

# ART201 Planning Your World: Your Future Directions

**School:** School of Law and Society

2026 | Trimester 2

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

*Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course encourages students to consider their future pathways—whether that be in a specific profession, across a range of potential careers, or through contributions they want to make to society—and begin collating evidence and developing a professional brand that will assist in these goals. Graduates from Humanities, Arts and Social Sciences (HASS) disciplines have a diverse range of skills and attributes to offer; this course helps students to articulate their professional value to different stakeholders and communities, as well as highlighting the importance of career resilience, personal agency, ethical and professional conduct, interpersonal skills, cultural competency, and continued personal and professional development.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Weekly online learning materials (e.g. videos, readings, activities, discussion board)	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – Weekly in-person tutorial/workshop	2hrs	Week 1	12 times
<b>ONLINE</b>			
<b>Learning materials</b> – Weekly online learning materials (e.g. videos, readings, activities, discussion board)	1hr	Week 1	12 times

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>Tutorial/Workshop 1</b> – Weekly online tutorial/workshop	2hrs	Week 1	12 times

### 1.3. Course Topics

#### Professionalism in the 21<sup>st</sup> Century

- Diversity, inclusion, social and cultural competencies, intersectionality, neurodiversity
- Ethics (in the disciplines, in the workplace, and personal/individual ethics)
- Accountability and reputation (as an individual, as an employee, as a member of a profession)
- Peer networks, networking, team collaboration

#### Future Preparedness

- Designing, implementing and evaluating a professional brand/digital presence
- Collecting and articulating evidence, demonstrating skills/competencies, demonstrating impact/value
- Researching and familiarising oneself with a chosen industry or community
- Professional resilience, flexibility and soft-skills
- Planning professional/personal development, assessing competitiveness/fit

#### Digital Futures and HASS

- Digital tools, services, and competencies
- Industry and discipline futures – what's coming next?
- AI, STEM, and articulating the value of HASS

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
<p>1 Recognise and reflect on personal and professional strengths and growth opportunities as they align to pre-professional identity, and future career and/or professional development goals.</p>	<p>Creative and critical thinker Empowered Engaged</p>
<p>2 Demonstrate an understanding of one or more relevant industries or industry sectors relevant to career and/or professional development interests.</p>	<p>Knowledgeable Creative and critical thinker Empowered Engaged Information literacy</p>
<p>3 Demonstrate an understanding and application of technical, professional, and soft skills of relevance to career and/or professional development interests.</p>	<p>Knowledgeable Creative and critical thinker Empowered Engaged Communication Problem solving Organisation Applying technologies Information literacy</p>
<p>4 Recognise and reflect on the importance of cultivating a flexible, adaptable, and future-minded approach to career and/or professional development pathways.</p>	<p>Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Applying technologies Information literacy</p>
<p>5 Demonstrate an ability to communicate effectively in academic and professional settings, and to contribute in a constructive manner to class discussion in workshops/tutorials and online discussion board posts.</p>	<p>Creative and critical thinker Empowered Ethical Engaged Communication Collaboration Information literacy</p>

#### 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1. Pre-requisites

ART100 and ART101

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

Not applicable

##### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

##### 5.5. Microcredential Information

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1a	Written Piece	Individual	15%	400-word discussion board post (and Word Document duplicate of post, to be submitted to Canvas Assignment Portal) - due end Week 3.  Comments on entries of at least two other students' discussion board posts - due end Week 4.	Week 3	Online Assignment Submission with plagiarism check
All	1b	Written Piece	Individual	15%	400-word discussion board post (and Word Document duplicate of post, to be submitted to Canvas Assignment Portal) - due end Week 6.  Comments on entries of at least two other students' discussion board posts - due end Week 7.	Week 6	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	25%	8 minute presentation and 2 minutes of questions.	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check and in class

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	3	Portfolio	Individual	45%	2,000 words (excluding references, list of sources, appendices).	Week 12	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1a: Short Written Piece

<b>GOAL:</b>	To demonstrate knowledge of course themes and concepts as they relate to pre-professional identity and career/professional development planning.		
<b>PRODUCT:</b>	Written Piece		
<b>AUTHORSHIP STATEMENT:</b>			
<b>FORMAT:</b>	<p>Students will complete a 400-word referenced discussion board post on a topic related to class content / themes from Weeks 1, 2, and 3. A list of possible topics will be provided on Canvas at the beginning of trimester.</p> <p>Students are also required to comment, in a constructive and substantial way, on the discussion board posts of at least two other students.</p> <p>This task is an opportunity for students to:            Apply and explain key concepts and theories relating to pre-professional identity and career / professional development planning;            Demonstrate an understanding of one or more relevant industries or industry sectors;            Demonstrate written communication and critical thinking skills; and            Contribute to academic and professional discourse by engaging in respectful, constructive and substantial written discussions with others in the class.</p> <p>The discussion board post, and comments on the posts of other students', should be professional in tone. The referencing style used should be Harvard, APA, or Chicago 17A.</p> <p>Students are to submit:            - 400 word referenced post (word length excludes references) to Task 1 ART201 Discussion Board thread, no later than Friday of Week 3;            - Word Document version of the same 400 word referenced post, via Canvas Assignment Submission Portal, no later than Friday of Week 3; and            - At least two comments (of at least 150 words each) on posts of other students in the Task 1 ART201 Discussion Board thread, no later than Friday of Week 4.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Breadth and Depth of Knowledge	1 2 4
	2	Communication	3 5
	3	Collaboration	3 4 5
	4	Academic Standards	5
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Information literacy		

**All - Assessment Task 1b:** Short Written Piece

<b>GOAL:</b>	To demonstrate knowledge of course themes and concepts as they relate to pre-professional identity and career/professional development planning.	
<b>PRODUCT:</b>	Written Piece	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	<p>Students will complete a 400-word referenced discussion board post on a topic related to class content / themes from Weeks 4, 5, and 6. A list of possible topics will be provided on Canvas at the beginning of trimester.</p> <p>Students are also required to comment, in a constructive and substantial way, on the discussion board posts of at least two other students.</p> <p>This task is an opportunity for students to:            Apply and explain key concepts and theories relating to pre-professional identity and career / professional development planning;            Demonstrate an understanding of one or more relevant industries or industry sectors;            Demonstrate written communication and critical thinking skills; and            Contribute to academic and professional discourse by engaging in respectful, constructive and substantial written discussions with others in the class.</p> <p>The discussion board post, and comments on the posts of other students', should be professional in tone. The referencing style used should be Harvard, APA, or Chicago 17A.</p> <p>Students are to submit:            - 400 word referenced post (word length excludes references) to Task 1 ART201 Discussion Board thread, no later than Friday of Week 6;            - Word Document version of the same 400 word referenced post, via Canvas Assignment Submission Portal, no later than Friday of Week 6; and            - At least two comments (of at least 150 words each) on posts of other students in the Task 1 ART201 Discussion Board thread, no later than Friday of Week 7.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Breadth and Depth of Knowledge	1 2 4
	2 Communication	3 5
	3 Collaboration	3 4 5
	4 Academic Standards	5
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Information literacy	

**All - Assessment Task 2:** Career and Professional Development Presentation

<b>GOAL:</b>	To demonstrate knowledge of relevant industries / industry sectors / career pathways as they apply to a career or future professional development goal or opportunity.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	<p>Submit: Presentations are conducted live in tutorials in allocated times across Weeks 7, 8 and 9.</p> <p>Students will complete a 8 minute presentation (and accompanying referenced script) about a career or future professional development goal or opportunity, based on research conducted into relevant industries / industry sectors / career pathways. More detailed instructions on structure and formatting/design elements will be provided on Canvas at the start of trimester.</p> <p>Following the presentation, the student will answer questions asked by the tutor about the presentation for 2 minutes.</p> <p>This task is an opportunity for students to:            Apply and explain key concepts and theories relating to pre-professional identity and career / professional development planning;            Demonstrate an understanding of one or more relevant industries or industry sectors;            Cultivate and demonstrate a flexible, adaptable and future-focused mindset; and            Demonstrate oral communication and design presentation skills.</p> <p>The presentation slides and accompanying referenced script should use the Harvard, APA, or Chicago 17A referencing styles.</p> <p>The Presentation should be engaging and professional in tone, well-illustrated, and referenced.</p> <p>In addition to presenting during the allocated time/tutorial, students are required to submit a referenced Microsoft PowerPoint presentation and a referenced written script.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Breadth and Depth of Knowledge	1 2
	2 Interpretation	1 2 3 4
	3 Industry Relevance and Scholarly Analysis	2 3
	4 Communication	3 5
	5 Academic Standards	5
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy	

All - Assessment Task 3: ePortfolio

<b>GOAL:</b>	To demonstrate knowledge of course themes/ concepts and relevant industry/ies and/or professional realm/s, and to curate a portfolio that presents personal and professional strengths, goals, skills and samples of work.	
<b>PRODUCT:</b>	Portfolio	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	<p>Submit: Week 12.</p> <p>Students will complete an ePortfolio (format to be agreed with ART201 teaching staff at the beginning of the trimester) that showcases their existing technical, professional and soft-skills, as well as examples of academic work that demonstrate these skills, and an awareness of future opportunities and challenges likely to impact their chosen industry / industry sector / professional realm of interest.</p> <p>Students must approach this assessment task in a manner that demonstrates active engagement with the ART201 weekly tutorials. Preparation for the ePortfolio relates to weekly tutorial activities.</p> <p>The ePortfolio will contain content that students have had an opportunity to develop through active engagement in weekly learning activities across the trimester. Specific instructions on ePortfolio content, structure, and formatting will be provided on Canvas. Students should also discuss content to include in their ePortfolio with ART201 teaching staff, as different disciplinary backgrounds / industries / future pathways may require more specialised content.</p> <p>This task is an opportunity for students to:</p> <ul style="list-style-type: none"> <li>Recognise and reflect on personal and professional strengths and growth opportunities as they align to pre-professional identity, and future career and/or professional development goals;</li> <li>Demonstrate a well-informed understanding of specific industry/ies, industry sector/s and/or realms of professional practice and their likely trajectories in the short- and medium-term future;</li> <li>Demonstrate advanced written, organisational, and presentation skills by curating a well-evidenced ePortfolio that relates directly to identified career and/or professional development goals in a specific industry / industry sector / realm of professional practice; and</li> <li>Demonstrate critical self-reflection and an awareness of the importance of adaptability and flexibility with regards to future career and/or professional planning.</li> </ul> <p>Students will negotiate a preferred electronic format with teaching staff at the beginning of trimester (from an endorsed list of platforms).</p> <p>Students will also be required to submit a referenced Word Document version of their completed ePortfolio sections via Canvas Assignment Portal.</p> <p>All ePortfolio content should be creative, engaging and professional in tone.</p> <p>The ePortfolio must demonstrate academic integrity, using appropriate academic language and formatting. All primary and secondary sources must be referenced. The referencing style used should be Harvard, APA, or Chicago 17A.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Breadth and Depth of Knowledge	2 4
	2 Interpretation	1 2 3
	3 Communication and Creativity	3 4 5
	4 Future-mindedness and Adaptability	1 2 3 4
	5 ePortfolio Reflects Active Engagement in Tutorial Activities	5
	6 Academic Standards	5
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy	

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

#### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

#### 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

#### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)