# Unit Description (Higher Education)

Students must be provided with a Unit Description two weeks prior to the semester. The Unit Description will comply with the approved Unit Outline.

**Institute/School** Click or tap here to enter text.

**Unit title** Click or tap here to enter text.

Unit ID Click or tap here to enter text.

Credit points Click or tap here to enter text.

Teaching Period Click or tap here to enter text.

Unit Coordinator Click or tap here to enter text.

Prerequisite(s)Click or tap here to enter text.

Co-requisite(s) Click or tap here to enter text.

Exclusion (s) Click or tap here to enter text.

ASCED Code Click or tap here to enter text.

**Brief description of the unit**

Provide a 250-300 word summary of the unit.

Grade Scheme Choose an item.

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% or above, have completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description, and is not eligible for any other form of supplementary assessment.

Course level

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

Organisation

In this section provide the names of the staff involved in delivering the unit, their office locations, and contact details (ie phone numbers and email address). Clearly identify the Unit Coordinator and Lecturer and the location and times of availability to students. If relevant, this section should indicate that the learning tasks and assessment section of the Unit Description may be incomplete in order to enable negotiation of learning tasks and assessment during the first fortnight of the unit commencement date. If this option is to be exercised, it should be pointed out that negotiated agreements will be added to the unit description by week three of the unit commencement date.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Role | Name | Email contact  | Office/location | Phone  | Times available for consultation |
| Unit Co-ordinator  |  |  |  |  |  |
| Lecturer  |  |  |  |  |  |
| Tutor |  |  |  |  |  |
| Tutor |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Example table format | Location | Day in the week | Time slot |
| Lecture  |  |  |  |
| Practical/Laboratory |  |  |  |
| Tutorial/Seminar/Workshop |  |  |  |

Learning Outcomes

**Unit Learning Outcomes in this document must be identical to those specified in the Unit Outline approved by Institute/School Board.** When Unit Learning Outcomes require revision prior to the commencement of teaching, a modified Unit Outline Form and a New, Discontinued and Reactivated Units Form need to be completed and approved at the relevant Institute/School Board prior to these new outcomes taking effect in this Unit Description. **NOTE:** **Unit Learning Outcomes must also align with assessment practices thus this area may also require revision.**

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

Click or tap here to enter text.

**FedTASKs**

Federation University recognizes 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.*

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

|  |  |
| --- | --- |
| For courses at **AQF Level 7** and below**FedTASK attribute and descriptor** | Development and acquisition of FedTASKs in the unit |
|  | Learning outcomes(K, S, A) | Assessment Task (AT#) |
| 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 courses 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.
 |  |  |
| 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 courses at **AQF Level 9****FedTASK attribute and descriptor** | Development and acquisition of FedTASKs in the unit |
|  | Learning outcomes(K, S, A) | 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.
 |  |  |
| 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
 |  |  |

**Planned student learning**

A 15-credit point unit typically involves a minimum of 150 hours of learning that may include scheduled (timetabled) and unscheduled, flexible and self-paced activities. The scheduled hours of student learning will be experienced primarily through on-campus and/or online engagement opportunities with peers and teaching staff. For approximately every hour of scheduled or directed activity, a minimum of two hours of student directed learning is expected.

Unscheduled, flexible and self-paced activities do not require a set day, time or location and require students to work independently. These will include established learning activities, associated independent learning, background reading/research and completion of assessment. Students are expected to access electronic research databases and use computers to facilitate their learning.

|  |  |  |
| --- | --- | --- |
| **Learning Activity** | **Description** | **Hours** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Total: | 150 |

**Learning tasks and assessment**

The learning tasks and assessment items described in this Unit Description must align exactly with those in the Unit Outline approved by Institute/School Board. Staff should refer to the following resources:

* [Unit Outline Guidelines](http://www.ballarat.edu.au/staff/governance/academic-board/program-documents/program-approval-process/higher-education-program-approvals)
* [Supplementary Guidelines for Learning Outcomes and Assessment](http://www.ballarat.edu.au/staff/governance/academic-board/program-documents/program-approval-process/higher-education-program-approvals)
* Student Workload Guidelines (at the Institute/School or University level).

Students cannot submit for assessment content generated by AI except when expressly permitted by Unit Coordinators, communicated through the unit description. Use of AI in assessment tasks without express permission is considered Academic Misconduct and may result in a student failing the unit.

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning outcomes assessed** | **Assessment task** | **Assessment type** | **Weighting** |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |

***Note:*** The weighting of each task must fall within the Unit Outline weighting range specified in the Unit Outline Form approved by Institute/School Board.

***Additional items to consider when describing your assessment***

1. Do the assessment tasks or questions link closely with the learning outcomes of the unit? What is the evidence for such linkage?
2. Is there sufficient diversity of assessment methods used?
3. Are the assessment tasks sufficiently challenging?
4. Do the assignments encourage deep, active, reflective learning?
5. Do the assessment tasks provide opportunities for students to apply their knowledge and understanding to different problems and contexts?
6. Is the oral/written feedback provided to students meaningful and helpful?
7. Have arrangements been made for moderation of assessment to ensure consistency of marking across delivery sites and between the unit teaching staff?
8. Are the students aware of the criteria or marking schemes used for marking? Are the criteria explicit?
9. Is there a system for identifying assessment workloads for students and staff?

Adapted from: Assessment Matter in Higher Education 1999. Edited by Sally Brown and Angela Glasner. ISBN: 033520242

## Assessment Task 1 (Copy and repeat for each assessment task)

The following should be provided for each assessment task:

1. A brief statement of the purpose of the task and how it relates to the key learning outcomes;

Add response here

1. A brief description of what students are being asked to do to fulfil the requirements of the task;

Add response here

1. A clear statement of the criteria that will be used to grade the task;

Add response here

1. A clear description of who will be the assessor (ie peer review, self-reflection, tutor, lecturer etc);

Add response here

1. A clear statement of the weighting of each criterion used in the judgement process of the task;

Add response here

1. An indication of the approximate amount of time students should devote to the task;

Add response here

1. Submission details relevant to the task (due date, method of submission etc)

***Note:* Also refer to the “Assistance with Online Submission” section within this document.**

Add response here

1. A statement regarding how students will receive feedback and the process of returning the student work (where applicable);

Add response here

Submission and Return of Student Work

Marks and feedback will be released within three (3) weeks after the respective submission deadlines.

Assessment Criteria

In order to receive a passing grade in this unit, students must receive an overall passing mark in the combined result of all assessment tasks.

**Topics Assessed**

All topics covered in this unit are subject to assessment.

**Academic Integrity**

Academic integrity is behaving honestly, responsibly and respectfully in our academic endeavours. We demonstrate integrity in our study by producing our own original work and by properly acknowledging when we use the work of others to inform ours. Whether accidental or deliberate, using the work of others without acknowledgement constitutes a breach of academic integrity. Other forms of cheating include, but are not limited to, collusion, plagiarism and using free or paid services to produce academic work, which is known as contract cheating.

The Academic Integrity Module (AIM) introduces you to the skills you need to demonstrate academic integrity, such as referencing and paraphrasing. All students at Federation University are required to complete AIM prior to submitting their first assessment task in their course of study. Refer to the following:

* [Academic Integrity Module (AIM)](https://moodle.federation.edu.au/enrol/index.php?id=77603)
* [Academic Integrity Procedure](https://policy.federation.edu.au/academic_governance/procedures/academic_integrity/ch01.php)
* [Study Skills website: Academic Integrity](https://studyskills.federation.edu.au/referencing/how-to-avoid-plagiarism/)

**Assistance with study skills and assessment**

The Federation University Study Skills website contains practical advice on improving your reading and writing skills, paraphrasing and referencing, and time management. It also provides advice about learning technology and connecting with Student Academic Leaders and Learning Skills Advisors to support your academic skill development.

* [Study Skills for Life](https://studyskills.federation.edu.au/referencing/how-to-avoid-plagiarism/)

**Assistance with online submission**

Students are often asked to submit assignments online, mostly through the unit Moodle shell. You may be required to submit via Turnitin, which is similarity-checking software. Difficulty with online submission can have numerous causes, such as not completing the Academic Integrity Module (AIM – see above); unreliable internet connection; or an oversized file. If you experience difficulties ensure you have completed AIM, and refer to the following guides about online submission:

* [Study Skills website](https://studyskills.federation.edu.au/assessment/submitting-assignments-online/) (assignment submission)
* [About Turnitin](https://studyskills.federation.edu.au/technology/university-systems/turnitin/)

**Late assignment**

Late submission of assessment tasks, without a granted [Discretionary Extension](https://federation.edu.au/current-students/essential-info/administration/special-consideration/higher-education) from a Unit Coordinator or an approved [Special Consideration](https://federation.edu.au/current-students/essential-info/administration/special-consideration/higher-education), will attract a late penalty. All reasonable attempts must be made in submitting each assessment task.

The University-wide late penalty is 5% per day of the total marks available (including weekends and public holidays).

Marking will cease after 7 days and the assessment will be scored at zero. If an assessment task is submitted beyond 7 days and receives zero, feedback provision is at the discretion of the Unit Coordinator.

For more information regarding late penalties, please see [here](https://federation.edu.au/staff/learning-and-teaching/teaching-practice/assessment/assessment-and-learning/late-penalties/_nocache).

**Special Consideration**

If students are adversely affected by life circumstances a discretionary assessment extension of up to five University working days for one assessment task may be granted at the discretion of the tutor, lecturer, or unit coordinator (dependent on school process) upon a direct request by the student via the Discretionary Assessment Extension form.

If, however, a student has experienced or encountered some form of disadvantage or impediment (medical reasons; hardship/trauma; compassionate grounds; other significant cause) in more than one unit and requires more than five working days’ extension, then they are advised to apply for Special Consideration.

For further information on Discretionary Assessment Extensions and Special Consideration, including access to the policy, procedures or associated forms, see <http://federation.edu.au/current-students/essential-info/administration/special-consideration>

Results

Results from your assessments are available on your unit Moodle site and can be viewed in fdlmarks. Information on [how to access your results and academic transcripts](https://federation.edu.au/current-students/essential-info/administration/exams/results).

**Final grade appeal**

Under some circumstances, a student may appeal the final grade of their unit. They need to be able to show that the unit description was not clear or that the delivery of the unit did not match the unit description. An appeal should be submitted in writing to the Executive Dean of the Institute/Dean of the School responsible for the unit within 10 working days of the official publication of the grade. Information can be found [here](https://federation.edu.au/current-students/assistance-support-and-services/student-support-services/student-advocacy/appeals/appeal-final-grade).

**Academic regulations**

Supplementary information concerning teaching, learning and assessment may be provided from time to time in response to unforeseen circumstances. This may include changes in times or location of classes, order of the schedule, or due dates for assignments. Announcement of these matters in classes and placement of a notice on the unit Moodle page shall be deemed to be official notification. Federation University has a range of educational policies, procedures and guidelines, which you can find at: <https://policy.federation.edu.au/category_list.php?catalogue_id=115>

**Student Support**

The University provides many services to help you gain the most from your studies. You can see the list of student support services at: <https://federation.edu.au/current-students#Assistance_support_and_services>

The Disability and Learning Access Unit (DLAU) makes reasonable adjustments to study requirements for students with a disability, medical or mental health condition. This can be a temporary or permanent condition. The DLAU can also organise adjustments for people who are caring for someone with a disability. See <https://federation.edu.au/current-students/assistance-support-and-services/student-support-services/disability-support>

**Learning Management System**

This unit makes use of Moodle to support your learning. You can access Moodle from the Federation University home page or at <https://moodle.federation.edu.au/login/index.php> If you do not have access for this unit you should notify your unit coordinator immediately.

**Final Test Eligibility**

To be eligible to sit for the final test a student must have undertaken and submitted at least one prior assessment task (worth more than 10%) for this unit.

**Materials**

**Reading**

Sequence

This section provides students with a guide to the intended sequence of the main learning activities of the Unit (ie lecture/practical/tutorial/seminar dates, time, locations etc). This might consist of a timetable matrix outlining the lecture/practical/tutorial/online/seminar meeting times, dates, days etc.

The following is an **approximate** guide to the sequence of topics in this unit:

|  |  |
| --- | --- |
| **Week(s)** | **Topic(s)** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

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/study/fedcite)