

Unit Outline (Higher Education)

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| Institute / School: | Institute of Education, Arts & Community |
| Unit Title: | Applied Ethics in Contemporary Societies |
| Unit ID: | BAXDC3004 |
| Credit Points: | 15.00 |
| Prerequisite(s): | (At least 30 credit points from BSWUG1001 or CHSUG1001 or CHSUG2001 or CHSUG2002 or CHSUG2004) |
| Co-requisite(s): | Nil |
| Exclusion(s): | (BAXDC2004 and CHSUG3004 and PHILO1004) |
| ASCED: | 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 begin with an introduction to major ethical theories, including utilitarianism, deontology, and virtue ethics. We will then interrogate the role of values, principles, emotion, and reasoning in responding to some of the pressing practice issues and ethical questions of our day. In particular, we will focus on how we understand and justify our relations with other human beings, contemporary technologies, non-human animals, the environment, institutions, and organisations. 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:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

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

Course Level:

| Level of Unit in Course | AQF Level 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:

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 and an advanced 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 advanced 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 advanced proficiency with the conventions and techniques of ethical argument and decision-making.

Unit Content:

This unit will engage students in interrogating and applying ethical theories and ethical practice frameworks including:

- Utilitarianism
- Deontology
- Virtue ethics

Students will apply these theories to a range of ethical questions, potentially including the following:

- What are our ethical obligations to assist the vulnerable, including women, children, young people and

people with disabilities?

- What are our ethical responsibilities to peoples in other countries and regions of the globe?
- What kinds of ethical considerations do we owe to people marginalised by class, race, gender, and/or sexuality, including people from lower socio-economic backgrounds and people of colour?
- What are the ethics of sex and consent?
- Is it justifiable to restrict certain forms of speech, such as hate speech or violent pornography?
- What are our ethical obligations in light of new technology, such as biotech, surveillance, and social media?
- How should we treat non-human animals?
- What kinds of ethical obligations do we have to the environment and ecological systems, especially in light of climate change?
- What ethical obligations do we have towards organisational/professional code of ethics?

The unit will approach these questions from the perspective of analysing values (personal/professional/social/political) that define how we act as ethically responsible citizens and ethical professional practice.

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"> • 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. | K3, S3, A2 | AT1, AT3 |
| 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"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative | S1 | AT1, AT2 |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
|---|--|---|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| 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"> • 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 | 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"> • 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 | S2 | AT2 |
| 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"> • 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 | K1, K2, K3, K4, A1, S1, S2 | AT1, AT2, AT3 |

Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|--------------------------------|---|-------------------------------------|-----------|
| K1, K2, K3, K4, S1, S3, A1, A2 | Identify, select and analyse ethical principles and contextual factors relevant to an ethics case selected in consultation with the course coordinator. | Case study | 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. Select the topic in consultation with the course coordinator. | Argumentative essay | 40-50% |
| K3, K4, S3, A1, A2 | Actively engage in class and/or online activities; make informed contributions to course activities and discussion; complete all assigned course readings; discuss readings and ideas in a clear and coherent manner, demonstrating an advanced understanding of key theories and concepts. | Active participation & contribution | 10-20% |

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)