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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

# 1. General Course Information

## 1.1 Course Details

<b>COURSE CODE</b>	3002LFC
<b>COURSE TITLE</b>	Community Internship
<b>ACADEMIC ORGANISATION</b>	LFC Centre for Learning Futures
<b>TRIMESTER</b>	Trimester 3 2019
<b>MODE</b>	Mixed Mode
<b>LEVEL</b>	Undergraduate
<b>LOCATION</b>	Gold Coast, On Campus
<b>CREDIT POINT VALUE</b>	10

### Course Description:

This 10CP free-choice elective course is available to all students who have completed a minimum of 80CP of study. It provides an opportunity for students to develop a range of professional and personal skills while making a difference in their community through combining volunteering with academic learning through a community internship organised either by the University or the student may use a current volunteering activity for the 50-hour minimum volunteering component of the course. The activity may be related to the student's discipline studies, or could be an opportunity to explore working with an organisation outside of their normal discipline learning context. Community Partners who have joined with the University to offer volunteering internships to students include organisations, schools, government departments and corporations engaged in not-for-profit community activities. The community-based volunteering is aligned with a structured academic program of learning that provides insight into the student's role in the world and explores a range of issues that relate to improving a variety of community needs. [Other University areas may use the Community Internship course as the academic structure for community-based domestic or international volunteering activities. In those circumstances, students will receive additional guidelines regarding how those activities fit with the Community Internship, including specific assessment requirements.] "Community Internship was THE best thing I've done in my life! It broadened my social conscience, I saw how my actions make a real impact on a child's life, and it influenced my career. It opened my eyes to inclusive practice which is now a life-long commitment for my personal and professional life." Phillip Poulton, Bachelor of Music (Southbank)

### Assumed Background:

- This course is offered in Trimester 1, 2, and 3 each year and combines academic content with practical work experience.
- **COURSE STRUCTURE:** The course includes a minimum of 50 hours volunteering (80 hrs for Masters students) PLUS other academic learning and assessment, making the workload of the course equivalent to a normal course workload.
- **NOTE:** All Students should be aware that there is course work and assessment in addition to the volunteering hours.
- The course is available as a free-choice elective, a listed/recommended elective, a core course, or can be done in addition to all other degree requirements
- **MASTERS STUDENTS COMPLETE A MINIMUM OF 80 HOURS and an alternative assessment involving a PROFESSIONAL PROJECT or SMALL RESEARCH PROJECT.**
- **MANDATORY:** Students must complete a registration process in advance of Trimester which entails selecting an internship and completing an application. **Students must email [ci-course@griffith.edu.au](mailto:ci-course@griffith.edu.au)** for instructions prior to enrolment. Students are also responsible for evaluating their eligibility to enrol in the course if they wish to enrol as an additional course on top of their degree program.
- **MASTERS:** The masters version of the course (7510LFC) is available for all students in Masters degrees who have a free-choice elective. It is also a core course in some programs.
- **AVAILABLE INTERNSHIPS:** Around 491 internships are available for students to choose from if they wish to enrol in Community Internship.
- Students are also able to bring an existing volunteer activity to the course as the internship activity, however you must contact [ci-course@griffith.edu.au](mailto:ci-course@griffith.edu.au) for assistance in using it for the course.
- **ELIGIBILITY 80cp:** This course is available to students who have completed the equivalent of the first year of full-time studies.
- Students cannot enrol in 3002LFC and 7510LFC in the same semester.
- **ELIGIBILITY GU DEGREE:** To be eligible for Community Internship students must be enrolled in a Griffith University degree program. This means OUA students enrolled in general study programs are not eligible to enrol in Community Internship. Students are able to enrol in an online version of the course through Griffith Online.

#### OTHER ENROLMENT INFORMATION

- **ALLOCATION TO COMMUNITY ORGANISATION BEFORE SEMESTER BEGINS:** Before semester commences, students must have a finalised placement with a Community Partner for the volunteering component of the internship. This means contacting the Community Internship office **WELL IN ADVANCE** of semester commencing to select from the hundreds of available internships being offered for the following semester. Enrolment in the course will only be maintained if students have been approved and aligned with community partners through the Service Learning office. ([ci-course@griffith.edu.au](mailto:ci-course@griffith.edu.au)). It is not possible to accept enrolments once semester has commenced.

- **NOT BEING ALLOCATED TO A COMMUNITY ORGANISATION BEFORE SEMESTER:** Because this course requires a community placement/activity for the internship, students who have not been in communication with the Service Learning office in advance of Week 1 of semester to organise an appropriate internship, will not be able to continue their enrolment in the course and will be required to withdraw.
- **WITHDRAWING FROM COMMUNITY INTERNSHIP:** Should students enrol in the course and at some time need to withdraw, this should be done in consultation with the Course Convenor and with the consideration of the Community Partner's needs. Please be mindful of the final dates for withdrawal without failure as described in Section 7 of the Student Administration Policy (<http://www62.gu.edu.au/policylibrary.nsf/xmainsearch/e36005dcf74448bd4a256f1e006404e0?opendocument><sup>9</sup>). Students are asked to carefully consider enrolment in this course because after allocation to a Community Partner unexpected withdrawal can damage relationships and internship opportunities for future students.
- **BLUE CARD REQUIREMENT:** Many students will require a Blue Card to enrol in this course. Other course information provides links to the Blue Card application which take around 6 weeks to receive.
- **INTERNSHIP ACTIVITIES OFFERED BY OTHER AREAS OF GRIFFITH UNIVERSITY:** Students who enrol in Community Internship to complete a community-based domestic or international activity organised by another school or element of the University will be provided with additional relevant information about that activity and how it relates to assessment in this course.
- **FREE CHOICE AND LISTED ELECTIVES:** Students should check their degree program structure for Community Internship being a listed elective, or for their program to have free-choice elective space to enrol in this course. All students should be aware that "free-choice" means they can select from a range of courses across the university and select courses that are outside their discipline area of study. The normal course fee is applied to this course.
- **OVERSEAS OR INTERSTATE INTERNSHIPS:** Students seeking to do an internship outside of Sth East Queensland (i.e. interstate or overseas) must have specific permission from the Course Convenor and will normally be expected to have a minimum GPA of 5 or greater.
- **ACADEMIC PROBATION:** If students are on academic probation, they need to seek permission of the Course Convenor for enrolment in this course.
- **ENROLLING IN FIVE SUBJECTS:** If students intend to enrol in five subjects during the semester of enrolment in Community Internship, they need permission from the Course Convenor.
- **ATTENDANCE REQUIREMENTS:** If students have Timetable conflicts, they should note that attendance at lectures and workshops is optional but recommended. The course provisions other ways for students to keep in contact with the Academic Advisor and they can enrol in the course without attending face-to-face teaching opportunities. However students are strongly encouraged to attend if possible.
- **STREAMS:** Students are able to participate in specialists streams if they choose. Currently, there is a Social Enterprise stream with the Yunnis centre and these students will have one alternative assessment available. Global internships are also available through our Internationalisation stream.
- **FIT FOR PLACEMENT:** Some Community partners require certain language and proficiency skills and while every effort is made to place students with their preferred placement, occasionally this is not possible. Each internship opportunity has a position description, and students are required to attend an interview with the Community Partner. This course is designed to develop employability skills and mirrors as closely as possible the employment cycle.
- **PLACEMENT GUARANTEE:** Our partnership team works very hard to ensure our students have a great experience and do their best to arrange a suitable placement. While we do our best and try to provide students with their choice, there is no guarantee students will be placed with any of their preferences.
- While we make every effort to advertise the roles as accurately as possible, occasionally the needs of the organisation could change and therefore the role might need to be adjusted. This may result in minor changes to your role after commencing. Any major changes to the role should be discussed with the Course Convenor or Senior Academic Advisor.
- **ACCESS REQUIREMENTS:** This is an inclusive course and students are encouraged to contact the Course Convenor or Senior Academic Advisor who will arrange suitable support services to ensure they experience the full benefits of the course.

## 1.2 Course Introduction

Community Internship is composed of two parts:

1. **VOLUNTEERING** – a key component is a minimum 50 hour (undergraduate) or 80 hours (masters) volunteering activity for community benefit in a not-for-profit organisation. Students make a selection from a range of projects available through the University, or bring their own volunteering activity.
1. **ACADEMIC LEARNING** – a suite of learning experiences – lectures, self-paced modules, Academic Advisor consultations, and workshops – to help students explore a range of issues that impact on the way they interact with their communities as graduates and citizens and to support them in the course's assessment requirements.

N.B. Students are assigned an Academic Advisor to guide them throughout the course and support each student with any concerns in relation to their internship or assessment. If students are given permission to start their internship prior to the start of semester, they must be in communication with the Senior Academic Advisor from the commencement of the internship.

Completion of this course will enable students to include their internship position title and experience to their resume. Benefits include:

- Substantial personal and professional development including the Griffith Graduate Attributes (<http://www.griffith.edu.au/gihe/resources-support/graduate->);
- Improved awareness of workplace practice;
- Critical understanding of the nature of citizenship and volunteering; and
- The importance of not-for-profit organisations in contemporary society.
- The ability to effectively articulate contemporary employability skills

If any student has a disability and/or health condition that may impact on their ability to undertake a required learning activity in this course, they are encouraged to complete the Griffith University Disclosure Statement and advise the Course Convenor so reasonable adjustments can be discussed.

*"My internship with GU Student Linx greatly improved my English, and my engagement with Australian people. I did something of value for the environment and I also helped other international students socialise with Australians. My internship is one of the key reasons I recently won a graduate internship with one of the world's leading banks."* Kang Sik Jo, Bachelor of Business (Gold Coast) International Student.

## Previous Student Feedback

External evaluations of the course have been completed, and those evaluations, together with student feedback are reflected in this delivery of the course. Assessment items build on previous assessment items taking a scaffolded approach to learning. This allows students to revisit assessment requirements regularly to revisit and address any gaps in their learning. Assessment items are revisited throughout the course and expanded upon in the Study Guide to support students understanding and the assessment. This is designed to keep assessment hours appropriately contained in recognition of the volunteering hours, and also to allow deep reflections on planning, and then reflecting on the internship opportunities. The Study Guide has also been streamlined to make assessments easier to understand.

## 1.3 Course Staff

Primary Convenor **Ms Faith Valencia-Forrester**

<b>EMAIL</b>	<a href="mailto:faith.valencia-forrester@griffith.edu.au">faith.valencia-forrester@griffith.edu.au</a>
<b>CAMPUS</b>	Logan Campus
<b>BUILDING</b>	Academic 2 (L08)
<b>ROOM</b>	2.27
<b>CONSULTATION</b>	Consultations as required. Faith is working at Logan, Nathan and Gold Coast campuses and appointments can be made via email.

Course Co-ordinator **Ms Catherine Longworth**

<b>PHONE</b>	0429 545 149
<b>EMAIL</b>	<a href="mailto:c.longworth@griffith.edu.au">c.longworth@griffith.edu.au</a>
<b>CONSULTATION</b>	Consultations as required. Catherine will be available at Nathan and Gold Coast campuses as needed.

## 1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

### Additional Timetable Information

Students are strongly encouraged to attend lectures and workshops as identified in the course timetables. Data suggests students regularly attending workshops do better overall in the course. However students also have optional consultations with their Academic Advisor and can engage with the course through Learning@Griffith rather than at lectures and workshops.

## 1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

# 2. Aims, Outcomes & Graduate Attributes

## 2.1 Course Aims

This course aims to raise student awareness of a range of community issues, both local, national and global, and to increase their awareness of the responsibility of those with privilege to support those who are not as privileged to have equitable access to the benefits of modern society. Students will explore a number of theoretical concepts while incorporating consideration of Human Rights, First Peoples and Social Enterprise perspectives.

The course will help you to develop a range of professional and personal skills which are attractive to employers, but more importantly, help to develop students as contributing citizens with a broader understanding of social issues. Students will explore:

- The importance of social structures and the role of community organisations in society and/or need to be involved in protecting the wider environment.
- The impact professionals can make in contributing to a fair society and protection of the planet;
- Contemporary personal decision-making and choices which lead to personal and national happiness.

Research on the outcomes of such courses demonstrates that those who participate in volunteering in the community “generally report higher levels of happiness.” (<http://happierandhealthier.com.au/2011/09/15/volunteering-and-its-effect-on-happiness/>)

“...controlling for students’ pre-college disposition toward service, students who spend time volunteering during college, compared to those who do not volunteer, become more convinced that individuals can change society, feel more committed to personally affecting social change, and develop stronger leadership skills.” (Quoting Sax & Astin, Hoekema, D. (2010) *Is there an ethicist in the house? How can we tell?* in Kiss, E, Euben, J. P. Eds. 2010 *Debating Moral Education: Rethinking the Role of the Modern University*)

“Among other things, the study found that service participation positively affects students’ commitment to their communities, to helping others in difficulty, to promoting racial understanding, and to influencing social values. In addition, service participation directly influences the development of important life skills, such as leadership ability, social self-confidence, critical thinking skills, and conflict resolution skills. Service participation also has unique positive effects on academic development, including knowledge gained, grades earned, degrees sought after, and time devoted to academic endeavours.” (Astin, A W, Sax, L J and Avalos, J. (2003). *Long-Term Effects of Volunteerism during the Undergraduate Years in Campus Compact*)

## 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Explain the role of citizen involvement in community organisations and the function of such organisations in meeting individual and/or community needs.
- 2 Critically appraise the contributions made by you in your volunteering role to the work of your internship organisation.
- 3 Critically appraise your personal and professional skills and values in the context of your role in your internship organisation.
- 4 Demonstrate a range of employability skills including; communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management.

## 2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians	•	•	•
Effective in culturally diverse and international environments	•	•	•

### Additional Course Information on Graduate Attributes

Students will be required to prepare an Internship Plan early in the semester. The Internship Plan will require reflection on any professional or personal attribute developments associated with your internship activities. The range of graduate attributes developed by students during this course will depend to some extent on the service project completed by students. Students are directed to the Griffith Graduate Attributes as a way of developing their personal and professional identities.

*“I expected to learn and I expected to grow in my Community Internship but it was much more than I expected. I wasn’t expecting to see that my internship would make such an impact on a whole family’s circumstances and future. That impact has continued way past my internship. It was just fantastic. The internship also gave me an insight into how I want to operate as a professional in the future.”* Liz Wigan, Bachelor of Social Work (Logan)

## 3. Learning Resources

### 3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

### 3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

### 3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Services](#) provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment Service](#) can assist all enrolled students and recent graduates with career direction, course uncertainty, interview preparation, job search tips, LinkedIn reviews and much more. Our [Unitemps Recruitment Service](#) can assist you with finding paid casual work while you study.

[Library and Learning Services](#): Library and Learning Services provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. Library and Learning Services works in collaboration with the academic community to achieve academic and research outcomes.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

### 3.5 Other Learning Resources & Information

All learning resources will be located on Learning@Griffith. Students are provided with a comprehensive Study Guide available on Learning@Griffith.

## 4. Teaching & Learning Activities

### 4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
28 Oct 19	<b>Lecture 1 of 4 (Lecture):</b> This lecture will introduce student to key issues explored throughout the course with a focus on Human Rights, and and introduction to First Peoples perspectives.	1, 2
28 Oct 19	<b>Initial Workshop 1 of 4 (Workshop):</b> COMPULSORY TO ATTEND: This workshop assists students to prepare for their Internship and meet their Academic Advisor. Students will COMPLETE ADDITIONAL PLACEMENT MODULES NECESSARY TO PASS THIS COURSE. This workshop also provides a broad overview of the course and engages students in raising awareness of professional practice.	1, 3
29 Oct 19	<b>Lecture 2 of 4 (Lecture):</b> This lecture will introduce students to key issues with a focus on Community, Citizenship and Social Enterprise.	1
29 Oct 19	<b>Workshop 2 of 4 (Workshop):</b> A workshop for students to share their internship experiences and support each other in finalising the Internship Plan through contributing to collaborative review of Internship Plan drafts.	1, 3
30 Oct 19	<b>Lecture 3 of 4 (Lecture):</b> First Nation knowledge and Perspectives: This lecture will expand on previous lecture content and will help position First Nation Knowledge and perspectives within a broader societal context	1, 2
30 Oct 19	<b>Workshop 3 of 4 (Workshop):</b> This workshop supports students to engage in their internship and upcoming assessment by considering ethical and professional practice.	1, 2, 3
31 Oct 19	<b>Facilitated Assessment Preparation (Interactive Exercises):</b> This large workshop provides students with valuable information to help prepare for their Peer Discussion assessment due in week 10.	1, 2, 3, 4
31 Oct 19	<b>Lecture 4 of 4 (Lecture):</b> A lecture on personal and national happiness to support students preparation for their peer discussion and contribution to their final written assessment.	1, 2
13 Jan 20	<b>PEER DISCUSSION (Exam):</b> Students will participate in their Peer Discussion Activities this week. Peer Discussions will be conducted during the usual workshop hours.	1, 2, 3, 4
20 Jan 20	<b>Facilitated Assessment Preparation (Interactive Exercises):</b> This facilitated interactive workshop will help students prepare for the final assessment - The Internship Portfolio	1, 2, 3, 4
27 Jan 20	<b>Facilitated Workshop (Interactive Exercises):</b> A workshop for students to share their internship experiences and support each other in writing and finalising the Internship Portfolio.	1, 2, 3, 4

## 4.2 Other Teaching and Learning Activities Information

### SELF-PACED MODULES

Five modules are provided on Learning@Griffith for students to think through ways to approach their internship and its associated assessment. These modules are not marked, but students must refer to them in assessments.

### TIME COMMITMENT

Students need to be aware that there are both academic and volunteering components to this course and should be careful that those activities can fit flexibly around their other course timetables. Most internships are flexible and students can choose internships which suit their personal time constraints.

Generally students can expect the following time commitment for the course:

- Internship Plan x 5-10 hrs
- Lecture attendance x 8 hrs on campus
- Workshop attendance x 8 hrs on campus
- Facilitated Assessment Preparation x 6 hrs
- Consultations with Academic Advisor x 1 hrs (Optional)
- Peer Discussion Preparation and Delivery x 2 hrs (approx)
- Self-paced Modules x 7 x 1.5 (approx) hrs each, (10 hrs total)
- Internship Portfolio x 8-15 hrs

ACADEMIC COURSE ACTIVITIES x approximately 50-60

VOLUNTEERING HOURS x approximately 50 - 70 hrs (minimum - depending on internship partner requirement) plus travel time. (80 hours minimum for Masters students)

TOTAL COURSE ACTIVITIES x approximately 100 - 120 hrs

A normal course load is usually calculated to be 150 hours of lectures, tutorials, independent study, exam preparation etc.

Students should not make the mistake of thinking Community Internship is an “easy” academic option. This course requires dedication and commitment. However it is not difficult either. It is well structured, assessment examples are provided, and support is provided to students by their Academic Advisor. Students regularly report that the benefits they receive from participating in this course exceed their input. Students should be prepared to work as diligently in this course as in any other course. Students are advised to think carefully about whether they have personal circumstances which might compromise their ability to engage in fulfilling internship requirements, as the internship is a professional engagement.

## 5. Assessment Plan

### 5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Assignment - Planning Document</i> Internship Plan	22 Nov 19	20%	100 marks	1, 3	
<i>Guided discussion with peers</i> Peer Discussion	13 Jan 20 - 17 Jan 20	30%	100 marks	1, 2, 3, 4	
<i>Assignment - Written Assignment</i> Internship Portfolio	24 Jan 20	50%	100 marks	1, 2, 3, 4	

### 5.2 Assessment Detail

**Title:** Internship Plan

**Type:** Assignment - Planning Document

**Learning Outcomes Assessed:** 1, 3

**Due Date:**

22 Nov 19

**Weight:** 20%

**Marked out of:** 100

**Task Description:**

Due Week 4

Part A - PASS / FAIL

This part of the assessment requires students to submit compulsory placement preparation documents to ensure risk processes and placement preparation have been adequately addressed. Students are allocated time to complete these modules in the Week 1 workshop. **STUDENTS ARE REQUIRED TO COMPLETE (AND SUBMITTED AS REQUIRED) THE PLACEMENT PREPARATION DOCUMENTS IN ORDER TO PASS THE COURSE.**

These should be submitted with PART B assessment in week 4.

Part B (20%) -

Internship Plan of around 1000 words which describes the expected internship activities and outcomes.

Students are provided with an Assessment Rubric to support the writing of this assessment. Full marking criteria is provided to students in the study guide at the commencement of semester.

This assessment is to be submitted in week 4 as per academic advisor instructions.

Masters (7510LFC) students will be also required to identify a small professional or research project, that will be of use to their Community Partner organisation, and structure a timeline for completion of the project or research. Students will need to submit a 2000 word Report to be submitted with their Internship Portfolio at the close of Trimester.

**Criteria & Marking:**

Part A criteria involves timely submission of documentation.

**Part B**

A template for the Internship Plan is provided to students to help them identify details regarding their community organisation, the activities they will complete and the personal and professional growth that will be available to them through the volunteering activities. Students will identify the skills they bring to the internship, and what skills they need to develop. They will examine how the internship aligns with their personal values, and how they will ensure quality processes to ensure community needs are met as a result of their internship. The first set of lecture, workshops, modules, and consultations support students in the writing of their Internship Plan.

**Submission:** Through text matching software on Learning@Griffith

**This assessment item:**

- is a school based activity
- is an individual activity
- includes a self assessment activity
- does not have a resubmission provision

**Criteria & Marking:**

Compulsory submission of PART A documents in a timely manner.

Please refer to the Criteria Rubric for Assessment 1 contained in the Study Guide for PART B

**Submission:** Text Matching Tool - Turnitin. On-line submission through Learning@Griffith.

**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

**Title:** Peer Discussion

**Type:** Guided discussion with peers

**Learning Outcomes Assessed:** 1, 2, 3, 4

**Due Date:**

13 Jan 20 - 17 Jan 20

**Weight:** 30%

**Marked out of:** 100

**Task Description:**

This assessment combines a small written assessment and a guided discussion with fellow classmates about your internship to date.

Masters (7510LFC) students will be also required to report on progress towards the production of their Research Report due in Week 12.

**Criteria & Marking:**

The Peer Discussion gives students a chance to discuss their activities with a small group of other students in an informal discussion. A guideline for the discussion is provided to students to enable each student to obtain value from being able to share their internship activities, and also to benefit from hearing other students share the growth they are experiencing in their volunteering role. The second set of lecture, and workshop and modules support students in conducting their Peer Discussion. Full marking criteria is provided to students at the commencement of semester.

**Submission:** Facilities will be made to submit the discussion paperwork through Turnitin on Learning@Griffith.

**This assessment item:**

- is a school based activity
- is a group activity
- does not include a self assessment activity
- does not have a re-attempt provision

**Criteria & Marking:**

A guideline for the discussion is provided to students to enable each student to obtain value from being able to share their internship activities, and also to benefit from hearing other students share the growth they are experiencing in their volunteering role. Lecture and workshop modules support students in conducting their Peer Discussion. Full and detailed marking criteria is provided to students in the Assessment Criteria rubric in the study guide.

**Submission:** Via the 'Assignments' tool in Learning@Griffith. Text Matching Tool - Turnitin. Facilities will be made to submit the discussion paperwork through relevant text matching software on Learning@Griffith.

**This assessment item:**

- is a school based activity
- is a group activity
- does not include a self assessment activity
- does not have a re-attempt provision

**Title:** Internship Portfolio

**Type:** Assignment - Written Assignment

**Learning Outcomes Assessed:** 1, 2, 3, 4

**Due Date:**

24 Jan 20

**Weight:** 50%



**Marked out of:** 100

**Task Description:**

Internship Portfolio

Part A (20%) - an online journal completed while doing the internship. Students should reflect on the activities they do as part of their internship and how they might contribute to their employability. Students can refer to selection criteria in job advertisements for guidance about what kind of activities would be suitable.

Part B (20%) - Video CV. Students should produce a 3 minute video CV that includes a critical reflection about their experience, application of a social theorem, and their developing professional identity. The video should be completed at the end of the internship and submitted as part of their portfolio.

Part C (10%) - Workplace Supervisor feedback form. (Students do not submit this form, as employers submit it directly to academic advisors)

This assessment portfolio allows students to report on the completion of internship activities, and reflect on their professional and personal growth. Students are provided with an Assessment Rubric which they complete and submit with the assessment. Students should include examples of work they completed during their internship if possible.

**Masters (7510LFC) students** will be also required to provide a small Research report which summarises the research they have conducted during Trimester.

The internship Portfolio can be submitted at any time during the times indicated above.

**Criteria & Marking:**

This final piece of assessment is an opportunity for students to reflect in a structured way on the outcomes of their internship both in terms of achievement of activities and their personal and professional growth. The lectures, workshops and consultations support students in the writing of their Internship Report. Full marking criteria is provided to students in the Study Guide at the commencement of semester.

**Submission:** Submitted through text matching software on Learning@Griffith, or via an online journal.

**This assessment item:**

- is a school based activity
- is an individual activity
- includes a self assessment activity
- does not have a resubmission provision

**Submission:** Via the 'Assignments' tool in Learning@Griffith. Submitted through text matching software on Learning@Griffith, and online journal.

**This assessment item:**

- is a school based activity
- is an individual activity
- includes a self assessment activity
- does not have a resubmission provision

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## 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the total weighted mark for the assessment item, for each working day that the item is late. A working day will be defined as Monday to Friday. Assessment items submitted more than five working days after the due date will be awarded zero marks. To understand how the mark is reduced please refer to [Assessment Submission and Return Procedures](#)

## 5.4 Other Assessment Information

**Griffith University Disclosure Statement**

*The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#)*

**Supplementary Assessment** is not available for this course.

**Final Grades**

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

## 6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

### 6.1 Assessment Related Policies and Guidelines

**University Policies & Guidelines**

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.

### Academic Integrity

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the [Institutional Framework for Promoting Academic Integrity among Students](#).

Please also refer to the [Student Academic Misconduct Policy](#).

### Reasonable Adjustments for Assessment - Students with Disabilities Policy

The [Reasonable Adjustments for Assessment - Students with Disabilities](#) Policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

### Griffith University Disclosure Statement

The [Griffith University Disclosure Statement](#) has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities. Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

### Assessment, how to submit an assignment and exams, viewing your grades

All you need to know about [assessment, exams and grades](#)

### Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

### Related links:

- [Academic Integrity website](#)
- [Academic Standing, Progression and Exclusion Policy](#)
- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Trimester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)
- [Institutional Framework for Promoting Academic Integrity among Students](#)
- [Student Academic Misconduct Policy](#)

## 6.2 Other Policies and Guidelines

### University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the *Learning@Griffith* website. Additional information regarding the content of this course may be published on the *Learning@Griffith* website.

### Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

### Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

### Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)

### Other Course Guidelines

All course guidelines will be provided on Learning@Griffith or through other student interactions.

# Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

## Learning Outcomes

After successfully completing this course you should be able to:

- 1 Explain the role of citizen involvement in community organisations and the function of such organisations in meeting individual and/or community needs.
- 2 Critically appraise the contributions made by you in your volunteering role to the work of your internship organisation.
- 3 Critically appraise your personal and professional skills and values in the context of your role in your internship organisation.
- 4 Demonstrate a range of employability skills including; communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management.

## Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES			
	1	2	3	4
Lecture 1 of 4 (Lecture)	●	●		
Initial Workshop 1 of 4 (Workshop)	●		●	
Workshop 2 of 4 (Workshop)	●		●	
Lecture 2 of 4 (Lecture)	●			
Workshop 3 of 4 (Workshop)	●	●	●	
Lecture 3 of 4 (Lecture)	●	●		
Facilitated Assessment Preparation (Interactive Exercises)	●	●	●	●
Lecture 4 of 4 (Lecture)	●	●		
PEER DISCUSSION (Exam)	●	●	●	●
Facilitated Assessment Preparation (Interactive Exercises)	●	●	●	●
Facilitated Workshop (Interactive Exercises)	●	●	●	●
<b>ASSESSMENT TASKS</b>				
Internship Plan	●		●	
Peer Discussion	●	●	●	●
Internship Portfolio	●	●	●	●

# Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians	•	•	•
Effective in culturally diverse and international environments	•	•	•