



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.  
Please consult the web for updates that may occur during the year.

### Description: Community Consultation and Development

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
PRL	2002	86578	1, 2009	EXT	1.00	Toowoomba

<b>Academic group:</b>	FOART
<b>Academic org:</b>	FOA003
<b>Student contribution band:</b>	3A
<b>ASCED code:</b>	080509

### STAFFING

Examiner: Alison Feldman  
Moderator: Chris Kossen

### RATIONALE

Community consultation and development has rapidly become the principal approach by which organisations are strategically and responsively managing and coordinating their business affairs. The demand for expertise in this area is high at present and this is predicted to continue into the future with the ongoing expansion of democratisation in modern communities.

### SYNOPSIS

This course introduces students preparing to enter professional contexts to contemporary communication management strategies and techniques used in community relations, consultation and participation. Students will develop practical and conceptual skills in relation to the trends, issues and processes involved in project planning and implementation, and the inclusion of publics in decision-making through community consultation, network facilitation and collaborative action.

### OBJECTIVES

On completion of this course students will be able to:

1. explain the broad context in which community relations and community consultation practices have developed in organisations;
2. demonstrate academic and professional literacy skills by identifying, analysing, and applying core theoretical perspectives; underpinning organisational-public relationships.
3. comprehend the role of community consultation in the contemporary organisation;
4. demonstrate oral and written communication skills by preparing a class presentation and submitting a learning journal;
5. demonstrate academic and professional literacy skills by reflecting on their own learning;
6. describe the core communicative skills and competences required for conducting community consultation;
7. demonstrate management, planning and organisation skills by outlining processes to plan, implement and evaluate a process of community consultation;

8. demonstrate problem-solving skills by identifying issues and complexities involved in conducting community consultation, and developing strategies to manage them.

## TOPICS

	Description	Weighting (%)
1.	An introduction to perspectives of organisations, and the nature of organisation - community communication	15.00
2.	The contribution of public relations to the development of organisation - Community relationships - a historical context	15.00
3.	Modern developments in democracy and the move towards participative practices	15.00
4.	The core communicative skills and competences required for facilitating organisation-community relationships	10.00
5.	Planning and implementing community consultation and participation processes.	30.00
6.	Challenges, issues and complexities in community consultation and development projects.	15.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Twyford, Vivien, Waters, Stuart, Hardy, Max & Dengate, John 2006, *Beyond public meetings: connecting community engagement with decision-making*, Vivien Twyford Communication Pty Ltd, Wollongong.

(ISBN: 13:978-0-646-46720-7 ISBN: 10:0-646-46720-4)

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

1999, *Listen up: effective community consultation*, Audit Commission for Local Authorities, London.

Burke, EM 1999, *Corporate community relations: the principle of the neighbour of choice*, Quorum Books, Westport.

Burns, D 2004, *What works in assessing community participation?*, Policy Press for The Joseph Rowntree Foundation, Bristol.

Dalmau, T & Dick, B 1990, *A diagnostic model for selecting interventions for community and organisational change*, 2nd edn, Interchange, Brisbane.

- Dick, R 1990, *Processes for community consultation: a resource document prepared for the use of facilitators and members of local area consultative committees associated with the community consultation project for road planning in Queensland*, Interchange, Chapel Hill, Queensland.
- Di Zerga, G. 2000, *Persuasion, power and polity: a theory of democratic self-organization*, Hampton Press, Gresskill, NJ.
- Ife, J 2002, *Community development: community-based alternatives in an age of globalisation*, 2nd edn, Pearson Education, Frenchs Forest, NSW.
- Kenny, S 1999, *Developing communities for the future: community development in Australia*, 2nd edn, Nelson, South Melbourne.
- Office of Disability 1999, *Inclusive consultation: a practical guide to involving people with disabilities*, Dept of Family & Community Services, Canberra.
- Rubin, H & Rubin, I 2001, *Community organizing and development*, 3rd edn, Allyn & Bacon, Boston.
- Sanoff, H 2000, *Community participation methods in design and planning*, John Wiley & Sons, New York.
- Sarkissian, W et al (eds) 1994, *The community participation handbook: resources for public involvement in the planning process*, 2nd edn, Murdoch Institute for Science & Technology Policy, Murdoch, Western Australia.
- Schwarz, R 2002, *The skilled facilitator: a comprehensive resource for consultants, facilitators, managers, trainers and coaches*, New Rev. edn., Jossey-Bass, San Francisco.
- Servaes, J, Jacobson, T & White, S (eds) 1996, *Participatory communication for social change*, Sage Publications, New Delhi, Thousand Oaks.
- Stacey, R 1996, *Complexity and creativity in organizations*, Berrett-Koehler, San Francisco.
- White, SA (ed) 1999, *The art of facilitating participation: releasing the power of grassroots communication*, Sage Publications, Thousand Oaks, California.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	97.00
Private Study	68.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date	Objectives assessed	Graduate skill	Level assessed
DISCUSSION PAPER 2000-2500 WDS	100.00	40.00	29 May 2009	1, 2, 3		
EXAM	100.00	60.00	END S1 (see note 1)	4, 5, 6		

### NOTES

- Exam to be end of Semester 1 - ACTUAL DATE TO BE CONFIRMED

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
There are no attendance requirements for this external course. However, it is the student's responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To successfully complete an individual assessment item, a student must achieve at least 50% of the marks or a grade of at least C-. This statement must be read in conjunction with Statement 4 below.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without extenuating circumstances and without prior approval, then a penalty of a maximum of 5% of the assigned mark may apply for each working day late, up to a maximum of 10 working days, at which time a mark of zero can be recorded for that assignment.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade, a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks / grades obtained for each of the summative assessment items in the course.
- 6 Examination information:  
The exam for this course is a RESTRICTED examination, and the only materials that candidates may use are writing materials (non-electronic and free from material which could give the student an unfair advantage in the examination.) Students whose first language is not English may take an appropriate unmarked non-electronic translation dictionary (but not technical dictionary) into the examination. Dictionaries with any handwritten notes will not be permitted. Translation dictionaries will be subject to perusal and may be removed from the candidate's possession until appropriate disciplinary action is completed if found to contain material that could give the candidate an unfair advantage.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
Any deferred or supplementary examinations for this course will be held during the next examination period.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6 Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL  
<http://www.usq.edu.au/corporateservices/calendar/part5.htm>

## ASSESSMENT NOTES

- 9 (a) The due date for an assignment is the date by which a student must lodge the assignment at the USQ. (b) All Faculty of Arts assignments must be lodged in the Faculty Assessment Centre on the Ground Floor of Q Block no later than 12 noon on the due date. (c) In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience. (d). Students must retain a copy of each item submitted for assessment. This must be despatched to USQ within 24 hours if requested by the Examiner. (e) In accordance with

University's Assignment Extension Policy (Regulation 5.6.1), the examiner of a course may grant an extension of the due date of an assignment in extenuating circumstances such as documented ill-health. (f) Students who have undertaken all of the required assessments in the course but who have failed to meet some of the specified objectives of the course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete-Makeup). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study. (g) Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or sit for an examination at the scheduled time, may apply to defer an assessment in the course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded: IDS (Incomplete - Deferred Examination); IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).