

Unit Outline (Higher Education)

Institute / School:	Institute of Innovation, Science & Sustainability
Unit Title:	COMMUNITY IMPACT PROJECT 1
Unit ID:	COOPC2001
Credit Points:	15.00
Prerequisite(s):	(At least 120 credit points from ANY subject-area at any level)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	080303

Description of the Unit:

This unit offers the opportunity for students to collaborate with a community partner in a real-life project. The host organisation identifies an issue or challenge it is facing and student participants research and propose creative and sustainable solutions. You will work in a group of students from a range of disciplinary backgrounds, collaborating with a community partner and an academic lead, employing design thinking methodologies. These methodologies are iterative problem-solving processes of discovery, ideation, and experimentation that employ design-based techniques to gain insight and yield innovative solutions for virtually any type of organisational or business challenge. The conclusion of the project sees you showcase their fully developed concepts that have the potential to be carried forward into an implementation phase.

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:
Knowledge:

- K1.** Identify how diverse perspectives within a multi-disciplinary team determine innovation
- K2.** Explore appropriate creative and innovation strategies, including research and design thinking approaches that provide solutions to complex business problems
- K3.** Describe a sequenced understanding of the design and planning of project implementation in a collaborative creative process
- K4.** Outline the issues and potential problems that may occur in collaborative practice
- K5.** Convey the role and significance of critical evaluation and active reflection in the creative process

Skills:

- S1.** Investigate and apply innovative problem-solving techniques such as design thinking methods.
- S2.** Develop the ability to think logically, strategically and look 'beyond the obvious' and develop a multifunctional and multidisciplinary perspective.
- S3.** Contribute reflective, creative and critical thinking to a collective plan
- S4.** Communicate and present project concepts in an articulate and engaging manner

Application of knowledge and skills:

- A1.** Showcase design thinking, creativity, innovation and enterprise skills and communicate design ideas of increasing sophistication.
- A2.** Demonstrate an ability to analyse, synthesize and evaluate an opportunity or a challenge and to develop appropriate recommendations in the form of a presentation and project report.
- A3.** Work collaboratively with peers, academics, and industry mentors to make a substantial contribution to the planning and management of the project
- A4.** Integrate an ethical and socially engaged framework when working with the broader community

Unit Content:

Community impact projects are collaborative, co-operative and team based. They are designed to create change within a community by selecting specific causes and contributing to them in measurable ways.

This experience is designed to be a mutually beneficial experience. The host organization gets new perspectives and business strategies while the students gain a better understanding of community needs, a deeper appreciation for community involvement and career experience to enhance employability.

As you will be working on real life projects you will need to be flexible and adaptive in how you communicate the outcomes of your work. To that end this unit is designed to reflect changeable circumstances and is flexible as to how the outcomes are reached. It is designed as a reflexive, responsive and agile engagement with community partners and projects. You are also encouraged to think beyond your chosen discipline and

experiment with new ideas devised from your multidisciplinary groups.

The unit is delivered in design sprints which employ convergent and divergent thinking within a design thinking process. Sprint examples include:

- Project Initiation
- Project Management
- Understanding your Audience
- Pitching your idea
- Final Presentations

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. 	K1, K3, K4, S2, S3, S4, A1, A3, A4	AT2, 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 	K1, K3, K4, S2, S3, S4, A2, A3	AT1, AT2, AT3

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, K5, S1, S2, A1, A2	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 	K1, K3, S2, S3, A2	AT2 and AT3
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, K5, S1, S2, S4, A1, A3, A4	AT2 and AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, K4, S2, S3, S4, A2, A3	Reflective and Critical Journal Entries - Linking to Activities undertaken.	Individual critical reflection pieces	20-30%
K1, K3, K4, S2, S3, S4, A1, A2, A3, A4	Midpoint Proposal and Presentation	Group Presentation	30-50%
K1, K2, K3, K4, K5, S1, S2, S4, A1, A2 A3, A4	Final Presentation and Written Report	Group Presentation and Written Report	30-50%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)