plan your participation activity and essay 	<p>Online mini-lecture content & Self-directed learning activities</p> <p>Readings in the course readings folder online.</p>	<p>Quiz 1 Opens 9am, Thursday 4th April; and Closes 11:59pm, Sunday 7th April.</p> <p>NOTE: Monday 1st April is a public holiday</p>
7	8 Apr	<ul style="list-style-type: none"> - Sustainability and regional social planning - Local social planning - Social impact assessments <p>GUEST PRESENTER (to be confirmed)</p>	<p>Lectorial: a combination of lecture and in-class workshop.</p> <p>Readings in the course readings folder online.</p>	<p>Submission of Participation Essay Assessment Due: Friday 19th April, (11:59pm).</p> <p>NOTE: This assessment is due during the break.</p>
Mid-Semester Recess				
Mid-Semester Recess				

8	29 Apr	<ul style="list-style-type: none"> - Implementing social policy through grants and funding. - Critical elements of funding applications, especially describing needs and solutions. - Plus, important information for Assessment Item 3 	<p>Lectorial: a combination of lecture and in-class workshop.</p> <p>Readings in the course readings folder online.</p>	
9	6 May	<ul style="list-style-type: none"> - First component of the in-class assessment - Identifying and articulating outcomes 	<p>Lectorial: a combination of lecture and in-class workshop.</p> <p>Readings in the course readings folder online.</p>	In-class participation component of Assessment Item 3
10	13 May	<ul style="list-style-type: none"> - Second in-class component of the assessment - Theory of change 	<p>Lectorial: a combination of lecture and in-class workshop.</p> <p>Readings in the course readings folder online.</p>	In-class participation component of Assessment Item 3
11	20 May	<ul style="list-style-type: none"> - Third in-class component of assessment. - Logic models - Bringing it all together. 	<p>Lectorial: a combination of lecture and in-class workshop.</p> <p>Readings in the course readings folder online.</p>	<p>In-class participation component of Assessment Item 3</p> <p>Quiz 2 Opens 9am Thursday, 23rd May; and Closes 11:59pm Sunday, 26th May.</p>
12	27 May	Evaluation of social programs and social policies.	<p>Lectorial: a combination of lecture and in-class workshop.</p> <p>Readings in the course readings folder online.</p>	
13	3 Jun	No class		<p>Assessment Item 3 final submission of the logic model, associated materials and reflection piece</p> <p>Due: Friday 7th June (11:59pm).</p>
Examination Period				
Examination Period				

ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online quiz	Quiz 1: Opens 9am Thursday 4th April; Closes 11:59pm Sunday 7th April. Quiz 2: Opens 9am Thursday, 23rd May; Closes 11:59pm Sunday, 26th May.	Individual	20% (2x10%)	2
2	Written assignment - formative	Friday 15th March (11:59pm)	Individual	20%	1
3	Cooperative group project	Cooperative elements during classes in weeks 9, 10 and 11. Final submission due Friday 7th June (11:59pm)	Group	30%	3
4	Written assignment - summative	Friday 19th April (11:59pm)	Individual	30%	3, 4, 5

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 - Online quiz

Assessment Type	Quiz
Description	During the course there will be 2 quizzes. These focus on specific content from the classes and readings. They will be directly relevant for the written assignments. Each quiz will be open for four days.
Weighting	20% (10% per quiz)
Length	Two quizzes of ten questions each (Suggested quiz duration 30 minutes)
Due Date	Quiz 1: Opens 9am Thursday 4th April; Closes 11:59pm Sunday 7th April Quiz 2: Opens 9am Thursday, 23rd May; Closes 11:59pm Sunday, 26th May.
Submission Method	Online via the Quizzes tabs on the course website
Assessment Criteria	Marks will be awarded for accurate answering of quiz questions
Return Method	Online
Feedback Provided	Online

Assessment 2 - Written assignment - formative

Assessment Type	Written Assignment
Description	For this assignment you are asked to create short answer responses under the three headings described below (Location; Issue; Responsibility). An example of an issue that reflects social needs is homelessness and the need for social housing and a range of early interventions for vulnerable persons and families. Other issues may include mental health, domestic and family violence, public transport and social isolation. You are to focus on a place that matters and means something to you personally. Please use these headings to structure your response: <ul style="list-style-type: none"> - Location: name and describe the location you are focusing on (maybe include a little about its Aboriginal and non-Aboriginal history as well); include what you cherish about this place; what you see are its strengths. - Issue: name and show a social need within this location using and reference with relevant evidence. This may include data and other relevant government or non-government materials. - Responsibility: show the level of government (or other group) that could/should have responsibility for leading a response to this issue. Identify the specific government

department/s and show how this issue is part of its overall responsibilities.

Weighting	Succinct but highly informative writing is a critical aspect of this assignment. 20%
Length	800 words
Due Date	Friday 15th March (11:59pm)
Submission Method	Online: The submission link will be available via the Assessment 2 links on the course website
Assessment Criteria	<ul style="list-style-type: none">- Using evidence to make arguments and support claims made.- Accuracy of descriptions of responsibilities, including levels of government and specific areas of responsibility.- Quality of written communication- Appropriate and accurate in-text citations and reference list
Return Method	Online
Feedback Provided	Online - comments will be available on all returned papers.

Assessment 3 - Cooperative group project

Assessment Type	Project
Description	This assessment is in five parts. Each part contributes to the overall grade. Parts 1, 2 and 3 will be done in class during weeks 9, 10 and 11. In each of these weeks, students will individually share a draft of their overall information to a small group of peers and get some feedback on their information. This is the 'co-operative group project' aspect of the assignment.

For the **3 in-class parts** of this assessment, students will address the following:

- Part 1. Need and solution (in week 9):** using clear evidence (e.g. reliable data) show a need in their local area and describe a program to address that need using evidence to illustrate why this will work (maximum 500 words plus references).
- Part 2. Actions and outcomes (in week 10):** describe the actions they are proposing to undertake to implement the program and achieve the solution and then set out the outcomes of the proposed actions, specifically addressing short, medium and longer-term outcomes (maximum 500 words plus references).
- Part 3. Theory of change (in week 11):** provide a theory of change illustrating why the actions taken will lead to the outcomes they foresee (maximum 300 words plus references).

The remaining parts are for formal submissions:

- Part 4.** This is the main written work that gets submitted for marking. This is a bundle of materials that includes:
- A logic model (full details about what this is will be provided in class and on CANVAS) which will contain finalised versions of the materials shared for Parts 1, 2 and 3.
 - A copy of the draft materials that were shared during the in-class sessions in weeks 9, 10 and 11.
 - And a copy of the feedback received on the materials presented in the in-class sessions.
- Part 5.** This is a short written reflection (300 words). Each student will write a 300-word reflection on their most significant learning moment from the course, including why that was significant for them and how it might contribute to their living or working in the future.

More detail about this assessment item, and submission links can be found on the course website under the Assessment 3 module folders.

Weighting	30% (5 marks are awarded each week for participation in the in-class aspect of the assignment. 10 marks are possible for the logic model. 5 marks are given for submitting the reflection as requested)
Length	1500 words (Logic model: 1,200 words maximum and Reflection: 300 words)
Due Date	Saturday 7th June (11:59pm)
Submission Method	Online via submission links on the course website
Assessment Criteria	<ul style="list-style-type: none">• Effective use of evidence at each element of the logic model• Clear and precise writing in the logic model• Accurate understanding of concepts demonstrated by how they are applied in the logic model

- Appropriate referencing throughout
- Participation in the in-class aspects of the assessment task
- Completion of the reflection piece as per the description/instructions

Return Method Online
Feedback Provided Online

Assessment 4 - Written assignment - summative

Assessment Type Report
Description For this assignment students will participate in the social policy and planning process at a local level. Following this, each student will write an essay describing and then analysing the participation approach used in that circumstance particularly with reference to concepts offered in the course such as citizen empowerment.

Possible options include actively participating in:
Advocacy, lobbying, protests or social change initiatives that seek to address social issues and require policy responses to do so.

For example, you could participate in a Local government consultation process on a plan, proposal or initiative; such as an organisation planning session designed to address an issue of significant local need.

Overall, the essay should cover:

- What was the participation process or event you were involved with? Where, when, what? What issue was it trying to address? What was your role?
- What were you hoping to achieve by participating in this process?
- Did the process reflect a deficit or strengths-based approach? What were the frames and forces acting to make this the case?
- What type of participation was offered here? What types of citizen participation and empowerment does this reflect?
- What are the strengths and weaknesses of the approach taken and what could be done to improve it?

Weighting 30%
Length 1,200 words
Due Date Friday 19th April (11:59pm)
Submission Method Online via submission link on the course website
Assessment Criteria

- Demonstration of active participation in a real activity or event
- Use of theory and other evidence to support the arguments made and the analysis undertaken
- Quality of the analysis of the key issues
- Clarity of the written communication and the coherence of the essay
- Appropriate and accurate use of referencing in-text and in the reference list

Return Method Online
Feedback Provided 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 development 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.
- Face to Face: Communication will be provided via face to face meetings or supervision.

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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