



# ARTS3000

## PACE: Social, Cultural and Ethical Action

Session 2, In person-scheduled-weekday, North Ryde 2026

*Arts Faculty level units*

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#### Disclaimer

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## General Information

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By appointment

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By appointment

Credit points

10

Prerequisites

50cp at 2000 level or above and permission by special approval

Corequisites

Co-badged status

Unit description

ARTS3000 is a unit in the Bachelor of Arts PACE option set. In this unit students will be organised in small groups and will have the opportunity to apply discipline-specific knowledge and skills from anthropology, cultural studies, indigenous studies, gender studies, geography, philosophy, social justice, politics and international relations, sociology, and/or environment, society and law, to a real-world activity which will be sourced by the Arts PACE team. Students will engage with a partner organisation from either the university, corporate, government or not-for-profit sector, and contribute to a community outreach, advocacy, consultancy or research project. Students will bring to their activity a sensitivity to, and appreciation of the complexity of the cultural and social world, while making a positive contribution to an organisation and/or community. The activity will be supported by workshops and through online modules and discussion forums. Through these, students will be prompted to connect cultural, social and ethical theory to practice, reflect on skill and knowledge development, road-test possible careers and set goals for the future. Visit [Employability Connect](#) for eligibility and application requirements at least four weeks before the beginning of session.

## 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:

**ULO1:** Connect theoretical knowledge acquired in the cultural and social science disciplines and/or philosophy with the knowledge generated in the specific context of a real-world activity.

**ULO2:** Consider how discipline-specific critical frameworks can inform ethical, sustainable and inclusive practices during the activity.

**ULO3:** Integrate critical thinking and reflective practice into the activity, and develop self-management strategies to address challenges and enhance learning.

**ULO4:** Utilise individual and interpersonal skills that are necessary for navigating the interconnected and fast-paced current global workplace.

## General Assessment Information

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

## Assessment Tasks

| Name                                          | Weighting | Hurdle | Due                       | Groupwork/Individual | Short Extension | AI Approach |
|-----------------------------------------------|-----------|--------|---------------------------|----------------------|-----------------|-------------|
| <a href="#">Work-in-progress presentation</a> | 30%       | No     | In class week 7 or week 8 | Group                | No              | Observed    |
| <a href="#">Project Work</a>                  | 30%       | No     | 09/11/2026                | Individual and Group | No              | Open        |
| <a href="#">Reflective Essay</a>              | 40%       | No     | 16/11/2026                | Individual           | Yes             | Open        |

### Work-in-progress presentation

Assessment Type <sup>1</sup>: Presentation task

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **In class week 7 or week 8**

Weighting: **30%**

Groupwork/Individual: Group

Short extension <sup>3</sup>: No

AI Approach: Observed

All students, within their project group, will present early findings of their project work in class as an oral presentation. This will provide valuable feedback on their project. Attendance at the partner's briefing and engagement with unit learning activities develop the work students will prepare for this presentation.

On successful completion you will be able to:

- Connect theoretical knowledge acquired in the cultural and social science disciplines and/or philosophy with the knowledge generated in the specific context of a real-world activity.
- Consider how discipline-specific critical frameworks can inform ethical, sustainable and inclusive practices during the activity.
- Integrate critical thinking and reflective practice into the activity, and develop self-management strategies to address challenges and enhance learning.
- Utilise individual and interpersonal skills that are necessary for navigating the interconnected and fast-paced current global workplace.

## Project Work

Assessment Type <sup>1</sup>: Portfolio

Indicative Time on Task <sup>2</sup>: 0 hours

Due: **09/11/2026**

Weighting: **30%**

Groupwork/Individual: Individual and Group

Short extension <sup>3</sup>: No

AI Approach: Open

Students will complete a series of tasks towards a major project assigned by their workplace supervisors.

On successful completion you will be able to:

- Connect theoretical knowledge acquired in the cultural and social science disciplines and/or philosophy with the knowledge generated in the specific context of a real-world activity.
- Consider how discipline-specific critical frameworks can inform ethical, sustainable and inclusive practices during the activity.
- Integrate critical thinking and reflective practice into the activity, and develop self-

management strategies to address challenges and enhance learning.

- Utilise individual and interpersonal skills that are necessary for navigating the interconnected and fast-paced current global workplace.

## Reflective Essay

Assessment Type <sup>1</sup>: Reflection task

Indicative Time on Task <sup>2</sup>: 29 hours

Due: **16/11/2026**

Weighting: **40%**

Groupwork/Individual: Individual

Short extension <sup>3</sup>: Yes

AI Approach: Open

This task is designed for students to synthesise their academic and vocational knowledge and present it in the form of a reflective essay. The essay consists of a background section on the industry partner, a reflective section on the student's role within the organisation during the project, and a context section connecting what the student has experienced and learned during the project, including links to relevant theoretical idea(s) and/or discipline-specific knowledge, and how these have been applied to the activity. The essay will be accompanied by an individual log of hours and tasks completed towards the group project. At the end of the session workplace supervisors will assess students' performance and the supervisor's report will be used to inform assessment of this task.

On successful completion you will be able to:

- Connect theoretical knowledge acquired in the cultural and social science disciplines and/or philosophy with the knowledge generated in the specific context of a real-world activity.
- Consider how discipline-specific critical frameworks can inform ethical, sustainable and inclusive practices during the activity.
- Utilise individual and interpersonal skills that are necessary for navigating the interconnected and fast-paced current global workplace.

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- [Academic Success](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation.

<sup>3</sup> An automatic short extension is available for some assessments. Apply through the [Service](#)

[Connect Portal.](#)

## Delivery and Resources

Students enrolled as "in-person scheduled" will attend weekly 2 hour seminars. Some weeks may run as online activities instead. For more information, please see the timetables site, the unit schedule (below), and the unit iLearn page.

If you are not able to attend the on-campus seminars, you should enrol in the "online scheduled weekday" offering of the unit. Students enrolled as "online scheduled weekday" will attend up to five 2-hour Zoom seminars throughout the session. The other weeks will run as asynchronous online activities. For more information, please see the timetables site, the unit schedule (below), and the unit iLearn page.

As this is a PACE unit, students will also be required to attend activities and meetings scheduled by partner organisations outside class time, as well as participate in regular group project meetings at mutually convenient times devised by each student group. Where possible, regular times during classes will be allocated to group project meetings for students.

## Unit Schedule

Note: some classes may run as online scheduled or asynchronous. Please consult the iLearn page for more information.

| Week | In-person scheduled            | Online scheduled               | Assessment                                           |
|------|--------------------------------|--------------------------------|------------------------------------------------------|
| 1    | Unit Introduction              | Unit Introduction              |                                                      |
| 2    | Discipline-specific activity 1 | Discipline-specific activity 1 |                                                      |
| 3    | Partner Briefings              | Partner Briefings              |                                                      |
| 4    | Project Management             | Project Management             |                                                      |
| 5    | Ethics                         | Ethics                         |                                                      |
| 6    | Project Communication          | Project Communication          |                                                      |
| 7    | WIP presentations              | WIP presentations              | <b>WIP presentations in class (week 7 or 8- 30%)</b> |
| 8    | WIP presentations              | WIP presentations              | <b>WIP presentations in class (week 7 or 8- 30%)</b> |
| 9    | Project Reflection             | Project Reflection             |                                                      |
| 10   | Careers                        | Careers                        |                                                      |
| 11   | Discipline-specific activity 2 | Discipline-specific activity 2 |                                                      |

|    |                                |                                |                                                                                                                           |
|----|--------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 12 | Project debrief                | Project debrief                |                                                                                                                           |
| 13 | Discipline-specific activity 3 | Discipline-specific activity 3 | <p><b>Project Work Monday Week 14 (09/11/26) (30%)</b></p> <p><b>Reflective Essay Monday Week 15 (16/11/26) (40%)</b></p> |

## Policies and Procedures

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

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [connect.mq.edu.au](https://connect.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the

expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

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

### Academic Success

[Academic Success](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Ask a Study Coach](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit <https://students.mq.edu.au/support/technology/service-desk>.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#).

The policy applies to all who connect to the MQ network including students.

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Unit information based on version 2026.04 of the **Handbook**