# Guidelines for Unit Outline

Students must be provided with a Unit Description two weeks prior to the start of semester. The Unit Description must comply with the corresponding Unit Outline. The Unit Outline must be approved by the Institute/School Board for any changes prior to adoption, then noted by Curriculum Committee. These guidelines assist in completing the Unit Outline Form. Additional information is also available in the [Supplementary Guidelines Learning Outcomes and Assessment](https://policy.federation.edu.au/forms/ECM_187308_v7_Supplementary_Guidelines_Learning_Outcomes_and_Ass.docx) (DOCX 480.2kb)

**Institute/school** Name of institute/school where outline will be approved

**Unit title** Full title, with no abbreviations, acronyms or symbols

**Unit ID** Unit code

**Credit points** Usually 15 or multiple of 15 (n.b. 120 Credit Points is a full-time load over one year)

**Prerequisite(s)** List code / title for unit/s that must be completed before this unit

**Co-requisite(s)** List unit code / title for unit/s that must be studied concurrently with the unit

**Exclusion(s)** List unit/s that if successfully completed would preclude the student from taking the unit

**ASCED Code** This six-digit figure can be found, according to the field definition, at: https://www.abs.gov.au/statistics/classifications/australian-standard-classification-education-asced/2001/field-education-structure-and-definitions/structure/broad-narrow-and-detailed-fields

**Description of the unit for handbook entry**

Enter the description to be placed in the handbook entry. Provide a 250 – 300 word summary of the unit. This should be different to the unit content section.

**Grade scheme**

Choose from: “Graded (e.g. HD, D, C, etc)” or, “Ungraded (e.g. S-Satisfactory, UN-Unsatisfactory); Research P/NP (e.g. O, TD, P, F)”

**Graded**  Choose an item. **Ungraded** Choose an item. **Research** Choose an item.

**Work experience indicator**

Choose from one of 3 options:

[ ]  No work experience

[ ]  Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee).

[ ]  Student is undertaking work experience in industry where learning and performance is not directed by, and support is not received from, the provider. No fees (unit of study is contribution and tuition fee exempt).

**Placement component**

Indicate whether the unit has an embedded placement component? [ ]  Yes [ ]  No

Supplementary assessment available [ ]  Yes [ ]  No

Where supplementary assessment is available a student must have failed overall in the unit but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Refer to the [Supplementary Assessment Procedure (LT2032)](https://policy.federation.edu.au/academic_governance/procedures/assessment/ch05.php) for details. All exemptions from supplementary assessment must meet strict criteria as outlined in the procedure and be approved by Learning and Teaching Quality Committee (LTQC).

**Course level**

Tick the box(es) in the table below to identify the AQF level of the course(s) that will include this unit, and whether this unit is introductory (first introduction of the topic of learning), intermediate (building on the topic) or advanced (achievement of required AQF level of learning outcome).

**Note:** In some circumstances a unit can be set at more than one AQF level and/or more than one course level (introductory, intermediate, advanced). An advanced unit offered in a course at one AQF level could also be used in a higher AQF level course as an introductory unit. For example, a unit offered as introductory in a coursework Masters (AQF Level 9) where students enter with a Level 7 bachelor’s degree from a different discipline.

For further information on the AQF visit [www.aqf.edu.au.](http://www.aqf.edu.au/)

|  |  |
| --- | --- |
| **Level of unit in course** | **AQF level(s) of course** |
|  | **5** | **6** | **7** | **8** | **9** | **10** |
| **Introductory** |  |  |  |  |  |  |
| **Intermediate** |  |  |  |  |  |  |
| **Advanced** |  |  |  |  |  |  |

**Learning outcomes**

On successful completion of the unit the students are expected to be able to:

Under the following headings indicate learning outcomes that align with AQF descriptors and threshold learning outcomes (if available) for the discipline for this level. Numbering of the learning outcomes under each category (K1, S1 etc.) allows for mapping of learning outcomes to assessments. Refer to the Supplementary Guidelines (Learning Outcomes and Assessment.) *Please remove the grey text before submission.*

**Knowledge** (List as K1, K2 etc.)

K1.

Skills (List as S1, S2 etc.)

S1.

**Application of knowledge and skills** (List as A1, A2 etc.)

A1.

**Unit content**

More specific information on unit content can be included here. For example, if there are highly detailed specific learning outcomes required by professional accrediting bodies list them here and identify with which broader learning outcomes (Knowledge, Skills, Application of knowledge and skills) they align.

**FedTASKs**

Federation University recognises that students require key transferable employability skills to prepare them for their future workplace and society. FedTASKs (**T**ransferable **A**ttributes **Sk**ills and **K**nowledge) provide a targeted focus on five key, transferable attributes, skills, and knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and co-operative learning opportunities.

*One or more FedTASK* *must be evident in the specified learning outcomes and assessment for each FedUni unit, and all must be directly assessed in each course. Only list the most relevant Learning Outcomes (LO), not all the Learning Outcomes for a unit.*

*Using the table relevant to the AQF level of this unit below, map the FedTASKs against the learning outcomes and assessment tasks for the unit.* ***Please delete the other tables.***

|  |  |
| --- | --- |
| For course at **AQF Level 7** and below**FedTASK attribute and descriptor** | Development and acquisition of FedTASKs in the unit |
|  | Learning outcomes(KSA) | Assessment Task (AT#) |
| Example of mapping FedTASK 1 | Description of the relevant FedTASK 1 | K1; A3 | AT2; AT4 |
| FedTASK 1Interpersonal | Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: * Using effective verbal and non-verbal communication
* Listening for meaning and influencing via active listening
* Showing empathy for others
* Negotiating and demonstrating conflict resolution skills
* Working respectfully in cross-cultural and diverse teams.
 |  |  |
| FedTASK 2Leadership | Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: * Creating a collegial environment
* Showing self -awareness and the ability to self-reflect
* Inspiring and convincing others
* Making informed decisions
* Displaying initiative
 |  |  |
| FedTASK 3Critical Thinking and Creativity | Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:* Reflecting critically
* Evaluating ideas, concepts and information
* Considering alternative perspectives to refine ideas
* Challenging conventional thinking to clarify concepts
* Forming creative solutions in problem solving.
 |  |  |
| FedTASK 4Digital Literacy | Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: * Finding, evaluating, managing, curating, organising and sharing digital information
* Collating, managing, accessing and using digital data securely
* Receiving and responding to messages in a range of digital media
* Contributing actively to digital teams and working groups
* Participating in and benefiting from digital learning opportunities.
 |  |  |
| FedTASK 5 Sustainable and Ethical Mindset | Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:* Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts
* Committing to social responsibility as a professional and a citizen
* Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses
* Embracing lifelong, life-wide and life-deep learning to be open to diverse others
* Implementing required actions to foster sustainability in their professional and personal life.
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| For course at **AQF Level 8****FedTASK attribute and descriptor** | Development and acquisition of FedTASKs in the unit |
| Legend: K – Knowledge; S – Skills; A – Application | Learning outcomes(K,S,A)*E.g. K1, S2* | Assessment Task (AT#)*E.g. AT1* |
| FedTASK 1Interpersonal | Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: * Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods
* Active listening for meaning and influencing
* High-level empathy for others
* Negotiating and demonstrating extended conflict resolution skills
* Working respectfully in cross-cultural and diverse teams.
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| FedTASK 2Leadership | Students will demonstrate the ability to apply leadership skills and behaviours. Students will be required to display skills in: * Creating, contributing to, and enabling collegial environments
* Showing self -awareness and the ability to self-reflect for personal growth
* Inspiring and enabling others
* Making informed and evidence-based decisions through consultation with others
* Displaying initiative and ability to solve problems
 |  |  |
| FedTASK 3Critical Thinking and Creativity | Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas. Students will be required to display skills in:* Reflecting critically on complex problems
* Synthesising, evaluating ideas, concepts and information
* Proposing alternative perspectives to refine ideas
* Challenging conventional thinking to clarify concepts through deep inquiry
* Proposing creative solutions in problem solving.
 |  |  |
| FedTASK 4Digital Literacy | Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display high-level skills in: * Finding, accessing, collating, evaluating, managing, curating, organising and securely sharing complex digital information at a high-level
* Receiving and responding to messages in a range of digital media
* Contributing proficiently to digital teams and working groups
* Participating in and utilising digital learning opportunities.
 |  |  |
| FedTASK 5 Sustainable and Ethical Mindset | Students will demonstrate the ability to think ethically and sustainably. Students will be required to display skills in:* The responsible conduct of research
* Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts
* Demonstrating commitment to social responsibility as a professional and a citizen
* Generating research solutions which are sustainable, ethical and/or socially responsible
* Extending lifelong, life-wide and life-deep learning to be open to diverse others
* Demonstrate extended actions to foster sustainability in their professional and personal life.
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| For course at **AQF Level 9** and above**FedTASK attribute and descriptor** | Development and acquisition of FedTASKs in the unit |
|  | Learning outcomes(KSA) | Assessment Task (AT#) |
| FedTASK 1Interpersonal | Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: * Using and demonstrating a high level of verbal and non-verbal communication
* Demonstrating a mastery of listening for meaning and influencing via active listening
* Demonstrating and showing empathy for others
* High order skills in negotiating and conflict resolution skills
* Demonstrating mastery of working respectfully in cross-cultural and diverse teams.
 |  |  |
| FedTASK 2Leadership | Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. * Creating and sustaining a collegial environment
* Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions
* Inspiring and initiating opportunities to lead others
* Making informed professional decisions
* Demonstrating initiative in new professional situations.
 |  |  |
| FedTASK 3Critical Thinking and Creativity | Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:* Reflecting critically to generate and consider complex ideas and concepts at an abstract level
* Analysing complex and abstract ideas, concepts and information
* Communicate alternative perspectives to justify complex ideas
* Demonstrate a mastery of challenging conventional thinking to clarify complex concepts
* Forming creative solutions in problem solving to new situations for further learning.
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| FedTASK 4Digital Literacy | Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:* Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally
* Collating, managing complex data, accessing and using digital data securely
* Receiving and responding professionally to messages in a range of professional digital media
* Contributing competently and professionally to digital teams and working groups
* Participating at a high level in digital learning opportunities.
 |  |  |
| FedTASK 5 Sustainable and Ethical Mindset | Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in:* Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts
* Professionally committing to the promulgation of social responsibility
* Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses
* Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others
* Generating, leading and implementing required actions to foster sustainability in their professional and personal life
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**Learning Tasks and Assessment**

Assessment practices must demonstrate and provide evidence of students meeting learning outcomes. Aligning assessment practices with clearly written learning outcomes (K1, S3, A2 etc.) is essential in the provision of quality learning and teaching in higher education. A broad description of assessment tasks must be captured in the table below. A detailed description of assessment tasks must be captured in the Unit Description document given to students at least two weeks prior to commencement of the teaching semester. For additional guidelines in constructing learning outcomes, choosing assessment tasks that assess learning and developing your Unit Description, refer to the following supplementary guidelines:

* [Supplementary Guidelines (Learning Outcomes and Assessment) Practices](https://policy.federation.edu.au/forms/ECM_187308_v7_Supplementary_Guidelines_Learning_Outcomes_and_Ass.docx)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Learning outcomes****assessed** | **Assessment task** | **Assessment type** | **Weighting (range)** |
| 1. |  | Which learning outcome(s) arebeing assessed?(K1, S1, A1, etc) | Provide a broad description of learning task/s associated with the assessment  | e.g. Written exam, oral (formative, summative) presentation, laboratory practical report, essay, research assignment, multiple choice quiz, group project etc. | Give a percentage range (e.g. 20-40; 10-15%). The range should not exceed 20% for any individual task |
| 2. | 1 |  |  |  |  |
| 3. | 2 |  |  |  |  |
| 4. | 3 |  |  |  |  |

[add or remove lines from the table as required]

**Alignment to the Minimum Co-Operative Standards (MiCS)**

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a course level. Although units must undertake MiCS mapping, there is NO expectation that units will meet all seven criteria.

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MICS course level reporting highlights how each course embraces the principals and practices associated with the Co-Operative Model. Evidence of course alignment with the MiCS can be captured in the Course Modification Form.

For further information regarding MiCS, please review the following support resources: <https://federationuniversity.sharepoint.com/sites/FedUni/academic/ctiq/PD/SitePages/Minimum-Co-operative-Standards.aspx>
C

**Adopted reference style:**

[ ]  APA [ ]  Harvard [ ]  MLA [ ]  Chicago [ ]  IEEE[ ]  Other (please specify)

Refer to the [Library website](https://federation.edu.au/library) for more information

[FedCite – referencing tool](https://federation.edu.au/library/student-resources/fedcite)