Important Considerations when writing your Unit Outline

The unit outline is a contractual obligation with students. Upon publish for release to students, even though you are still able to get approval from your Head of School to make changes, you will have to get the consent of the majority of the students enrolled in the unit to alter the assessment details, criteria for successful completion of the unit and the due dates for assessments. As such, it is important that you only include finalised and accurate information (e.g. assessment due dates, assessment details and the marking criteria).

*Note: Due date for publishing of ALL unit outline to student is ONE week prior to the start of a study period (Internal – F2F/Fully Online and OUA availabilities)

When building your unit outline in the Unit Outline Builder, you will notice that certain generic statements about unit learning outcomes, fair assessment through moderation, late assessment policy, assessment extensions, supplementary/deferred assessments, plagiarism, enrolment, student rights & responsibilities and student equity are already populated for you. Information under syllabus and requisites are extracted from Student One every two-hourly and cannot be edited.

In this tip sheet, we will be focusing mostly on fields in the unit outline that require your editing to improve on the usefulness of the provided information for the students. This document will use the same convention as the UOB Training Guide for Mandatory field, Editable field, information extracted from the Human Resources Alesco database and information extracted from StudentOne.

Contact Details

The contact details of the Unit Coordinator is extracted from the Alesco database. You will have to add the contact details of all tutors and most importantly, it is mandatory to add the contact of the teaching support team/student services officer under “Administrative Contact”. It is recommended that photo(s) of UC and tutor(s) be uploaded for OUA and Fully Online availability so that your students at a distance can put a face to the name they are communicating with throughout the study period.

Introduction

Provide a brief overview of the unit. You might want to consider adding information here to help students see the relevance of doing this unit (sometimes, it’s a core unit which they could not make sense out of) by linking the unit learning outcomes to their course/stream and/or elaborate a little on the skill sets they will attain through the unit that will provides them with some sought after employability skills that potential employers are looking for now or lifelong learning skills.

Learning Activities

Instead of just listing the type of learning tasks carried out in class or via any online platform, use this field to write about how the learning tasks scaffold the development of essential knowledge and skills which will help them do well in their assessment and how the whole learning experience will benefit them when they start working in the industry.

Include the expectations you have on students with the type of learning tasks/strategies that you will be implementing in this unit. Students should already been informed of special hardware and software requirements in this unit but explain here in relation to the learning tasks the purpose for such requirements and refer them to read the “Additional Information – ICT Expectations” field. Examples from

COMS2000

This unit is designed with FLIPPED learning components requiring full preparation and participation from students. Flipped learning means that you are expected to act on readings, video clips and post to discussion board before coming to the weekly seminars. This will leave seminar time for you with your tutor and peers to address questions and engage with deeper form of thinking from other shared perspectives.

PUBR2002

Two-way communication is essential in the practice of professional public relations and equally vital in the classroom. In your tutorials, your local lecturer and/or tutor will conduct interactive presentations and student participation is vital. Think critically and actively engage with the subject matter. Discussion is one of the most powerful of all learning strategies. By participating actively in tutorials, you will start to build a real understanding of public relations and greatly enhance your chances of achieving a high mark for the unit. Tutorials reinforce the themes introduced in the weekly lecture. Remember that in order to participate effectively, adequate preparation is essential.

ARCH1003

Critical Reflections

In addition to lecture notes you should develop a personal commentary about the theories and building examples that you “see”, “hear about” and “read about”, that is, write down in your Sketchbook any other thoughts, observations or reflections you may have in relation to ideas and projects covered in class.

Learning Resources

Besides specifying the essential texts and indicating the availability of an associated Reading List, you might want to consider stating under “Other Resources” what, when and where on Blackboard would you be offering relevant resources. Example, in JOUR2005

Other resources

- The weekly lectures address the chapters set out in the Course Text and supplement the Essential Course Text.
- The weekly Study Guides also supplement the Essential Course Text and these guides are available on Blackboard on the day of the lecture.
- Additional occasional material placed in the Resources Area of Blackboard.
- Together these materials should provide you an ample supply of resources for the study of this unit.
- Materials to consult in carrying out your research may also be found in the footnotes of the Essential Course Text.
- Past examination papers available from the Robertson Library.

Assessment Tasks

The assessment tasks, their value and the alignment to ULOs are extracted from Student One. However, you are allowed to set the due dates and add in assessment details. It is beneficial for students to know their assessment work load but it might not be pedagogically sound to offer extensive assessment details at this stage without any knowledge of your students. Instead, be expected to offer a good indication of the assessments through:

- The type of assessment (e.g. an essay of word count xxxx)
- The purpose of assessment (e.g. how is working through this assessment relevant to building the industry-required skill or how would it feedforward into the subsequent assessments in the unit or into another unit in their course/major/stream)
- The marking criteria (need not be a detailed marking rubric but the set of assessment requirements that needs to be addressed).

The other resources and instructions relevant to the completion of the assessment can be provided on Blackboard in advance of the task. These details would include the specific assessment brief and additional instruction on how to submit the assessment if the submission format is not a text-based one.

humanities.curtin.edu.au HUM-LTS@curtin.edu.au
Pass Requirements

Standard statements used could be a standardized pass requirements decided at the school/course level. This example below is adopted by all units in the School of Media, Cultural Arts and Social Inquiry.

There are two requirements to achieve a ‘pass’ grade in the unit.

1. An overall mark of 50% across the different assessments in the unit, and
2. All assessments must be attempted and submitted.

Failure to attempt and submit an assessment will result in a ‘Fail-incomplete’ grade for the unit irrespective of the mark achieved.

Assessment Boilerplate Text

This is a mandatory section including information on fair assessment through moderation, late assessment, assessment extension, deferred assessments and further assessment, if required.

Referencing Style

Identify the referencing style in the dropdown list. Otherwise, if you are using a different style than what is on the list, you are required to fill in the “Other style” and “Other style URL” fields.

Additional Information

If you have added extra hardware/software or system requirement under “Learning Activities” previously, do add a sub-heading in here with the sub-heading as “ICT Expectations” and type instructions on where and how to get access to these additional requirements.

Recent Unit Changes

Often, UC will include these statements to explain what they have actioned on based off previous eVALUate suggestions.

The evaluate comments from 2016 proved very useful in developing this unit further. In particular, changes to assessment details and breakdown have been implemented in this unit following the curriculum review.

You can also breakdown further to add to this field new learning approaches, offering of different learning resources and activities, clarification of instructions and changes to assessments.

Program Calendar

Depending on the tuition pattern, your program calendar will have different number of columns and layout. Considering that students might want a hardcopy of the program calendar on hand, UC would usually include important due dates and topic information (guest lecture, pre-class preparation tasks such as readings, tutorial activities etc) in the program calendar that align to the learning structure that has been setup on Blackboard.