

# UCC106 Professional People Skills for Study, Community and Society

**School:** School of Education and Tertiary Access

2025 | Semester 2

UniSC Sunshine Coast

UniSC Moreton Bay

UniSC Caboolture

UniSC Fraser Coast

UniSC Gympie

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

Want to make a difference to others and contribute to creating healthy communities? The professional skills, foundational theories and social justice principles introduced and practiced in this course, apply to professionals whose core business is the welfare, wellbeing and management of people, within community and society. This includes professions such as counsellors, psychologists, social workers, allied health, human services, teachers and others. This course will introduce you to the appropriate personal and social skills and knowledge, to work ethically with diversity and difference; and understand how these apply to community and health-based social industry careers.

## 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – These are asynchronous learning materials provided on the learning management system. You will be need to interact with these learning materials before you attend your weekly tutorial.	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – These are face to face classes (tutorials) located on campus.	2hrs	Week 1	13 times
<b>ONLINE</b>			
<b>Learning materials</b> – These are asynchronous learning materials provided on the learning management system. You will be need to interact with these learning materials before you attend your weekly online tutorial.	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – This class is entirely online. The link to your class is provided in the Learning Management System.	2hrs	Week 1	13 times

## 1.3. Course Topics

### Module 1: Self

Course Introduction, Intrapersonal Intelligence, Change and Transition, Coping Mechanisms and Strategies, Task 1 Introduction.  
The Brain and Learning, Emotional Intelligence, Professional Reflective Practice.  
Values, Foundational Positive Psychology and Counselling Theories, Referencing.

### Module 2: Others

Interpersonal Intelligence, Group Dynamics, Processes and Roles, Task 2 Part 1 Introduction.  
Professional Communication Skills (types, barriers and processes), Listening, Groupwork, Task 2 Part 2 Introduction.  
Empathy, Transference, Constructs and Perception, Transference, Giving and Receiving Feedback, Foundational Theories for working with people.

### Module 3: Community

Introduction to Community, Writing a Reflective Essay.  
Reflective practice  
What is Community? Career Development Theory, Introduction to Task 3.

### Module 4: Society

Society Raising Awareness, Diverse Social Justice Issues, Guest Speakers, Task 3 Development.  
Raising Awareness, Diverse Social Justice Issues, Guest Speakers, Task 3 Development.  
Presentations, The Emerging Professional.

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Use reflective practice principles to identify and analyse intrapersonal, interpersonal, collaboration skills and group processes	Empowered Engaged
2	Prepare and present a resource or project plan that aims to raise awareness of a current social issue.	Creative and critical thinker Ethical Engaged
3	Identify social justice principles with reference to a current social issue.	Ethical Engaged
4	Communicate in a variety of formats to support reasoning, critical reflection and knowledge.	Creative and critical thinker
5	Locate and use key statistics and academic research that apply to a current social issue.	Empowered Engaged

#### 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1. Pre-requisites

Must be enrolled in program UC104

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

Not applicable

##### 5.4. Specific assumed prior knowledge and skills (where applicable)

None

#### 6. How am I going to be assessed?

##### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

##### 6.2. Details of early feedback on progress

Early feedback: You will submit Task 1 prior the Census date to receive feedback which will provide you with information on how you are progressing and guide you with supportive feedback that will assist you for Tasks 2 and 3

##### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	25%	750 words	Week 3	Online ePortfolio Submission
All	2a	Oral	Group	0%	5 mins	Week 7	In Class
All	2b	Essay	Individual	35%	800 - 1000 words	Week 9	Online Assignment Submission with plagiarism check
All	3	Artefact - Creative, and Oral	Individual or Group	40%	10 minutes	Week 13	Online Submission

#### All - Assessment Task 1: Weekly Reflections

<b>GOAL:</b>	This assessment item demonstrates your engagement with the course material. It also reflects your ability to develop research, your analytical and communication skills. Detailed task description is provided in the learning materials and in class.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	Electronic Workbook		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Your answers will incorporate ideas from the weekly learning materials or from your own research of credible sources that are related to the topics discussed in class each week.	1 4
<b>GENERIC SKILLS:</b>	Communication, Information literacy		

#### All - Assessment Task 2a: Group Work

<b>GOAL:</b>	The goal is to engage in a group experience to provide content for Task 2b, The Reflective Essay. The group work provides the opportunity to put the course material into practice. You will work with peers to research and present on an aspect of your university that contributes to a positive student experience. The topic of your group presentation introduces the concept of community. Feedback received will support your presentation of Task 3 in this course. Detailed task description is provided in the learning materials and in class.		
<b>PRODUCT:</b>	Oral		
<b>FORMAT:</b>	Oral Presentation in class		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Oral presentation.	1 4
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Organisation, Information literacy		

#### All - Assessment Task 2b: Reflective Essay

<b>GOAL:</b>	You will engage in a group activity and then reflect on the group processes and interaction, supported with evidence from the course learning experiences, materials, your personal observations and independent research. A detailed task description is provided in your learning materials and in class.		
<b>PRODUCT:</b>	Essay		
<b>FORMAT:</b>	Word document		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	In this task you will apply your skills of reflection to analyse group processes.	1 4
<b>GENERIC SKILLS:</b>	Communication, Information literacy		

### All - Assessment Task 3: Raising Awareness Project

<b>GOAL:</b>	This assessment task requires you to select a current social justice issue and create a project plan, or a creative response to raise awareness about the issue. The product you create, will depend on your choice of approach to the objective of raising awareness of your social issue of interest, and will be negotiated and discussed in class. A detailed task description is provided in your learning materials. A detailed Task Description is provided in your Learning Materials.		
<b>PRODUCT:</b>	Artefact - Creative, and Oral		
<b>FORMAT:</b>	Oral Presentation		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	This assessment task requires you to select a current social justice issue and create a project plan, or a creative response to raise awareness about the issue.	2 3 5
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Information literacy		

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

### 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1: Self	Learning Materials Tutorials Independent Online Activities
Module 2: Others	Learning Materials Tutorials Independent Online Activities
Module 3: Community	Learning Materials Tutorials Independent Online Activities
Module 4: Society	Learning Materials Tutorials Independent Online Activities

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

None

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)