Federation University Co-op model

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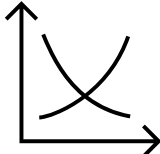
Benefits

The following benefits for Federation University are forecast

Curricula aligned with the **skills of the future of work** in target sectors (technical and non-technical) cementing the link to **employability** for students

A **program portfolio** aligned to Federation University's strengths, **student demand areas**, and **regional economic development -** creates **stable domestic demand** to **withstand volatile international markets** but also create **brand differentiation** which also creates **international market attraction**

Aligning to sectors cementing the link to **regional economic development** and **employability**

Student Attraction

Regional Development

International student attraction

Brand loyalty, repeat purchase

Deeper **personal connections** over learner's life

A **brand globally known** for its impact on **regional economic development** and **embodying 'workplace as a location of learning'**

Deeper **links to regions** and their communities

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A uniquely characterised program portfolio

Whilst the program portfolio must meet the requirements of marketability, financial sustainability and quality, the Federation University program portfolio will be uniquely characterised to support the regions needs by:

Future of Work: the nexus of technology, human behaviour and creative solutioning

Skills: technical and non-technical aligned to current and Industry 4.0 requirements

Co-Op Industry Experiences: industry experiences will be embedded in all programs

Minimum Co-operative Standards (AQF7: Undergraduate programs) | Summary

Federation University's Co-Operative model is founded on seven key criteria to form the Minimum Cooperative Standards (MiCS).

Criteria 1 | Co-design with industry and students

Co-designing curriculum involves cooperation with industry partner(s) and students in designing the architecture of our programs and courses, beginning prior to the content development.

Criteria 2 | Co-develop with industry and students

Co-developing is operationalising the elements of the program design. The extent of the co-development with partner(s) is dependent on the requirements of the Discipline.

Criteria 3 | Co-delivery with industry

Co-delivery with industry partner(s) can take place in a variety of modes and locations. The extent of the co-delivery with partner(s) is dependent on the requirements of the Discipline.

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Minimum Co-operative Standards (AQF7: Undergraduate programs) | Summary

Criteria 4 | FedTASK alignment

FedTASK stands for Federation specific "Transferrable Attributes, Skills and Knowledge" that are embedded and assessed across a program

Criteria 5 | Workplace learning and career preparation

Embedded within curriculum to maximise opportunities for student success

Criteria 6 | Authentic Assessment

Assessment for, of and as learning directly resembling professional practice

Criteria 7 | Industry-link/industry-facing experiences

Minimum hours of co-op experiences – learning with, for and in the workplace

Link: [Co-op Resources for Academics (sharepoint.com)](sharepoint.com)

FEDTASKs (**T**ransferable **A**ttributes **Sk**ills and **K**nowledge)

Federation University recognises that students require key transferable employability skills to prepare them for their future workplace and society.

FEDTASKs 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 must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.

FEDTASKs Attributes and Descriptors

For programs at AQF Level 7 and below FEDTASK attribute and descriptor		Development and acquisition of FEDTASKs in the course	
		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: • 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.		

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		Learning outcomes (KSA)	Assessment Task (AT#)
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: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative		

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For programs at AQF Level 7 and below FEDTASK attribute and descriptor		Development and acquisition of FEDTASKs in the course	
		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: • 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.		

FEDTASKs Attributes and Descriptors

For programs at AQF Level 7 and below FEDTASK attribute and descriptor		Development and acquisition of FEDTASKs in the course	
		Learning outcomes (KSA)	Assessment Task (AT#)
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: • 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.		

FEDTASKs Attributes and Descriptors

For programs at AQF Level 7 and below FEDTASK attribute and descriptor		Development and acquisition of FEDTASKs in the course	
		Learning outcomes (KSA)	Assessment Task (AT#)
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: • 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.		

Industry Experiences

Projects, within organisations or "consulting"

Placements – internships

Fieldtrips

Study tours

COOPC1021 Professional Identity: Preparing for Work

This introductory course will equip students to commence managing their progression into and through their careers.

The course consists of three strands: planning ahead, knowing yourself, and preparing to join the workforce. Students will learn career development skills and strategies, and participate in activities, applicable to their university studies and future professional lives.

By tailoring their academic learning, professional placements and extra-curricular endeavours to their career goals and the needs of industry, students will be empowered to make deliberate career-focused decisions and take full advantage of work integrated learning situations.

A focus on self-awareness, self-efficacy, professionalism and workplace culture will support students to develop the expected behaviours for success in the workplace.

Students will create a personalised career action plan to self-manage their careers and make informed career and life decisions.

Each learning and assessment task will enable students to create and test career choices that will develop their interpersonal, communication, and networking skills.

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COOPC2001 Community Impact Project 1

This course 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.

COOPC2002 Innovation and Start-up Project 1

Do you have an idea for a new product, service or initiative, and want to explore different ways to make your idea come to life?

In this multi-disciplinary course, students from diverse degrees and discipline areas will embark on a transformative entrepreneurial journey which draws on the power of real-world engagement, collaboration, and an appreciation for entrepreneurial potentiality in the world around us.

The innovative potential of students sits at the heart of this course, as it is the students who bring a novel idea to the table which serves as the springboard for in-depth processes of ideation, prototyping, and user testing to nurture and build their ideas in tangible ways.

A unique blend of industry mentors and academic advisors will lead students through a 'Design Sprint' methodology, underpinned by the concepts of Design Thinking, the tools of systems thinkers, and a tailored market testing approach to gather valuable insights from end users.

The end point of this project will see students showcase their fully developed innovative start-up initiative that has the potential to be carried forward into the implementation phase.

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Four Pilot Programs commencing 2023

Bachelor of Business

Bachelor of IT

Bachelor of IT (Professional Practice)

Bachelor of Visual Arts

Link to Resources

Co-operative Education Resources