



# Gelop802

## Social Impact Assessment and Cross Cultural Negotiation

S2 Day 2018

*Department of Geography and Planning*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	9
<u>Learning and Teaching Activities</u>	11
<u>Policies and Procedures</u>	12
<u>Graduate Capabilities</u>	13
<u>Changes from Previous Offering</u>	18

#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Fiona Miller

[fiona.miller@mq.edu.au](mailto:fiona.miller@mq.edu.au)

Contact via Email

W3A 426

By appointment only

Tutor, marker

Lara Mottee

[lara.mottee@mq.edu.au](mailto:lara.mottee@mq.edu.au)

Contact via Email

By appointment only

Credit points

4

Prerequisites

Admission to MEnvPlan or MPlan or GCertEnvPlan or MEnvEd or MEnvMgt or MEnvStud or MDevCult or MEnv or MPH or MPPP or MSusDev or MAppAnth or MPASR or GradDipPASR or MWldMgt or MSocEntre or GradDipEnv or GradDipSIA or GradCertSIA or GradCertSusDev or GradDipSusDev or GradCertSocEntre or MGlobalHlthDevStud or GradCertGlobalHlthDevStud or GradDipPP or MDevStud or MDevStudGlobalHlth or MSc in (Environmental Health or Remote Sensing and GIS) or MPPPMDevStud or MIntPubDip

Corequisites

Co-badged status

Unit description

Social impact assessment is a key tool in managing development in multicultural environments where stakeholders have different views of the world. Using case studies of resource projects, major infrastructure developments, native title, post-disaster recovery and climate change adaptation this unit develops conceptual, methodological and practical skills relevant to government, community and private sectors. Students will examine several major social impact studies and native title negotiations.

## 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:

A critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.

An ability to discuss the history of Social Impact Assessment and its basic theoretical and methodological foundations in Australia and internationally.

An ability to explain the requirements for negotiations-based approaches to Social Impact Assessment in cross-cultural settings.

A demonstrated understanding of the lessons of recent negotiations about resource industry and infrastructure developments in Australia and the region for their own field(s) of practice.

A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.

Demonstrated written and oral communication skills and research skills at a high level.

## General Assessment Information

### Assignment Submission

To successfully complete GEOP802 students must complete **all** assessment tasks. Failure to complete any single assessment task may result in failure of the unit. The final grade is based on the total mark accumulated from all four assessment tasks.

All students must keep an electronic copy of all assignments (preferably as a PDF) submitted for assessment.

All assignments must be submitted via **Turnitin**. You will be able to access the result of the Turnitin scan and be able to review your assignments in light of this result. Not everything that Turnitin picks up as comparable to other work is plagiarised. Use this process constructively to ensure you are referencing correctly and effectively. Instructions for submitting assignment to Turnitin can be found at: [http://mq.edu.au/iLearn/student\\_info/assignments.htm](http://mq.edu.au/iLearn/student_info/assignments.htm)

### Late Penalties and Grading

Unless a Special Consideration request has been submitted and approved,

(a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and

(b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Each assignment will be marked and commented upon before it is returned to you. The mark will be in the form of a graded letter and as consistent with University policy.

### Further Guidance on Assessments

Rubrics and marking criteria for all assessments, as well as some samples of assessments, will be available on *iLearn*.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Key Issues Summary</u>	20%	No	19/08/2018 (midnight)
<u>Tutorial Presentation</u>	10%	No	Weeks 3-11
<u>Tutorial Paper</u>	25%	No	Weeks 4-12
<u>Research Essay Outline (A)</u>	0%	No	14/10/18 (midnight)
<u>Research Essay (B)</u>	35%	No	4/11/18 (midnight)
<u>Active Participation</u>	10%	No	Weeks 1-13

### Key Issues Summary

Due: **19/08/2018 (midnight)**

Weighting: **20%**

**Write a (1000 word) review of the readings for weeks 1-3 and the introductory lectures. Your review should identify key themes in the literature and relate those themes to your own learning objectives in the unit and fields of interest/professional practice.**

The purpose of this assessment task is to ensure that you understand the history, purpose and principles underpinning Social Impact Assessment. You are required to demonstrate a critical understanding of the introductory readings and lectures, the issues they raise and the relevance of these issues to your own learning objectives in the unit and fields of interest/professional practice. This assessment aims to provide you with a clear overview of SIA and how it relates to your own learning objectives.

On successful completion you will be able to:

- A critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- An ability to discuss the history of Social Impact Assessment and its basic theoretical and methodological foundations in Australia and internationally.

- Demonstrated written and oral communication skills and research skills at a high level.

## Tutorial Presentation

Due: **Weeks 3-11**

Weighting: **10%**

Students are required to work in groups to prepare an oral presentation and lead a tutorial discussion on a specific tutorial topic. You will nominate your preferred tutorial (Weeks 3 -11) in Week 1. For external students the 'oral' presentation will take the form of an online posting on *iLearn* and leadership of online discussion.

In every tutorial session all students (including external students) are expected to prepare by reading at least 2-3 papers per week. The role of the student(s) leading the tutorial class is **not to summarise** papers that everyone should have read for themselves, but **to lead a discussion** on the issues raised in the papers. Presentations for the whole group should not exceed **30 minutes maximum!**

It is recognised that as adult learners students bring a range of experiences and insights to the task of understanding SIA and cross-cultural negotiation, and that a wide range of fields of practice are implicated. **Co-presenters should work together** to present stimulating and provocative discussion sessions (e.g. make use of powerpoint, discussion questions, videos, games, debates, scenarios, role plays, group activities). External students can make use of online tools such as Zoom to post video or audio files.

Of the 10% allocated for this task, half of the mark is allocated to the group as a whole and half is based on your individual contribution to the class presentation (or online presentation) *and* your ability to lead and encourage discussion in class (or online). Students who fail to make an active contribution to the presentation or in the case of external students make an online posting will receive a Fail for this task.

On successful completion you will be able to:

- A critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- A demonstrated understanding of the lessons of recent negotiations about resource industry and infrastructure developments in Australia and the region for their own field(s) of practice.
- A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.
- Demonstrated written and oral communication skills and research skills at a high level.

## Tutorial Paper

Due: **Weeks 4-12**

Weighting: **25%**

**Write a 1500 word paper that reflects upon and relates the readings, class discussion and your own understanding of the tutorial topic to the question of: what constitutes 'good practice' in SIA?**

The purpose of this assessment task is to allow each student to demonstrate a deeper understanding of one area of SIA covered by the unit and how engagement with this topic can inform an understanding of 'good practice' in SIA. Your tutorial paper should reflect upon your tutorial presentation and be responsive to the class/online discussion as well as engaging with the literature.

This assignment is due before midnight on the Monday night the week following your tutorial presentation. So if you present on Monday of Week 4, the assignment is due by midnight Monday of Week 5.

On successful completion you will be able to:

- A critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- A demonstrated understanding of the lessons of recent negotiations about resource industry and infrastructure developments in Australia and the region for their own field(s) of practice.
- A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.
- Demonstrated written and oral communication skills and research skills at a high level.

## Research Essay Outline (A)

Due: **14/10/18 (midnight)**

Weighting: **0%**

Students must submit a brief outline of their proposed SIA, topic and approach to the essay (max. one paragraph) to the convenor by **14 October** to receive early feedback on the appropriateness of their case study.

On successful completion you will be able to:

- A critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- An ability to discuss the history of Social Impact Assessment and its basic theoretical and methodological foundations in Australia and internationally.
- An ability to explain the requirements for negotiations-based approaches to Social Impact Assessment in cross-cultural settings.
- A demonstrated understanding of the lessons of recent negotiations about resource industry and infrastructure developments in Australia and the region for their own field(s)

of practice.

- A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.
- Demonstrated written and oral communication skills and research skills at a high level.

## Research Essay (B)

Due: **4/11/18 (midnight)**

Weighting: **35%**

**Choose one of the following (5) topics, undertake research on the topic and write a case study-based essay (3000 words) on your research that addresses the question:** What conceptual, methodological and practical considerations need to be taken into account in the conduct of SIA in order to achieve more sustainable and equitable outcomes for different stakeholders? Illustrate your argument with reference to a case study of an SIA undertaken in a cross-cultural context.

- SIA and Indigenous rights
- SIA in disaster settings
- SIA in formal planning systems
- SIA and forced resettlement
- SIA and mine closure

The purpose of this assessment is to apply your understanding of SIA in cross-cultural settings, as well as demonstrate an understanding of the principles and practices associated with more negotiated approaches to SIA, through a research-based case study essay. You will select a topic, identify an example of an SIA related to that topic and present related evidence to the topic. The target is to produce work of publishable quality.

Examples of SIAs suitable for this research essay can be found in the SIA Library in Mendeley. See iLearn site for links.

**This assessment task is in two parts. Students must submit Part A (see above) before they are able to submit Part B, even though no mark is given for Part A. Students must include a brief explanation of how they have incorporated feedback from Part A and on their previous assessment/s into this assessment task.**

On successful completion you will be able to:

- A critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- An ability to discuss the history of Social Impact Assessment and its basic theoretical and methodological foundations in Australia and internationally.
- An ability to explain the requirements for negotiations-based approaches to Social Impact Assessment in cross-cultural settings.

- A demonstrated understanding of the lessons of recent negotiations about resource industry and infrastructure developments in Australia and the region for their own field(s) of practice.
- A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.
- Demonstrated written and oral communication skills and research skills at a high level.

## Active Participation

Due: **Weeks 1-13**

Weighting: **10%**

For internally enrolled students, class attendance is compulsory and the roll will be marked. Students must come to class prepared every week ready to discuss the essential readings, as you may be called upon to discuss and reflect upon any one of these readings in any given week. We will also have class activities based on the readings, so it is necessary to come prepared.

For external students, it is expected that they will make regular postings (150-300 words) on the unit's iLearn website in response to the questions posted by the convenor or lead discussant, others' comments and the readings.

On successful completion you will be able to:

- A critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- Demonstrated written and oral communication skills and research skills at a high level.

## Delivery and Resources

### Study Modes

This unit is available in both internal and external study modes. **Internal** students attend a three-hour weekly class on Mondays **2:00pm - 5:00pm** in 9WW 131 (E6A). Classes will run as a combination of both lectures and student-led tutorial sessions as indicated in the class schedule. All internal students are expected to attend **all** classes and the roll will be taken as part of the determination of your participation mark. **External** students will be expected to access recordings of the sessions online via *iLearn* and participate in weekly discussions through contribution of brief postings and responses to others' postings. There is an **on-campus session**, which will run on **Saturday 18/08/17 (10.00am-4.00pm)** in 12SW301. External students are strongly encouraged to attend.

### Workload Expectation

GEOP802 uses a combination of lecture and tutorial classes with a number of role-play and web-based learning opportunities. It is expected that all students in the unit will both participate and



contribute to classes, including completing the required readings and participating in classroom and online discussions. Internal students are expected to attend all classes and external students are expected to routinely access material online each week. All students are required to complete all the required assessment set for the unit.

The credit point value of a unit reflects the amount of work required. Each credit point roughly corresponds to about three hours per week (including class contact hours). GEOP802 is a 4 credit point unit, so you should therefore expect to spend about 12 hours each week on it. The expected hours per credit point per week is over the 15 weeks of the session - the 13 weeks of classes PLUS the two weeks of the mid-session break. If you are unable to make this commitment to your study, then you should reconsider your decision to enrol – or reassess your priorities.

### Technology Used and Required

GEOP802 provides all students with significant web-based support using *iLearn*, Macquarie University's learning management system. If you need help with *iLearn* please refer to [http://www.mq.edu.au/iLearn/student\\_info/index.htm](http://www.mq.edu.au/iLearn/student_info/index.htm) or contact the unit convenor as soon as possible. The unit website will be maintained regularly, providing you with copies of lecture PowerPoint slides immediately before each lecture. Digital audio recordings of the lectures will be available via *Echo360* linked to the unit's *iLearn* site. External students are also encouraged to use Zoom for tutorial presentations.

## Unit Schedule

### UNIT SCHEDULE – S2, 2018

Week	Week Beginning	Lecturer	Lecture Title	Tutorial Topic
<b>MODULE I - INTRODUCTION TO SIA</b>				
1	30/7	FM	Introduction and scope of the unit  Overview of SIA in cross-cultural contexts	Introduction to and overview of SIA  2 hour lecture session (No tutorial – reading time)
<b>MODULE II - METHODS AND CONCEPTS FOR CROSS-CULTURAL SIA</b>				
2	6/8	FM	Key moments in SIA  Paradigms, theories, methods and practices in SIA  <i>Discussion of Assessment Task 1</i>	Dominant and dissident paradigms in SIA  In-class tutorial

3	13/8	FM	<p>SIA, Indigenous peoples and the Global South</p> <p><i>*Mendeley training session</i></p> <p><b><u>*Assessment Task 1 due 19/8</u></b></p>	<p><b>SIA in cross-cultural settings:</b></p> <p><b>negotiation-based approaches to social change</b></p> <p>Student-led tutorial</p>
	18/8 Sat	FM	<p><b>On-campus Session for External Students</b></p>	<p>Negotiation and its problems</p> <p>Negotiating Water Role Play</p> <p>Negotiating SIA outcomes</p> <p>Discussion of assessment tasks</p>
4	20/8	JR	<p><b>Critical skills and negotiation in cross-cultural SIA</b></p> <p><i>*Mendeley training session</i></p> <p><i>Discussion of Assessment Tasks 2 and 3</i></p>	<p><b>Challenges and opportunities of multicultural environments</b></p> <p>Student-led tutorial</p>
<b>MODULE III - SIA CASE STUDIES AND PROFESSIONAL PRACTICE</b>				
5	27/8	FM	<p><b>Assessing infrastructure and resource projects</b></p>	<p><b>Negotiating social change in cross-cultural settings</b></p> <p>Student-led tutorial</p>
6	3/9	FM	<p><b>Negotiating impacts</b></p> <p>(Negotiating Water Role Play)</p>	<p><b>3 hour Role-Play Session (No tutorial)</b></p> <p>The Negotiating Water Role Play material should be read <b>before</b> class in preparation for this session.</p>
7	10/9	FM	<p><b>Forced displacement</b></p> <p><i>Discussion of Assessment Tasks 4 and 5</i></p>	<p><b>Forced displacement and compensation</b></p> <p>Student-led tutorial</p>
			<b>UNIVERSITY RECESS</b>	<b>17/9-1/10: NO CLASSES</b>
8	1/10 Public holiday		<b>No class, research time</b>	
9	8/10	FM	<p><b>SIA in Disaster Settings</b></p> <p><i>Library research skills training</i></p> <p><b><u>Assessment Task 4 due 14/10</u></b></p>	<p><b>Vulnerability, shocks and stresses</b> Student-led tutorial</p>
10	15/10	Guest lecturer	<p><b>Guest lecturer</b></p> <p><i>Discussion of Assessment Task 3</i></p>	<p><b>Ethics in cross-cultural SIA</b></p> <p>Student-led tutorial</p>

11	22/10	Guest lecturer	Guest lecturer	Public participation: conceptual and methodological issues Student-led tutorial
12	29/10	Guest lecturer	Guest lecturer <u>Assessment Task 5 due 4/11</u>	Justice and SIA In-class tutorial
MOUDLE IV - LOOKING FORWARD				
13	5/11	FM	Summary and reflections: Towards SIA for Justice  Unit review and evaluation	No tutorial

## Learning and Teaching Activities

### Lectures

Lectures delivered by staff and guest lecturers provide an introduction to and overview of SIA in cross-cultural contexts; history of SIA; key paradigms, theories, concepts, methods and practices; and SIA case studies and professional practice.

### Tutorials

Seminar style tutorials led by staff and students.

### Personal reading

Personal reading of journal articles, books, online material and SIA documents.

### Reflection

Reflection on personal/professional experience and interests and key themes in SIA.

### Research

In-depth research on a particular case study.

### In-class and online discussions

Teaching staff and students will actively lead in-class and online discussion on weekly tutorial topics and other related topics.

### Presentations and facilitation of discussions

Student presentations and facilitation of group discussions.

### Small group work

Small group work in tutorials (face-to-face or online).

## Experiential Learning

Experiential learning opportunity of a role play in the tutorial and on-campus session.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

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

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, 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 [ask.mq.edu.au](https://ask.mq.edu.au).

## 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](https://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcomes

- A critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.
- Demonstrated written and oral communication skills and research skills at a high level.

### Assessment tasks

- Research Essay Outline (A)
- Research Essay (B)
- Active Participation

## **Learning and teaching activities**

- Lectures delivered by staff and guest lecturers provide an introduction to and overview of SIA in cross-cultural contexts; history of SIA; key paradigms, theories, concepts, methods and practices; and SIA case studies and professional practice.
- Seminar style tutorials led by staff and students.
- Reflection on personal/professional experience and interests and key themes in SIA.
- In-depth research on a particular case study.
- Teaching staff and students will actively lead in-class and online discussion on weekly tutorial topics and other related topics.
- Student presentations and facilitation of group discussions.
- Small group work in tutorials (face-to-face or online).
- Experiential learning opportunity of a role play in the tutorial and on-campus session.

## **PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## **Learning outcomes**

- A critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- An ability to discuss the history of Social Impact Assessment and its basic theoretical and methodological foundations in Australia and internationally.
- A demonstrated understanding of the lessons of recent negotiations about resource industry and infrastructure developments in Australia and the region for their own field(s) of practice.

## **Assessment tasks**

- Key Issues Summary
- Tutorial Paper
- Research Essay Outline (A)
- Research Essay (B)
- Active Participation

## **Learning and teaching activities**

- Lectures delivered by staff and guest lecturers provide an introduction to and overview of

SIA in cross-cultural contexts; history of SIA; key paradigms, theories, concepts, methods and practices; and SIA case studies and professional practice.

- Seminar style tutorials led by staff and students.
- Personal reading of journal articles, books, online material and SIA documents.
- Reflection on personal/professional experience and interests and key themes in SIA.
- In-depth research on a particular case study.
- Teaching staff and students will actively lead in-class and online discussion on weekly tutorial topics and other related topics.
- Small group work in tutorials (face-to-face or online).

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

- A critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- An ability to discuss the history of Social Impact Assessment and its basic theoretical and methodological foundations in Australia and internationally.
- An ability to explain the requirements for negotiations-based approaches to Social Impact Assessment in cross-cultural settings.
- A demonstrated understanding of the lessons of recent negotiations about resource industry and infrastructure developments in Australia and the region for their own field(s) of practice.
- A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.
- Demonstrated written and oral communication skills and research skills at a high level.

### Assessment tasks

- Key Issues Summary
- Tutorial Presentation
- Tutorial Paper
- Research Essay Outline (A)
- Research Essay (B)

- Active Participation

## **Learning and teaching activities**

- Seminar style tutorials led by staff and students.
- Personal reading of journal articles, books, online material and SIA documents.
- Reflection on personal/professional experience and interests and key themes in SIA.
- In-depth research on a particular case study.
- Teaching staff and students will actively lead in-class and online discussion on weekly tutorial topics and other related topics.
- Student presentations and facilitation of group discussions.
- Small group work in tutorials (face-to-face or online).
- Experiential learning opportunity of a role play in the tutorial and on-campus session.

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### **Learning outcome**

- Demonstrated written and oral communication skills and research skills at a high level.

### **Assessment tasks**

- Tutorial Paper
- Research Essay Outline (A)
- Research Essay (B)

## **Learning and teaching activities**

- Reflection on personal/professional experience and interests and key themes in SIA.
- In-depth research on a particular case study.
- Teaching staff and students will actively lead in-class and online discussion on weekly tutorial topics and other related topics.
- Student presentations and facilitation of group discussions.
- Small group work in tutorials (face-to-face or online).
- Experiential learning opportunity of a role play in the tutorial and on-campus session.

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different



social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## **Learning outcomes**

- An ability to discuss the history of Social Impact Assessment and its basic theoretical and methodological foundations in Australia and internationally.
- An ability to explain the requirements for negotiations-based approaches to Social Impact Assessment in cross-cultural settings.
- A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.
- Demonstrated written and oral communication skills and research skills at a high level.

## **Assessment tasks**

- Key Issues Summary
- Tutorial Presentation
- Tutorial Paper
- Research Essay Outline (A)
- Research Essay (B)
- Active Participation

## **Learning and teaching activities**

- Seminar style tutorials led by staff and students.
- Reflection on personal/professional experience and interests and key themes in SIA.
- In-depth research on a particular case study.
- Teaching staff and students will actively lead in-class and online discussion on weekly tutorial topics and other related topics.
- Student presentations and facilitation of group discussions.
- Small group work in tutorials (face-to-face or online).
- Experiential learning opportunity of a role play in the tutorial and on-campus session.

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcomes

- A critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- An ability to discuss the history of Social Impact Assessment and its basic theoretical and methodological foundations in Australia and internationally.
- An ability to explain the requirements for negotiations-based approaches to Social Impact Assessment in cross-cultural settings.
- A demonstrated understanding of the lessons of recent negotiations about resource industry and infrastructure developments in Australia and the region for their own field(s) of practice.
- A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.

## Assessment tasks

- Tutorial Presentation
- Research Essay Outline (A)
- Research Essay (B)
- Active Participation

## Learning and teaching activities

- Reflection on personal/professional experience and interests and key themes in SIA.
- Teaching staff and students will actively lead in-class and online discussion on weekly tutorial topics and other related topics.
- Student presentations and facilitation of group discussions.
- Small group work in tutorials (face-to-face or online).

## Changes from Previous Offering

This year some small changes have been made to the assessments, including an increase the weighting of the participation mark (to encourage class attendance and participation) and the introduction of a hurdle assignment (Part A) for the research essay, to encourage students to plan their essay early and to provide an opportunity for early feedback from the convenor to inform this major assessment task.