

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	APPLIED ETHICS IN CONTEMPORARY SOCIETIES
<b>Unit ID:</b>	BAXDC2004
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(PHILO1004)
<b>ASCED:</b>	091701

## Description of the Unit:

How we respond to ethical issues defines who we are as individuals and practitioners. It also determines the kinds of institutions and organisations in which we participate, and the kind of society in which we want to live. It is paramount that we understand the complexity of these issues if we are to engage the world responsibly. This unit, through an interrogation of values (personal/professional/social/political), explores how we engage the world as ethically responsible citizens and professional practitioners. The unit will draw upon real-world scenarios that engage students in complex cases of ethical decision-making.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

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, has 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

## CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Analyse ethical principles and theories and grasp their implications for contemporary ethical issues and professional practice.
- K2.** Interrogate how values (personal/professional/political/social) inform the way we address ethical obligations in a diversity of contexts, including everyday contexts and/or micro practice, institutional and organisational contexts.
- K3.** Explain the requirements of ethical reasoning and decision-making.
- K4.** Demonstrate awareness of the competing perspectives and norms at work in debates concerning ethical conduct, contemporary ethical issues, and frameworks for professional ethical practice.

#### Skills:

- S1.** Effectively apply the skills involved in ethical reasoning and argument in everyday contexts, including professional contexts.
- S2.** Examine and evaluate ethical arguments and conclusions through independent research.
- S3.** Demonstrate proficiency in expression and defence of ethical positions and arguments in both oral and written forms.

#### Application of knowledge and skills:

- A1.** Recognise and reflect on different accounts of ethical norms, decisions, and actions.
- A2.** Articulate and justify ethical positions in verbal and written form, demonstrating proficiency with the conventions and techniques of ethical argument and decision-making.

#### Unit Content:

Topics may include:

Ethical obligations towards organisational/professional codes of ethics.

- \* Ethical dilemmas and models for ethical decision making.
- \* Ethical responsibilities to diverse peoples.
- \* Ethical considerations in relation to sustainability and the environment.

#### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills 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, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly*

assessed in each Course.

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	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: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K3, S3, A2	AT3, AT4
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	S1	AT1, AT2
FEDTASK 3 Critical 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: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	K1, K2, K4, A1, S2	AT1, AT2, AT3
FEDTASK 4 Digital 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: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	N/A	N/A
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: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K2, K4, S1	AT2, AT2, AT3

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S3, A1, A2	In groups, identify, select and analyse ethical principles and contextual factors bearing on a case study.	Case study analysis	40-50%
K1, K2, K3, K4, S1, S2, S3, A1	Research and analyse a contested ethical issue, and present this analysis in extended written form.	Reflective assessment	40-50%
K3, K4, S3, A1, A2	Actively engage in classes and/or online activities; make informed contributions to unit activities and discussion; complete all assigned unit readings; discuss readings and ideas in a clear and coherent manner, demonstrating an understanding of key theories and concepts.	Participation and contribution	10-20%

**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. The criteria are as follows:

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 principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit**                      No

Date:

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)