Course Outline (Higher Education)

School:	School of Arts
Course Title:	REGIONAL DEVELOPMENT
Course ID:	SOSCI3003
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	090103

Description of the Course :

This course builds on previous understandings of rurality and regionality to engage students in understandings of government approaches to regional development. This will include developing historical understandings of the issue, the influences of neoliberal policy development and current approaches to regional development in Australia. The course will focus on the role of local, state and federal governments, think tanks, lobby groups and the NGO sector. Students will also undertake international comparisons, with countries facing similar issues to Australia.

Grade Scheme: Graded (HD, D, C, etc.)

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 course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	**6**	**7**	**8**	**9**	**10**
Introductory	☐	☐	☐	☐	☐	☐

Level of course in Program	AQF Level of Program					
	5	**6**	**7**	**8**	**9**	**10**
Intermediate						
Advanced			✔			

Learning Outcomes:

Knowledge:

K1. Identify and explain the historical drivers of regional development policy in Australia

K2. Examine the influence of neoliberalism on current approaches to regional development

K3. Interrogate the roles of local, state and federal government, NGOs, lobby groups and think tanks in development and implementation of regional development policy

Skills:

S1. Critique the roles of NGOs, lobby groups and think tanks in regional development

S2. Evaluate policy approaches to regional development at local, state and federal government level

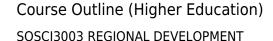**S3.** Develop advanced skills in academic research, writing and referencing

Application of knowledge and skills:

A1. Critically examine the roles, influence and rationale of major players engaged in regional development

A2. Appraise the differing regional development approaches deployed around Australia

A3. Evaluate regional development models and approaches as they apply to a particular area

Course Content:

Topics may include:

- What is regional development?

- Why are we interested in regional development?

- Historical approaches

- Neoliberal policy

- Current approaches

- Local government

- State government

- Federal government

- Lobby groups

- Think tanks

- NGO sector

Values:

V1.   Recognise the importance of regional development

V2.   Appreciate the needs of rural and regional Australia

V3.   Develop an understanding of issues of spatial equity

Graduate Attributes

The Federation University FedUni 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 programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	**Code** A. Direct B. Indirect N/A Not addressed	**Assessment task (AT#)**	**Code** A. Certain B. Likely C. Possible N/A Not likely
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, K3, S1, S2, A1, A2, A3	A	AT1, AT2, AT3	A
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	N/A	AT2	C
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.	K2, K3, S1, S2, A1, A2, A3	B	AT2, AT3	B
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.	S3	B	AT2, AT3	B

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	**Code** A. Direct B. Indirect N/A Not addressed	**Assessment task (AT#)**	**Code** A. Certain B. Likely C. Possible N/A Not likely
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.	K2, K3, S1, S2, A1, A2, A3	B	AT3	B

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, A1, A2, A3	Participation in on-campus and/or online learning activities, including discussion, reflection, research and group work	Workshop participation and reflections on learning	20–30%
K2, K3, S1, S3, A1, A2, A3	Written report on one non-government organisation that contributes to the regional development debate in Australia, analysing its ideological perspective, influence and impact on the field	Report	25–40%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Case study analysis of one rural or regional area as the basis for a critique of regional development models in that area	Case study	35–50%

Adopted Reference Style:

APA