Bachelor of Arts (Social Sciences)

By Admin  
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This degree provides advanced skills and knowledge in specialist areas such as alcohol and other drugs, an introduction to the Australian justice and legal systems and aspects of community development as well as a broad knowledge of contemporary social sciences.

General Course Information

Course Code: BASS  
Faculty: VET  
Sector: Undergraduate Degree - HED  
Award: Bachelor  
Year Offered:  
Full Time Equivalent (FTE): 3  
Units Required: Total 24  
Elective: 0

Course Information Contact

Telephone: 1800 677 095  
Fax: (08) 8939 7327  
Email: student.support@batchelor.edu.au

Course's Descriptors

Course Objectives

Social Science deals with the systematic and critical analysis of social structures and processes and, as such, exposes students to a wide range of learning experiences, all of which, at Batchelor Institute, are directly related to the contemporary conditions of Indigenous people, the reasons for the existence of those conditions and ways in which they might be changed. The core concerns of the Batchelor qualifications in social science are examination of the concepts of culture, power, ‘race’, community and governance. Students also have the opportunity to select from a wide range of elective subjects in creative writing, and health-related fields, among others. Our aim is to produce graduates who are qualified to find employment in many areas including government departments, community organisations and private enterprise; but our core focus is to equip graduates with the analytical, research, speaking and writing skills necessary to be effective advocates for the improvement of conditions both in the context of their own communities and that of Indigenous people in general.

Exit Points

Students are able to exit their studies at three points, the Diploma of Arts (Social Science), the Advanced Diploma of Arts (Social Science) and the Bachelor of Arts (Social Science). The number of units required to exit with these qualifications are as follows:

Exit Point Summary

<table>
<thead>
<tr>
<th>Year</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>DASS</td>
<td>Diploma of Arts (Social Science)</td>
<td>80</td>
</tr>
<tr>
<td>2nd Year</td>
<td>ADASS</td>
<td>Advanced Diploma of Arts (Social Sciences)</td>
<td>160</td>
</tr>
</tbody>
</table>

Admission Requirements

To enter BASS - Bachelor of Arts (Social Sciences), you need to have one or more of the following:

- Successful completion of year 12
Successful completion of an Enabling, Foundation or Bridging Program
- Previous Tertiary enrolment
- Successful study at a VET level in courses where units are the same level as degree units or lead into a degree, such as Certificate 1V, Diploma, and Advanced Diploma
- Mature age entry with recognition for life-skills and previous experience
- Special admission as determined by the Institute Admission and Progressions Committee

Note: We might need to check your English literacy and other relevant skills, and we might ask to interview you before we offer you a place in a course.

Course Requirements
As the Batchelor Institute attracts Indigenous students from across Australia, it is impossible to deliver in a regular weekly schedule. Courses are run in a mixed-mode, where students attend for a two week intensive workshop for each unit. This means that students will be brought into the Batchelor or Alice Springs campuses for a one or two week compulsory workshop for every unit for which they enrol.

Potential full time students could be expected to attend a total of sixteen weeks per year, as the maximum full time study load is eight units per year. This is a large time commitment but it is an essential component of the degree delivery. However, students are welcome to attempt anywhere from one to eight units per year, depending on work, family and time commitments.

Students may also need to have access to learning technologies such as computers and telephones at home to access the internet and to communicate with other students and lecturers. Each unit of work includes face to face teaching as well as assignment work, which often is completed by students off campus when they return home.

Course Structure
In order to be awarded the Bachelor of Arts (Social Sciences) [BASS], students must complete a total of 24 Units - each of which is worth ten points. Therefore to graduate students must have acquired a total of 240 points, consisting of the following breakdown:

- 8 x First Year Units = 80 points
- 8 x Second Year Units = 80 Points
- 8 x Third Year Units = 80 Points

**TOTAL:** 240 Points

In 2010, the first year of study is common to all Social Science and Creative Writing students, and includes the following compulsory units of study:

Core Units

Learning Outcome - ICP 101 Public Communications (rhetoric)
The purpose of this unit is for students to understand and identify their cultural heritage and communicate this publicly through rhetorical means.

Learning Outcome - ICP 102 Telling Histories
The purpose of this unit is to enable students to analyse the construction of history and examine the Aboriginal resistance continuum and retell history from Aboriginal and Torres Strait Islander perspectives.

Learning Outcome - ICP 103 Effective Literacies
In this unit students will develop the necessary literacies for effective communication in the academic and professional environment.

**Learning Outcome - ICP 104 Health and Well being**

The purpose of this unit is to enable students to understand and act on the determinants of physical, emotional and spiritual well being at the personal, group and societal levels.

**Discipline Units**

**Learning Outcome - EDP 102 - What is Education?**

The purpose of this unit is to enable students to understand the role and function of education in society, to explore their own understanding of education and what it means to them and how it has impacted on others.

**Learning Outcome - ACT 101 - What is Culture?**

The purpose of the unit is to examine the concept of culture and to come to an understanding of the complexity and the many social uses of the concept of culture.

**Learning Outcome - AL103 Language and Linguistics**

The purpose of this unit is to introduce students to linguistics, the systematic study of language. To do this, students will examine the basic structural features of language as well as its social use in different contexts.

**Learning Outcome - ACW 104 Introduction to Writing**

The purpose of this unit is to introduce students to various genres in creative writing with an opportunity to pursuing further studies in this discipline.

After completion of this common 100 level, students will be able to select eight 200 level units and eight 300 level units from the following list and from a list of approved elective subjects from other disciplines, subject to discussions with lecturers.

**Course Fees**

A HECS fee is charged to the student for every Higher Education level unit attempted. The fee will be the current base level determined by the government.

For further information on the cost of individual units refer to the Batchelor Institute website: http://www.batchelor.edu.au.

**Exemptions**

Students who have completed tertiary studies or have work or life experience in the Social Sciences may be eligible for exemptions from some units in the Social Science degree course.

Prospective students should contact the Course Coordinator before they enrol to negotiate exemptions.
Unit Summary

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Credits</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 - Semester 1</td>
<td>Unit Count - 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICP101</td>
<td>Public communications</td>
<td>10</td>
<td>Core</td>
</tr>
<tr>
<td>ICP103</td>
<td>Effective Literacies</td>
<td>10</td>
<td>Core</td>
</tr>
<tr>
<td>GDMA103</td>
<td>Leadership and political perspective</td>
<td>10</td>
<td>Core</td>
</tr>
<tr>
<td>GDMA104</td>
<td>Professional ethics and governance</td>
<td>10</td>
<td>Core</td>
</tr>
<tr>
<td>Year 1 - Semester 2</td>
<td>Unit Count - 4</td>
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<td></td>
</tr>
<tr>
<td>ICP102</td>
<td>Telling histories</td>
<td>10</td>
<td>Core</td>
</tr>
<tr>
<td>ICP104</td>
<td>Health and Wellbeing</td>
<td>10</td>
<td>Core</td>
</tr>
<tr>
<td>EDP102</td>
<td>What is Education?</td>
<td>10</td>
<td>Core</td>
</tr>
<tr>
<td>Year 2 - Semester 1</td>
<td>Unit Count - 4</td>
<td></td>
<td></td>
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<tr>
<td>ASSCW203</td>
<td>Advocacy</td>
<td>10</td>
<td>Core</td>
</tr>
<tr>
<td>Year 2 - Semester 2</td>
<td>Unit Count - 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSCW202</td>
<td>Resourcing community action</td>
<td>10</td>
<td>Core</td>
</tr>
<tr>
<td>Year 3 - Semester 1</td>
<td>Unit Count - 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSCW301</td>
<td>Networking &amp; Collaboration</td>
<td>10</td>
<td>Core</td>
</tr>
<tr>
<td>Year 3 - Semester 2</td>
<td>Unit Count - 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSA301</td>
<td>Introduction to research</td>
<td>10</td>
<td>Core</td>
</tr>
<tr>
<td>ASSCW303</td>
<td>Practices and skills in community development</td>
<td>10</td>
<td>Core</td>
</tr>
</tbody>
</table>

Individual Unit's Descriptors

Year: 1 - Semester: 1

Public communications
Unit Code - ICP101 Credit Points - 10 Unit Type - Core
This unit introduces students to the values, genres and skills of public speech and action through a study of rhetoric. The unit exposes students to the long and powerful history of public speech and public action by Indigenous peoples in their struggle for human and Indigenous rights. Students learn the textual patterns and strategies used in public speaking to create speech that is powerful and persuasive. This unit will also introduce students to the conventions and structures of academic discourse. Students are required to explore and research a core public value both individually and collectively and present this in the public domain. The power of public speaking, the affirmation of Indigenous identity and an analysis of current political discourses are all implicit within the collective celebration of Indigenous voices. Students will also gain confidence by speaking in front of a public audience. This unit is based on a group work approach. Students are required to negotiate, participate, consult and support each other. The unit is designed to invite students to become strong Indigenous citizens, students and public leaders in ways that complement, extend and enrich their specific vocational/professional studies. The unit focuses on a collective celebration and each student will be assessed against their input as an individual to the collective whole.

Effective Literacies
Unit Code - ICP103 Credit Points - 10 Unit Type - Core
This unit introduces students to a range of text analysis skills at the text, vocabulary and sentence levels as well as the impact of form in conveying meaning especially the opportunities provided by digital technologies. Students will learn information literacy skills including the use of a range of search engines, data analysis and citation skills. Students will also learn the effective use of digital technologies, including computer hardware and software in academic and professional contexts. Students will be expected to produce a variety of written and oral tasks including an extended piece of English text articulating a position on a specific topic.

Leadership and political perspective
Unit Code - GDMA103 Credit Points - 10 Unit Type - Core
Provides students with opportunities to develop broader political perspectives that will contribute to their practices as managers. It includes the examination of the processes and functions of government in Australia, the interaction of the political and economic systems with the work of Indigenous managers and various perspectives of Indigenous leadership and their impact on contemporary issues. The unit covers the nature and scope of Australian States and Territories; the Australian Constitution, federalism and State’s rights; parliaments and democratic processes; separation of powers; rights and obligations; the public service; macro and micro economic policy; present day policy in Indigenous affairs; trends in contemporary regional and national Indigenous political leadership; forming alliances and building networks.
Professional ethics and governance
Unit Code - GDMA104 Credit Points - 10 Unit Type - Core
Introduces students to various approaches to the resolution of common ethical issues that confront Indigenous managers in their everyday work. It includes the consideration of the importance of the role of ethics in managerial decision-making, the impact of value systems on work practices, and the range of approaches to ethical decision-making in Indigenous and non-Indigenous organisations. The unit aims to develop an understanding and appreciation of the ethical dimensions of management decision making and of governance issues as they relate to Indigenous and non-Indigenous managers. Topics cover: the power of the manager; the practice of board membership; the power of the organisation; ethical perspectives; codes of ethics of relevant professional groups; ethics and managerial decision-making - theory and practice; developing an ethical organisational culture; conflicts of interest – manager and family, manager and community members; roles and responsibilities of boards and directors; governance and structure; separation of ownership and control; cross cultural perspectives and understanding different value systems.

Year: 1 - Semester: 2

Telling histories
Unit Code - ICP102 Credit Points - 10 Unit Type - Core
This unit introduces students to the ways in which Indigenous Australian histories are constructed and shape the lives of individuals and communities. The different ways that history may be told and used will be examined and discussed. Primary and secondary sources will be used to identify, compare and contrast the different perspectives that may be presented in various ways of telling and representing histories. The impact of histories on Indigenous communities and cultures will be explored. The unit is workshop-based

Health and Wellbeing
Unit Code - ICP104 Credit Points - 10 Unit Type - Core
Topics covered are organised around the intersection of health determinants: • personal and behavioural factors (such as nutrition, exercise and sleep.); • emotional and spiritual factors; and • social and environmental factors (such as poverty and social marginalisation). The focus will be on demonstrating how these factors intersect to produce individual health outcomes and what sorts of strategies are feasible in terms of dealing with these outcomes at the personal, family and socio-political levels.

What is Education?
Unit Code - EDP102 Credit Points - 10 Unit Type - Core
The unit introduces an interrelated historical, philosophical, and theoretical overview of education, to include the cross-cultural and social dynamic influences of past, present and contemporary societies upon education. Definitions of teaching and learning, schooling, curriculum, pedagogy, and epistemology or ‘ways of knowing’ will be presented.

Year: 2 - Semester: 1

Advocacy
Unit Code - ASSCW203 Credit Points - 10 Unit Type - Core
This unit will provide students with an understanding of different types of advocacy; and skills that are useful resources in making decisions for community capacity building, social capital development and community regeneration in their roles as Community Development workers. Students will also learn about the impact of aspects of ecological, social, political cultural and religious dimensions operating upon issues of concern within their community of interest.

Year: 2 - Semester: 2

Resourcing community action
Unit Code - ASSCW202 Credit Points - 10 Unit Type - Core
Students will examine concepts and contentious issues in community work practice around community resources. They will become familiar with and begin to critically analyse a variety of approaches and skills in resourcing community initiatives and projects. The unit will focus on equity and rights, co-operative action, networking, collaboration and alliance building and consider funding sources and the value of volunteerism.

Year: 3 - Semester: 1

Networking & Collaboration
This unit examines definitions of alliance building and the values, purposes, benefits, strategies and skills informing a range of collaborative and co-operative strategies in community development practice. Students will become acquainted with contentious issues within practice including obstacles to and conflicts in creating diverse and multicultural alliances, networking and co-operative strategies.

**Year: 3 - Semester: 2**

**Introduction to research**
Unit Code - HSA301 Credit Points - 10 Unit Type - Core
Provides introductory studies in research frameworks, methods and issues. One of the unit’s aims is to demystify the concept of research. The unit studies quantitative and qualitative research. It examines the role of researchers, Indigenous and non-Indigenous, and the nature of and the relationship between researcher, participant and community. Students will have the opportunity to develop skills in critical analysis and to study and evaluate a number of research projects and reports. Students will be required to write a research proposal.

**Practices and skills in community development**
Unit Code - ASSCW303 Credit Points - 10 Unit Type - Core
In this unit students will explore and identify different kinds of social and community change and opportunities for and ways of participating in and influencing such processes. Students will develop their understanding of their role as community work practitioners by examining the different approaches, practices and skills required to make decisions that support structural changes in communities.

Course Authorisation
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Approved by
Review Date Sunday, 16 January 2011 01:46 am

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