

UCC102 ICT for Academic and Professional Applications

School: School of Education and Tertiary Access

2025 Semester 1

UniSC Sunshine Coast
 UniSC Moreton Bay
 UniSC Caboolture
 UniSC Fraser Coast
 UniSC Gympie

**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.

Please go to usc.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 is about using information communication technology (ICT), and also about learning. It is designed to teach fundamental skills in ICT, help you understand your individual learning preferences, and develop skills and confidence for lifelong learning. It begins with a self-assessment of your needs and the negotiation of a personalised learning plan. We use a combination of guided instruction and online resources to help you gain expertise in software use. This course is suitable for all levels of ICT learners.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – Hands on ICT learning & class discussion.	2hrs	Week 1	13 times
Learning materials – Concepts, theories, ideas and practices related to ICT use.	1hr	Week 1	13 times
ONLINE			
Tutorial/Workshop 1 – Online	2hrs	Week 1	13 times
Learning materials – Concepts, theories, ideas and practices related to ICT use.	1hr	Week 1	13 times

1.3. Course Topics

- Accessing and using ICT systems at UniSC
- Accessing and using a variety of ICT packages relevant to your undergraduate studies and career
- Presentation skills
- Ethics in ICT
- Artificial intelligence
- Data visualisation
- Accessibility and inclusion in ICT
- IT Security
- Learning strategies
- Time & task management
- Independent learning skills

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

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...
1 Plan personalised ICT learning goals related to your study, work or life.	Empowered
2 Demonstrate technical communication skills to transmit information and skills to others.	Engaged
3 Create an ICT portfolio and presentation video for your choice of audience.	Engaged
4 Reflect upon your learning and draw conclusions about your learning needs, styles and preferences	Creative and critical thinker

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

Enrolled in programs, UC101, UC102, UC103 or UC104

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

None

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	1	Plan	Individual	10%	500+ words	Week 3	Online Assignment Submission with plagiarism check
All	2	Journal	Individual	45%	Journal entries equivalent to 2000 words	Week 9	Online ePortfolio Submission
All	3	Portfolio	Individual	45%	10 minute video presentation + portfolio	Week 13	Online ePortfolio Submission

All - Assessment Task 1: ICT Learning Plan

GOAL:	This task is designed for you to familiarise yourself with the ICT that will be of use to you at university, in your future career or in your personal life, and to develop a personalised ICT learning plan. You will consider your aspirations and goals, decide on two programs in which you would like to become proficient or improve your skills and create a plan to learn them independently.										
PRODUCT:	Plan										
FORMAT:	The learning plan details are available in Canvas. The learning plan will be negotiated and approved by your Lecturer and include two different software applications. Software suggestions will be provided.										
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Planning personalised ICT learning goals</td> <td>1</td> </tr> <tr> <td>2</td> <td>Demonstrate skills in Microsoft Word</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Planning personalised ICT learning goals	1	2	Demonstrate skills in Microsoft Word	2	
No.		Learning Outcome assessed									
1	Planning personalised ICT learning goals	1									
2	Demonstrate skills in Microsoft Word	2									
GENERIC SKILLS:	Communication, Organisation, Applying technologies										

All - Assessment Task 2: ICT Learning Journal

GOAL:	This assessment will require you to track and provide evidence of your learning as planned in Task 1.										
PRODUCT:	Journal										
FORMAT:	For the software you have identified, you will create journal entries. Each journal entry will include a description of the training completed each week, your reflections on the process and evidence of completing practice exercises or of your progress as detailed in your plan. Your first journal entry will be submitted in week 6 for formative feedback. You will submit the remainder of your journal entries at the end of week 9.										
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1	Demonstrate technical communication skills	2									
2	Reflect on your learning	4									
GENERIC SKILLS:	Communication, Organisation, Applying technologies										

All - Assessment Task 3: ICT Portfolio including video

GOAL:	Docendo discimus ("by teaching, we learn")- Latin proverb. The purpose of this task is to apply your ICT learning to create a product that demonstrates your learning across the semester. Your video can: <ul style="list-style-type: none">• teach someone else how to use a new ICT application, skill or function;• showcase something you created over the semester, explaining how you created it; OR showcase yourself and your learning in the form of a "Who are you and what do you do?" video as demonstrated in class. This task will allow you to share your new knowledge and skills with your classmates.												
PRODUCT:	Portfolio												
FORMAT:	You will submit a 10-minute video demonstrating one or more of the skills you have developed in your independent studies. You will present your video to the class in week 13. Along with the video, you will submit a document explaining how you created your video and the design decisions that you made. The video & supporting material will be presented in your PebblePad portfolio along with tasks 1 & 2. The final portfolio should showcase your engagement with ICT packages that you have explored throughout the semester.												
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Reflection on learning</td><td>4</td></tr><tr><td>2</td><td>Create ICT Portfolio and Presentation</td><td>3</td></tr><tr><td>3</td><td>Demonstrate technical communication skills</td><td>2</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Reflection on learning	4	2	Create ICT Portfolio and Presentation	3	3	Demonstrate technical communication skills	2
No.		Learning Outcome assessed											
1	Reflection on learning	4											
2	Create ICT Portfolio and Presentation	3											
3	Demonstrate technical communication skills	2											
GENERIC SKILLS:	Communication, Problem solving, Applying technologies												

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

We will be working in computer labs, but you are welcome to bring your own laptops and work on them if you prefer.

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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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>

10.9. 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.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au