

Bachelor of Community Service



A degree in Community Services Work can empower you to become a proactive creator of social change, rather than just seeking employment opportunities.

Studying community service at Lincoln Institute of Higher Education will help you gain the skills needed to thrive in today's modern digital world.

AQF Level:	<i>AQF 7</i>
Typical Duration:	<i>3 years full time</i>
Delivery Mode:	<i>On Campus: Face-to Face</i>
Units of Study CRICOS:	<i>24</i>
Course Code:	<i>117351E</i>

The Bachelor of Community Service course is designed to prepare graduates with broad and coherent knowledge, insight, and practical experience in working within the community services sector. In the course students will study social science subjects such as psychology, sociology, politics, law, and health which inform working in the community service sector. Students will develop skills in working with Aboriginal and Torres Strait Islander peoples and with diversity. They will further develop knowledge and skills in counselling, community development, policy development and group work. The course equips students with vital skills to support vulnerable communities, address market gaps and align with demographic trends and national priorities. This robust program focuses on pivotal areas like childcare, aged care, disability services, family trauma, and substance abuse, fostering a balance between social justice and the law. Family violence, Justice systems, international community services, or disaster management and recovery. Students will be prepared as job-ready ethical professionals with entrepreneurial capabilities, effective communication skills and socially responsible practices for a global, 21st-century society.

Lincoln Education Australia offers high quality teaching and learning with clear purpose, outcomes driven curriculum planning, high expectations and an enhanced opportunity for students to demonstrate performance.

Learning outcomes will be assessed using a range of authentic assessment methods which may include, but are not limited to: examinations, written assignments/ essays, projects, in-class quizzes/tests, tutorial and laboratory tasks, group work, individual and group presentations, reflective papers, participation, simulations and discussion forum contributions.

Core employability skills

As a graduate of this course, you will be prepared for work in a complex modern society. The course helps you to develop core attributes such as creative and critical thinking, effective communication and collaboration, entrepreneurship, social responsibility, evidence-based practice and innovative solution, cultural awareness, ethical competence and leadership skills that will allow you to engage across a variety of industries.

Career opportunities

Graduates of this Bachelor of Community Service degree will be in high demand across various industries and sectors due to their distinctive blend of cultural and social proficiencies. They will be adequately equipped for diverse career opportunities, such as:

- Family Support Worker
- Case Manager
- Family Counsellor
- Disability Services Worker
- Housing Officer



- Youth Worker
- Social Services Specialists
- Childcare Workers



Fieldwork

Lincoln Institute of Higher Education incorporates a 400-hour industry placement into its Bachelor of Community Service degree program, split into 150 hours in the second year and 250 hours in the third year. This provides students with hands-on experience in various community services settings, such as child protection, drug and alcohol services, and family interventions. The program aims to blend theory and practice through real-world projects and guest lectures from a range of business sectors, enhancing students' understanding and readiness for the workforce.

International Experiences

Our mission and vision are universal. We seek to provide a global educational experience, support character-building education and offer high-quality advanced learning. To this end, we have established a strong academic and corporate community in Australia supporting our institutes across the globe. We seek to provide world-class educational services that are affordable, oriented towards community service and meet local requirements.

Prerequisites for Bachelor of Community Service

- Successful completion of Year 12 with an ATAR of 65 (or equivalent qualification), or alternative ATAR with interview; or
- Successful completion of a recognised foundation studies program; or
- One (1) year of university studies

English Language Requirements

English language requirements for admission into Bachelor of Community Service is:

Domestic Students

- A Unit 3-4 sequence in English with a study score of at least 30 in Units 3 & 4 English as an Additional Language (EAL) or at least 25 in Units 3 & 4 English, Literature or English Language

International Students

The following English language requirements apply for international students or local applicants with international qualifications:

- IELTS: An overall IELTS band score of 6.5 with at least 6.0 in writing and speaking; or
- TOEFL (Internet-based): An overall score of 86 with a minimum of 21 or
- CAE Advanced (CAE) or CAE Proficiency (CPE): An overall score of 176 with a minimum of 169 or,
- PTE Academic: An overall writing communicative score of 58 with a minimum score of 52.

		Subject Code	Name of Subject	CP	Prerequisite	Corequisite
Year 1	S1	XXXX70100	Academic Literacies	0	Nil	Nil
		BCS5101	Introduction to Community Services Work	4	Nil	Nil
		BCS5102	Introduction to Psychology	4	Nil	Nil
		BCS5103	Working with Aboriginal and Torres Strait Islander	4	Nil	Nil
		BCS5104	Introduction to Sociology and Politics	4	Nil	Nil
	S2	BCS5105	Interpersonal Communication, Ethics and Practice	4	Nil	Nil
		BCS5106	Health and Wellbeing	4	Nil	Nil
		BCS5107	Diversity and Community Services	4	Nil	Nil
BCS5108		Social Policy	4	Nil	Nil	

		Subject Code	Name of Subject	CP	Prerequisite	Corequisite
Year 2	S1	BCS5201	Working with Groups	4	BCS5105	Nil
		BCS5202	Community Development	4	BCS5105	Nil
		BCS5203	Counselling Skills	4	BCS5105	Nil
		BCS5204	Mental Health and Community Services work	4	BCS5105	Nil
	S2	BCS5205	Social Research in Community Services	4	Nil	BCS5208
		BCS5206	Working with Youth	4	BCS5105	Nil
		BCS5207	Aged Care and Community Services	4	BCS5105	Nil
		BCS5208	Community Services Fieldwork 1	4	BCS5203	BCS5205
		Subject Code	Name of Subject	CP	Prerequisite	Corequisite
Year 3	S1	BCS5301	Disability and the NDIS	4	BCS5205	Nil
		BCS5302	Case Management & Care Planning	4	BCS5205	Nil

S2		Elective*	4	Nil	NIL
	BCS5303	Families and Child Wellbeing and Protection	4	BCS5205	Nil
	BCS5304	Community Services Fieldwork 2	8	BCS5205	BCS5305
	BCS5305	Social Development and Community Services (capstone)	4	BCS5205	BCS5304
		Elective*+	4	Nil	Nil

Subject Code	Name of Subject (Choose any 2)	CP	Prerequisite	Corequisite
BCS5306	Working in the Justice Systems	4	Nil	
BCS5307	Family and Domestic Violence	4	Nil	
BCS5308	Working Internationally	4	Nil	
Elective*	BCS5309 Disaster Management & Recovery	4	Nil	

Course Map

Subject Descriptions

BCS5101 Introduction to Community Services Work

This foundational subject has been designed to introduce students to the challenging and exciting practice of community services. It gives students a beginning understanding of the core elements that constitute community service, from its significant societal role to the specific practices employed within the field. Students examine the history, key concepts, principles, and practices of community services. Students examine the roles and responsibilities of community service practice, along with a critical reflection on the integral role of ethics in practice. Moreover, this subject encourages students to explore how community service impacts various levels of society, while helping them grasp the intricacies and nuances associated with its practice and emphasizing theoretical knowledge and practical skills, including community needs analysis and skills in community engagement, participation, and development. Students will explore the profession and its ethical foundation through critically analyzing the Australian Community Workers Ethics and Good Practice Guide (ACWEGPG) and its relevant standards. This introductory subject ensures that students develop a foundation that supports their future studies and careers in community service.

BCS5102 Introduction to Psychology

This subject introduces students to knowledge, concepts, and theories in psychology essential for community services. These are foundational for understanding the 'person in society'. The subject critically examines humanistic, biological, cognitive, behavioral, and socio-cultural explanations of individual behavior. Students critically review the primary psychological theories to grasp their importance for working with individuals. Lifespan development is outlined from birth to death. The subject explores self and identity, attitudes and beliefs, memory, motivation, thought, language and intelligence, personality, and abnormal psychology. The subject introduces students to cross-cultural and indigenous ways of knowing, being and doing.

BCS5103 Working with Aboriginal and Torres Strait Islander

This subject introduces students to the complex, rich and resilient cultures of Aboriginal and Torres Strait

Islander peoples, Australia's First Nation Peoples. This course helps students recognize that First Nation peoples have distinctive cultures that differ in many ways, including relationship to the land, cultural customs, laws and protocols, gender roles, community or kinship dynamics and history. For community service students, it is essential to learn the histories of First Nation Peoples before 1788 and the subsequent impact of colonization. This course teaches students about policies and practices of protection, segregation, and discrimination from the time of the earliest colonies to the Federation. It will also chart Aboriginal resistance and cover more recent history, movements of self-determination and activism, and political attempts and failures regarding reconciliation. The subject critically explores contemporary issues for Aboriginal and Torres Strait Islander peoples and the responsibilities of non-Indigenous Australians. The emphasis of the subject is on the significance of culturally responsive practices requiring students to be self-reflective and develop skills in working collaboratively with First Nation people.

BCS5104 Introduction to Sociology and Politics

This subject, Introduction to Sociology & Politics, is designed to be an integral part of the first-year curriculum for the Bachelor of Community Services program. This course introduces students to an understanding of the social world, enriching their understanding of an increasingly diverse, complex, and conflictual world. It introduces students to the key social theories and their impact on our understanding of society. Students examine the development of sociological theory from functionalism, conflict, interactionism, feminism, and postmodernity. Developing a 'sociological imagination' and understanding how that transforms knowledge of our social world will be encouraged. It fosters critical thinking to explore social issues and how they impact service users. In the subject, students will explore gender, sex and sexuality, family life, class and social inequality, education and knowledge, work and the economy, religion and spirituality, health, culture, ethnicity and race, deviance and crime, and power and politics.

BCS5105 Interpersonal Communication, ethics and practice

This subject explores interpersonal communication skills, examining both oral and written communication. These skills are essential for working in the community services sector. Students critically examine an overview of the perspectives of service users and carers. With this understanding, students will learn basic interviewing skills to engage with service users and carers empathically and constructively. Students will practice and then demonstrate specific skills in interviewing and working with service users and carers. This subject uses the experiences of service users and carers for students to develop an understanding of their needs and begin the development of skills of engagement with and empathy for community service clients. This course will also advance students' written and communication skills, giving them hands-on experience in various genres, including case notes, emails, and reports.

BCS5106 Health and Wellbeing

This subject focuses on exploring the health and wellbeing of people and communities. Students explore the interconnectedness of spiritual, physical, and environmental health and wellbeing, examining the dominant discourses of organised health care and the impact this has on personal and community health care will be critically analysed. The importance of social determinants of health is essential to understanding the health and wellbeing of people and their communities. Students examine the impact of the physical environment and climate change on individuals and communities and explore diversity and health care, focusing on the experiences of culturally and linguistically diverse communities and the lived experiences of LGBTIQ+ communities. Students consider both the inequitable health differences between Aboriginal and Torres Strait Islander peoples and communities via a critical review of the 'bridging the gap' strategy and non-Indigenous populations, as well as the resilience of First Nations people and communities.

BCS5107 Diversity and Community Services

This subject explores concepts of diversity and intersectionality. Students explore the relationships between

culture and language, gender and sexuality, concepts of social inclusion and exclusion, and abilities in the context of community services. Students come to understand that, in reality, 'Australia' is an immigrant country with half the population born overseas or having at least one parent, which has challenged societal structures. Students critically examine language and culture to equip them to ensure that services are accessible, equitable and appropriate. Community services work with the most vulnerable in our community, and sexual orientation and gender are significant dimensions of inequality. Students learn about the transformation of the societal lens on disabilities and how people with a disability have been historically excluded and the shift to now ensuring they are supported and included. The introduction of the NDIS aimed to oversee the respectful and dignified treatment of people with a disability, and students will have a chance to evaluate NDIS operations. Students will critically reflect on how they will work within that social space in a way that promotes the values of community services.

BCS5108 Social Policy

This course provides overview and application of the concepts and practices of data communications and networking within a business environment. Topics of this course include data communications models, protocols, standards, and services; networking technologies and communication media; network topology, design, and architecture; network management; wireless technologies; network security; and cryptography. Students will practice their knowledge and skills through hands-on labs and assignments, which is based on real-world business case scenarios.

BCS5201 Working with Groups

This subject explores community service practice in working with groups. Students examine the theories and skills related to working with groups. Community services workers need to develop effective team building and teamwork skills. They are also engaged in developing and running socio-educational groups. Further, they assist in developing and working with self-help groups and, finally, community groups. Using online technologies such as Zoom, Microsoft Teams, etc., students develop new and emerging technologies in groups, which reflects working conditions in community services. Students will develop and explore the theoretical frameworks and practical skills for group work, considering power dimensions and dynamics such as race, gender, and cultural background in group processes. This subject is skills-based and requires students to develop their skills for future practice in community services.

BCS5202 Community Development

This subject explores the theories, principles, and practices of community development. Students will identify and appraise a range of theoretical underpinnings, methodological approaches, and ethical and value issues by examining a range of community projects, campaigns, and initiatives. Students will learn about community development in historical terms, both domestically and internationally, focusing on developing communities experiencing poverty, recovery from disasters and climate change. Students gain knowledge through collaborative and experiential learning, developing skills in community development. An extension of community development is radical social action and advocacy. Students will critically review the organisation of effective social action and advocacy within a community development framework.

BCS5203 Counseling Skills

This subject explores a variety of counselling skills required to engage in a person-centered, collaborative, and ethical approach to supporting service users and carers. This subject introduces students to the importance of developing a working alliance and common factors that underlie the effectiveness of counselling. From this basis, students will develop introductory skills in assessment, including risk assessment, case formulation and goal setting. Broader professional practice issues will also be considered, including ethical challenges, confidentiality, boundary setting, cultural competence, self-reflection and employing an evidence-based framework.

BCS5204 Mental Health and Community Services Work

This subject explores mental health services in community services and the knowledge and skills necessary for community service workers. Community service workers engage service users and carers of people who have experienced mental health issues irrespective of the service contexts. Community service workers must explore the 'voices' of service users and carers. This subject equips students with a comprehensive knowledge of mental health services, the underlying philosophy of services and ways of supporting people with mental health issues as they undertake the 'recovery' journey. Community service workers work with vulnerable population groups, and this subject focuses on people from culturally and linguistically diverse groups, young people, the LBGTTIA+ community, older people, Aboriginal and Torres Strait Islander people, and other vulnerable groups.

BCS5205 Social Research in Community Services

This subject explores the role of social research in community service work. Students will develop knowledge and skills to search and synthesize literature, evaluate the research findings, and critically review them for implications for practice in community services. The subject focuses on collaborative and community research processes. Students will engage in the research process, from developing the research question to designing the project, collecting, and analysing data, navigating the ethical requirements and resources, and disseminating. Students learn about quantitative, qualitative, mixed methods and inclusive research.

BCS5206 Working with Youth

This subject explores the practice area of working with youth, explicitly focusing on developing skills and knowledge. Young people have been 'problematized' for centuries, and this subject offers a historical perspective on contemporary generational dynamics. The subject critically reviews the social construction of 'youth' and the changing nature of youth as a target population. Students will examine the historical, theoretical, conceptual, developmental, and policy issues facing young people in contemporary Australian society. Young people are not a uniform population segment but have considerable diversity – gender, ethnicity, sexuality, class, etc. Students reflect on their role as future community service workers working with the most marginalised and the issues facing young people around homelessness, drugs and alcohol, homelessness, violence and abuse, and mental health.

BCS5207 Aged Care and Community Services

This subject explores ageing in Australian Society; as Australia ages, economic, political, and social challenges come into play. The current so-called 'baby boomers' are retiring in significant numbers, and this will impact the workforce, put pressure on the social security and health systems, and challenge housing, urban design, household expenditure and other social policies. In this subject, students critically examine theories and concepts related to ageing, including ageism and age discrimination, and the policy and practice of aged care in Australia. The Royal Commission into Aged Care Quality and Safety (2021) made 148 recommendations and highlighted grave failings of the aged care system, including funding. This subject will cover topics such as the experience of ageing and the impact on physical, cognitive, and emotional health; abuse in aged care; models of care; the ethical and legal responsibilities of aged care workers; and working collaboratively with families and communities to support older adults.

BCS5208 Community Services Fieldwork 1

This subject focuses on translating theory into real-world practice and honing students' skills by completing 150 hours in a supervised community services fieldwork placement. Students will learn through experience as they engage with a range of clients at the level of a beginner community service worker under supervision in a practice setting. Apply ethical, legal, and professional practice standards, and communicate with and

work alongside people from diverse cultural and professional backgrounds. The precise nature of the role students take will depend upon their placement and the agency and its services and programs. The student may be required to travel some distance to undertake their placement. The first six weeks of the unit involve weekly workshops on campus, and then the student will commence the placement. Throughout the subject, students engage with their peers and reflect on their practice in online discussions.

BCS5301 Disability and the NDIS

This subject explores historical and current views of people with a disability. It critically analyses the meaning of disability in contemporary society, exploring key concepts related to disability, including the social and cultural construction of disability, disability identity, and the experience of disability. The policies and practices around disability have undergone a 'revolution' over the past two decades. The introduction of the National Disability Insurance Scheme (NDIS) was the most significant policy change, and the impact of that is still reverberating. Students will critically examine the foundations of the NDIS, its implementation, and the issues experienced by people with a disability. The Royal Commission into Violence, Abuse, Neglect and Exploitation of People with a Disability has highlighted significant problems with service provision and the need for better care and protection. Students will explore how contemporary disability practice is informed by multiple sources of knowledge derived from lived experience, theory, and research evidence.

BCS5302 Case Management & Care Planning

This subject explores case management and care planning. Students will critically analyse the policy framework for developing case management in service delivery. Students explore the various case management models, analyse them, and reflect on what model best fits service user and agency requirements. Regardless of the model, each has a structured approach to practice. Case management is an individualised service delivery system that is person-centered. Students will critically examine the steps in the case management process. It focuses on a series of planned steps from intake and engagement, assessment, planning, and implementation to monitoring and review. Students will develop knowledge and skills in undertaking holistic social assessment, developing care plans in consultation with service users and their carers, coordinating services, monitoring and evaluating care plans, and transitioning service users to independent and interdependent living.

BCS5303 Families and Child Wellbeing and Protection

This subject explores families and child wellbeing service systems, critically examining the processes, pathways, and protocols of Child Protection systems in Australia. While each state and territory of Australia has its legislation, policies, programs, and network of service providers, Australia has an overarching philosophy underlying child wellbeing and protection. The National Framework for Protecting Australia's Children is critically examined and analysed. The subject explores the complexity of child wellbeing and protection and the role of Community Service Workers in statutory settings. The subject further critically examines the societal factors impacting child wellbeing and protection. Students explore diverse families and interactions with the child protection system, including Indigenous and Culturally and Linguistically Diverse (CALD) families, and develop specific skills in working with families and children.

BCS5304 Community Services Fieldwork 2

This subject focuses on translating theory into real-world practice and honing students' skills by completing 250 hours in a supervised community services fieldwork placement. Students will learn through experience as they engage with a range of clients at the level of a beginner community service worker under supervision.

in a practice setting. Students practice applying ethical, legal, and professional practice standards and communicate with and work alongside people from diverse cultural and professional backgrounds. The precise nature of the student role depends upon the placement agency and its services and programs. The student may be required to travel some distance to undertake their placement. A two-day mandatory intensive school prepares them for the activities and processes they will experience during placement. Throughout the subject, the student will also engage with their peers and reflect on their practice in online discussions

And 1 subject from Elective Group

Elective Group

BCS5305 Community Services Capstone Project

This subject is designed to help students integrate their knowledge, values, and skills as beginning community service workers. The capstone subject is the culmination and demonstration of their learning across the course. The capstone paper will outline the student's journey towards developing a professional identity as a community service worker. It will require the student to provide evidence of how they have met the required learning outcomes of the course and the Australian Community Workers Ethics and Good Practice Guide (ACWEGPG) and its relevant standards. It also allows students to focus on an area of practice they wish to study. In this project, students demonstrate their integrated learning during the three years of the course. It is an exercise in supervised independent research that may signal a pathway to postgraduate study for some or provide a reflective foundation for entry into the workforce.

BCS5306 Working in the Justice Systems

This subject explores working in the justice system by community service workers. Students will analyse the justice system and the role of community service workers in justice and the future of probation and parole services, mapping post-release services conceptually. Students review evidence-based programs, paying attention to the interaction between government and non-government services and focusing on effectively reducing recidivism. The subject will explore the over-representation of Aboriginal and Torres Strait Islander peoples in the justice system and includes a review of the Deaths in Custody Royal Commission of 1991 and its recommendations. The issues of women and people from diverse backgrounds in the criminal justice system are also highlighted. The skills needed for working with 'involuntary clients' are mapped and developed for students. Alternatives to prison, as well as diversionary programs, are critically examined.

BCS5307 Domestic and Family Violence

This subject explores contemporary legislation, policies, knowledge, and family and domestic violence theories. It will examine the nature, extent and impacts of family and domestic violence on victims and the community, in particular women and children. The subject uses a gendered, trauma-informed, and intersectional lens to identify the different and additional impacts on diverse individuals and communities, including rural and remote women, Aboriginal and Torres Strait Islander peoples, refugee and immigrant women, LGBTIQ+ individuals, older women and women with a disability. It focuses on contemporary approaches to practice, including professional communication, risk assessments, case management and intervention plans that continually review safety considerations in collaboration with victims. Students will explore the need for an ethical and integrated systems approach. They will be required to reflect on their values and assumptions about family and domestic violence and the personal attributes and qualities needed to practice safely.

BCS5308 Working Internationally

This subject explores working with international aid organisations such as non-governmental organisations

(NGOs), International Governmental Aid Organisations, United Nations agencies, other locally based NGOs, and government agencies such as the Department of Foreign Affairs and Trade. Students will critically examine the history and current structure of international humanitarian aid and reflect on the politics of aid. Students will learn about issues related to international aid, such as disempowerment, sexual harassment and abuse, crisis management, and governmental infrastructure. Most of the work with agencies centres around project management, developing community capacity building projects, developing trauma-informed services, and providing the necessities of daily life. The subject allows students to build on the skills they developed during the course. It focuses on self-care and resilience in working in complex, demanding and, at times, dangerous environments.



Learning resources: All the software requirements for the BCS course will be provided.

Further Information

Lincoln Education Australia

[Home | Lincoln Education Australia \(lincolnau.nsw.edu.au\)](http://lincolnau.nsw.edu.au)

Fees and Charges

[Fees and Charges | Lincoln Education Australia \(lincolnau.nsw.edu.au\)](http://lincolnau.nsw.edu.au)

Handbook information

[Student Handbook.pdf \(lincolnau.nsw.edu.au\)](http://lincolnau.nsw.edu.au)

Future Student Enquiries

Australian citizens, permanent residents, New Zealand citizens and international students

[International | Lincoln Education Australia \(lincolnau.nsw.edu.au\)](http://lincolnau.nsw.edu.au)

Australia provides rigorous protection for international students through the Education Services

for Overseas Students Act 2000 (ESOS Act) and related legislation, (including the National Code of Practice 2018) which protects and enhances Australia's reputation for quality education, provides tuition protection and supports the integrity of the student visa program.

The Australian Government is committed to high quality educational experiences for international students and has produced a fact sheet containing important information about their rights and responsibilities while studying in Australia. This fact sheet provides information about:

- Choosing and enrolling in a course of study
- Support services available in Australia
- Rights and responsibilities of students on a student visa
- Working in Australia
- Making complaints and seeking help.

The links for the following four websites have been provided:

Education Services for Overseas Students Act 2000 -
<https://www.legislation.gov.au/Details/C2022C00066>

Education Services for Overseas Students Regulations 2001 -
<https://www.legislation.gov.au/Details/F2016C00681>

National Code of Practice for Providers of Education and Training to Overseas Students 2018 -
https://www.legislation.gov.au/Details/F2017L01182/Html/Text#_Toc487026957

Australian Government Fact Sheet: "International Education - Ensuring Quality and Protecting Students -
<https://internationaleducation.gov.au/Regulatory-Information/Documents/esosstudentfactsheetv4%20-%20Final%20clean%20copy.pdf>

BBIS Course Brochure Version: 20230220

**Lincoln Institute of Higher Education (LIHE)
Trading as Lincoln Education Australia (LEA)**

website: www.lincolnau.nsw.edu.au

email: info@lincolnau.nsw.edu.au

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CRICOS Provider Code: 04097J | CRICOS Course Code: TBA