# Unit Outline (Higher Education)

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| **Institute / School:** | Institute of Education, Arts & Community |
| **Unit Title:** | WRITING AND ANALYSIS FOR STUDY AND WORK |
| **Unit ID:** | EDTAS1203 |
| **Credit Points:** | 15.00 |
| **Prerequisite(s):** | Nil |
| **Co-requisite(s):** | Nil |
| **Exclusion(s):** | Nil |
| **ASCED:** | 070109 |

**Description of the Unit:**

This unit is designed for students who are enrolled in the Associate Degree in Vocational Education and Training. The unit helps students to develop the necessary academic and study skills which are necessary to successfully complete a Higher Education program and to achieve the Federation University graduate attributes; and also to their ability to create documents for work and for their own students. Students are introduced to a range of relevant scholarship and literature, and are required to read, analyse and critique it. Engagement with this literature also develops their knowledge in the discipline area for use in study and for work. The unit encourages students to draw on their own experience and practice in order to consider ideas and issues in a more analytical manner. Students undertaking this unit are likely to be working, or to have experience in, a wide range of VET settings, including, for example, TAFE, Enterprise and Private RTOs, VET in Schools, Industry, or Adult and Community Education settings.

**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.** Evaluate arguments and assumptions within texts of different nature.

**K2.** Interpret sources to produce a reasoned, evidence-based argument and can explain the importance of this for work and study.

**K3.** Clearly outline the conventions and purposes of academic writing.

**K4.** Explain the purpose of referencing and citation, differentiating clearly between the two.

**K5.** Outline the legal and institutional frameworks associated with the avoidance of plagiarism and the respect of intellectual property.

**K6.** Research and identify and range of relevant sources (library based and electronic) which could be used to support a discussion of a specific VET related topic.

**Skills:**

**S1.** Write clearly, utilising appropriate sources, correctly cited and referenced.

**S2.** Use grammatically correct English.

**S3.** Research information using academic libraries including electronic journal databases.

**S4.** Present information in a logical and structured way.

**Application of knowledge and skills:**

**A1.** Develop knowledge by completing tasks which demonstrate accurate referencing, avoidance of plagiarism and awareness of different genres of writing.

**A2.** Demonstrate skills in academic writing that require use of appropriate grammatical conventions and clarity of expression.

**A3.** Successfully access and use library resources (including VET-specific resources), reflected in academic writing.

**A4.** Synthesise new information and be able to explain it to others.

**Unit Content:**

This unit introduces students to a broad range of study and academic skills. This includes topics such as referencing and citation, avoiding plagiarism and respecting others' intellectual property and writing in different genres of writing (for example, in a research report, an essay or a case study). Practical guidance is given on how to structure an academic essay and other documents including reports for work purposes. The unit draws on a number of texts about academic writing, and introduces students to other sources of information and support, including those offered by Federation University. Writing within the unit is contextualized within the individual student's own practice and experience in the VET sector. Students are supported to develop skills in using library resources and accessing, and discriminating among, online sources. As they develop these skills, they undertake a structured critique and comparison of pieces of academic writing and other documents which

have relevance to their own practice. They gain confidence in writing resources for, and developing the study skills of, their own students.

**Graduate Attributes**

The Federation University Federation graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

| Graduate attribute and descriptor | | Development and acquisition of GAs in the Unit | |
|---|---|---|---|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| GA 1 Thinkers | Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions. | K1, K2 S3 | AT1 |
| GA 2 Innovators | Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change. | Not applicable | Not applicable |
| GA 3 Citizens | Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately. | K5 | Not applicable |
| GA 4 Communicators | Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand. | K2, K3, K4, S1, S2, S4, A1, A2, A4 | AT3 |
| GA 5 Leaders | Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices. | A1 | AT2 |

**Learning Task and Assessment:**

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|---|---|---|---|
| K1, K2, K6, S3, A3 | Finding materials on a topic or topics; and analysing and critiquing the materials. | Practical exercise and writing a short report | 20-35% |
| K3, K4, K5, S4, A4 | Exercises on referencing, plagiarism, and on structuring writing | Short answer questions | 20-35% |
| K1, K2, S1, S2, S4, A1, A2, A3, A4 | Write an academic essay on a VET-related topic. The essay must draw on a range of credible sources, and be accurately constructed consistent with standard academic conventions | Essay | 30-50% |

**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](#)