



# Unit Outline (Higher Education)

|                            |   |
|----------------------------|---|
| <b>Institute / School:</b> | Institute of Innovation, Science & Sustainability   |
| <b>Unit Title:</b>         | ADVANCED FIELDWORK  |
| <b>Unit ID:</b>            | SCGEO3109   |
| <b>Credit Points:</b>      | 15.00   |
| <b>Prerequisite(s):</b>    | (Any two from SCGEO1104, SCGEO2106, SCGEO2112, SCGEO2103, SCGEO2107, SCGEO3115) (SCGEO1103) |
| <b>Co-requisite(s):</b>    | Nil   |
| <b>Exclusion(s):</b>       | Nil   |
| <b>ASCED:</b>              | 010703  |

**Description of the Unit:**

Advanced fieldwork provides students with the opportunity to observe the geology in an area whose geology is markedly different to that accessible to us in eastern Australia. This course is typically undertaken at an international location of complex geology, and students undertake a range of tasks, including mapping, research activities, mine and other site visits to places of specific geological interest to undertake activities. This course not only exposes students to unique geology in a remote location, it also gives students the opportunity to experience other cultures, and mix with geoscientists in those locations.

**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:** No

Supplementary assessment is not available to students who gain a fail in this Unit.

**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"/> |

| Level of Unit in Course | AQF Level of Course |   |   |   |   |    |
|-------------------------|---------------------|---|---|---|---|----|
|                         | 5                   | 6 | 7 | 8 | 9 | 10 |
| Advanced                | ■                   | ■ | ✓ | ■ | ■ | ■  |

### Learning Outcomes:

This course aims to give students the opportunity to apply their geological knowledge and skills in a novel and complex environment, typically overseas. The specific geological concepts explored will vary depending on the region visited.

### Knowledge:

- K1.** Examine and analyse the broad geological evolution of a specific region
- K2.** Examine and discuss some of the threads connecting the physical environment to the biological and human occupants of the region selected

### Skills:

- S1.** Demonstrate high level rock identification and description skills
- S2.** Investigate complex and unfamiliar geological environments to compose quality geological maps and reports
- S3.** Plan and execute the logistics of professional travel to a distant (in some cases, international) location
- S4.** Demonstrate high level interpersonal and communication skills working as a professional geoscientist

### Application of knowledge and skills:

- A1.** Analyse and interpret geological history from observed geology
- A2.** Investigate areas of complex geology and produce sound reasoned arguments in support of their geological interpretations
- A3.** Adapt their understanding of geology to novel geological environments
- A4.** Recognise and undertake appropriate professional conduct in relation to their peers, staff and others

### Unit Content:

Topics may include:

- Content will vary according to the region visited; typically may include geomorphology, regional geology, tectonics, sedimentary, igneous and/or metamorphic studies, economic geology, environmental geology, palaeontology and mine geology
- Geological mapping, as appropriate

### 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<br>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"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>   | K2, S3, S4, A4                                      | AT1, AT2, AT4         |
| FEDTASK 2<br>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"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>  | K2, S3, A4  | Not applicable        |
| FEDTASK 3<br>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"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>   | K2, S3, A3  | AT2, AT4              |
| FEDTASK 4<br>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"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>   | S2  | AT2                   |
| FEDTASK 5<br>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"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul> | S3, A4  | AT4                   |

### Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks   | Assessment Type  | Weighting |
|----------------------------|--|--|-----------|
| K1, K2, S2, S4, A2, A3     | Literature review and presentation   | Report and presentation  | 30-40%    |
| K1, K2, S1, S2, A1- A4     | Field exercises including Geological maps and associated reports                                 | Written report with map and cross section, mine visit reports, stratigraphic columns | 20-50%    |
| K1, S1, S2, A1, A2, A3     | Field notes: each student`s personal record of observations of geology made during the excursion | Field notebook   | 10-30%    |
| S3, S4, A4, V1, V2         | Working in teams and effective communication   | Observation of students interaction with staff and peers                             | 10-20%    |

### 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](#)