UNIVERSITY COLLEGE ESSENTIAL INFORMATION

Graduate Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from your Course Coordinator or the relevant course page in the University Course and Unit Handbook via www.utas.edu.au. Course learning outcomes are developed with reference to national discipline standards, the Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania's Graduate Statement (see below).

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> The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills, and develop critical and creative literacies, numeracies, and skills of inquiry. They demonstrate the ability to apply this knowledge in changing circumstances. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability, are entrepreneurial and creative, and are mindful of their own wellbeing and that of the community. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

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Learning Expectations

> The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.
>
> **Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.**

MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the Getting Started in MyLO unit.

For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the MyLO Student Support page on the University website.
If something is not working as it should, contact the Service Desk (phone 6226 2600 or request ITS help online through the Service Portal).

Attendance and Performance Requirements

We want you to have a meaningful and rich experience, which works best when you participate actively and positively in the teaching/learning environment. This means that should attend classes as per your enrolment, listen to recordings, and complete the required reading (e.g. module content) in a timely manner (and before any class), and work through other activities in MyLO in your own time.

As most courses in University College are delivered in a blended mode, you are expected to engage in all activities, and participate in tutorials and workshops.

Online: All digital content is delivered online through MyLO. Content is uploaded weekly and you can work through it at your own pace during the week. However, we recommend you take the advice of course and unit coordinators to ensure you follow

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any specific unit guidelines. There may also be practical activities, engagement tasks or other work that helps you to connect theory with practice.

Workshops: Most units in University College include at least one workshop. The number of workshops in each unit varies, as does the timing of workshops, and whether they are delivered in block format or on single days. Details of workshops are published in the unit outline. Attendance at workshops is highly recommended as these experiences often provide opportunities to:

1. apply theory in practice

2. network with industry experts

3. engage in activities that are practiced in industry

4. visit organisations to observe and learn about practices and processes

5. participate in project work

6. collaborate with peers and teaching staff

7. give and receive feedback

8. prepare for assessment tasks.

PLEASE NOTE: Some units require compulsory attendance at workshops due to practice-based requirements such as laboratory work, simulated work environments, or internships. If compulsory workshop attendance is required for a unit, it will be stated in the unit outline.

If you are unable to attend a workshop due to circumstances outside of your control such as illness or other **significant events**, please contact the Unit Coordinator **prior to the workshop** (where practical) with any supporting documentation (e.g. medical certificates, advocacy).

Tutorials: Tutorials typically run on a weekly or fortnightly basis (with times and days varying depending on the unit). In some cases, tutorials may be block taught, or replaced with additional workshops. Details of tutorials are published in the unit outline. Attendance at tutorials is highly recommended for similar reasons to workshops (see above). Tutorials are a particularly important component of the learning experience as they include regular opportunities for practice-based activities, group work and discussion, questions, and meaningful exercises that prepare you for assessment. If you are unable to attend tutorials, please contact the Unit Coordinator to plan a way forward.

PLEASE NOTE: Some units require compulsory attendance at tutorials due to practice-based requirements such as laboratory work, simulated work environments, or internships. If compulsory attendance is required for a unit, it will be stated in the unit outline.

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Delivery Mode

Most of our courses are delivered in a blended learning mode which means a combination of online instruction and activities, and in-class workshops and tutorials. The online instruction component of the units is available through MyLO (see above) and includes discipline-specific content as well as material on practical application of that knowledge.

Some of the benefits of blended learning are:

1. It promotes active, self-directed learning through an effective combination of in-class teaching and online learning.

2. Workshop and tutorial hours can be used more efficiently to focus on the application of theory to practice.

3. It provides more flexibility by allowing you to complete online learning activities at times that best suit your weekly schedule and learning preferences.

Please note:

1. You will require daily access to the Internet. The MyLO site will be used regularly between classes for important announcements and to enable you to complete the assigned activities.

2. For each unit, the volume of learning (i.e. how much time you spend), consists of a mixture of activities; for example, activities such as completing online exercises, exploring readings, working on assessments, participating in projects and group work, completing engagement or other learning tasks, and attending tutorials and workshops.

3. You are expected to actively use the online learning platforms and manage your time effectively to complete the required activities.

Although most of our courses are delivered in a blended learning mode, some courses are fully online or require regular attendance on campus.

Communication

To keep up with announcements regarding this unit:

Check the MyLO Announcement tool at least once every two days. The unit Announcement will appear when you first enter your unit's MyLO site. Alternatively, click on the Announcement button (towards the top of the MyLO screen) at any time.

Resources

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Required Resources

In most cases, you will not be required to purchase any text-books or resources for this unit. Most texts will be available in the respective Reading List for your unit. However, other resources required for this unit may vary depending upon the individual study or project you negotiate.

Equipment, materials, software, accounts

You will need to have access to a computer with internet access and Microsoft Office software (access to Office 365 is provided for all enrolled students). Although you may need to access online sites (e.g. YouTube and ABC Online) there is no need to establish accounts with these providers.

Audio-visual/multi-media resources may be used in tutorials and workshops and also be included on MyLO to supplement text-based resources and readings. The use of online collaboration tools and other resources of interest to this unit may also be required, so access to an internet-enabled portable device would be useful for any face-to-face sessions or to facilitate remote engagement.

You should contact the Unit Coordinator immediately if computer and/or internet services are unavailable at any time during the course.

Readings

Required readings will depend on your negotiated study and you will be expected to source these as part of your individual study and/or research.

Guidelines for behaviour and conduct in online classes

At University College, we are committed to the Health and Wellbeing of all students and staff. We developed these Guidelines to meet our dedication to continued Health and Safety by emphasising the strong culture we hold in terms of inclusivity, equity, respect and ensuring our online teaching and meeting platform, Zoom, is a safe and welcoming environment for all students and staff.

These guidelines are informed by Zoom Community Standards and the University of Tasmania Behaviour Policy and Health and Safety Policy, which outline and recommend the acceptable standards for behaviour at university and online.

In the Zoom online classroom, it is *essential* for students and staff to consider:

1. This is a virtual classroom; therefore, appropriate classroom behaviour is expected, i.e. If you would not do it in the physical classroom, please DO NOT do it in the online space.
2. Please keep your audio on mute until you want to speak. This will help to limit background noise.
3. As a courtesy, if you would like to speak or answer a question, use the "Raise Hand" feature. You can then unmute yourself after you are called on by your teacher.

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4. If you would like to use the chat tool, remember that it is public, and a record of the chat is kept and archived, *which includes the private messages*.
5. Although not compulsory, making sure your video is on (if you have camera capabilities) ensures a more collegial approach so that your teacher and peers can see you.
6. Be mindful of your background lighting. Your lighting might need to be adjusted for the best image quality.
7. Please take care of your personal needs (appropriate dress, basic hygiene, eating, chewing gum, smoking, talking to others in your home, etc.) prior to entering a Zoom classroom. If this is not possible, please ensure your microphone is muted and camera is switched off while you attend to those.
8. Remember to sign out or "leave the meeting" when the session is finished.

The following behaviours **WILL NOT** be tolerated in the online space:

1. Profanity or inappropriate language
2. Nudity or inappropriate dress
3. Sharing of inappropriate videos and images depicting adult themes, hateful or exploitation material
4. Harassment or abusive behaviour towards students or staff
5. Inebriation
6. Sharing of private information, without explicit permission from the owner
7. Prejudice or cultural intolerance of any kind.

Please be aware that University College Teaching Staff reserve the right to mute your microphone after giving you sufficient warning of your inappropriate behaviour and may ask you to leave the session if your behaviour continues to be inappropriate, defamatory, or offensive.

Failure to meet these guidelines will be escalated to the appropriate Course Coordinator where penalties, reprimands and further escalation can apply.

You may refer to the following websites for further information:
Zoom Community Standards: https://explore.zoom.us/en/community-standards
UTAS Behaviour Policy: https://www.utas.edu.au/policy/policies
UTAS Health and Safety Policy: https://www.utas.edu.au/policy/policies

Approaches to Experiential Education

The University College is committed to providing opportunities for hands-on learning. All units in our associate degree courses are, therefore, driven by at least one approach to experiential education. These approaches ensure practical experiences are placed at the centre of learning and assessment and that you can develop work-related skills, knowledge, and behaviours. Some pathway units in the Diploma of

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University Studies, University Preparation Program, and the Diploma of Pharmacy Studies also contain experiential learning approaches.

Units early in associate degree courses introduce learning through practice by exposing you to authentic learning experiences. These experiences are placed at the centre of learning and assessment, so you have the opportunity to develop the skills, knowledge and behaviours necessary to respond to industry, community and/or global needs.

You will be introduced to:

- a range of methods, tools, techniques and approaches to practice

- principles and perspectives such as values, ethics, empathy and leadership in real world scenarios

- reflection and deliberative thinking as a means of developing knowledge, skills, attitudes and aspirations

- ways of understanding problems and developing solutions through active inquiry.

Units later in associate degree courses build on concepts of learning through practice developed earlier in the course by introducing you to more complex learning experiences.

You will be introduced to:

- discipline-based skills and knowledge in dynamic practice situations. This will include authentic and purposeful, industry-related experiences

- concepts of managing effective relationships and communicating with others

- the development and use of adaptive leadership skills and how these skills relate to innovative and entrepreneurial practice

- the nature of responsible, accountable and reflective workplace skills, and creative and critical thinking relevant to para-professional practice.

You will exercise self-awareness, initiative and judgement to manage yourself and professional relationships effectively. The application of tacit knowledge and capabilities will be reflected in a Practice Manual/Employability Portfolio.

Over the course of studies in associate degrees, you will be exposed to a range of these approaches (i.e. at least 8 different approaches from a potential 16 for an associate degree) depending on which one(s) are determined to be most relevant for a unit. The range of experiential education approaches are outlined in the table on the following page.

CORE APPROACHES
At least **one** core approach from this list (1-12) will be undertaken for each unit (unless an extended approach is undertaken).

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1. Project/Virtual Project (local)	2. Project/Virtual Project (International)	3. Case Study (local)	4. Case Study (International)
5. Data-Driven Decision Making	6. Field Trip/Site Visit	7. Appreciative Inquiry	8. Design Thinking
9. Simulated Work Environment (including Labs, Businesses, Studios)	10. Action Learning Cycle	11. Community Based Learning/Service Learning/Volunteerism	12. Wicked Problem
EXTENDED APPROACHES You may also have the opportunity to engage in an extended approach for longer periods of time in a work environment (with increased authenticity and proximity).			
13. Industry Internship	14. Placement or Practicum	15. Applied Research/ Fieldwork/Participatory Action Research or a Major Project	16. Program/Course Exchange or Student Exchange

What is academic integrity?

At the University of Tasmania, academic integrity requires all students to act responsibly, honestly, ethically, and collegially when using, producing, and communicating information with other students and staff members. The University community is committed to upholding the Statement on Academic Integrity.

Breaches of academic integrity such as plagiarism, contract cheating, collusion and so on are counter to the fundamental values of the University. A breach is defined as being when a student:

a) fails to meet the expectations of academic integrity; or

b) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person is not entitled; or

c) improperly disadvantages any other member of the University community.

The University and any persons authorised by the University may submit your assessable works to a text matching service, to obtain a report on possible breaches such as plagiarism or contract cheating. Substantiated breaches can result in a range of sanctions which are outlined in the Student Academic Integrity Ordinance.

More information is available from the Academic Integrity site for students on the Student Portal.

Academic Integrity Training Module

As part of the University's educative approach to academic integrity, there is a short Academic Integrity Training Module on MyLO that all students are required to complete.

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Completion of the module allows you to demonstrate your understanding of what constitutes a breach of academic integrity.

All commencing students (pre-degree through to higher degree by research) are required to complete the Academic Integrity module available through MyLO. If you do not complete this module your final unit results will be withheld. You should aim to complete the module within the first few weeks of commencing study at the University.

Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others may constitute a breach of academic integrity.

The appropriate referencing style for this unit is the Harvard Referencing Style, also known as the Author-Date system. You can download a print friendly Harvard referencing guide from the University of Tasmania Library website: https://utas.libguides.com/referencing/Harvard.

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.

For further information, see the Academic Integrity site for students on the Student Portal. You can also speak to your unit coordinator, lecturer, or tutor if you have any questions about referencing; or post a question to the Ask the Class discussion forum in your unit's MyLO site.

Work Health and Safety (WHS)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's Safety, Security and Wellbeing webpage and policy.

For work health and safety information that is directly relevant to University College (in particular the associate degree programs), please click on the link below, which has resources and forms, and details policies and procedures:

Work Health and Safety at the University College

Concerns and Complaints

The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. In the first instance, students are encouraged (where appropriate) to attempt to resolve their concerns at a local level, by contacting their Unit

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Coordinator. If the Unit Coordinator can not resolve the issue then you can speak to your Course Coordinator, or the Associate Head of Learning and Teaching Performance for your School (see the front of your unit outline for their contact details). If you have a concern that extends beyond the unit or course level, information about who to contact for assistance is available on the Complaints and Concerns – Safe and Fair Community Unit page.

Learning support

The University provides a range of face-to-face and online services to help equip students with the academic and literacy skills that they need to undertake their study. These services are in addition to the support you receive in each unit from unit coordinators, lecturers and tutors. For details of these additional services such as workshops, individual consultation for learning advice, and peer assisted learning opportunities, please visit the Study Support page.

The University also provides free access to *Studiosity*, 24/7 online study help for all UTAS students, enabling them to get feedback on written work within 24 hours or chat live with a subject specialist anywhere and anytime.

All direct assessment-based feedback is provided only from the staff teaching you the unit.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

In addition to Learning Support, there is a range of University-wide support services available to you including Student Advisers, Accessibility Services, and more which can be found on the Study Support and Safety, Health and Wellbeing pages from the Current Students portal of the University website.

Should you require assistance in accessing the Library, visit their website for more information.

Resources

Students will need to have access to a computer with Internet access and suitable software (e.g. Microsoft Office.) The university offers a subscription to the online version of Microsoft Office (Office 365) free to all students.

Students should contact the Unit Coordinator immediately if computer and/or Internet services are unavailable at any time through the course.

Please refer to the unit-specific outline for details on recommended readings, required readings and other learning resources.

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PRME

University College is part of the College of Business and Economics. The College of Business and Economics is now a PRME (Principles for Responsible Management Education) signatory. We are committed to the six PRME values of Purpose, Values, Method, Research, Partnership and Dialogue and you will see in various units how we embed sustainability values in our teaching and research and the United Nations' Sustainable Development Goals. Across all sustainable development goals, our university is ranked at 25 overall globally, and for Sustainable Development Goal 13 – Climate Action – UTAS is the number one university. For more information about PRME, click here.

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