

**HIGHER EDUCATION CIRCULATORY RESOLUTION MEETING AGENDA NO: HECC CM4/20/1 & 2**

<b>Date and Time:</b>	Thursday, 2 April 2020
<b>Members:</b>	Associate Professor Jenene Burke - (Chair) Mr Eric Holm – Chair, Academic Board (nominee) Professor Andy Smith – Deputy Vice-Chancellor (Academic) Associate Professor Nina Fotinatos – Chair, Learning and Teaching Committee Associate Professor Jason Giri – Pro Vice Chancellor International (interim) Associate Professor Kim Dowling – School of Science, Engineering and Information Technology (nominee) Dr Carolyn Johnstone – School of Arts (nominee) Associate Professor Damian Morgan – Federation Business School (nominee) Dr Judith Lyons – School of Nursing and Healthcare Professions (nominee) Dr Anna Fletcher – School of Education (nominee) Dr Lara Wakeling - School of Health and Life Sciences (nominee) Ms Sharon Austin – Manager, Registrar Services Ms Lisa Bale - VET Curriculum and Quality Committee (nominee) Ms Christine Peacock – Elected member, Higher Education Academic Vacant - Elected member, TAFE
<b>Executive Officer:</b>	Ms Shona Adams

Federation University Australia acknowledges the Traditional Custodians of the lands and waters where its campuses are located, and we pay our respects to Elders past and present, and extend our respect to all Aboriginal and Torres Strait Islander and First Nations Peoples.

## Circulatory Resolution

### School of Education

### HECC CM4/20/1 & 2

The recommendations require approval from the Higher Education Curriculum Committee immediately, as there are student enrolments for each of the courses (below), which commence delivery in April 2020.

#### Recommendation 1

#### **New Course - HENAE6023 Wellbeing in the school context (assessed)**

##### Background

This course has been established as a Category B shorter form credential in the School of Education. The title and code for this course was noted at HECC meeting 1/20. This recommendation is for HECC to approve the course outline.

Currently there are twelve (12) students enrolled for the course. This course has been designed to support in-service teachers to develop a deeper awareness of the sociocultural experience of students, and ways in which student wellbeing impacts on learning outcomes. Participants will reflect on their own experiences of wellbeing, build capacity to manage safe, supportive learning environments, and collaborate with peers to enhance skill development. On completion, students can apply for 15 credit points into the TM9 Master of Education Studies.

##### Recommendation

**That course HENAE6023 Wellbeing in the school context for delivery from Semester 1, 2020 be approved in XC01 Professional Learning in Education (Assessed).**

ECM 203916 and 203917

**School Board**  
**HECC**

**Approved**  
**for approval**

**28/02/2020**  
**03/04/2020**

**SOEB 01/20/05**  
**HECC**

*Attachment – Agenda Papers 1*

I AGREE / DISAGREE / ABSTAIN (please circle your preference)

NAME: \_\_\_\_\_

.....  
Signed

.....  
Date

**Comments or recommendations for additional stakeholder consultation or communications:**

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## Recommendation 2

### New Course - HENAE6000 Wellbeing in the school context (non-assessed)

#### Background

This course has been established as a (Category A) shorter form credential in the School of Education. The title and code for this course was noted at HECC meeting 1/20.

Currently there are ten (10) students enrolled for the new course, HENAE6000 Wellbeing in the school context. Although the course is a non-award course (Category A) and the School Board has approved the new course, the next step is for the Higher Education Curriculum Committee (HECC) to note the new course, hence the inclusion in the Circulatory Resolution.

This course has been designed to support in-service teachers to develop a deeper awareness of the sociocultural experience of students, and ways in which student wellbeing impacts on learning outcomes. Participants will reflect on their own experiences of wellbeing, build capacity to manage safe, supportive learning environments, and collaborate with peers to enhance skill development. Students who complete this course will be ineligible for academic credit.

#### Recommendation

**That course HENAE6000 Wellbeing in the school context for delivery from Semester 1, 2020 be noted in XC02 Professional Learning in Education (Non – Assessed).**

ECM 203918 and 203919

**School Board**  
**HECC**

**Approved**  
**for noting**

**28/02/2020**  
**03/04/2020**

**SOEB 01/20/06**  
**HECC**

*Attachment – Agenda Papers 2*

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I AGREE / DISAGREE / ABSTAIN (please circle your preference)

NAME: \_\_\_\_\_

.....  
Signed

.....  
Date

**Comments or recommendations for additional stakeholder consultation or communications:**

Please sign and return as soon as possible or alternatively respond in an email noting your preference. Your response can be sent to Shona Adams via email: s.adams@federation.edu.au by 5.00 pm Friday, 4 April 2020.

# Course Establishment and Variation Form (Higher Education)

This form should be used for all New Courses, Course Modifications, and Course Discontinuations/reactivations.

The changing of a course code, title or credit points should be treated as proposing a new course. If a course title or credit points are amended a new course code is required.

Multiple new or discontinued courses can be added to this form if all circumstances for multiple courses are identical.

\* Submit to Higher Education Curriculum Committee (HECC) for approval

^ Submit to Higher Education Curriculum Committee (HECC) for noting

**New Course\* – Part A** (provide new course outline)

**Discontinued (or Reactivated) Course\* – Part B** (provide course outline for reactivated course only)

**Modified Course^– Part C** (provide modified course outline)

(Check box(es)  to indicate whether a course is to be established, discontinued/reactivated or modified. If replacing an existing course with a new course, complete Parts A and Part B).

## Course Outline included

Yes

No

<b>Custodian School:</b>	School of Education
<b>Core program(s) (code and title):</b>	XC01 Professional Learning in Education (Assessed)

<b>Academic Contact</b>	Name	Wendy Holcombe
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	Phone	51228053
<b>Administrative Contact</b>	Name	Renata Howard
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## Approved By School Board

School Board Details:	SOEB 01/20
Resolution Number:	
Meeting Date:	28 February 2020

## New Course - Part A

**New Course Code and Title: (add multiple courses if the circumstances on the form are identical for all courses)**

HENAE6023 Wellbeing in the school context

Enter New Course Code      New Course Title

Enter New Course Code      New Course Title

*(Copy and paste the above New Course Code and Title fields to add additional lines)*

**Context Statement.** Why is the new course needed?

New course is required for delivery to a cohort undertaking Professional Development in non-award program XC01 Professional Learning in Education (Assessed)

### Delivery Locations (Federation University campuses and delivery modes):

<input type="checkbox"/> Mt Helen	<input type="checkbox"/> Brisbane	<input checked="" type="checkbox"/> Online delivery
<input type="checkbox"/> Berwick	<input type="checkbox"/> SMB	<input checked="" type="checkbox"/> Flexible delivery
<input type="checkbox"/> Gippsland	<input type="checkbox"/> Camp St	
<input type="checkbox"/> Horsham	<input type="checkbox"/> Other: specify delivery mode	

Check box(es)  for all delivery locations and modes that apply

### Teaching Period/s and delivery

Proposed Teaching Period/s:

Semester 1, Semester 2, Winter, Summer

In what semester and year will the Course first be delivered?

Semester 1 2020

### Supplementary Assessment

Yes

No

Will supplementary assessment be available for this course? If, no, indicate why the course should be exempt and provide an explanation where requested (ref Supplementary Assessment Procedure for details)

- a) Dissertation or project course
- b) Placement or work integrated learning course
- c) Fieldwork or laboratory based course (provide explanation below)
- d) The overall grade for the course is specified as S/U (Satisfactory/Unsatisfactory)
- e) The course is available only in an Honours Degree
- f) Other reason      Enter the other reason here

### Explanation for c) or f):

Enter the explanation for c) or f) here

## Discontinued (or reactivated) Course - Part B

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Discontinued (or reactivated) Course Code and Title: (add multiple courses if the circumstances on the form are identical for all courses)

Enter New Course Code      New Course Title

Enter New Course Code      New Course Title

Enter New Course Code      New Course Title

(Copy and paste the above New Course Code and Title to add additional lines.)

### Course is to be

- Discontinued (complete *Rationale for proposed course discontinuation* and the remainder of Part B)
     
  Reactivated (complete *Rationale for proposed course reactivation* and *Delivery locations* only and provide course outline)

### Rationale for Proposed Course Reactivation

Enter Rationale for Proposed Course Reactivation here

### Rationale for Proposed Course Discontinuation

- No longer required
- Superseded (provide title and code of replacement course):
- Other – Please specify [Click or tap here to enter text.](#)
- (Check the box  pertaining to the Proposed Course Discontinuation)

### Indicate year and study period of last intake

Year

Year

Study Period

Study Period

### Year and study period in which the last student is scheduled to complete

Year

Year

Study Period

Study Period

## Teach-Out Plan

### Timetable for Teach-Out:

Provide the semester and year of the last course offering: [Click or tap here to enter text.](#)

**Student Course Plans:** Provide student study plans for each cohort of students including:

Does the planned sequence allow the course objectives to be met?

[Click or tap here to enter text.](#)

Compare the planned sequence to that available before teach-out.

[Click or tap here to enter text.](#)

Does the School envisage any problems for students in completing satisfactorily and, if so, what measures will be put in place?

[Click or tap here to enter text.](#)

Give details of information provided to students about their future study options, including when the information will be provided and any opportunities for individual advice on completion.

[Click or tap here to enter text.](#)

**What provision will be made for students that are unable to complete the course by the last offering?**

Full-time:

Part-time:

On campus/Online/Blended:

(Please check the box  pertaining to the relevant student cohort/s)

**Are there any credit pathways affected by the modification?**

Yes  No

Implications for pathways/credit arrangements:

[Click or tap here to enter text.](#)

**Is this course taught in other programs in the School or other Schools?**

Yes  No

Measures taken to inform other programs of the proposed discontinuation:

[Click or tap here to enter text.](#)

Implications for Collaborating Schools (in other programs in which the course is offered):

[Click or tap here to enter text.](#)

**Delivery Locations (Federation University campuses and delivery modes):**

<input type="checkbox"/> Mt Helen	<input type="checkbox"/> Brisbane	<input type="checkbox"/> Online delivery
<input type="checkbox"/> Berwick	<input type="checkbox"/> SMB	<input type="checkbox"/> Flexible delivery
<input type="checkbox"/> Gippsland	<input type="checkbox"/> Camp St	
<input type="checkbox"/> Horsham	<input type="checkbox"/> Other: specify delivery mode	

Check box(es)  for all delivery locations and modes that apply

## Modified Course - Part C

**Modified Course Code and Title (add multiple courses if the circumstances on the form are identical for all courses)**

Enter New Course Code      New Course Title

Enter New Course Code      New Course Title

Enter New Course Code      New Course Title

*(Copy and paste the above New Course Code and Title to add additional lines.)*

Check appropriate box  below to indicate which changes are proposed. Where changes are proposed, provide details of existing course and proposed modifications to course.

### Course Outline

Yes

No

Current Course Outline Click or tap here to enter text.	Proposed Course Outline Click or tap here to enter text.
Rationale for Change Click or tap here to enter text.	

### Delivery Location/s and/or Delivery Modes

Yes

No

Current Delivery Locations Click or tap here to enter text.	Proposed Delivery Locations (check boxes below) Click or tap here to enter text.
Rationale for Change Click or tap here to enter text.	

### Delivery Locations (Federation University campuses and delivery modes):

<input type="checkbox"/> Mt Helen	<input type="checkbox"/> Brisbane	<input type="checkbox"/> Online delivery
<input type="checkbox"/> Berwick	<input type="checkbox"/> SMB	<input type="checkbox"/> Flexible delivery
<input type="checkbox"/> Gippsland	<input type="checkbox"/> Camp St	
<input type="checkbox"/> Horsham	<input type="checkbox"/> Other: specify delivery mode	

Check box(es)  for all delivery locations and modes that apply

### Teaching Periods

Yes

No

Current Teaching Period Click or tap here to enter text.	Proposed Teaching Period Click or tap here to enter text.
Rationale for Change Click or tap here to enter text.	

**Prerequisites**

 Yes  No 

Current Prerequisites <i>Click or tap here to enter text.</i>	Proposed Prerequisites <i>Click or tap here to enter text.</i>
Rationale for Change <i>Click or tap here to enter text.</i>	

**Co-requisites**

 Yes  No 

Current Co-requisites <i>Click or tap here to enter text.</i>	Proposed Co-requisites <i>Click or tap here to enter text.</i>
Rationale for Change <i>Click or tap here to enter text.</i>	

**Exclusions**

 Yes  No 

Current Exclusions <i>Click or tap here to enter text.</i>	Proposed Exclusions <i>Click or tap here to enter text.</i>
Rationale for Change <i>Click or tap here to enter text.</i>	

**Learning Outcomes**

 Yes  No 

Current Objectives/Learning Outcomes <i>Click or tap here to enter text.</i>	New Key Learning Outcomes <i>Click or tap here to enter text.</i>
Rationale for Change <i>Click or tap here to enter text.</i>	

**Content**

 Yes  No 

Current Content <i>Click or tap here to enter text.</i>	Proposed Content <i>Click or tap here to enter text.</i>
Rationale for Change <i>Click or tap here to enter text.</i>	

**Learning Tasks/Assessment**

 Yes  No 

Current Learning Tasks, Methodology & Assessment <i>Click or tap here to enter text.</i>	Proposed Learning Tasks/Assessment <i>Click or tap here to enter text.</i>
Rationale for Change <i>Click or tap here to enter text.</i>	

**Other Changes (i.e. updated terminology, policy or procedure)**

 Yes  No 

Current <i>Click or tap here to enter text.</i>	Proposed <i>Click or tap here to enter text.</i>
Rationale for Change <i>Click or tap here to enter text.</i>	



Proposed Date of Introduction of Modification/s:

[Click or tap here to enter text.](#)

Implications for Current Students:

[Click or tap here to enter text.](#)

**Are there any credit pathways affected by the modification?**

Yes

No

Implications for pathways/credit arrangements:

[Click or tap here to enter text.](#)

**Is this course taught in other programs in the School or other Schools?**

Yes

No

Indicate what measures have been taken to inform other Schools of the proposed changes to their program/s:

[Click or tap here to enter text.](#)

Implications for Collaborating Schools (in other programs in which the course is offered):

[Click or tap here to enter text.](#)

# Course Outline (Higher Education)

Students must be provided with a course description two weeks prior to the semester. The course description will comply with this course outline. Prior to completing this Course Outline Form, please read the [Course Outline Guidelines](#) and the [Supplementary Guidelines \(Learning Outcomes and Assessment\)](#).

<b>School</b>	School of Education
<b>Course Title</b>	Wellbeing in the school context
<b>Course ID</b>	HENAE6023
<b>Credit Points</b>	15
<b>Teaching Period Offered</b>	Semester 1, Semester 2, Winter, Summer
<b>Prerequisite(s)</b>	nil
<b>Co-requisite(s)</b>	nil
<b>Exclusion(s)</b>	nil
<b>ASCED Code</b>	070199

## Description of the Course for Handbook entry:

This course has been designed to support in-service teachers to develop a deeper awareness of the sociocultural experience of students, and ways in which student wellbeing impacts on learning outcomes. Participants will examine physical, social, emotional and intellectual characteristics of children and young people from a developmental perspective, and consider how attributes of difference could affect learning. The course has a strong focus on social and emotional learning and strategies for promoting wellbeing for staff, students and families within the school and wider community. Issues of challenge and adversity will be explored to identify opportunities for empowering learners through strategic planning and implementation of supportive wellbeing initiatives. Participants will reflect on their own experiences of wellbeing, build capacity to manage safe, supportive learning environments, and collaborate with peers to enhance skill development. Students who complete this course may be eligible for academic credit.

**Grade Scheme** Ungraded (e.g. S-Satisfactory, UN- Unsatisfactory)", "Research P/NP (e.g. O, TD, P, F)

**Work experience indicator** [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**  Yes  No

**Supplementary Assessment available**  Yes  No

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(s) of Program					
	5	6	7	8	9	10
Introductory					✓	
Intermediate						
Advanced						

**Learning Outcomes** (On successful completion of the course the students are expected to be able to):

**Knowledge**

- K1. Demonstrate knowledge of key wellbeing concepts and issues of concern associated with mental, physical, social and emotional development.
- K2. Explore and analyse the sociocultural worlds of students, including impacts of elements such as family, friends, peers, media and technology, and influences of diverse linguistic, cultural, religious and socioeconomic backgrounds
- K3. Understand how wellbeing factors and physical, social, emotional and intellectual characteristics may affect learning outcomes.
- K4. Identify and interpret strategies to enhance the achievement, engagement and wellbeing of all learners through a responsive approach to the diversity of their strengths and needs.
- K5. Recognise barriers to inclusion and identify cohesive strategies for developing inclusive school communities.

**Skills**

- S1 Reflect on personal experience of growth and development to identify influential factors of thoughts, feelings, physiology, behaviour and experience that shape an evolving identity
- S2. Apply theoretical, philosophical and pedagogical perspectives to the planning of positive learning environments and experiences, meeting the practical, wellbeing and academic needs of diverse learners,
- S3. Use a range of appropriate resources, including ICT options, to support social, emotional and academic learning.
- S4. Collaborate with others to develop strategies for working effectively, sensitively and confidentially with families.

**Application of knowledge and skills**

- A1. Develop a personal action plan for promoting and enhancing student wellbeing within a workplace environment.
- A2. Reflect on theoretical, philosophical and pedagogical perspectives to identify connections between wellbeing, teaching practice and learning outcomes.
- A3. Apply Social and Emotional Learning concepts within a practical context and analyse the significance for staff, students and the broader community.

**Course Content**

Topics to be covered:

Characteristics and development (physical, social, emotional and intellectual) of children and young people and how these factors may impact learning.

The socio-cultural worlds which students grow up in and influences on their experience.

Cultural safety, cultural competence and understanding the needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds

Equity and discrimination and the impact on young people's education

Understanding the strengths, needs and challenges experienced by children and young people within a learning environment.

Examination of the principles and factors that contribute to the formation and implementation of wellbeing

legislation, programs, policy and practice.

Understanding the specific learning needs of students across the full range of abilities and strategies for differentiating teaching.

Strategies to support inclusive student participation and engagement in classroom activities. Strategies for working effectively, sensitively and confidentially with parents/carers

Exploring the dynamics of a disabling experience and strategies to restore and promote wellbeing for staff, students and families.

### Values

V1. Care about the welfare and growth of individual young people and their communities.

V2. Believe that teachers can make a difference in the lives of others.

V3. Respect and understand the diverse lives of young people and their families/carers.

### 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.**

Using the table below, identify graduate attributes against the learning outcomes and assessment tasks for the course. Then map each graduate attribute according to the likely **development** or **acquisition** by a *pass-level* student meeting some part of a GA. The course learning outcomes and assessment tasks should be revised and modified, in consideration of pedagogy, where no possibility exists in the course for development and acquisition of at least one graduate attribute.

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
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 K3 A2	B B B	AT1 AT2 AT2	B B 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.	S1 S2 A1	B B B	AT2 AT3 AT1	A B A
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 K5	B B	AT2 AT3	B A
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.	K4 S3	B A	AT3 AT3	A A

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.	S4 A3	B B	AT2 AT3	B A
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**Learning Task and Assessment:**

Learning outcome assessed		Learning Task	Assessment Type	Weighting (range)
1.	K1, A1	Identify a wellbeing issue of concern within the workplace and create an Action Plan to demonstrate how this could be addressed.	Action Plan	10-20%
2.	K2, K3, S1, S4, A2	Maintain a personal reflection journal throughout the course. Discuss key learning experiences and reflect on perspectives, theory, course content and relevance to teaching and learning.	Learning Log	30-50%
3.	K4, K5, S2, S3, A3	Design an approach to student wellbeing within a classroom context. Implement your strategies over a period of 5-6 weeks and observe change. Create a presentation for your peers discussing your process, strategies, challenges, highlights and the learning extracted from the experience.	Applied Learning Task	30-50%

**Adopted Reference Style:**

- APA
  Australian
  MLA
  Chicago
- Other (please specify)
- Refer to the library website for more information

# Course Establishment and Variation Form (Higher Education)

This form should be used for all New Courses, Course Modifications, and Course Discontinuations/reactivations.

The changing of a course code, title or credit points should be treated as proposing a new course. If a course title or credit points are amended a new course code is required.

Multiple new or discontinued courses can be added to this form if all circumstances for multiple courses are identical.

\* Submit to Higher Education Curriculum Committee (HECC) for approval

^ Submit to Higher Education Curriculum Committee (HECC) for noting

**New Course\* – Part A** (provide new course outline)

**Discontinued (or Reactivated) Course\* – Part B** (provide course outline for reactivated course only)

**Modified Course^– Part C** (provide modified course outline)

(Check box(es)  to indicate whether a course is to be established, discontinued/reactivated or modified. If replacing an existing course with a new course, complete Parts A and Part B).

## Course Outline included

Yes

No

<b>Custodian School:</b>	School of Education
<b>Core program(s) (code and title):</b>	XC02 Professional Learning in Education (Non - Assessed)

<b>Academic Contact</b>	Name	Wendy Holcombe
	Email	w.holcombe@federation.edu.au
	Phone	51228053
<b>Administrative Contact</b>	Name	Renata Howard
	Email	Renata.howard@federation.edu.au
	Phone	51226603

## Approved By School Board

School Board Details:	SOEB 01/20
Resolution Number:	
Meeting Date:	28 February 2020

## New Course - Part A

**New Course Code and Title: (add multiple courses if the circumstances on the form are identical for all courses)**

HENAE6000 Wellbeing in the school context

Enter New Course Code      New Course Title

Enter New Course Code      New Course Title

*(Copy and paste the above New Course Code and Title fields to add additional lines)*

**Context Statement.** Why is the new course needed?

New course is required for delivery to a cohort undertaking Professional Development in non-award program XC02 Professional Learning in Education (Non-Assessed). Students are not assessed and receive a certificate of participation only, therefore assessment has been removed.

### Delivery Locations (Federation University campuses and delivery modes):

<input type="checkbox"/> Mt Helen	<input type="checkbox"/> Brisbane	<input checked="" type="checkbox"/> Online delivery
<input type="checkbox"/> Berwick	<input type="checkbox"/> SMB	<input checked="" type="checkbox"/> Flexible delivery
<input type="checkbox"/> Gippsland	<input type="checkbox"/> Camp St	
<input type="checkbox"/> Horsham	<input type="checkbox"/> Other: specify delivery mode	

Check box(es)  for all delivery locations and modes that apply

### Teaching Period/s and delivery

Proposed Teaching Period/s:  
Semester 1, Semester 2, Winter, Summer

In what semester and year will the Course first be delivered?  
Semester 1 2020

**Supplementary Assessment**      Yes       No

Will supplementary assessment be available for this course? If, no, indicate why the course should be exempt and provide an explanation where requested (ref Supplementary Assessment Procedure for details)

- a) Dissertation or project course
- b) Placement or work integrated learning course
- c) Fieldwork or laboratory based course (provide explanation below)
- d) The overall grade for the course is specified as S/U (Satisfactory/Unsatisfactory)
- e) The course is available only in an Honours Degree
- f) Other reason      Enter the other reason here

**Explanation for c) or f):**

Enter the explanation for c) or f) here

## Discontinued (or reactivated) Course - Part B

Discontinued (or reactivated) Course Code and Title: (add multiple courses if the circumstances on the form are identical for all courses)

Enter New Course Code      New Course Title

Enter New Course Code      New Course Title

Enter New Course Code      New Course Title

(Copy and paste the above New Course Code and Title to add additional lines.)

### Course is to be

Discontinued (complete *Rationale for proposed course discontinuation* and the remainder of Part B)

Reactivated (complete *Rationale for proposed course reactivation* and *Delivery locations* only and provide course outline)

### Rationale for Proposed Course Reactivation

Enter Rationale for Proposed Course Reactivation here

### Rationale for Proposed Course Discontinuation

No longer required

Superseded (provide title and code of replacement course):

Other – Please specify [Click or tap here to enter text.](#)

(Check the box  pertaining to the Proposed Course Discontinuation)

### Indicate year and study period of last intake

Year

Year

Study Period

Study Period

### Year and study period in which the last student is scheduled to complete

Year

Year

Study Period

Study Period

## Teach-Out Plan

### Timetable for Teach-Out:

Provide the semester and year of the last course offering: [Click or tap here to enter text.](#)



**Student Course Plans:** Provide student study plans for each cohort of students including:

Does the planned sequence allow the course objectives to be met?

[Click or tap here to enter text.](#)

Compare the planned sequence to that available before teach-out.

[Click or tap here to enter text.](#)

Does the School envisage any problems for students in completing satisfactorily and, if so, what measures will be put in place?

[Click or tap here to enter text.](#)

Give details of information provided to students about their future study options, including when the information will be provided and any opportunities for individual advice on completion.

[Click or tap here to enter text.](#)

**What provision will be made for students that are unable to complete the course by the last offering?**

Full-time:

Part-time:

On campus/Online/Blended:

(Please check the box  pertaining to the relevant student cohort/s)

**Are there any credit pathways affected by the modification?**

Yes  No

Implications for pathways/credit arrangements:

[Click or tap here to enter text.](#)

**Is this course taught in other programs in the School or other Schools?**

Yes  No

Measures taken to inform other programs of the proposed discontinuation:

[Click or tap here to enter text.](#)

Implications for Collaborating Schools (in other programs in which the course is offered):

[Click or tap here to enter text.](#)

**Delivery Locations (Federation University campuses and delivery modes):**

<input type="checkbox"/> Mt Helen	<input type="checkbox"/> Brisbane	<input type="checkbox"/> Online delivery
<input type="checkbox"/> Berwick	<input type="checkbox"/> SMB	<input type="checkbox"/> Flexible delivery
<input type="checkbox"/> Gippsland	<input type="checkbox"/> Camp St	
<input type="checkbox"/> Horsham	<input type="checkbox"/> Other: specify delivery mode	

Check box(es)  for all delivery locations and modes that apply

## Modified Course - Part C

**Modified Course Code and Title (add multiple courses if the circumstances on the form are identical for all courses)**

Enter New Course Code      New Course Title

Enter New Course Code      New Course Title

Enter New Course Code      New Course Title

*(Copy and paste the above New Course Code and Title to add additional lines.)*

Check appropriate box  below to indicate which changes are proposed. Where changes are proposed, provide details of existing course and proposed modifications to course.

### Course Outline

Yes

No

Current Course Outline Click or tap here to enter text.	Proposed Course Outline Click or tap here to enter text.
Rationale for Change Click or tap here to enter text.	

### Delivery Location/s and/or Delivery Modes

Yes

No

Current Delivery Locations Click or tap here to enter text.	Proposed Delivery Locations (check boxes below) Click or tap here to enter text.
Rationale for Change Click or tap here to enter text.	

### Delivery Locations (Federation University campuses and delivery modes):

<input type="checkbox"/> Mt Helen	<input type="checkbox"/> Brisbane	<input type="checkbox"/> Online delivery
<input type="checkbox"/> Berwick	<input type="checkbox"/> SMB	<input type="checkbox"/> Flexible delivery
<input type="checkbox"/> Gippsland	<input type="checkbox"/> Camp St	
<input type="checkbox"/> Horsham	<input type="checkbox"/> Other: specify delivery mode	

Check box(es)  for all delivery locations and modes that apply

### Teaching Periods

Yes

No

Current Teaching Period Click or tap here to enter text.	Proposed Teaching Period Click or tap here to enter text.
Rationale for Change Click or tap here to enter text.	

**Prerequisites**

 Yes  No 

Current Prerequisites <i>Click or tap here to enter text.</i>	Proposed Prerequisites <i>Click or tap here to enter text.</i>
Rationale for Change <i>Click or tap here to enter text.</i>	

**Co-requisites**

 Yes  No 

Current Co-requisites <i>Click or tap here to enter text.</i>	Proposed Co-requisites <i>Click or tap here to enter text.</i>
Rationale for Change <i>Click or tap here to enter text.</i>	

**Exclusions**

 Yes  No 

Current Exclusions <i>Click or tap here to enter text.</i>	Proposed Exclusions <i>Click or tap here to enter text.</i>
Rationale for Change <i>Click or tap here to enter text.</i>	

**Learning Outcomes**

 Yes  No 

Current Objectives/Learning Outcomes <i>Click or tap here to enter text.</i>	New Key Learning Outcomes <i>Click or tap here to enter text.</i>
Rationale for Change <i>Click or tap here to enter text.</i>	

**Content**

 Yes  No 

Current Content <i>Click or tap here to enter text.</i>	Proposed Content <i>Click or tap here to enter text.</i>
Rationale for Change <i>Click or tap here to enter text.</i>	

**Learning Tasks/Assessment**

 Yes  No 

Current Learning Tasks, Methodology & Assessment <i>Click or tap here to enter text.</i>	Proposed Learning Tasks/Assessment <i>Click or tap here to enter text.</i>
Rationale for Change <i>Click or tap here to enter text.</i>	

**Other Changes (i.e. updated terminology, policy or procedure)**

 Yes  No 

Current <i>Click or tap here to enter text.</i>	Proposed <i>Click or tap here to enter text.</i>
Rationale for Change <i>Click or tap here to enter text.</i>	

Proposed Date of Introduction of Modification/s:

[Click or tap here to enter text.](#)

Implications for Current Students:

[Click or tap here to enter text.](#)

**Are there any credit pathways affected by the modification?**

Yes

No

Implications for pathways/credit arrangements:

[Click or tap here to enter text.](#)

**Is this course taught in other programs in the School or other Schools?**

Yes

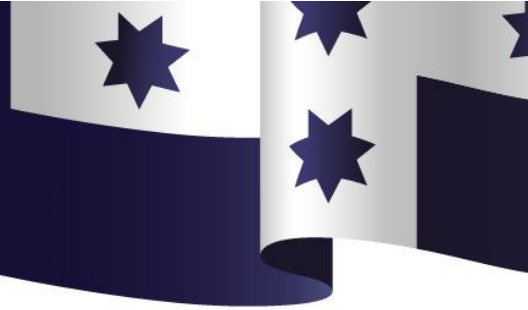
No

Indicate what measures have been taken to inform other Schools of the proposed changes to their program/s:

[Click or tap here to enter text.](#)

Implications for Collaborating Schools (in other programs in which the course is offered):

[Click or tap here to enter text.](#)



# Course Outline (Higher Education)

Students must be provided with a course description two weeks prior to the semester. The course description will comply with this course outline. Prior to completing this Course Outline Form, please read the [Course Outline Guidelines](#) and the [Supplementary Guidelines \(Learning Outcomes and Assessment\)](#).

<b>School</b>	School of Education
<b>Course Title</b>	Wellbeing in the school context
<b>Course ID</b>	HENAE6000
<b>Credit Points</b>	15
<b>Teaching Period Offered</b>	Semester 1, Semester 2, Winter, Summer
<b>Prerequisite(s)</b>	nil
<b>Co-requisite(s)</b>	nil
<b>Exclusion(s)</b>	nil
<b>ASCED Code</b>	070199

## Description of the Course for Handbook entry:

This course has been designed to support in-service teachers to develop a deeper awareness of the sociocultural experience of students, and ways in which student wellbeing impacts on learning outcomes. Participants will examine physical, social, emotional and intellectual characteristics of children and young people from a developmental perspective, and consider how attributes of difference could affect learning. The course has a strong focus on social and emotional learning and strategies for promoting wellbeing for staff, students and families within the school and wider community. Issues of challenge and adversity will be explored to identify opportunities for empowering learners through strategic planning and implementation of supportive wellbeing initiatives. Participants will reflect on their own experiences of wellbeing, build capacity to manage safe, supportive learning environments, and collaborate with peers to enhance skill development. Students who complete this course will be ineligible for academic credit.

**Grade Scheme** Not graded

**Work experience indicator** [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**  Yes  No

**Supplementary Assessment available**  Yes  No

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.

**Learning Outcomes** (On successful completion of the course the students are expected to be able to):

### Knowledge

- K1. Demonstrate knowledge of key wellbeing concepts and issues of concern associated with mental, physical, social and emotional development.
- K2. Explore and analyse the sociocultural worlds of students, including impacts of elements such as family, friends, peers, media and technology, and influences of diverse linguistic, cultural, religious and socioeconomic backgrounds.
- K3. Understand how wellbeing factors and physical, social, emotional and intellectual characteristics may affect learning outcomes.
- K4. Identify and interpret strategies to enhance the achievement, engagement and wellbeing of all learners through a responsive approach to the diversity of their strengths and needs.
- K5. Recognise barriers to inclusion and identify cohesive strategies for developing inclusive school communities.

### Skills

- S1 Reflect on personal experience of growth and development to identify influential factors of thoughts, feelings, physiology, behaviour and experience that shape an evolving identity.
- S2. Apply theoretical, philosophical and pedagogical perspectives to the planning of positive learning environments and experiences, meeting the practical, wellbeing and academic needs of diverse learners.
- S3. Use a range of appropriate resources, including ICT options, to support social, emotional and academic learning.
- S4. Collaborate with others to develop strategies for working effectively, sensitively and confidentially with families.

### Application of knowledge and skills

- A1. Develop a personal action plan for promoting and enhancing student wellbeing within a workplace environment.
- A2. Reflect on theoretical, philosophical and pedagogical perspectives to identify connections between wellbeing, teaching practice and learning outcomes.
- A3. Apply Social and Emotional Learning concepts within a practical context and analyse the significance for staff, students and the broader community.

### Course Content

Topics to be covered:

Characteristics and development (physical, social, emotional and intellectual) of children and young people and how these factors may impact learning.

The socio-cultural worlds which students grow up in and influences on their experience.

Cultural safety, cultural competence and understanding the needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds

Equity and discrimination and the impact on young people's education

Understanding the strengths, needs and challenges experienced by children and young people within a learning environment.

Examination of the principles and factors that contribute to the formation and implementation of wellbeing legislation, programs, policy and practice.

Understanding the specific learning needs of students across the full range of abilities and strategies for differentiating teaching.

Strategies to support inclusive student participation and engagement in classroom activities.  
 Strategies for working effectively, sensitively and confidentially with parents/carers  
 Exploring the dynamics of a disabling experience and strategies to restore and promote wellbeing for staff, students and families.

### Values

- V1. Care about the welfare and growth of individual young people and their communities.
- V2. Believe that teachers can make a difference in the lives of others.
- V3. Respect and understand the diverse lives of young people and their families/carers.

### 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.**

Using the table below, identify graduate attributes against the learning outcomes and assessment tasks for the course. Then map each graduate attribute according to the likely **development** or **acquisition** by a *pass-level* student meeting some part of a GA. The course learning outcomes and assessment tasks should be revised and modified, in consideration of pedagogy, where no possibility exists in the course for development and acquisition of at least one graduate attribute.

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 addressed
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 K3 A2	B B B	Non-assessed course	
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.	S1 S2 A1	B B B		
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 K5	B 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.	K4 S3	B A		



<p>GA 5 Leaders</p>	<p>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.</p>	<p>S4 A3</p>	<p>B B</p>	
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**Adopted Reference Style:**

- APA
  Australian
  MLA
  Chicago
- Other (please specify)  
 Refer to the library website for more information