



FOBE201

Working with and Employing People with Disabilities

S2 Day 2014

Dept of Marketing and Management

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Robert Miller

rob.miller@mq.edu.au

Contact via 0417208036

200 Australia Street, Newtown

Call for appointment or by-phone conversation

Moderator

Leanne Carter

leanne.carter@mq.edu.au

Contact via email please

E4A 631

Wednesdays 12 noon to 1.00 pm

Lorraine Nicolas

lorraine.nicolas@mq.edu.au

Credit points

3

Prerequisites

18cp and permission of Executive Dean of Faculty

Corequisites

Co-badged status

Unit description

This unit provides students with an opportunity to gain both a practical and theoretical understanding of the issues and obstacles faced by people with disability in the workplace, and an appreciation of the unique contributions that people with disability are able to make to the workplace. Through working with colleagues with a range of disabilities, students will develop a practical understanding from a human resources perspective of the value of the participation of people with disability in the workforce. Students will develop an understanding of models of disability, and the social, philosophical and economic impact of excluding people with disability.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate an awareness of the economic and social impacts of exclusion and inclusion of people with disabilities in the workplace.

Demonstrate a good understanding of legislative frameworks and avenues for Government assistance for people with disabilities.

Communicate effectively with people with a range of disabilities.

Demonstrate an appreciation for the need for life-long commitment to facilitating equal employment opportunities

General Assessment Information

Grades

Please refer to the relevant Bachelor Degree rule in the Handbook of Undergraduate Studies.

Grading Appeals

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal against your final grade, please refer to the website below. It provides information about the process and the cut off dates for lodging appeals. Please read the instructions provided concerning valid grounds for an appeal before proceeding to lodge one.

http://www.businessandeconomics.mq.edu.au/for/new_and_current_students/undergraduate/admin_central/grade_appeals

Special Consideration

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

Assessment Tasks

Name	Weighting	Due
<u>Essay</u>	30%	Week 8
<u>Reflective Journal</u>	40%	Week 13
<u>Presentation</u>	30%	Week 13
<u>Supervisor's Report</u>	0%	Week 13

Essay

Due: **Week 8**

Weighting: **30%**

A 2000 word essay that focuses on connecting practical experiences of the placement with the theoretical aspects of the course. This is to be submitted in **hard copy** to **Unit Convenor** at **seminar in week 8**.

On successful completion you will be able to:

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Reflective Journal

Due: **Week 13**

Weighting: **40%**

Students will be able to keep a **reflective journal** throughout the course and the placement experience. The format of the journal will be flexible, and may include a written journal, a video diary, or a blog. Students will be able to keep a **reflective journal** throughout the course and the placement experience. The format of the journal will be flexible, and may include a written journal, a video diary, or a blog.

This is **to be submitted in person** to the **Unit Convenor** at the seminar in **week 13**.

On successful completion you will be able to:

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Presentation

Due: **Week 13**

Weighting: **30%**

A presentation focused on a particular aspect of the student's placement experience and making connections between that experience and theory, as well as future action, using the 'What?, So what?, Now what?' method of reflection. The exact format of the presentation will be flexible and may include in-person presentation pre-recorded video presentation, or poster presentation. Presentation is for 10 minutes, followed by 5 minutes of class questions or interactions.

This **presentation is to be made in Week 13** at the final seminar at a time agreed upon between yourself and the unit convenor.

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Supervisor's Report

Due: **Week 13**

Weighting: **0%**

This is a report to be compiled by the supervisor, providing information on the student's performance in their PACE activity.

It is based on the graduate capabilities as detailed in 'Graduate capabilities'.

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Delivery and Resources

Timetable for classes can be found on the University web site at:

<http://www.timetables.mq.edu.au/>

Required readings and/or materials

Textbook: There is no required textbook for this unit.

Further reading: Suggestions for further reading are available through the FOBE201 online unit.

Websites:

www.usemyability.org

www.adcet.edu.au/cats/

www.mqas.org

Research resources: Students can access key research databases through the Library website. The following is a list of recommended databases:

- EBSCOHost – Academic Search Elite, Business Search Premier
- Wiley Interscience
- Global Market Information Databases
- Ulrich International Periodicals (for peer-reviewed journal checking)
- JStor (for humanities and social sciences journals)

Technology used and required

Technology used:

- Learning Management System
- Microsoft Office (or Open Office)
- Internet

- iLecture

Technology required:

- Access to a computer
- Access to Microsoft Office (or Open Office)
- Access to the internet

Unit website

FOBE201 is available at: <https://ilearn.mq.edu.au>

Student will be required to complete 1 week or equivalent (30 hours) of placement in a partner workplace focused on providing employment access for people with disabilities.

Students will be required to attend three seminars, and to submit assessment tasks.

At the seminars, students will be introduced to theories of disability, as well as to the social, philosophical, economic, legal and human resources aspects of the employment of people with disabilities. In addition to providing a theoretical basis from which students can work during their placements, the seminars will focus on orientation, scaffolding (particularly for reflective practice) and debriefing after the conclusion of the placements.

Research and practice

For the final presentation, students will be required to demonstrate competence in problem solving and research capability. Students must explore different research methods and select appropriate techniques or tools to collect and analyse data or information from a range of sources.

Relationship between Assessment and Learning Outcomes

Students' knowledge of and engagement with issues surrounding the employment of people with disabilities will be tested by a range of assessment tasks. These tasks are set up in such a way that they provide continuous assessment and scaffolding throughout the course and allow students to build up their skills and knowledge in a cumulative manner.

Attendance at seminars is compulsory (unless a student has a compelling reason for being unable to attend).

A placement of 1 week (30 hours) is compulsory.

Late assignments will be penalised at a rate of 1% per day, including weekends. Applications for extensions in appropriate circumstances should be made before the due date to the course convenor.

There is **no** final examination for this unit.

Seminar 1 (Week 1) –

- a) The global situation of employment of people with disabilities, looking at the International Convention on the rights of People with Disabilities and the way in which this has been observed internationally, bringing a sharp contrast to the Australian situation.
- b) What we mean when we talk about disability i.e. physical, sensory, psychiatric, cognitive. Statistics surrounding disability in Australia.
- c) Legal issues relating to excluding people with disability from employment and/or employment and training activities
- d) Social and Economic implications of discriminatory practice and the exclusion of people with disability from the workforce.
- d) Overview of the unit, what will be expected of students. Assessments, placements, etc

Readings:

Barnes, Colin (1997). *A Legacy of Oppression: A History of Disability in Western Culture*. Len Barton and Mike Oliver (eds.) *Disability Studies: Past, present and future*. Leeds: The Disability Press, pp. 3-24.

UN Convention on the Rights of Persons with Disabilities (2007).

Disability Expectations: Investing in a better life, a stronger Australia (Price Waterhouse Coopers, 2011) pp. 14-21.

Disability Discrimination Act (1992).

Disability Standards for Education (2005).

Disability Expectations: Investing in a better life, a stronger Australia (Price Waterhouse Coopers, 2011) pp. 29-53.

OECD (2011), *Inclusion of Students with Disabilities in Tertiary Education and Employment*, Education and Training Policy, OECD Publishing, Chapter 4 ('The difficult transition from education to employment') pp. 105-126.

Rehmann-Sutter and Dietmar Mieth (Eds), *The Contingent Nature of Life: Bioethics and the Limits of Human Existence*. Springer Business and Media, pp. 235-246.

World Report on Disability (World Health Organization, 2011) 'Work and Employment' pp. 233-258

Balazadeh, Nancy Jane Hesseltine (2003): Disability and Poverty: Employment, the Bottom Line, *Journal of Poverty*, 7:3, 143-148.

Seminar 2 (Week 8) Checking in and your reflections so far

Reflection for your PACE Experience.

1. What comes to mind when you explain your placement to your friends or family?
2. What are the 3 approaches that come to mind when you think about working and employing people with disabilities?
3. Consider the current environment (PESTL). Who and how are people with disabilities affected and what are the implications? Explain how that makes you feel.
4. How have your attitudes and behaviours changed as a result of this placement? What evidence do you have for that?
5. Were there any unintended learnings from this experience? Please explain.

Readings:

No readings

Seminar 3 (Week 13) – Final Presentations from students.

Assessment guide explains the requirements for this week. You will be invited to attend a seminar at a specified time and date by PACE staff and Unit Convenor.

No readings

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to

demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an awareness of the economic and social impacts of exclusion and inclusion of people with disabilities in the workplace.
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- Communicate effectively with people with a range of disabilities.
- Demonstrate an appreciation for the need for life-long commitment to facilitating equal employment opportunities

Assessment tasks

- Essay
- Reflective Journal
- Presentation
- Supervisor's Report

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Essay
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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Essay
- Reflective Journal
- Presentation
- Supervisor's Report

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Essay
- Reflective Journal
- Presentation
- Supervisor's Report

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

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- Communicate effectively with people with a range of disabilities.
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Assessment tasks

- Essay
- Reflective Journal
- Presentation
- Supervisor's Report

Changes from Previous Offering

The number of seminars has been reduced to reflect the student evaluations on workload from

previous semester.