

# Unit Statement Development Guideline

## Section 1 - Preamble

(1) This Guideline replaces Appendix 2.30(b) of the Academic Policy (December 2010).

## Section 2 - Definitions

(2) For the purpose of this Policy, refer to the Academic Board's Definitions Policy.

## Section 3 - Guidelines

### Part A - Unit Assessors Guidelines

(3) The Unit Statement should be in 12pt. for ease of reading.

(4) Enter the name of the School/College. This should be the Academic Organisational Unit that is academically and administratively responsible for the unit. Only this unit may initiate changes to the Unit Statement.)

#### Description

No	Form Field	Completion Guidelines
1	Unit Title:	The full name of the unit. This cannot be more than 90 characters otherwise it will be abbreviated.
2	Unit Code:	As allocated by Student Services.
3	Undergraduate, Postgraduate:	Indicate whether this unit is offered at an under-graduate or postgraduate level.
4	Pre-requisites:	Means unit/s which a student must have successfully completed (with a grade of Pass or above) before enrolling in this unit. List here any units or other requirements that are pre-requisites for this unit - if there are none put 'nil'. If more than one unit is listed, indicate if they are required as well as or instead of each other.
5	Co-requisites:	Means one or more other unit/s in which a student must be concurrently enrolled or have satisfactorily completed, with this unit. List here any units or other requirements that are co-requisites for this unit- if there are none put 'nil'. If more than one unit is listed, indicate if they are required as well as or instead of each other.
6	Anti-requisites:	Means a unit/s that if satisfactorily completed will prohibit enrolment in this unit, normally because they are equivalent or overlapping in content. List here any units or other requirements that are anti-requisites for this unit- if there are none put 'nil'. If more than one unit is listed, indicate if they are required as well as or instead of each other.
7	Other Enrolment Conditions & Requirements:	List here any other requirements or conditions that are necessary for enrolment in this unit, e.g. First Aid Certificate, Police check, access to a computer. This information will also be included in Item 15.

8	Student Services Enrolment Category:	Internal/external/on line Internal - is a campus-based course of study at a physical location e.g. Lismore, Coffs Harbour, Perth, Singapore, etc. Such a course may be web enhanced e.g. MySCU. External - is an externally delivered course of study using largely print based learning materials. Also referred to as university wide, distance education or study via correspondence. It is typically web enhanced. On Line - is a course of study delivered exclusively on-line. All material for the unit is delivered on-line via the web.
9	Graded/Ungraded:	Indicate here if the unit is graded or ungraded.
10	ASCED Field of Education (FOE):	This is a ASCED requirement. FOE selection may directly affect the government funding cluster and student HECS Band contribution (for Commonwealth supported students). This field must show the ASCED FOE six (6) digit code and textual description. For example, '100705 (Written Communication)'. Refer to the DVC and/or Student Services.
11	Credit Points:	Single weighted unit - 12 credit points Double weighted unit - 24 credit points

## 12. Aims

(5) Aims express teaching aspirations: 'to introduce students to...', 'to familiarise students with...', or 'to enable students to experience...!'

(6) State in sentence form what this unit aims to do and what students will be introduced to.

For example Ecology- 1st year unit 'Aims Students in Environmental Science and Management need an understanding of how living organisms interact with the abiotic (non-living) and biotic (living) environment at the individual, population, community and ecosystem levels of organisation. A study of natural ecological processes is essential for understanding the consequences of artificial inputs and disturbances to communities and ecosystems, and is therefore of fundamental importance in environmental management.'

For example Globalisation and Diversity- 3rd year unit 'Aims This unit seeks to provide students with a political understanding of the ways in which globalisation and diversity impact on our lives. It encourages students to adopt a critical and exploratory approach to understanding the debates surrounding globalisation, cultural diversity and working in a politically globalised era. The unit enables students to think about global citizenship in relation to practical issues surrounding cultural diversity and global risk.'

## 13. Objectives

(7) Objectives express intended and demonstrable student learning outcomes: 'on completion of this unit students should be able to...'

(8) The learning objectives for a unit must be written broadly enough to encompass all of the topics addressed in the syllabus for the unit. It is not necessary to write an objective for each topic in the syllabus - these are topic objectives. Unit objectives require us to step back from the details of our syllabus and look at the unit as a whole. Ideally a unit needs only 4-5 objectives.

(9) Unit objectives should not be a description or summary of the content, but rather a set of statements which capture what it is we want students to know, do and value by the end of the unit. There should be no 'hidden curriculum', that is, content and learning activities that do not relate clearly to one or more of the learning objectives for the unit.

(10) Avoid words like 'be familiar with...' and 'understand'. Understanding by itself is a process that is internal to the individual. The assessment of understanding requires that a student should be able to do something that demonstrates understanding, for example, being able to 'explain the connection between...', or being able to 'present a report which takes account of...'. Be as specific as possible.

(11) Include some higher order objectives and cover both generic academic skills and course-specific skills.

Taxonomies such as those developed by Bloom (1956) and Biggs (1982) show verbs related to learning arranged along a hierarchy from simple cognitive tasks to more complex cognitive tasks. The more complex tasks like synthesis and analysis are commonly referred to as 'higher order' tasks. The choices we make about verbs are very important and will be influenced by our students' needs, the aims of the unit, the syllabus, the place of the unit in a program, the overall aims of the program and so on.

(12) Ensure that the assessment tasks align with the objectives, the content and the teaching and learning activities once they have all been drafted. The learning objectives should make it clear to students what they will be expected to demonstrate when being assessed. The form of assessment should be appropriate to the kind of achievements the students are required to demonstrate.

Acknowledgement: clauses (8) through (12) were adapted from Bird et al, 2004: pp.9-10; Policy Procedure and Guidelines, 1998: pp.13-14)

(13) Objectives express intended student learning outcomes. Assessment items must be linked with objectives. Objectives should be framed as measurable outcomes for the learner. What do you want the learner to be able to do at the end of the unit?

(14) Lower levels of learning involve being able to:

- a. recall
- b. observe
- c. compare
- d. classify
- e. define
- f. describe
- g. discuss

(15) Higher levels of learning involve being able to:

- a. explain
- b. infer
- c. hypothesise
- d. predict
- e. analyse
- f. synthesise
- g. evaluate
- h. critically evaluate

(16) More examples are provided in the Pathways to Good Practice

for example: Ecology- 1st year unit 'Objectives On completion of the unit, students should be able to: 1. outline the basic principles and concepts of ecology 2. describe the major ecological processes within an ecosystem 3. demonstrate skills in qualitative and quantitative description of communities 4. describe the nature and organisation of ecological experimentation 5. explain how ecological information is used as a tool in environmental management 6. outline the issues relating to human interaction with the environment.'

for example: Globalisation and Diversity- 3rd year unit 'Objectives On completion of this unit, students should be able to: 1. explain fundamental political terms like globalisation, global ethics and global risk, 2. apply their understandings of the above terms to issues of cultural diversity, social justice and political risk, and global ethical accountability, 3. critically evaluate examples of racism, disadvantage and intolerance as well as positive examples of cultural coexistence, 4. develop reflective arguments on the wider ramifications of globalisation and diversity.'

## 14. Graduate Attributes

(17) The relevant graduate attributes should be embedded within the teaching and learning process of the unit, and are evident in the assessment scheme. The list of graduate attributes in a Unit Statement is a selection taken from the graduate attributes in the course in which the unit is taught. The course graduate attributes are derived from the University graduate attributes.

'As a graduate of the Bachelor of xxxxxxxx at Southern Cross University, you are more than just the sum of the knowledge you have acquired through your units. During your studies you will have developed other skills, values and attitudes that are essential for gaining employment and advancing life-long learning. The University refers to these skills, values and attitudes as the Graduate Attributes.'

In the Unit <unit name> you will be assessed towards your attainment of the following graduate attributes, as identified by the School of <name of School>:'

(18) State in list form the course graduate attributes relevant to this unit while maintaining the original numbering system.

(19) When forwarding to Academic Board committees for approval include the full list of the course graduate attributes as an attachment.

for example : Chemistry - 1st Year Unit 1. Intellectual rigour - a commitment to excellence in all scholarly and professional intellectual activities, including critical analysis, decision making and judgement as they relate to environmental science and management 2. Creativity - a commitment to displaying enterprise, initiative, imagination conceptual understanding and creative responses to intellectual, professional, environmental and social challenges 3. Understanding and a commitment to the highest ethical and environmental standards, sustainability, sensitivity to moral issues and conflicts, and relevant professional and environmental legislation and regulations 4. Command of and confidence to work with relevant knowledge and skills within environmental science to enable a smooth transition to professional or scholarly settings 5. Lifelong learning - a capacity to be responsive to change, reflective in practice, information literate, and capable of independent and self-directed learning to facilitate lifelong learning in others 6. Effective teamwork, communication and social skills - the ability to communicate and collaborate within environmental science and management contexts in ways that are appropriate in interpersonal, scholarly, professional and social terms. (In this course there are 7 graduate attributes, but the 7th is not assessed in this Unit.)

f or example: Principles of Exercise Testing and Prescription - 3rd Year Unit 1. Intellectual rigour - a commitment to quality assurance, and professional and scholarly decision making through critical self-reflection and judgment 2. Not Applicable 3. Ethical Understanding - a commitment to the highest ethical standards and professional code of conduct with sensitivity to moral issues and conflicts 4. Command an area of knowledge and skills that enable a smooth transition to professional or scholarly settings 5. Lifelong Learning - a capacity to be responsive to change, reflective in practice, and information literate in order to update one's knowledge through independent and self-directed learning 6. Effective Communication and social skills - the ability to communicate and collaborate in ways that are appropriate in scholarly, interdisciplinary, professional and social settings 7. Not applicable

## 15. Handbook Entry

(20) The Handbook entry should be a plain language entry of about 50 words; start with a present tense verb and be in a suitable form for direct transfer to the University Handbook. Include details of your teaching approach (see also Item 7).

for example : - a teacher-focused strategy which intends to transmit information with a focus on facts and skills - teacher-focused strategy which intends that students acquire the concepts of the discipline - a teacher/student interaction strategy which intends that students acquire the concepts of the discipline - a student-focused strategy aimed at students developing their conceptions, their worldview - a student-focused strategy aimed at changing students' conceptions through students reconstructing their conceptions or their worldview?

(21) If the Unit Assessor believes the student cannot meet the requirements of the unit without the following condition being met or resources being available then the entry should include the code for any of the following:

- a. access to network (net)
- b. access to a computer (com)
- c. any specific conditions (e.g. must have First Aid certificate) (SR)
- d. other enrolment conditions (e.g. must have access to diving equipment) that apply to participation in and completion of the unit (SR)
  - i. Code: net = network
  - ii. com = computer
  - iii. SR = special requirement (student must discuss with the School)

(22) This information should also be in Item 7.

for example: 'Introduces students to ... ' 'Demonstrates principles ... ' 'Uses ... ' 'Builds on the unit Clinical Diagnosis I. Continues the problem-based learning approach to diagnosis by analysis of problems bases on body systems. The primary aim of this unit is to develop critical analytical skills as the core component of clinical reasoning.

## 16. Syllabus

(23) A syllabus is a list of the topics to be addressed in a unit. It should reflect clearly the unit aims and objectives - there is an obligation to cover what is in the syllabus.

for example: 1. Understanding journalism: - journalism as a cultural and media practice - news values and interrogating notions of objectivity - structure of news organisations and newsrooms (including the role of journalists, editors and sub-editors) 2. Introduction to journalistic practice: - identifying 'hard' news, 'soft' news and news comment (editorials, opinion pieces, features) - forms, styles and techniques of news writing for print and online - news-gathering, research and information routines - interviewing skills 3. Professional issues in journalism: - ethical journalism: a contradiction in terms? - introduction to legal issues - cultural representation and cross-cultural communications - journalist's relationship to public relations and issues management professionals

## 17. Prescribed Texts and Materials

(24) Prescribed texts and materials are used for a substantial part of the unit. Students are expected to obtain a copy of these.

(25) They should be referenced in the format which you expect the students to use and which is prescribed by the style guide of the School or course.

for example: White S.A. (1996) Reporting in Australia (2nd edition), Macmillan, Melbourne. A book of readings will also be available for students to purchase.

(26) When developing this list, and that in Item 17, it is advisable to liaise with the Library to ensure that all publications on the list are available. Each School has a Liaison Librarian. New and revised Unit Statements require academics to complete a Library Impact Statement which is submitted to the Director, Library Services and Copyright Officer.

## 18. Recommended Reference Materials

(27) Recommended texts and materials are valuable learning resources for the unit. Students are not expected to obtain a copy of these. The purpose of including an illustrative reference list is to provide an indication of the scope of the unit, and of the extent to which the content is informed by current literature. The list should be as short as is consistent with this purpose.

(28) They should be referenced in the format which you expect the students to use and which is prescribed by the style guide of the School or course.

for example: Armstrong, M., Lindsay, D. and Watterson, R. (ed) (1995). Media Law in Australia . 3rd edition. Oxford University Press, Melbourne. Schultz, J. (ed.) (1994) Not Just Another Business: Journalists, Citizens and the Media . Pluto Press, Leichhardt.

## 19. Student Assessment Requirements

(29) In respect of Rule 3, Section 1, clause (2)g (mode of grading) of the University's Rules Relating to Awards, one or other of the following statements should be made:

'This is a graded unit and grades shall be awarded as detailed in Rule 3, Section 8 of the University's Rules Relating to Awards.' or 'This is an ungraded unit and notations shall be given as detailed in Rule 3, Section 8 of the University's Rules Relating to Awards.'

(30) Statements about student assessment requirements should conform with Rule 3, Section 1, clause (2) of the University's Rules Relating to Awards.

(31) Unit Assessors shall make explicit to students the following information (Assessment Policy):

- a. the weighting of all assessment tasks in a unit towards a final grade;
- b. details of the student's performance in any assessment tasks, including wherever possible feedback on correct answers and suggests for improving performance;
- c. grades obtained for each assessment task in the unit.

(32) Please refer to the Assessment Policy for further assistance. For example:

Task	Unit Objectives Assessed	Graduate Attributes Assessed	Weighting %	Week Due (do not use dates)
2 x 300 word news stories and critique (1, 2, 3)	1, 2	1, 2	30%	Week 8
3000 word written assignment (1, 2, 3, 4)	3, 4	3, 4	40%	Week 14
Journal and contact book (1, 2, 3, 4)	1, 4	5, 6	30%	Continuous - Final submission Week 14

Students must keep copies of work submitted.

This is a graded unit and grades shall be awarded as detailed in Rule 3, Section 8 of the University's Rules Relating to Awards. To pass the unit, all assessment tasks must be completed and an overall mark of 50 per cent or more must be obtained. The criteria upon which performance in assessment tasks is judged will be made available to students during the first week of the semester or trimester. All assessment tasks submitted during the semester or trimester will normally be marked and returned within two weeks of the required date of submission (provided that the assessment materials have been submitted by the due date). At the discretion of the Head of School, or nominee, a penalty will normally be applied for the late submission of assignments without special consideration approval. The nature of this penalty will be notified with the requirements for each assessment task

## 20. Mode of Delivery

(33) Describe the manner/s in which you plan to deliver this unit.

Example 1: This unit will be offered on campus via weekly one hour lectures and weekly two hour tutorials. The unit will have a fully developed [MySCU](#) site with moderated discussion forums which require compulsory participation, hence ensuring that the external students are actively involved in the community of learners; and well developed resources to ensure equitable access to all learning materials. All PowerPoint lecture presentations will be provided to students with audio narration either on CD-ROM or via [MySCU](#) as downloads. In addition, external students will receive print-based study materials. Example 2: This unit will be delivered as an independent study unit to internals and externals alike. All learning materials will be delivered online. Students will work in self-directed teams on case study scenarios which they will present to their peers as timed PowerPoint presentations online. Both teamwork and presentations will be peer reviewed. Example 3: This unit will be delivered on campus at Lismore and Coffs Harbour, and externally. On campus teaching will consist of a weekly two hour lecture plus a weekly two hour laboratory session. The unit has been designed to ensure that both cohorts have access to all learning materials (print, online, CD-ROM, A/V) and that both cohorts interact as one community of learners in the [MySCU](#) discussion forums. Computer simulations of laboratory experiments are utilised on CD-ROM and are available to all students. Discussion boards on designated websites enable communication between lecturers and students and within the student group.

## 21. Student Academic Integrity

(34) The following statement about academic integrity is a mandatory component of the Unit Statement. The statement reads:

'It is a University requirement that a students' work complies with the Academic Integrity Policy. It is the student's responsibility to familiarise themselves with the Academic Integrity Policy. Failure to comply with the Policy can have severe consequences in the form of University sanctions.'

(35) As part of a University initiative to support the development of academic integrity, assessments may be checked for plagiarism including through an electronic system, either internally or by a plagiarism checking service, and be held for future checking and matching purposes.'

## 22. Student Feedback

(36) The following statement about student feedback is a mandatory component of the Unit Statement.

(37) The statement reads:

'Students are encouraged to complete the on-line student feedback on learning and teaching survey. This is offered for all units in every study period.'

## Status and Details

<b>Status</b>	Historic
<b>Effective Date</b>	14th August 2012
<b>Review Date</b>	14th April 2015
<b>Approval Authority</b>	Academic Board
<b>Approval Date</b>	10th August 2012
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