

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	BUSINESS STUDIES CURRICULUM 1
<b>Unit ID:</b>	EDMAS6020
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(Undergraduate Study in Appropriate Degree)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070301

## Description of the Unit:

Business Studies Curriculum 1 enables pre-service teachers to develop conceptual understandings and teaching and learning strategies that are specific to the teaching of school based subjects in Business Studies. This course will focus on planning strategies for individual student learning, the use of contemporary theory to assist accurate data collection, analysis, and feedback and formative / summative assessment strategies for effective student learning. Business Studies Curriculum 1 investigates the specific content knowledge of VCE units in Accounting, Business Management, Economics and Legal Studies and relevant areas such as civics and citizenship education, global understanding, and the economy and enterprise skills.

**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

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

#### Knowledge:

- K1.** Demonstrate understandings of the content and skills covered in all contexts relating to Business Studies subjects including VCE units 1-4.
- K2.** Apply a range of resources and tools, including ICT and the use of media which can be developed and acquired to assist the effective teaching of Business Studies subjects in the middle and senior years.
- K3.** Apply frameworks for organising and sequencing units of work and lessons to maximize student progression and engagement in Business Studies subjects at both middle and senior year levels.
- K4.** Evaluate the application of a range of strategies to assist the learning of literacy and numeracy in subjects pertaining to the Business Studies context.
- K5.** Analyse understandings of data collection, assessment and reporting strategies related to student progress in Business Studies subjects at both middle and senior year levels.
- K6.** Analyse key issues related to Business Studies curriculum and contemporary policy documents and the implications for practice in the middle and senior years.

#### Skills:

- S1.** Develop skills and strategies to effectively plan for learning, teach explicitly and evaluate Business Studies curriculum and relevant VCE courses.
- S2.** Design engaging, challenging curriculum that enhances learning and skill development and incorporates appropriate assessment methods applicable to Business Studies subjects.
- S3.** Develop the use of effective teaching and learning strategies in a Business Studies classroom.
- S4.** Gather and analyse data and make informed judgments about issues related to learning and teaching Business Studies subjects at middle and senior year levels.
- S5.** Ability to critically reflect on teaching practice, respond to feedback and learn in ongoing ways about the nature of effective teaching.
- S6.** Develop interpersonal and communication skills and the capacity to offer feedback to colleagues
- S7.** Pursue interests related to teaching Business Studies subjects and model capacity for inquiry, leadership, resilience and problem-solving skills.
- S8.** Actively participate in professional conversations and debates about the teaching of Business Studies subjects

#### Application of knowledge and skills:

- A1.** Create a series of lessons for Business Studies at either middle or senior level.
- A2.** Design and teach a peer evaluated lesson.
- A3.** Research an aspect of teaching Business Studies with attention to implication for personal practice.

#### Unit Content:

Topics may include:

- A focus on key Business Studies subjects including, middle years commerce, and VCE units 1-4 Business Management, Legal Studies, Economics and Accounting and how these focus areas can be taught in an

engaging manner

- The investigation of content knowledge relevant to the Business Studies contexts and VCE study designs including: civics and citizenship education, environmental awareness, global understanding, the economy and enterprise skills
- The use of thinking routines, assessment strategies, engagement exercises, ICT strategies with a focus on building subject specific literacy and numeracy
- Planning learning experiences that enhance learning and thinking and cater for individual learning needs and styles
- Approaches to planning Business Studies curriculum aligned to policy documents such as the Victorian Curriculum and VCE study designs
- Data interpretation in both the teaching context and the reflective context of formative assessment
- Investigation into the place of information technology in the Business Studies curriculum and its importance as a learning and presentation resource
- Exploration into Business Studies curriculum decision making and teaching based on school based observations and research.

## 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 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: <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, K2, K6, S1, S4, S6, S7, S8, A2 V1, V2, V3 K1, K2, K3 S1, S2, S3, S4, S5, S7, A1 V1, V2, V3	AT#1 Part B AT#2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations</li> </ul>	K1, K2, K6, S1, S4, S6, S7, S8, A2 V1, V2, V3	AT#1 Part and B

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	<p>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:</p> <ul style="list-style-type: none"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning</li> </ul>	K1, K2, K6, S1, S4, S6, S7, S8, A2 V1, V2, V3 K1, K2, K3, K4, K5, K6 S1, S2, S3, S7 A3 V1, V2, V3	AT#1 Part A and B AT#3
FEDTASK 4 Digital Literacy	<p>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:</p> <ul style="list-style-type: none"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities</li> </ul>	K1, K2, K6, S1, S4, S6, S7, S8, A2 V1, V2, V3	AT#1 Part B
FEDTASK 5 sustainable and Ethical Mindset	<p>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:</p> <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K6 S1, S4, S6, S7, S8 A2, APST:1.2	AT#1: Construct a report on a selected issue of interest related to Business Studies in years 7 10 which involves research, school observations (Part A) and a presentation to a round table conference/online forum (Part B).	Report and Round Table Conference/Online Forum	20-30%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3 S1, S2, S3, S4, S5, S7 A1 APST 2.1, 2.3, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1	AT#2: Plan, teach and evaluate a lesson related to a middle years Business Studies course which caters for diverse learners.	Teaching Performance	20-30%
K1, K2, K3, K4, K5, K6 S1, S2, S3, S7 A3, APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.4, 5.1	AT#3: Creative design of a unit of learning for a middle years course related to civics and citizenship, economics or business, consisting of a sequence of lessons and related assessments, connections to subject-specific literacy and numeracy, approaches for catering for diverse learners, resources (including ICT), relevant teaching theories and supporting information and materials.	Curriculum Design	40-50%

### 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](#)