



GEOX802

Social Impact Assessment and Cross Cultural Negotiation

S2 OUA 2019

Department of Geography and Planning

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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By appointment only

Tutor, marker

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By appointment only

Prerequisites

Admission to MPASR(OUA) or GradDipPASR (OUA)

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. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-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 GEOX802 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

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
Key Issues Summary	20%	No	19/08/2019 (midnight)
Online participation	20%	No	Ongoing
Tutorial Paper	25%	No	Weeks 4-12
Research Essay	35%	No	4/11/18 (midnight)

Key Issues Summary

Due: **19/08/2019 (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.

Online participation

Due: **Ongoing**

Weighting: **20%**

Students are expected to respond to discussion prompts and participate actively in online discussions throughout the semester. Students will be expected to contribute in a timely fashion, connect contributions to those made by others and provide real-life examples and draw upon the literature to support ideas. See further details and marking rubric in iLearn. Students can make use of online tools such as Zoom to post video or audio files.

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 a 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 engage with the literature for that tutorial topic.

Students are requested to nominate the topic for the tutorial paper in week 1. If you nominate the topic for week 5, the tutorial paper is due by midnight of the Monday of week 6.

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.
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- 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

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 improvements in the design and conduct of SIA are required in order to achieve more sustainable and equitable outcomes for different stakeholders? Illustrate your argument with reference to cross-cultural issues associated with a case study of an SIA.

- 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.

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.

Delivery and Resources

Workload Expectation

GEOX802 is delivered online and it is expected that all students in the unit will both participate and contribute to online activities, including preparing by completing the required readings, and participating in web-based discussions. All students are required to complete all the required assessment set for the unit.

Technology Used and Required

GEOX802 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 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

Week	Week Beginning	Lecturer	Lecture Title	Online Discussion Topic
MODULE I - INTRODUCTION TO SIA				
1	30/7	FM	Introduction and scope of the unit Orientation to Impact Assessment Overview of SIA in cross-cultural contexts	Introduction to and overview of SIA
MODULE II - METHODS AND CONCEPTS FOR CROSS-CULTURAL SIA				
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
3	13/8	FM	SIA, Indigenous peoples and the Global South <u><i>*Assessment Task 1 due 19/8</i></u>	SIA in cross-cultural settings: negotiation-based approaches to social change Student-led tutorial
4	20/8	FM	Critical skills and negotiation in cross-cultural SIA <i>Discussion of Assessment Tasks 2 and 3</i>	Challenges and opportunities of multicultural environments Student-led tutorial
MODULE III - SIA CASE STUDIES AND PROFESSIONAL PRACTICE				
5	27/8	FM	Assessing infrastructure and resource projects	Negotiating social change in cross-cultural settings Student-led tutorial

6	3/9	FM	Conflict and SIA	Addressing conflict in SIA Student-led tutorial
7	10/9	FM	Forced displacement <i>Discussion of Assessment Tasks 4 and 5</i>	Forced displacement and compensation Student-led tutorial
			UNIVERSITY RECESS	17/9-1/10: NO CLASSES
8	1/10		No class, research time	
9	8/10	FM	SIA in Disaster Settings <u>Assessment Task 4 due 7/10</u>	Vulnerability, shocks and stresses Student-led tutorial
10	15/10	FM	Ethics and SIA	Ethics in cross-cultural SIA Student-led tutorial
11	22/10	FM	Participation, power and social change	Public participation: conceptual and methodological issues Student-led tutorial
12	29/10	FM	Negotiation changing cultures <u>Assessment Task 5 due 4/11</u>	Justice and SIA
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

Late Submission - applies unless otherwise stated elsewhere in the unit guide

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.

Extension Request

Special Consideration Policy and Procedure
(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 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 ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

Student Support

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

[dents.mq.edu.au/support/](https://unitguides.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

If you are a Global MBA student contact globalmba.support@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/.

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 task

- Research Essay

Learning and teaching activity

- 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

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.
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- An ability to explain the requirements for negotiations-based approaches to Social Impact Assessment in cross-cultural settings.
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- 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
- Online participation
- Tutorial Paper
- Research Essay

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

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.
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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
- Online participation
- Tutorial Paper
- Research Essay

Learning and teaching activities

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- In-depth research on a particular case study.
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- 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.
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Assessment tasks

- Online participation
- Research Essay

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